

# 42nd ANNUAL FORUM: FINAL PROGRAM BOOK

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## INTRODUCTION

This Final Program book provides listings of presentations. Each session is listed with the time, session type, room, title, abstract, presenter(s) and facilitator. Please be sure to review *Morning AIR* for last minute changes.

### The Online Personalized Scheduling Tool

The Online Personalized Scheduling Tool always has the most up-to-date information. The Online Personalized Scheduling Tool is at: [http://airweb3.org/air\\_forum/](http://airweb3.org/air_forum/), and it allows you to view Forum sessions by Track, Presenter, Day and Time, Location, Presenter Institute/Organization or by Date, without an ID and password. In addition to viewing the session title and summary information, the full abstract can be viewed by clicking on the session title.

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 nor 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 2001 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.

In addition, there are AIR Showcases, Table Topics, Demonstrations and Contributed Papers.

### World Wide Web and E-Mail Service Availability

Several workstations will be available for use by attendees to access the Web, to use and print updates to their Forum Personalized Scheduling Tool and to access E-Mail. A new Web-based remote E-Mail service may provide easy access to your regular E-Mail account (<http://mailstart.com>). You will need your E-Mail address and your password.

*Cover design by Bill Celandor, Bill Celandor Studio, Tallahassee, FL*

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### GENERAL INFORMATION

#### 2001-2002 Board of Directors

**DAWN G. TERKLA** (President), Tufts University  
**RICHARD A. VOORHEES** (Vice President), Community Colleges of Colorado  
**MICHAEL F. MIDDGAUGH** (Immediate Past President), University of Delaware  
**FRANCES L. DYKE** (Treasurer), University of Oregon  
**DENISE P. SOKOL** (Secretary & External Relations), University of Colorado at Denver  
**VICTOR M.H. BORDEN** (Forum Chair), Indiana University, Purdue University Indianapolis  
**SANDRA K. JOHNSON** (Associate Forum Chair), Princeton University  
**MARGARET K. COHEN** (Higher Education Data Policy Chair), George Washington University  
**MYRTES D. GREEN** (Membership Chair), Stillman College  
**MARY ANN COUGHLIN** (Professional Development Services Chair), Springfield College  
**ROBERT K. TOUTKOUSHIAN** (Publications Chair), University System of New Hampshire

#### 2001-2002 Forum Committee

**Victor M.H. Borden** (Forum chair), Indiana University Purdue University Indianapolis  
**Sandra K. Johnson** (Associate Forum chair), Princeton University  
**Alex R. Harrington** (local arrangements co-chair), University of Guelph  
**Ann E. Hollings** (local arrangements co-chair), University of Guelph  
**David X. Cheng** (track 1), Columbia University  
**Sandra Bramblett** (track 2), Georgia Institute of Technology  
**Dawit Teklu** (track 3), William Rainey Harper College  
**Kathi A. Ketcheson** (track 4) Portland State University  
**Jacquelyn Stirn** (track 5) Community College of Denver  
**Robert J. Ploutz-Snyder** (table topics and showcases), State University of New York - Cortland  
**Mark A. Figueroa** (computing technical support), Claremont Graduate University  
**Jacquelyn L. Frost**, (newcomers), Purdue University  
**Karen DeMonte**, (evaluation) University of Delaware  
**David L. Preston** (professional development services), Brazosport College  
**Dolores HopeVura** (Forum publications), California State University-Fullerton

#### Local Arrangements Committee

**R. Alex Harrington** (co-chair), University of Guelph  
**Ann E. Hollings** (co-chair), University of Guelph  
**John M. Kalb** (2003 co-chair) Florida State University  
**Sharon L. Ronco** (2003 co-chair) Florida Atlantic University  
**Jerry L. Finch**, Seattle Pacific University  
**Larry T. Hunter**, Columbus State Community College  
**Dean A. Purdy**, Bowling Green State University

### PROGRAM TRACKS AND PEER REVIEW COMMITTEES

The 2002 Forum program is organized into five tracks. Each track committee is responsible for recommending programs (contributed papers, panels, showcases 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 and Learning

*Research and practice related to student development and satisfaction, including student academic, social, and emotional gains. The defining characteristic for this track is a focus on student outcomes.*

**David X. Cheng** (chair), Columbia University  
**Ellen A. Kanarek** (2003 chair) Applied Educational Research Incorporated  
**Bernie K. Braun**, Louisiana State University  
**Diane O. Cuneo**, Smith College  
**Kelly L. Funk**, Michigan State University  
**Donald A. Gillespie**, Fordham University  
**Indira Govindan**, Fairleigh Dickinson University  
**Keith J. Guerin**, College of Staten Island/CUNY  
**Ruan Hoe**, Southwest Missouri State University  
**Fran Horvath**, California State University Northridge  
**Kathleen M. Morley**, Baylor University  
**Stephen R. Porter**, Wesleyan University  
**Laraine M. Schwartz**, Rider University  
**Emily H. Thomas**, SUNY Stony Brook University Center  
**Susan B. Thompson**, Southwest Texas State University  
**Vincent P. M. Vendel**, Universiteit van Amsterdam  
**Jody A. Worley**, Tulsa Community College  
**Xiaoyun Yang**, University of North Carolina

#### Track 2—Academic Programs, Curriculum, and Faculty Issues

*Issues related to the development and management of academic departments, programs, curriculum, and faculty activities. The kind of information that a faculty member, department chair, dean, or chief academic officer would use in evaluating the status of academic programs.*

**Sandra Bramblett** (chair), Georgia Institute of Technology  
**Anne Marie Delaney** (2003 chair) Babson College  
**J. David Brown**, Red Rocks Community College  
**Gloria A. Dohman**, North Dakota College of Science  
**Antonio Gutierrez-Marquez**, City College of Chicago  
**Charles F. Harrington**, University of Southern Indiana  
**Debbie J. Head**, Kennesaw State University  
**Paula R. Hollis**, University System of New Hampshire  
**Richard C. Huckaba**, University of Texas at Dallas  
**Mary T. Lucus**, Vanderbilt University  
**Charles L. Van Middlesworth**, Metropolitan Community Colleges (Kansas City)  
**Randall B. Nelson**, University of Puget Sound  
**Wayne D. Powel**, Gonzaga University  
**James E. Purcell**, Georgia College and State University  
**Dean A. Purdy**, Bowling Green State University  
**Andreea M. Serban**, Santa Barbara City College  
**Martha L. A. Stassen**, University of Massachusetts Amherst

#### Track 3—Institutional Management and Planning

*Campus-level planning, evaluation, and management are the focuses of this track. The types of information and analyses that would be of primary interest to senior campus-level administrators for campus-wide planning and improvement.*

**Dawit Teklu** (chair), William Rainey Harper College  
**Roddy Begg** (associate chair) University of Aberdeen  
**Penny S. Billman**, Rock Valley College  
**Ken R. Burt**, Okanagan University College  
**Chuen-Rong Chan**, Peralta Community College District  
**Laura R. Crane**, William Rainey Harper College  
**Anita Dubey**, American University  
**George E. Gabriel**, Northern Virginia Community College  
**Selena Y. Grimes**, Southwest Tenn. Community College  
**Waddell M. Herron**, California State University System  
**Stephen P. Hill**, Coconino Community College  
**Charles H. Parker**, Midlands Technical College

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**Peter J. Partell**, SUNY Binghamton University Center  
**Kristen E. Salomonson**, Ferris State University  
**Timothy A. Walsh**, Temple University  
**Prudence A. Widlak**, College of DuPage

### Track 4—Higher Education Collaborations, Policy Issues, and Accountability

*This track emphasizes issues that go beyond the campus, including accountability of individual institutions to external publics, as well as multi-institutional collaborations (e.g., data exchanges, learning consortia, and articulation agreements), system-level issues, and public policy related to higher education.*

**Kathi A. Ketcheson** (chair) Portland State University  
**Archie A. George** (associate chair) University of Idaho  
**Marcia J. Belcheir**, Boise State University  
**Marilyn H. Blaustein**, University of Massachusetts, Amherst  
**Amy Brandeburly**, Ivy Tech State College  
**Jeffrey H. Chen**, Cleveland State University  
**J. Robert Cowin**, Douglas College  
**Nettie L. Daniels**, University of Louisiana System  
**Sally S. Ferguson**, Southern Illinois University, Edwardsville  
**Joseph W. Filkins**, DePaul University  
**Deborah Furlong**, University of Wisconsin-Green Bay  
**Bryan C. Harvey**, University of Massachusetts, Amherst  
**Patricia A. Harvey**, Richard Bland College  
**Steven R. Hoagland**, Walsh University  
**Valerie L. Hodge**, Bellevue Community College  
**Alex C. McCormick**, Carnegie Commission for the Advancement of Teaching  
**Paul N. Moniodis**, Eastern Michigan University  
**Julie P. Noble**, ACT  
**Scott J. Parke**, Illinois Community College Board

### Track 5—The Practice of Institutional Research: Theory, Techniques, Technologies, Tools, and Ethics

*Research that focuses on the practice of institutional research. This includes organizational, ethical, methodological, and technological aspects of the profession.*

**Jacquelyn Stirn** (chair) Community College of Denver  
**Fred Lillibridge** (associate chair) Dona Ana Branch Community College  
**Lou C. Attanasi**, Pima Community College District  
**Mark P. Chisholm**, University of New Mexico  
**Timothy K. C. Chow**, Rose-Hulman Institute of Technology  
**Phyllis Y. Edamatsu**, Delaware State University  
**Miriam L. Fultz**, Desert Frost Education Consulting Group  
**Michelle Hall**, Southeastern Louisiana University  
**Hans P. L'Orange**, State Higher Education Executive Officers  
**Jing Luan**, Cabrillo College  
**Michael J. McCarthy**, Southwestern University  
**Lisa Muller**, University of Wyoming  
**Mohammed A. Shayib**, Texas Tech University  
**Christiane Griffin Wehr**, University of Colorado System

### Table Topics and AIR Showcases

*This subcommittee is responsible for recommending and coordinating arrangements for informal roundtable discussions at the Forum.*

**Robert J. Ploutz-Snyder** (chair), State University of New York at Cortland  
**Jennifer A. Brown** (2003 chair), University of Massachusetts-Boston  
**Michael Dillon**, State University New York at Binghamton  
**Patricia A. Harvey**, Richard Bland College  
**Timothy Hospodar**, Onondaga Community College  
**Bill Kuba**, Northwest College  
**Wendell G. Lorang**, State University New York at Albany

**Shaukat M. Malik**, State University of New York at Stony Brook  
**Robert K. Toutkoushian**, University of New Hampshire System

### Computing Technical Support

*This subcommittee coordinates arrangements for presentations using computers.*

**Mark A. Figueroa** (chair), Claremont Graduate University  
**Robert W. Gottesman** (co-chair), Auburn University  
**Sarah D. Carrigan**, University of North Carolina Greensboro  
**Dawn R. Kenney**, Albuquerque Technical Vocational Institute  
**Mohammed A. Shayib**, Texas Tech University

### Newcomers

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

**Jacquelyn L. Frost**, (chair), Purdue University  
**Alan Sturtz** (2003 chair), Connecticut State University System  
**Edith H. Carter**, Radford University  
**Margaret K. Cohen**, George Washington University  
**Debbie B. Dailey**, Georgetown University  
**Mary Lou A. D'Allegro**, Joliet Junior College  
**Margaret L. Dalrymple**, Purdue University  
**Kristia A. Diaz**, Waubesa Community College  
**Martha D. Gray**, Ithaca University  
**Janel H. Hastings**, Truman College  
**Erika I. Johansen**, Indiana University  
**John D. Jones**, Idaho State University  
**Darla M. Keel**, The University of Memphis  
**Terri M. Manning**, Central Piedmont Community College  
**Patricia B. Murphy**, Dickinson College  
**Heather Roscoe**, Tufts University  
**Kimberly A. Thompson**, Community Colleges of Colorado  
**Chun-Mei Zhao**, Indiana University, Bloomington

### 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.*

**Karen DeMonte**, (chair) University of Delaware  
**Yves M. Gachette** (2003 chair) State University of New York at Buffalo  
**Kevin J.C. Snider** (2003 chair) Indiana State University  
**Ann Marie Alexander**, Grand Rapids Community College  
**Susan K. Bach**, Portland Community College  
**Amy Brandeburly**, Ivy Tech State College  
**Lorne Kuffel**, College of William and Mary  
**Debra J. McClure**, Washburn University

### Special Interest and Associated Groups

*The coordinator acts on requests from state, regional, and other special interest groups for time slots at the Forum and assistance on site is provided by AIR staff.*

**Denise P. Sokol** (secretary and external relations chair), University of Colorado at Denver

### 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.*

**David L. Preston** (chair), Brazosport College

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### Forum Publications Editorial Advisory Committee

*This is a function of the Publications Committee*

**Dolores HopeVura** (chair), California State University-Fullerton  
**Anne Marie Delaney** (2003 chair), Babson College  
**Marcia J. Belcheir**, Boise State University  
**William C. Hayward**, Northwestern University  
**Guihua Li**, St. Cloud State University  
**Shaukat M. Malik**, State University of New York at Stony Brook  
**Thomas K. Martin**, Collin County Community College  
**Charles D. Puckett**, Oregon University System  
**Maryann S. Ruddock**, University of Texas at Austin  
**Kimberly Wright Sinha**, San Diego State University  
**Paul Snyder**, Rutgers, the State University of New Jersey  
**Paul D. Umbach**, University of Maryland  
**Scott L. Thomas**, University of Georgia

### MONDAY NIGHT EVENT

#### *Casa Loma: Dinner and Dancing*

A truly "Torontonian" Monday night event, dinner and dancing at the Casa Loma. Built as a private home in the early 1900s, the construction of Casa Loma was considered at the time to be the most romantic thing ever to happen to Toronto. With its stately towers, soaring battlements and sweeping terraces, the castle was described by one critic as a "mixture of 17<sup>th</sup> century Scotland and 20<sup>th</sup> century Fox". Today it is one of Toronto's most glamorous landmarks and most popular tourist sites.

There will be shuttle buses to transport us between the Forum hotel and Casa Loma. Tours of the castle and the surrounding, recently restored gardens are available before dinner. There is a minimal cost to tour inside the castle. Our dinner takes place in 3 rooms; the Great Hall, the Library and the Conservatory. This will be a sit-down affair, with full service and a cash bar. We will be entertained with carefully selected music provided by Mandell Entertainment Group. Dinner will be followed by dancing until the wee hours. Space at this event is limited, so be sure to book early.

**Price: \$58.00 (U.S.) per person** (*Transportation is included in the cost. Alcoholic beverages are not included.*)

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

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 five Forum tracks or broad subject areas: 1) Student Life and Learning; 2) Academic Programs, Curriculum and Faculty Issues; 3) Institutional Management and Planning; 4) Higher Education Collaborations, Policy Issues, and Accountability; 5) 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 (AIR Showcases), informal table discussions (Table Topics), keynote plenary sessions, and vendor booths and presentations. You should explore the advantages of each format as you plan which sessions to attend.

On the social side, be sure to take note of the Saturday night Early Bird Reception, Sunday evening Forum Reception, Monday night

Special Event, the International Coffee and International Symposium on Monday, the Forum Awards Luncheon on Wednesday, and the wind-up party Wednesday evening.

### NEWCOMEREVENTS

Several special activities are scheduled for AIR Newcomers. If you are a new institutional researcher or a seasoned professional and attending your first Forum, take the opportunity to become familiar with AIR and get to know other AIR members.

A booth will be set-up at the registration area with special packet of information for Newcomers including Frequently Asked Questions (FAQ).

#### **001- Newcomers Open House and Early Bird Reception, Saturday beginning at 5:45 p.m., Foyer, Lower Concourse -**

Newcomers and early birds are invited to mingle and relax at this casual gathering, which is designed to let members drop in or leave according to individual schedules. Local Arrangements hosts will be on hand to organize and lead dinner groups to area eateries.

#### **014 - Ice Cream Social, Sunday, 3:00-5:00 p.m., Grand Ballroom, Lower Concourse -**

The ice cream social is an opportunity to socialize with Forum participants, most especially for AIR Newcomers. Take the opportunity to have some fun and get to know each other, and, of course, enjoy some ice cream!

#### **S74 - Newcomers Orientation, Monday, 10:20-11:00 a.m.,**

**Kenora, 2nd Floor -** Come to this orientation to learn more about AIR, and how to become involved. Let us "old-timers" answer your questions at this informal gathering.

### PLANNING A TENTATIVE SCHEDULE BEFORE THE FORUM

The first event to mark on your schedule is the **Early Bird/ Newcomers Reception** on Saturday night at 5:45 p.m. This is an opportunity for newcomers to mingle with other Forum attendees. We plan on having some fun activities and you'll also have the opportunity to hook up with a dinner group here.

Many people find it helpful to plan a tentative schedule ahead of time. You have a couple of options:

1. Use the on-line scheduler at <http://airweb.org> and click on 2002 Forum. Here you will find listings of Forum presentations and events which you can preview, build a schedule on-line and then print it out.
2. Then go on-line and enter these into the scheduler for a targeted schedule.

**When planning your schedule, keep in mind that presentations are subject to change so consider having backups.**

### VENDOR EXHIBITS

On Monday and Tuesday from 9:40-10:10 a.m there will be Morning Coffee and from 2:40-3:10 p.m. there will be Afternoon Tea sponsored by the participating vendors. Forum attendees will have the opportunity to talk with Vendors about exciting products and services they offer. In addition, this provides everyone a great time to network with colleagues. Please see page 132 for a complete list of participating Vendors.

### ONCE YOU ARRIVE IN TORONTO

Find the Registration area in the Sheraton. Be sure to sign in and pick up your registration materials. There will be people to answer your questions and help you get oriented. In the meantime, here are a few tips and items of interest.

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Take a quick tour of the Forum facilities and locate areas where presentations will be made, the location of the Forum office, and general session halls. You'll be glad to know the lay of the land when you are scurrying from one session to another.

**Red Dot** - if you are a first-time Forum attendee you'll be given a red dot on your name tag. This identifies you as a newcomer. Veteran attendees will probably acknowledge this by saying hi, asking if you have any questions, and making you feel welcome.

**Message Board** - there is a message board near the registration area. Be sure to check it throughout the Forum in case someone needs to reach you, or use it if you need to contact someone.

**Morning AIR** - this daily newsletter contains program changes with which you'll want to keep up. *Morning AIR* copies are available in the Registration area, hotel lobbies and Forum Office.

### 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:

- Many papers will be available on-line after the Forum,
- You can leave a business card with the presenter,
- Many presenters will leave extra copies in the AIR office, or
- 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 Showcases. 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 TORONTO

#### Transportation

Toronto Transit Commission (TTC) provides bus, streetcar and subway service to just about every corner of the city. It costs \$2.25 (Cdn) per trip, payable in exact cash or by tokens (5 for \$9.00) obtained from subway stations or stores displaying a "Ticket Agent" sign. Full details including transit maps will be available on site at the Hospitality Table.

#### Attractions

Visit the Toronto Web site at [www.city.toronto.ca/visitors/index.htm](http://www.city.toronto.ca/visitors/index.htm) for a complete listing of the activities available in June. Some are summarized here:

**Chinatown** - a lively and bustling area about a 10-minute walk from the hotel

**Centre Island** - Reachable by ferry across Toronto Harbour, a peaceful and pleasant community and park.

**Hockey Hall of Fame** - If you're a hockey fan you won't want to miss the chance to see all the memorabilia from the history of hockey.

**Harbourfront Antique Market** - A massive array of antiques with many dealers, held each weekend during the summer.

**St. Lawrence Market, Kensington Market** - These are true markets in the old European style, worth a visit just to see the vendors in action. Also the best place to take advantage of fresh fruits, vegetables, fresh baked goods.

**Baseball** - The Blue Jays may be in town during the Forum and the Sky Dome is a short walk from the hotel.

**The CN Tower** - Don't miss the chance to go to the top of the tallest free-standing structure in the world. Also walking distance from the hotel.

**Shopping** - There is every kind of shopping imaginable within easy reach of the hotel. If you like traditional-style malls, try the Eaton Centre on Yonge Street, only a block from the Sheraton hotel. For those whose tastes run to the very exclusive, try Yorkville, which is full of designer shops such as Hermes, Gucci, and Marina Renaldi. For the more eclectic tastes, there are dozens of small boutiques along Queen Street. A more complete listing will be available at the Hospitality Table at Forum.

**Ontario Place** - Built literally on top of Lake Ontario, Ontario Place has outdoor concerts all summer. Attractions not available at press time.

#### Museums and Art Galleries

The Royal Ontario Museum and the Art Gallery of Ontario usually have major exhibits all year. Both also have impressive and extensive resident exhibits well worth visiting. In addition there are hundreds of smaller art galleries catering to every taste. Check the Toronto Web site for more details.

#### Theatre

Toronto has an impressive theatre community. There are many small "factory" theatres, offering new and non-traditional material, and there are large venues with more standard plays, often on their way to or from Broadway. Within walking distance from the hotel, the Royal Alexandra Theatre on King Street will have "Mama Mia!" (the story of musical group Abba), the Princess of Wales Theatre a few doors down has "The Lion King", and starting June 4, the Hummingbird Centre will be offering "Blast!", an explosive and energetic show of music and dance.

#### Dining and Nightlife

Whatever your culinary or musical taste, there's a place for you in Toronto. There are restaurants offering Italian, Chinese, Indian, Italian, Peruvian, French, Vietnamese, even American food! Your Local Arrangements Committee will make every effort to sample as many restaurants as possible before June, in an effort to provide you with our personal recommendations.

As for music, Toronto is a great place to hear jazz, rock and roll, or country. Roy Thompson Hall (again within walking distance from the hotel) is the place for opera and classical, and the Hummingbird Centre often has ballet. There are many nightclubs with standup comedy and dinner theatre. There are also a vast array of sports bars, featuring large screen views of your favourite sports. If the Toronto Maple Leafs hockey team or the Raptors basketball team are in the playoffs, sports bars will be full, loud and raucous.

#### Weather

The weather in June is comfortable, usually low to mid-70s. Rain and thunderstorms are very possible at this time of year. Nights will be

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cool, possibly dropping to low 60s. Humidity and smog can be a problem, particularly if the temperature rises to the 80s.

### Clothing

In the city, just about anything is acceptable, from business attire to sweaters and jeans. Canadians are fairly casual people and generally dress to be comfortable. You should bring good walking shoes, and a sweater or light jacket for evenings.

### Car Rental

**BUDGET** is the official car rental company for the Association for Institutional Research. Special discount rates start at a daily rate of \$38.00 (Cdn) and a weekly rate of \$228.00 (Cdn) for a compact four-door car. These rates are guaranteed one week before through one week after the meeting dates, subject to car availability, and include unlimited free mileage. In addition, at the time of reservation, when using the Budget exclusive meeting **ID VCFN**. **For reservations, call Budget at 1-800-561-5212 or (905) 673-3322** locally and refer to **ID VCFN**. Standard rental conditions and qualifications apply, including minimum rental age. Check with your Budget representative for other details.

Budget has an affiliation with Toronto Parking Authority. When driving a Budget vehicle, customers receive 12 hours of free parking at select Green P lots in downtown Toronto. Budget can also waive the drop charge if customers want to pick up at a downtown location for example and return the vehicle at the Toronto Airport.

Budget is conveniently located in the terminals of Pearson International Airport and have more than 50 locations in the Greater Toronto area.

## FORUM SERVICES AND INFORMATION

### Forum Office

The general office for Forum 2002 are the Carlton and Oxford rooms on the Mezzanine level of the Sheraton. Office personnel will generally be available during the same hours as registration and hospitality.

### Hospitality Center

The AIR Hospitality Center (near the Registration area in the Sheraton) will be open during the same hours as registration.

Hours are:

Saturday thru Tuesday: 7:30 a.m. - 5:00 p.m.

Wednesday: 8:00 a.m. - 12:00 p.m. in Forum Office

The Center will be staffed by people who know the Toronto 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 Sheraton Hall, Lower Concourse, in the Sheraton. 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 Room

The Speaker Ready Room will be available for Forum presenters, located in Conference Room A, Mezzanine, in the Sheraton. This room provides you an opportunity to check A/V equipment or computers and otherwise prepare for presentations.

### Messages

The Message Board is located near the Hospitality Center within the Registration area in the Sheraton. 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 by the Toronto Local Arrangements Committee; 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 Association for Institutional Research hosts the third Employment Clearinghouse, VIP Room on the Concourse Level, during the Toronto Forum. The Clearinghouse provides opportunities for employers and job applicants to meet face-to-face. Employers are asked to pay a small fee to register and provide copies of the job descriptions.

There is no charge for anyone seeking employment. Anyone seeking a position must be registered for the Forum and bring 10 copies of their resume or vita for inclusion in the viewing binders and should also bring sufficient copies to hand to prospective employers. **There will be a small copier on site and you may copy resumes or job descriptions. The cost is \$3.00 (U.S.) for each job description and for each resume.**

Employers will have a chance to look through resumes and applicants can browse job descriptions and contact each other to arrange for interviews. All information is confidential. Full details will soon be available on the Forum Web site (<http://airweb.org>).

**Employers will be charged \$25.00 to register with the Clearinghouse.** To submit a job description, employers must hold a current AIR membership and be registered for the Forum. **Please send an electronic copy of the job description to [air@mailers.fsu.edu](mailto:air@mailers.fsu.edu) by 4:00 p.m. on Friday, May 24, 2002.** Late additions can be submitted at Forum and copies made on site.

Hours of operation for the Clearinghouse are:

Sunday – 9:00 a.m. – noon and 1:30 p.m. – 4:30 p.m.

Monday and Tuesday – 9:00 a.m. – 5:00 p.m.

Wednesday – 8:30 a.m. – 11:30 a.m.

### Badges

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

### Copies of Papers

Authors will be asked to bring to the Forum a copy of their contributed paper on a disk for uploading to the Web, along with 50 copies to distribute at their sessions. Authors who wish to submit papers to be considered for possible publication should bring eight (8) copies to the Forum Office by noon Tuesday, June 4.

### Displays

If you would like to display your fact books, planning documents, reports and other publications and materials of interest to institutional researchers for perusal in the Sheraton, please bring the materials with you. A table will be set up to display your materials.

In addition to the work produced in offices of Institutional Research and Higher Education Institutes and Centers, AIR and AIR-sponsored publications (and the famous AIR Photo Museums), selected vendors of software, publications, and other items of professional interest to AIR members will be available.

## 42nd ANNUAL FORUM: FINAL PROGRAM BOOK

### Forum Evaluation

Overall evaluation of the Toronto Forum will take place at the Awards Luncheon on Wednesday, June 5. 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:

Karen Demonte  
Research Analyst,  
University of Delaware  
325 Hüllihen Hall  
Newark, DE 19716  
Phone: (302) 831-2021; Fax: (302) 831-8530;  
E-mail: [kdemonte@udel.edu](mailto:kdemonte@udel.edu)

8:00-12:00 p.m.

WORKSHOP

Dominion South, 2nd Floor

**Visual Basic Programming I Excel (W21)**

MANISH N. SHARMA (Presenter), Research Analyst, University of Connecticut  
CHRIS J. MAXWELL (Presenter), Research and Planning Analyst, Purdue University

This workshop is designed to provide an introduction to using Visual Basic for Applications (VBA) in Excel. VBA can be used to maintain, manipulate, and automate production of reports with Institutional Research data. Specific topics include exploring the VBA editor, recording VBA code using the macro recorder, editing recorded macros, manipulating Excel objects, programming control statements, and creating custom user interfaces.

After each topic is introduced, participants will work through examples while the presenters provide hands-on assistance. Commented code samples for each topic will be provided on diskettes. The intended audience is researchers who use Excel for reporting and have some experience programming in any language. The fee for this workshop is \$105.00.

9:00-12:00 p.m.

WORKSHOP

Wentworth, 2nd Floor

**Research Design Ideas for Institutional Researchers (W07)**

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 will demonstrate 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. The fee for this workshop is \$75.00.

9:00-12:00 p.m.

WORKSHOP

Windsor West, Mezzanine

**The Institutional Portfolio: A Performance Based Model for Assessment of General Education (W41)**

JEFFREY A. SEYBERT (Presenter), Director of Institutional Research, Johnson County Community College

This half-day workshop will present a comprehensive overview of the development and implementation of a model involving performance based assessment of general education. Components of the model, including detailed statements of expected student outcomes, methods of assessing those outcomes, and institutional standards will be presented. Participants will work in small "assessment teams" to evaluate samples of actual student work using the holistic scoring rubrics developed for the model. This workshop will be relevant for participants interested in authentic, performance based assessment of general education outcomes. The fee for this workshop is \$75.00.

9:00-4:00 p.m.

WORKSHOP

Conference Room F, Mezzanine

**Conducting Faculty Salary Analyses (W11)**

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

In this workshop, the focus will be on the data and analysis issues that must be addressed when conducting institutional faculty salary studies. Specifically, we present ways of addressing questions about equity, competitiveness, compression, and comparability by discussing each issue conceptually and providing examples of appropriate data management, analysis methodologies, and example reporting formats. Students will receive a complete set of the overheads presented during the course of the workshop. In addition, they will also receive an extensive list of references that describe virtually all aspects of faculty and staff salary issues and studies. The fee for this workshop is \$130.00.

9:00-5:00 p.m.

WORKSHOP

Conference Room B, Mezzanine

**Data Mining Persistence Clustering and Prediction (W23)**

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

This workshop will start with brief background and purpose of data mining and move onto data mining algorithms and modeling concepts. The instructor will compare data mining problems used by business with those for higher education as well as the crosswalk of data mining to traditional statistics. The attendees will practice data mining using decision trees and neural networks to mine a mock database. Participants will practice with data mining software to learn the basic modeling techniques, and to cluster and predict students' persistence. The fee for this workshop is \$190.00.



10:00 a.m. -5:00 p.m.

COMMITTEE MEETING

Pinacle, 42nd Floor

**2001-2002 and 2002-2003 Board of Directors (010)**

DAWN GERONIMO TERKLA (Committee Chair), Executive Director of Institutional Research and Planning, Tufts University  
 RICHARD A. VOORHEES (Associate Committee Chair), Director of Education Policy Initiatives, State Higher Education Executive Officers

Meeting of the 2001-2002 and 2002-2003 Board of Directors.

1:00-5:00 p.m.

WORKSHOP

Dominion North, 2nd Floor

**Our Future's So Bright, We Gotta Wear Shades: Environmental Scanning and Strategic Planning in Higher Education (W19)**

MARK P. CHAMPION (Presenter), Coordinator of Research & Information Management, Grand Rapids Community College

Note: This Workshop begins on Saturday at 1:00 p.m. and continues on Sunday until 1 p.m.

Today's institutions of higher education are expected to use anticipatory techniques in program, strategic and operational planning. Today's educational quality models want to know how an institution prepares for its future and the future of those it serves. Techniques in environmental scanning cannot predict the future, however when used correctly they can help an institution create its own preferred future. This workshop is designed to provide an overview of the environmental scanning process and demonstrate how it can be used effectively in planning. Participants will have an opportunity to practice and discuss the tools and techniques used in scanning.

Session 1 will provide a demonstration/discussion of how one would set-up a systematic process for scanning at an institution. The tools and techniques used for information gathering, analysis and integration into decision-making will be discussed. In Session 2, participants will experience a short presentation on the trends and issues driving changes in higher education. Using this presentation as a catalyst for discussion, participants will practice techniques learned in the previous session. The presenter will also assist participants with institution-specific questions about setting up the scanning process. The fee for this workshop is \$130.00.

1:00-5:00 p.m.

WORKSHOP

Wentworth, 2nd Floor

**Using Multi-Level Modeling to Analyze Faculty and Student Data (W27)**

PAUL D. UMBACH (Presenter), Graduate Research Assistant, University of Maryland College Park  
 STEPHEN R. PORTER (Presenter), Director of Institutional Research, Wesleyan University

Note: This Workshop begins on Saturday at 1:00 p.m. and continues on Sunday until 1 p.m.

Multi-level modeling techniques allow institutional researchers to appropriately handle the complex organizational effects of colleges and universities and provide the tools necessary to arrive at more accurate results. This workshop is designed for those who have a working knowledge of ordinary least squares regression. Through lecture and discussion, the first half of the class will focus on helping participants develop an understanding of multilevel modeling. The second half will consist of hands-on exercises working HLM software and multi-level data sets. Emphasis will be placed on how institutional researchers can apply this technique to common research questions. The fee for this workshop is \$130.00.

1:00-5:00 p.m.

WORKSHOP

Dominion South, 2nd Floor

**Overview, Review, Refresher on the Application of SPSS in Institutional Research (W37)**

MARY ANN COUGHLIN (Presenter), Associate Provost and Vice President of Academic Affairs, Springfield College

Have you been meaning to use the copy of SPSS that is sitting on your computer? Have you thought about exploring the use of SPSS in your Office. This workshop is designed to provide you with a broad overview of how the SPSS software can best be used within your office. The workshop will review the basics of using SPSS as well as some more advanced procedures that can be extremely useful to Institutional Research professionals. The content to be covered includes: reviewing the functions of statistical software, getting data into SPSS, manipulating data, performing file management procedures, selecting the appropriate statistical procedure, displaying data, customizing your output, mastering the Tables procedure and running advanced statistical procedures.

This workshop will focus on how to use SPSS and only limited time will be spent on the interpretation of statistical output. Participants will receive a notebook detailing the material covered during the workshop. Participants should feel free to bring along questions about those projects that they have been unable to complete to their satisfaction using SPSS. The fee for this workshop is \$105.00.

4:00-5:00 p.m.

COMMITTEE MEETING

Conference Room G, Mezzanine

**Newcomers Committee (015)**

JACQUELYN L. FROST (Committee Chair), Director of Institutional Research, Purdue University  
 ALAN J. STURTZ (Associate Committee Chair), Director of Institutional Research & Planning, Connecticut State University

Meeting for the members of the Forum Newcomers committee.

**SATURDAY & SUNDAY, JUNE 1 & 2, 2002**

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5:45-until SPECIAL EVENT Foyer, Lower Concourse

**Newcomers Open House and Early Bird Reception (001)**

JACQUELYN L. FROST (Host), Director of Institutional Research, Purdue University

Newcomers and early birds are invited to mingle and relax at this casual gathering, which is designed to let members drop in or leave according to individual schedules. Local Arrangements hosts will be on hand to organize and lead dinner groups to area eateries.

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7:00 p.m. - Until SPECIAL INTEREST GROUP Lobby Area, Ground Floor

**National Council for Research and Planning (NCRP) Dinner (S68)**

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

Join friends and colleagues from community and technical colleges for a no-host dinner. Meet in the lobby of the Sheraton Hotel at 7:00 p.m. and travel together to a nearby restaurant.

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**SUNDAY, JUNE 2, 2002**

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7:30-8:20 a.m. SPECIAL EVENT City Hall, 2nd Floor

**AIR Standing Committee Breakfast (020)**

DAWN GERONIMO TERKLA (Host), Executive Director of Institutional Research and Planning, Tufts University

Breakfast for all current members of AIR standing committees.

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8:30-12:00 p.m. COMMITTEE MEETING Elgin, 2nd Floor

**2001-2002 and 2002-2003 Forum Committees (050)**

VICTOR M.H. BORDEN (Committee Chair), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis

SANDRA K. JOHNSON (Associate Committee Chair), Assistant Dean, Princeton University

Meeting of the 2001-2002 and 2002-2003 Forum Committees.

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8:30-1:00 p.m. COMMITTEE MEETING Windsor East, Mezzanine

**External Relations Committee (025)**

DENISE P. SOKOL (Committee Chair), Director of Institutional Research, University of Colorado at Denver

Committee meeting for current members of the External Relations Committee.

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8:30-1:00 p.m. COMMITTEE MEETING Conference Room G, Mezzanine

**Publications Committee (030)**

ROBERT K. TOUTKOUSHIAN (Committee Chair), Executive Director of Policy Analysis, University System of New Hampshire

Meeting of current members of the Publication Committee.

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8:30-1:00 p.m. COMMITTEE MEETING Kenora, 2nd Floor

**Professional Development Services Committee (035)**

MARY ANN COUGHLIN (Committee Chair), Associate Provost and Vice President of Academic Affairs, Springfield College

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

8:30-1:00 p.m.

COMMITTEE MEETING

York, Mezzanine

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

MARGARET K. COHEN (Committee Chair), Assistant Vice President of Institutional Research, George Washington University

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

8:30-1:00 p.m.

COMMITTEE MEETING

Norfolk, Mezzanine

**Membership Committee (045)**

MYRTESS D. GREEN (Committee Chair), Dean of Education and Director of Planning, Stillman College

Meeting of the current members of the Membership Committee.

9:00-12:00 p.m.

WORKSHOP

Conference Room D, Mezzanine

**Planning Today for Your Fiscal Tomorrow (W03)**

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

This workshop should be of substantial interest to individuals of all ages. It is never too soon or too late to plan for your personal financial future and develop an integrated strategy for amassing resources for a fruitful retirement. The workshop has been designed to assist individuals in personal estate and retirement planning, understanding investment opportunities and strategies, and dealing with a wide-range of fiscal and related matters. Topics to be 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. There will be ample time for questions and interaction. The fee for this workshop is \$75.00.

9:00-12:00 p.m.

SPECIAL INTEREST GROUP

Simcoe, 2nd Floor

**National Survey of Student Engagement (Invitational Event) (S72)**

GEORGE D. KUH (Convener), Chancellor's Professor of Higher Education, Indiana University Bloomington

9:00-1:00 p.m.

WORKSHOP

Dominion South, 2nd Floor

**Intermediate Statistics for Institutional Research (W39)**

MARY ANN COUGHLIN (Presenter), Associate Provost and Vice President of Academic Affairs, Springfield College

This workshop will deal with intermediate/advanced issues in inferential statistics as they apply to applications in Institutional Research. Topics such as Analysis of Variance and Factor Analysis, as well as, Bi-variate, Multiple and Logistic Regression will be reviewed. A case study approach will be used illustrating the applications of these statistical techniques in Institutional Research. This workshop will utilize SPSS to analyze case study data and will focus on the analysis and interpretation of the case study data. A basic understanding of descriptive and inferential statistics is required for this workshop. Participants will receive a notebook detailing the material covered during the workshop. The fee for this workshop is \$105.00.

9:00-4:00 p.m.

WORKSHOP

Conference Room F, Mezzanine

**Strategies for the Practice of Institutional Research (W05)**

KAREN W. BAUER (Presenter), Assistant Director of Institutional Research and Planning, University of Delaware

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. The fee for this workshop is \$130.00.

9:00-5:00 p.m.

WORKSHOP

Conference Room B, Mezzanine

**Using MS Access 2000 and FrontPage 2000 to Bypass CGI in Developing Web-Based Data Collection Forms (W25)**

JING LUAN (Presenter), Chief Planning and Research Officer, Cabrillo College  
 MEIHUA ZHAI (Presenter), Director of Institutional Research, West Chester University

Intended for researchers with some knowledge and strong interest in Web form design and data collection, this workshop is designed to provide a step-by-step instruction and hands-on practice to develop a Web-based on-line form using FrontPage and Access bypassing CGI. Specifics are ODBC configuration, IIS/FrontPage Extensions, form design, and form data query.

Participants will share their experiences through hands-on practices designed for each of the topics stated above. In addition, resource materials, which provide guidelines and sample products in each of the steps will be distributed to the participants. Participants will leave the workshop with a product ready for implementation. The fee for this workshop is \$190.00.

10:00-12:00 p.m.

COMMITTEE MEETING

Essex, Mezzanine

**Task Force on Ethics Committee Meeting (070)**

SANDRA J. PRICE (Committee Chair), Director of Institutional Research, Keene State College

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

12:00-1:00 p.m.

SPECIAL INTEREST GROUP

Peel, Mezzanine

**Invitational Event - Focus Group for Swinburne University of Technology (S92)**

RAJ SHARMA (Convener), Associate Director, Resource Planning and Analysis, Swinburne Institute of Technology  
 JOHN A. MUFFO (Convener), Director of Academic Assessment, Virginia Tech

Attendance at this event is by invitation only. Its purpose is to consider the general topic of performance-based funding of universities in an entrepreneurial environment. Australian universities and their funding body are slowly but surely moving towards performance-based funding regimes. Indeed for 2002 this is a reality in terms of research funding. This focus group is organized to seek American colleagues' experiences of performance-based funding, particularly from states where such systems have been implemented in the past. Does it work? What are its strengths and weaknesses? This and other related issues will be considered during this focus group of about a dozen people.

12:00-5:00 p.m.

SPECIAL EVENT

VIP Room, Concourse

**Employment Clearinghouse (099)**

GAIL R. FISHMAN (Facilitator), AIR IPEDS Workshop Coordinator, Association for Institutional Research

Hours of Operation: Sunday - 9:00 a.m. till Noon; 1:30 p.m. till 4:00 p.m.; Monday and Tuesday - 9:00 a.m. till 5:00 p.m.; and Wednesday - 8:30 a.m. till 11:30 a.m.

1:00-2:00 p.m.

COMMITTEE MEETING

Norfolk, Mezzanine

**Nominating Committee (080)**

DAWN GERONIMO TERKLA (Committee Chair), Executive Director of Institutional Research and Planning, Tufts University  
 NORMAN E. GRAVELLE (Facilitator), Associate Director for Administration, Association for Institutional Research  
 CHRISTINE CALL (Facilitator), Assistant Director for Marketing and Communications, Association for Institutional Research

Meeting of the current members of the Nominating Committee.

1:00-5:00 p.m.

WORKSHOP

Conference Room D, Mezzanine

**Designing and Implementing Program Review Using a Strategic Plan and Assessment-Based Model (W13)**

NORLEEN POMERANTZ (Presenter), Vice President for Student Affairs, Radford University  
 KEN LOTT (Presenter), Associate Vice President for Student Affairs, Radford University  
 JANICE M. SCHAEFFLER (Presenter), Executive Director Institutional Research Planning and Analysis, Radford University

Revolution or evolution? Change is inevitable. Effective administrators manage change through a comprehensive approach to program review using assessment to inform strategic planning, to leverage budgets, and to improve programs and services. Participants will receive a notebook of relevant resource materials and will experience a design and implementation process for program review that resonates with their individual institutions and programs. The fee for this workshop is \$75.00.

1:00-5:00 p.m.

WORKSHOP

Huron, 2nd Floor

**Using NSSE & CCSSE to Improve Effective Educational Practices (W15)**

JUDITH A. OUMET (Presenter), Project Manager, Community College Survey of Student Engagement, University of Texas at Austin

ROBERT SMALLWOOD (Presenter), Associate Vice President for Academic Affairs, Southwest Texas State University

JOHN C. HAYEK (Presenter), Project Manager, National Survey of Student Engagement Indiana University

The workshop is designed for users and prospective users to better understand the purposes and uses of student engagement data to improve the undergraduate experience. Attendees are exposed to techniques on how to promote interest in using NSSE findings on-campus, unpacking the NSSE and CCSSE data, data reporting techniques, identifying areas for good educational practices, and internal and external uses. The workshop is a mixture of group exercises, discussion, and question and answers about The College Student Report and The Community College Student Report. The exercises have been used on college and university campuses and have been successful to facilitate faculty, administration, and staff interest in using NSSE and CCSSE data. Participants will leave with ideas on how to increase interest in using the NSSE findings by faculty, administrators and staff.

Participants will share their experiences through exercises designed for each of the topics stated above. In addition, resource materials that provide guidelines and sample products in the appropriate topic areas will be included in the participant booklets. The intended audience includes prospective, present, and past NSSE and CCSSE participants, or others interested in learning more about The College Student Report and The Community College Student Report and its uses. Past attendees have included researchers, academic and student services personnel, assessment officers, provosts, and faculty members who were interested in student engagement efforts on campus. The fee for this workshop is \$75.00.

1:00-5:00 p.m.

WORKSHOP

Kent, 2nd Floor

**Expanding Trust: Edging in New Approaches to Assessment (W17)**

ELEANOR D. NAULT (Presenter), Director of Assessment, Clemson University

J. JOSEPH HOEY (Presenter), Director of Assessment, Georgia Institute of Technology

MIKE LEONARD (Presenter), Department Chair and Professor of Industrial Engineering, Clemson University

M. JACKSON MARR (Presenter), Professor, Georgia Institute of Technology

What would you as an institutional researcher do to increase the trust that faculty members and department chairs have in assessment methods? Participants in this workshop will examine their own levels of trust in assessment tools such as Alumni Surveys, Focused Discussion Groups, and Exit Interviews. A critical analysis of participant comments employing an action research approach will be used to develop recommendations for enhancing trust in selected assessment tools. Findings from the workshop will be summarized in a report that will be mailed to all session participants. The intended audience is anyone working within a culture of assessment that is not optimum. The fee for this workshop is \$75.00.

1:00-5:00 p.m.

WORKSHOP

Dominion North, 2nd Floor

**Using National Datasets (W29)**

JOHN H. MILAM (Presenter), Research Associate Professor and Director, University of Virginia

The purpose of this workshop is to provide participants with a broad understanding of how to use the national datasets for institutional research, assessment, and planning. The primary focus will be on using institutional and sample survey datasets from NCES and NSF. Online resources such as the ANSWERS Web site, the IPEDS Peer Tool, IPEDS COOL, the NCES Data Analysis Systems (DAS), WebCASPAR, the NSF Academic Profiles, and SESTAT will be reviewed. Additional commercial and association datasets from AAUP, the College Board, US News, etc. will be discussed as time permits. Participants will learn about different approaches or lenses to use in finding needed data; including (1) topical; (2) source; (3) level of aggregation; (4) collection method; (5) time/date; and (6) what the user wants to do with the data – access/download versus use special analytical tools. The fee for this workshop is \$75.00.

1:00-5:00 p.m.

WORKSHOP

Windsor West, Mezzanine

**Bigger, Better, Faster, Practical Strategies for Designing Quality Surveys (W30)**

KRISTEN E. SALOMONSON (Presenter), Assistant Dean of Enrollment Services, Ferris State University

This workshop focuses on designing self-administered questionnaires for use in Institutional Research settings. Both traditional and electronic survey modes will be discussed. The information will provide solutions to optimize the development of survey questions to collect data from faculty, staff, students, and other groups relevant to your own institution. Topics include wording of questions, open versus closed-ended questions, selection of response options, question order, and basic survey layout. Workshop exercises and participants' survey examples provide the opportunity for everyone to practice both reviewing and writing of survey questions and selecting the overall survey design. The fee for this workshop is \$75.00.

1:00-5:00 p.m.

WORKSHOP

Dominion South, 2nd Floor

**SAS New Features Applied in Institutional Research (W35)**

ROBERT W. ZHANG (Presenter), Associate Director of Institutional Research, Bowling Green State University

This workshop is designed to provide an overview of the new features of SAS 8.1, which expedite routine/ad hoc projects for institutional research. Specific new features include: generating HTML format tables and graphs, importing spreadsheet/database/delimiter files to SAS data, and exporting SAS data to Excel/Access files. Use of the SAS macro feature will also be discussed in the workshop.

Participants will be able to use the new capabilities and the macro feature in the workshop and share their own perspectives of the appropriate utilization of these tools. In addition, course materials, which provide SAS sample syntax in each topic, will be distributed to the participants. The intended audience is institutional researchers with basic knowledge of SAS. The fee for this workshop is \$105.00.

1:00-5:00 p.m.

WORKSHOP

Simcoe, 2nd Floor

**Overview of IPEDS (Integrated Postsecondary Education Data System) for New Users and a Demonstration of the IPEDS Peer Analysis Tool (W43)**

LU E. PHILLIPS (Presenter), Research Analyst, Lorain County Community College

CEL JOHNSON (Presenter), Director of Institutional Research, University of San Diego

This two part workshop is designed for the needs of beginning and experienced IPEDS users. The first portion is an overview and introduction to IPEDS for new IPEDS users. Following a short break, the second portion will focus on the flexibility of the Peer Analysis tool for both beginning and experienced users. The fee for this workshop is \$35.00.

2:00-4:00 p.m.

COMMITTEE MEETING

Norfolk, Mezzanine

**Center for Institutional Data Exchange and Analysis Advisory Group (Invitational Event) (042)**

ROSEMARY Q. HAYES (Convener), Director, Center for IDEA, University of Oklahoma

This is an annual meeting of CIDEA to discuss current and future ideas.

2:00-4:00 p.m.

COMMITTEE MEETING

Elgin, 2nd Floor

**Research Advisory Committee to US News (093)**

Meeting of the members of the Research Advisory Committee.

2:00-4:00 p.m.

COMMITTEE MEETING

Conference C, Mezzanine

**NCRP Business Meeting and Awards Ceremony (094)**

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

NCRP 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 2001-02 and plans for the coming year. The annual NCRP awards ceremony will be held during this session.

2:00-3:00 p.m.

SPECIAL INTEREST GROUP

Essex, Mezzanine

**Federal Degree Granting Institutions (FDGI) (S93)**

ANNA T. WAGGENER (Convener), Director Institutional Assessment, U.S. Army War College

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.

2:00-5:00 p.m.

COMMITTEE MEETING

Peel, Mezzanine

**SAIR Spring Board Meeting (Invitational Event) (089)**

SAM LOWTHER (Convener), Executive Director of Planning and Analysis, Auburn University

The SAIR Board will meet during the Forum to discuss issues of interest.

3:00-4:00 p.m.

OPEN HEARING

Kenora, 2nd Floor

**AIR Budget Briefing (036)**

FRANCES L. DYKE (Convener), Associate Vice President for Budget and Finance, University of Oregon

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

3:00-4:00 p.m.

SPECIAL INTEREST GROUP

York, Mezzanine

**Southern African Association for Institutional Research (SAAIR) (S58)**

DAVID FARIRAI (Convener), Institutional Planner, Eastern Cape Technikon

PIETER J. VERMEULEN (Convener), Director of Institutional Research and Planning, University of Pretoria

3:00-5:00 p.m.

SPECIAL EVENT

Grand Ballroom, Lower Concourse

**Ice Cream Social (014)**

JACQUELYN L. FROST (Host), Director of Institutional Research, Purdue University

VICTOR M.H. BORDEN (Host), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis

The ice cream social is an opportunity to socialize with Forum participants, especially for AIR Newcomers (first-time attendees). There will be an organized fun activity at 3:30 (optional participation) to facilitate getting to know one another. This event will be free to AIR Newcomers and \$1.00 per scoop for everyone else with the proceeds going to the Julia Duckwall Scholarship program. Take the opportunity to have some fun and get to know each other!

3:30-4:10 p.m.

SPECIAL INTEREST GROUP

Conference Room F, Mezzanine

**National Survey of Student Engagement (S49)**

JOHN C. HAYEK (Convener), Project Manager, National Survey of Student Engagement Indiana University

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Windsor East, Mezzanine

**AIR of the Upper Midwest (AIRUM) (S05)**

SCOTT BAUMLER (Convener), Senior Research Analyst, Grinnell College

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.

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Essex, Mezzanine

**Catholic Colleges and Universities (CCU) (S12)**

DONALD A. GILLESPIE (Convener), Director of Institutional Research, Fordham University

Institutional researchers have gathered at an annual Catholic College IR Forum at Villanova University since the middle 1990's. An informal planning group at this year's meeting at Villanova presented a proposal to establish a formal, national membership organization for institutional researchers at Catholic Colleges. Representatives of Catholic colleges will discuss this proposal at the SIG meeting. All IR officers at Catholic colleges are urged to attend.

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Kenora, 2nd Floor

**Datatel Users (S19)**

MICHELLE S. APPEL (Convener), Director of Institutional Research, Carroll Community College

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.

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Norfolk, Mezzanine

**Higher Education Data Sharing (HEDS) Consortium (S25)**

JASON P. CASEY (Convener), Director of HEDS Consortium, Higher Education Data Sharing Consortium

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.

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Conference Room G, Mezzanine

**National Association of Independent Colleges and Universities State Executives (NAICUSE) (S40)**

CAROL H. FULLER (Convener), Assistant Vice President for Research and Policy Analysis, National Association of Independent Colleges and Universities

This session will provide the opportunity for researchers from state associations of independent colleges and universities to share information about national and state issues and activities.

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Conference C, Mezzanine

**National Council for Research and Planning (NCRP) (S41)**

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

A panel of NCRP veterans will discuss how NCRP can help researchers and planners at community and technical colleges. Discussion will focus on the role of NCRP as a professional association. All researchers and planners from two-year colleges are encouraged to attend.

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Wentworth, 2nd Floor

**Research on Development and Alumni (S50)**

MARSHA V. KROTSENG (Convener), Vice Provost, West Liberty State College

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

Civic Ballroom South, 2nd Floor

**North Carolina Association for Institutional Research (S55)**

H. DAVID D. SMATHERS (Convener), Director of Institutional Research and Planning, Rockingham Community College

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Civic Ballroom North, 2nd Floor

**Oklahoma Association for Institutional Research (S56)**

CARLA REICHARD (Convener), Associate Director of Institutional Research, Oklahoma State University

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

York, Mezzanine

**Research on Faculty (S70)**

VALERIE M. CONLEY (Convener), Graduate Student, Virginia Polytechnic Institute and State University

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Elgin, 2nd Floor

**Urban Universities Institutional Researchers (S71)**

TIMOTHY A. WALSH (Convener), Director of Student Information Systems, 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.

4:10-4:50 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**Student Learning and Achievement: Developing Undergraduate Student Performance Indicators from National Survey of Student Engagement (T01)**

HUIMING WANG (Author), Associate Analyst, University System of Missouri

One of the major concerns in IR quality and productivity has been how to put the results of an assessment into good use. Using the data from the National Survey of Student Engagement (NSSE), we developed index scores to measure undergraduate learning environment, learning outcome, career preparation, and overall satisfaction. The index score is designed to summarize the NSSE results in a unique, yet concise format to deliver useful information for institutional improvement as well as public accountability.



4:10-4:50 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**Using Online Student Evaluation of Teaching to Assess Student Effort and Faculty Performance (T02)**

RAY WALLACE (Author), Institutional Research Analyst, University of Idaho

ARCHIE A. GEORGE (Author), Director, Institutional Research and Assessment, University of Idaho

JANE BAILARGEON (Author), University of Idaho

As one component in a formative and comprehensive assessment of the teaching and learning environment, we have developed an online evaluation system that captures a variety of student demographics while measuring faculty performance and student effort in the classroom. Discussion will cover procedures which provide the basis for studying student effort, its relationship to faculty performance, and the quality of the teaching and learning environment, as well as the utilization of technology that makes this research possible.

4:10-4:50 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**Do Learning Support Courses Yield a Measurable Effect on Later Achievement? (T03)**

CHARLES H. HAWKINS (Author), Director of Institutional Research and Planning, North Georgia College and State University

There is a trend to move learning support courses out of senior colleges, yet little is known about what effect, if any, these courses are having on achievement in freshman English, math, and reading- and writing-intensive credit courses. This study explores the relationships among students' test scores, learning support course grades, and grades in credit courses as described. Through a round table discussion, these results will be reviewed and discussed along with experiences from other institutions as shared by attendees, what has been learned so far, and directions for future research.

4:10-4:50 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**Conducting Academic Program Evaluation: Consideration of an Integrative Model (T04)**

ELAINE W. KUO (Author), Research Analyst, University of California Los Angeles

MARC LEVIS (Author), Director, Office of Undergraduate Evaluation &amp; Research, University of California - Los Angeles

This table topic discusses some lessons learned in our institutional research office regarding the goals and strategies used in academic course evaluation efforts. We share some of the lessons we've learned in a practitioner's context, using some of our evaluation efforts as case studies. Our proposal also includes an interactive component, where participants are encouraged to share their own thoughts about and experiences with academic evaluation and faculty involvement. Through a small group exercise and large group discussion, we hope to promote a spirit of collaboration to help institutional researchers conceptualize ways to engage faculty in academic course evaluation.

4:10-4:50 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**Statewide Testing, Developmental Education, and Postsecondary Participation and Success (T05)**

JAMES DILLING (Author), Program Director, Texas Higher Education Coordinating Board

Ensuring participation and success in undergraduate programs is critical to attain state-level goals. Can statewide testing contribute to the achievement of these goals? Recent data on one State's Academic Skills Program performance as a predictor of participation and success are presented. The relationships between participation, initial preparation, demographic, and socioeconomic characteristics are explored. The effect of developmental education on retention, transfer, performance, and completion is also presented. Open discussion of the meaning of the data and future courses of action will be encouraged.

4:10-4:50 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**How To Use Survey Results to Improve Institutional Practice (T08)**

GUIHUA LI (Author), Research Specialist, St. Cloud State University

This table topic is going to focus on the effective use of survey results. Almost all institutions of higher education have conducted surveys for assessment purposes. Survey results have provided critical information for decision-making. However, not all the survey results have been utilized. Sometimes surveys have been conducted and results have been put in draws or on shelves. It is not the intention of this facilitator to serve as an expert on the use of survey results. This will be an opportunity for participants to share their experiences and to learn from each other how to best use survey results.

4:10-4:50 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**IR Office Documentation: or "What in the World Was She Thinking?!" (T15)**

MARY-LOUISE GEREK (Author), Institutional Research Analyst, Nazareth College of Rochester

Documentation of both data and work process is critical to every institutional research office. Single-person offices are particularly vulnerable to personnel changes and data loss. Overlap between veterans and new practitioners is, at best, usually brief. PC-based tools can assist in the necessary process of documenting work flows and data, helping to ensure consistent and accurate reporting, and safety of data.

5:00-5:40 p.m.

COMMITTEE MEETING

Elgin, 2nd Floor

**2002 Forum Evaluation Committee (065)**

KAREN DEMONTE (Committee Chair), Research Analyst, University of Delaware

Meeting of the 2002 Forum Evaluation Committee.

5:00-until

COMMITTEE MEETING

Peel, Mezzanine

**Research in Higher Education Consulting Editors (031)**

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

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

5:45-until

PLENARY SPEAKER

Grand Centre Ballroom, Lower Concourse

**Sunday Plenary - Using Research in Higher Education to Think Globally and Act Locally (017)**

STEPHEN LEWIS (Plenary Speaker), Special Envoy for HIV/AIDS in Africa, United Nation's

VICTOR M.H. BORDEN (Facilitator), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis

**Stephen Lewis**

Stephen Lewis is currently the United Nation's Special Envoy for HIV/AIDS in Africa, a post he accepted in June of 2001.

We often claim that institutional research requires a "boundary spanning, enterprise-wide view" of higher education issues. Stephen Lewis will help us explore new frontiers in thinking with his unique global perspective. He brings to this discussion a life-long dedication to social justice and improving the human condition. In the past two decades, he has served as Canada's Ambassador to the United Nations; been Deputy Executive Director of UNICEF (United Nations Children's Fund); been an elected parliamentarian and official opposition leader in the Ontario Legislature; he's been a lively radio and television commentator; he chaired the first ever international conference on Climate Change; he became the UN Secretary-General's Special Representative for Africa; he coordinated a two-year international study on the Impact of War on Children; he was a member of the "Panel of Eminent Personalities" established by the organization of African Unity to investigate the genocide in Rwanda.

7:00 p.m. - Until

SPECIAL EVENT

Foyer, Lower Concourse

**Forum Reception (002)**

VICTOR M.H. BORDEN (Host), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis

Please join us after the Plenary for the Forum Reception. Friends, food and fun await you at this traditional Forum kick-off.

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**MONDAY, JUNE 3, 2002**


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7:30-8:20 a.m.

SPECIAL INTEREST GROUP

York, Mezzanine

**Academic Health Centers (S03)**

GEORGE HAMILTON (Convener), Institutional Research Manager, Oregon Health Sciences University

7:30-8:20 a.m.

SPECIAL INTEREST GROUP

Windsor East, Mezzanine

**African Association for Institutional Research (AfAIR) (S04)**

OYEBANJO A. LAJUBUTU (Convener), University of Maryland

This session provides a networking opportunity for Africans engaged in institutional research. Issues related to the development of IR activities in Africa will be discussed.

7:30-8:20 a.m.

SPECIAL INTEREST GROUP

Civic Ballroom North, 2nd Floor

**Banner Users Special Interest Group (S09)**

MARGARET K. COHEN (Convener), Assistant Vice President of Institutional Research, George Washington University

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.

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7:30-8:20 a.m. SPECIAL INTEREST GROUP Conference Room F, Mezzanine

**COFHE Continental Breakfast (Invitational Event) (S16)**

C. ANTHONY BROH (Convener), Director of Research, Consortium on Financing Higher Education

Invitational event for COFHE members.

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7:30-8:20 a.m. SPECIAL INTEREST GROUP Elgin, 2nd Floor

**City University of New York Institutional Research Council (S17)**

RICHARD N. FOX (Convener), Director of Institutional Research, City University of New York Kingsborough Community College

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7:30-8:20 a.m. SPECIAL INTEREST GROUP Conference Room B, Mezzanine

**Electronic Factbooks (S21)**

TOD R. MASSA (Convener), Director of Institutional Research and Technology Services, State Council of Higher Education

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.

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7:30-8:20 a.m. SPECIAL INTEREST GROUP Essex, Mezzanine

**Illinois Association for Institutional Research (IAIR) (S26)**

JULIA A. ABELL (Convener), Director of Planning and Institutional Studies, Eastern Illinois University

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

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7:30-8:20 a.m. SPECIAL INTEREST GROUP Conference Room G, Mezzanine

**Indiana Association for Institutional Research (INAIR) (S27)**

AMY BRANDEBURY (Convener), Director of Institutional Research, Ivy Tech State College

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.

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7:30-8:20 a.m. SPECIAL INTEREST GROUP Wentworth, 2nd Floor

**Colorado Association of Planners and Institutional Researchers (S32)**

CHRISTIANE GRIFFIN WEHR (Convener), Coordinator of Information and Analysis, University of Colorado System

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7:30-8:20 a.m. SPECIAL INTEREST GROUP Kenora, 2nd Floor

**Ohio Association for Institutional Research and Planning (OAIRP) (S45)**

LARRY T. HUNTER (Convener), Senior Institutional Research Specialist, Columbus State Community College

Members of OAIRP and those interested in the Association who have gathered in Toronto are invited to meet and discuss any issues or concerns.

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7:30-8:20 a.m. SPECIAL INTEREST GROUP Norfolk, Mezzanine

**Southern Association for Institutional Research (SAIR) (S54)**

SAM LOWTHER (Convener), Executive Director of Planning and Analysis, Auburn University

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.

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7:30-8:20 a.m. SPECIAL INTEREST GROUP Conference C, Mezzanine

**Systems Office Institutional Researchers (S91)**

ALAN J. STURTZ (Convener), Director of Institutional Research & Planning, Connecticut State University

Meeting for those in system-level institutional research offices.

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8:30-9:30 a.m.

PLENARY SPEAKER

Grand Centre Ballroom, Lower Concourse

**Monday Plenary - Information Support to Advance the Academy (012)**

STANLEY O. IKENBERRY (Plenary Speaker), University of Illinois at Urbana

VICTOR M.H. BORDEN (Facilitator), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis



How can institutional research come to play a more integral role in helping members of the academy pursue core higher education goals: teaching and learning, research and scholarship, and professional and public service. In this keynote address, Dr. Stanley Ikenberry will explore the evolving role of college and university faculty and administrators in shaping the goals and core outcomes of the higher education enterprise. His remarks will spotlight the role of information and analysis in this evolution, and how institutional researchers can position their work to optimize its impact on the pursuit of these core goals.

**Stanley Ikenberry**

Dr. Stanley Ikenberry is a Fellow of the American Academy of Arts and Sciences who has had a distinguished career as a student, practitioner, and advocate for higher education. He returned to his faculty position at the University of Illinois at Urbana Champaign in July 2001 after serving for five years as President of the American Council on Education (ACE). Prior to ACE, Dr. Ikenberry served as President of the University of Illinois from 1979 through 1995. He began his career as an institutional researcher under Paul Dressel at Michigan State University and left MSU to found West Virginia

University's first office of institutional research. After five years as Dean of WVU's College of Human Resources and Education he moved to Penn State where he served as senior vice president for university development and relations and as associate director of the Penn State Center for the Study of Higher Education.

9:40-10:10 a.m.

MORNING COFFEE BREAK

Sheraton Hall, Lower Concourse

**Vendor-Sponsored Morning Coffee Break (081)**

Please join us for a morning vendor-sponsored coffee and take time visit with the vendors and catch up with your colleagues over coffee.

10:20-11:00 a.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Windsor West, Mezzanine

**VAMAP Best Paper: Student Debt and Debt Burden of Graduate and First-Professional Students (626)**

DAINA P. HENRY (Author), Assistant Director Planning and Institutional Research, College of William and Mary

LORNE KUFFEL (Facilitator), Director of Institutional Research, College of William and Mary

The purpose of this research was to assess the short-term debt burden of graduate education for students needing to acquire loans. Building on and refining the work of Leslie and Brinkman, and Keynes (but narrowing the analysis to post-baccalaureates) an analysis of amount of student debt and debt burden (the proportion of debt payments to income) was conducted. Using institutional and NPSAS data, debt was analyzed by student level (i.e. masters, doctoral, first-professional) and program of study (business, education, law, physical sciences, social sciences, and other). Student loan debt was combined with average consumer debt to assess total debt payments. The research concluded that student debt burden alone was over the threshold of 10 percent of income for two groups: law students, and doctoral students in the social sciences. When using total debt, all categories of students had debt burden that exceeded 10 percent of income. In addition, there were marked differences in amount of debt and the proportion of students acquiring debt by level and program.

10:20-11:00 a.m.

INVITED/BEST PAPER/PRESENTATION SESSION Grand Centre Ballroom, Lower Concourse

**AIR BEST PAPER: Factors Affecting Part-Time College Enrollment Within the First Year (638)**

LESLIE S. STRATTON (Author), Assistant Professor, Virginia Commonwealth University

JAMES N. WETZEL (Author), Professor, Virginia Commonwealth University

DENNIS M. O'TOOLE (Author), Associate Professor, Virginia Commonwealth University

ROBERT K. TOUTKOUSHIAN (Facilitator), Executive Director of Policy Analysis, University System of New Hampshire

This study uses data from the 1989-94 Beginning Post-Secondary Survey to ascertain the prevalence of such non-traditional enrollment practices as part-time and stop-out behavior. The decision to enroll initially as a part-time or full-time student is then examined, contingent on the initial decision to attend college. A theoretical model that explicitly recognizes the role of employment opportunities in determining full-time/part-time enrollment outcomes is developed. This model can also rationalize persistence decisions, including the decision to stop-out or to continue as a part-time student. Estimates of a logit model of the initial enrollment decision are consistent with the model and indicate that economic factors such as expected earnings and the unemployment rate significantly influence the decision to enroll on a part-time versus a full-time basis.

10:20-11:00 a.m.

TRACK 1/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Fostering Women and Minorities to Persist in Science: A Critical Look at the STARS Program (113)**

HEATHER KIM (Author), Senior Researcher, Yale University

XIAOMEI FENG (Facilitator), Assistant Director of Institutional Research, Tufts University

The Science, Technology and Research Scholars' (STARS) program is designed at a highly selective, private university to enhance the academic success of groups that are historically underrepresented in the sciences and engineering. Through study groups, research opportunities, strong mentoring relationships, and the development of a cooperative community of scholars, the STARS program supports freshmen and sophomores during the early and critical transitional years of their undergraduate education. As an evaluation of the STARS program, this study examined whether or not the program enhances student performance and persistence in the sciences by measuring the outcomes of STARS participants and non-STARS participants in terms of their GPAs in the selected science courses, persistence rates in the sciences, and activities after graduation.

10:20-11:00 a.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room G, Mezzanine

**Majors in Science, Mathematics, Engineering, and Technology: Gender and Ethnic Differences in Persistence and Graduation (184)**

DAVID L. TAN (Author), Associate Professor of Higher Education, University of Oklahoma

CHRISTOPHER M. ANTONS (Facilitator), Director of Institutional Research and Planning Support, Willamette University

If science, mathematics, engineering, and technology (SMET) are necessary in ensuring national and global competition, the academic achievement of all Americans in these disciplines is crucial. This study will attempt to discover the persistence and graduation rates of women and ethnic minorities in these fields. Specifically, three questions will be pursued: (1) What are the persistence and graduation rates of SMET majors over a six-year collegiate experience? (2) What are the racial and gender differences in persistence and graduation rates? (3) What are the differences in the factors related to persistence and graduation among racial and gender groups?

10:20-11:00 a.m.

TRACK 2/CONTRIBUTED PAPER

Norfolk, Mezzanine

**Evidence Suggesting We Should Admit Students Who Score Extremely Low on GRE Subtests or the GMAT to Graduate School Programs (225)**

THEODORE MICCERI (Author), Coordinator of Statistical Research, University of South Florida

CHARLENE H. HERREID (Author), Coordinator of Institutional Research, University of South Florida

JODY A. WORLEY (Facilitator), Director of Institutional Research and Assessment, Tulsa Community College

This study sought to determine whether GRE subscores (or GMAT) could predict graduation rates in related areas (math-oriented majors for GRE quantitative, etc.) in a sample of over 9,000 graduate students at a major public research university. Because few low quantitative scores were present in math-oriented majors, an attempt was made to determine whether thresholds occurred below which students would fail to graduate by grouping scorers (e.g. <400, 400-499, 500-599, 600+). Surprisingly, lower scoring groups (particularly < 400) graduated at consistently and sometimes substantially higher rates than higher scoring groups. Possible reasons for this phenomenon are explored.

10:20-11:00 a.m.

TRACK 2/CONTRIBUTED PAPER

Dominion South, 2nd Floor

**Job Satisfaction in Teaching: An Examination of Personal and Environmental Influences on Faculty (229)**

MICHAEL ZABRISKIE (Author), Doctoral Student, University of Michigan

ERIC L. DEY (Author), Associate Professor, University of Michigan

STEPHANIE G. RIEGLE (Author), Doctoral Student, University of Michigan

MICHAEL H. HEIBERGER (Facilitator), Director of Planning and Evaluation, State University of New York College of Optometry

An ongoing tension among faculty roles has generated discussions questioning the amount of teaching faculty actually do. Before accurately assessing this issue, it is important to investigate satisfaction levels of teaching faculty. Using Hagedorn's (2000a) model, this study examines how personal and environmental factors combine to influence faculty's feelings of satisfaction in their teaching experience.

10:20-11:00 a.m.

TRACK 2/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**What Do We Have To Hide?: Data and Diversity (232)**

CATHY A. TROWER (Author), Senior Researcher, Harvard University

USHA M. SHIVASWAMY (Facilitator), Assistant Director, Institutional Research, Ball State University

Despite 30 years of affirmative action, the full-time tenured professoriate, especially at research universities, is comprised almost entirely of white males. Illuminating these data makes some policy-makers, administrators, and faculty defensive. This might explain, in part, why data play a relatively limited role in decision-making about faculty employment policies. Perhaps anecdote and rhetoric about tenure and faculty abound because the data are not defensible. This paper reveals the incontrovertible data about faculty race and gender, and examines what data providers and data users might do differently in order to increase the import of information in policy-making.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**Strategic Planning at a Large Community College: A New Vision for a New Millennium (334)**

TAMELA M. HEATH (Author), Dean of Planning and Institutional Research, Prince George's Community College  
 KARL BOUGHAN (Facilitator), Director of Institutional Research, Prince George's Community College

In 1999, a Community College embarked on a most ambitious strategic planning effort. With the appointment of a new president, strategic planning was a chance to chart the college's direction for the new millennium. Through the 18-month process the college clarified its mission and vision and set new five-year strategic goals. A unique component of this college's strategic planning effort is its emphasis on project management. Each year, areas set measurable objectives as the means to attaining fiscal year institutional objectives to meet the five-year strategic goals. In this way, strategic planning truly becomes a college-wide endeavor.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**Utilization of Benchmarking to Support the Institutional Performance Improvement Process (378)**

JOHN L. YEAGER (Author), Administration and Policy Studies of the School of Education, University of Pittsburgh  
 R. BAT-ERDENE (Author), University of Pittsburgh  
 DENISE A. KRALLMAN (Facilitator), Assistant Director of Institutional Research, Miami University at Oxford

The recent interest in institutional accountability and quality assurance has focused attention on issues of institutional quality. This paper examines three major institutional activities—strategic planning, quality assurance and quality improvement—and how they can be linked through the use of benchmark data to achieve a systematic, data driven improvement in institutional performance. Examples are presented of how benchmarks can be employed in each activity and used to link the three activities to provide an integrated program of quality improvement. Through the specification, collection, monitoring, and analysis of benchmark data, institutions can make informed decisions to identify, document and implement “best practices.”

10:20-11:00 a.m.

TRACK 4/CONTRIBUTED PAPER

Civic Ballroom South , 2nd Floor

**A Conceptual Framework for Financial Aid Reporting (406)**

RONALD G. ALLAN (Author), Assistant to the Dean, Georgetown University  
 KEVIN B. MURPHY (Facilitator), Institutional Research Analyst, University of Massachusetts-Boston

Financial aid is an extremely complex field with complicated methodologies for establishing financial need, expected family contribution and financial aid packages. Because of this complexity, reporting financial aid statistics is very difficult. This paper presents a conceptual framework for thinking about financial aid reporting and a methodology that can be adapted by most schools to meet their individual needs. It is hoped that this exercise may reduce some of the confusion that surrounds the distinction between Need-Based aid, Merit aid and Non-Need-Based aid, as well as providing a primer for newcomers to the field of financial aid reporting.

10:20-11:00 a.m.

TRACK 4/CONTRIBUTED PAPER

Grand West Ballroom, Lower Concourse

**Examining the Relationship between Credit Hours and Contact Hours (441)**

JESSICA SHEDD (Author), Research Analyst, Institute for Higher Education Policy  
 JANE WELLMAN (Author), Senior Associate, Institute for Higher Education Policy  
 PATRICIA A. DEWITT (Facilitator), Director of Institutional Planning and Research, Shorter College

The student credit hour technically assigns one course credit for one weekly semester hour of learning, but over time has strayed from its original currency. It is increasingly labeled an obstacle to alternatives to traditional teaching/learning and there likely is growing inconsistency within and between institutions in how credits are measured. While some inconsistencies may not be problematic, they can lead to weakening the basic integrity and face value of the measure. A survey of institutions was administered to determine variations in relations between contact hours and credits awarded. Are the variations random or are there patterns?

10:20-11:00 a.m.

TRACK 5/DEMONSTRATION

Dominion North, 2nd Floor

**Using Web Portal Technologies to Enhance and Transform Institutional Research (562)**

ANDREEA M. SERBAN (Author), Director of Institutional Assessment, Research and Planning, Santa Barbara City College  
 PAUL D. LANGSTON (Facilitator), Director of Institutional Research, Southwest Missouri State University

Web Portals are one of the emerging technologies that has the potential to greatly transform the creation, deployment and sharing of information and knowledge within and across institutions. This presentation has two major purposes: 1) to explain the capabilities of Web Portals and 2) to demonstrate how an office of institutional research has implemented Oracle iPortal to enhance and transform its operations.

10:20-11:00 a.m.

SPECIAL INTEREST GROUP

Kenora, 2nd Floor

**Newcomers Orientation (S74)**

JACQUELYN L. FROST (Convener), Director of Institutional Research, Purdue University

If you are a newcomer to the Forum, come and join us to learn more about AIR, how to become involved and let us answer your questions at this informal gathering.

10:20-11:00 a.m.

VENDOR DEMONSTRATION

Simcoe, 2nd Floor

**SPSS SmartViewer Web Server for Distributing Dynamic Reports (V01)**

EDWARD J. TORPY (Presenter), Senior Sales Engineer, SPSS, Inc.

SPSS SmartViewer Web Server (SVWS) provides multiple users with information in one publication in an easy-to-use, interactive environment - a Web browser. By opening one report on the Web site, a user can read a report, view graphics and then drill down into interactive data tables for more detail. The demonstration will show how to create these reports in SPSS, how to publish them to SVWS, and how anyone with a Web browser can pivot the reports to get more information to answer their ad hoc questions.

10:20-11:00 a.m.

VENDOR DEMONSTRATION

Huron, 2nd Floor

**Survey Products, Inc. - Using Bubble Publishing FORM SHOP, SCAN SHOP & REPORT SHOP (V07)**

WILLIAM G. GRAY (Presenter), Chief Executive Office, Survey Products, Inc.

DON GRAY (Presenter), Chief Operating Officer, Survey Products, Inc.

Newcomers and present users are invited to participate in a "quick and easy" demonstration of this reliable automated data collection and reporting system. A question/answer session will follow. Educators across the nation and around the world use the Bubble Publishing - Form shop, Scan Shop, & Report Shop system to collect and report survey research and assessment data, plus the large amount of demographic information that everyone needs these days for projects such as accreditation and IPEDS reports, course and instructor evaluations, graduate/alumni follow-ups, senior exit and campus climate surveys, etc.

10:20-11:50 a.m.

COMMITTEE MEETING

AMEX Board

**New Board Members Orientation Session Budget and Finance Reporting (076)**

FRANCES L. DYKE (Committee Chair), Associate Vice President for Budget and Finance, University of Oregon

NORMAN E. GRAVELLE (Facilitator), Associate Director for Administration, Association for Institutional Research

This committee session for new board members is in addition to the "Orientation Session for New Members of the Board of Directors" (005) that is currently scheduled for Tuesday at Noon.

10:20-11:50 a.m.

TRACK 1/PANEL

Windsor East, Mezzanine

**Integrating Results from the CSXQ and CSEQ: Lessons from the Field (134)**

RICHARD MUTHIAH (Author), CSEQ Project Associate, Indiana University

JOHN H. PRYOR (Author), Director of Undergraduate Evaluation and Research, Dartmouth College

GARY R. PIKE (Author), Assistant Vice Chancellor and Student Affairs Director, University of Missouri-Columbia

VIVIAN THOMPSON (Author), Assessment Coordinator, IRAP, Appalachian State University

GEORGE D. KUH (Facilitator), Chancellor's Professor of Higher Education, Indiana University Bloomington

The expectations of incoming college students foreshadow their actual college involvements and experiences. Adapted from the College Student Experiences Questionnaire (CSEQ), the College Student Expectations Questionnaire (CSXQ) gauges new students' expectations for college in order to acquire critical information from students before the college experience, including student expectations for their performance, their activities and involvement with peers and faculty members, and what they think their campus environment will be like.

This session will include an overview of the CSEQ and CSXQ followed by a panel discussion of actual and intended uses of the instruments by representatives from several campuses.

10:20-11:50 a.m.

TRACK 2/PANEL

Kent, 2nd Floor

**Developing a Course Evaluation System to Enhance Data Utilization (245)**

JOHN M. KELLEY (Author), Executive Director of Planning and Research, Villanova University

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

KATHLEEN NAZAR (Author), Director for Survey Research, Villanova University

NURIT FRIEDMAN (Author), Director for Research, Data and Analysis, Villanova University

In 1995, the IR Office, in concert with various academic offices, inaugurated a system for student evaluations of courses and professors. A unitary system was created where once 18 separate efforts were employed. In the interim, the system has been continuously improved to

enhance efficiency, promote data utilization and foster pedagogical advancements. Each semester 2000 reports are generated for faculty and chairs, a special report is prepared to inform tenure decisions and numerous ad hoc analyses are conducted. This session will describe the instrument and system, discuss technical innovations, and give special attention to employing results to improve teaching and learning.

10:20-11:50 a.m.

TRACK 3/PANEL

Civic Ballroom North, 2nd Floor

### **Institutional Research, Managing to Uncertainty, Part II (323)**

MARTIN B. FORTNER (Author), Institutional Researcher, Southern University at New Orleans

SHANNA E. LITTLE (Author), Assistant to the Vice President and Coordinator for Institutional Research, Effectiveness and Assess, Southern University System

Institutional research is a pro-active assessment concept designed to evaluate, effectiveness, efficiency and quality of organizational service delivery, planning processes and compliance activities. (IR) ultimate objective is to provide organizational management with accurate, relevant information for decision-making processes.

This paper represent one urban public university and coordinating board efforts to implementing statewide policy mandates addressing achievement of educational access, success and quality through selective admissions. As a result of increased "on the job experiences" by IR professional staff, our unit has assumed a more prospective role in strategic planning, implementation and reporting processes.

10:20-11:50 a.m.

TRACK 5/PANEL

York, Mezzanine

### **Managing Complexity: Challenges and Opportunities of Decentralization in Research Universities (549)**

MARYANN GRAY (Author), Academic Information Officer, University of Southern California

DENNIS D. HENGSTLER (Author), Director of Institutional Research, University of California-Santa Barbara

MARC LEVIS (Author), Director, Office of Undergraduate Evaluation & Research, University of California - Los Angeles

JUDITH RICHLIN-KLONSKY (Author), Director, UCLA SAIRO Student Affairs Information & Research Office, University of California - Los Angeles

GREGG E. THOMSON (Author), Director of Student Research, University of California-Berkeley

The traditional model of institutional research (IR) – a single office serving all internal and external constituencies – is yielding to a variety of more decentralized models. Two factors contribute to this trend. First is the growing complexity of higher education, which increases needs for management information. The second factor is technological advances, particularly the ability to make large databases available to a wide variety of users. This panel session will discuss the challenges and opportunities that decentralization has created for IR within research universities. Panelists direct central and "local" IR offices within three major research universities.

10:20-11:50 a.m.

TRACK 5/PANEL

Essex, Mezzanine

### **Relics: An Anthropological/Archeological Dig Through The Archival/Humor Files of Long-Time IR Practitioners (552)**

DONALD J. REICHARD (Author), Associate Vice Chancellor for Planning and Institutional Research, University of North Carolina at Greensboro

LARRY G. JONES (Author), Public Service Associate, University of Georgia

WILLIAM F. LASHER (Author), Vice Provost and Professor, University of Texas at Austin

GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University

Most institutional researchers keep files of old IR documents, jokes, or parodies of the profession locked in their memories, desk drawers, or file cabinets. Some of these items are sharable, and might even add elements of wit, wisdom, or perspective on the practice of institutional research. In this panel session, four practitioners, each with at least thirty years of experience in institutional research, have been given license to unlock their memories and file cabinets to look at institutional research and how it has changed over the years in a decidedly offbeat manner.

10:20-11:50 a.m.

TRACK 5/PANEL

Grand East Ballroom, Lower Concourse

### **IPEDS - Reviewing the Past Year and Where We Go From Here (573)**

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

JANICE A. PLOTCHYK (Author), Survey Statistician, U.S. Bureau of the Census

SAMUEL F. BARBETT (Author), Leader of IPEDS Data Quality Team, National Center for Education Statistics

IPEDS staff will review the events of the past year with a focus on new developments such as the Winter data collection. The Technical Working Groups and their outcomes will be discussed, as will the proposed implementation of the new requirements for reporting race/ethnicity and the 2000 Classification of Instructional Programs.



10:20-11:50 a.m.

TRACK 5/PANEL

Conference C, Mezzanine

**An American-European Dialogue on Improving Policy/Data Analysis Support for Decision-Making: What We Can Learn From Each Other (585)**

ROBERT H. FENSKE (Author), Professor, Arizona State University  
 RODDY BEGG (Author), Chairman, European Association for Institutional Research, University of Aberdeen  
 TERENCE R. RUSSELL (Author), Executive Director, The Association for Institutional Research  
 BENTE KRISTENSEN (Author), Vice President, Copenhagen Business College  
 SAMUEL S. PENG (Author), Program Director, National Center for Education Statistics

This panel continues a recently-initiated international dialogue on what American and European institutional researchers can learn from each other regarding (a) the status of policy and data analysis support for decision-makers (b) adequacy of the supply of effective analysts given the continually increasing demand for their services, and (c) how the academic and in-service preparation of such analysts can be improved. These topics have long concerned AIR members; European AIR members have recently become vitally interested. The panelists are highly qualified to meld ideas and findings from recent AIR initiatives with results from discussions at recent European AIR Forums.

11:10-11:50 a.m.

TRACK 2/CONTRIBUTED PAPER

Elgin, 2nd Floor

**A Survey of Faculty Worklife Perceptions in Centralized and Decentralized Curriculum-Planning Environments (211)**

CAROL R. HIMELHOCH (Author), Associate Professor, Cleary College  
 YING LING (Facilitator), Research Associate Policy and Information, Western Interstate Commission for Higher Education

Autonomy has traditionally been a defining characteristic of the faculty role. To whatever extent the curriculum-planning function may or may not be removed from faculty job descriptions, it is important to understand its impact on how faculty perceive the quality of their work lives. In this study, faculty at 22 institutions were surveyed to compare perceptions of autonomy and job satisfaction of those teaching in decentralized and centralized curriculum planning environments.

11:10-11:50 a.m.

TRACK 2/CONTRIBUTED PAPER

Conference Room F, Mezzanine

**Predicting Student Success in the Program: A Case Study of Multivariate Research in Support of Program Accreditation (230)**

RANDALL C. HICKMAN (Author), Director of Institutional Research, Macomb County Community College  
 ELIZABETH A. HARTER (Facilitator), Senior Planning & Research Officer, University of Toronto

Results will be presented of an ongoing study of students in the nursing program at a large, urban community college. Employing canonical correlation and multiple regression, the study focuses on developing and refining student-level intake variables as predictors of success in the program, utilizing multiple measures of success. The results of the study will be used to make recommendations for modifying the selective program admission process, as part of a quality improvement effort supporting program accreditation.

11:10-11:50 a.m.

TRACK 2/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**Profile of the Community College Faculty: A Compilation of Reports Presenting Who They Are and Why We Call Them Leaders (249)**

CHRISTOPHER W. SHULTS (Author), Research Assistant, American Association of Community Colleges  
 RENA CHESKIS-GOLD (Facilitator), Consultant, Demographic Perspectives

Community college faculty are on the front lines of educating students at their colleges. Information from a variety of sources will be presented to illustrate the profile of faculty in community colleges. Information presented will include demographics of the community college faculty, differences in the profile of full-time and part-time faculty, instructional methods and professional development opportunities. In addition to presenting a profile of faculty, the information will also illustrate the vital role faculty play in community college leadership.

11:10-11:50 a.m.

TRACK 2/CONTRIBUTED PAPER

Civic Ballroom South, 2nd Floor

**A Comparison: Course Withdrawal in Online and Classroom-Based Offerings (251)**

VIVIAN SHAYNE (Author), Executive Director, University of Maryland University College  
 TERRI M. MANNING (Facilitator), Director of Planning and Research, Central Piedmont Community College

This paper reports on five studies of retention and persistence of working adult undergraduate and graduate students in online and classroom-based courses. Although the unit of analysis for these studies was the course rather than individual students, the studies are a first step toward better understanding of factors at play in retention/persistence. The report will also highlight results obtained from a survey of student readiness for online studies. Methodological limitations and constraints of the studies will also be addressed. The enrollment count studied exceeded 26,000 from the fall of 1997 through the spring of 2001.

11:10-11:50 a.m.

TRACK 4/CONTRIBUTED PAPER

Kenora, 2nd Floor

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**Assessing the Value of Non-Resident Tuition Policies in the Face of State Workforce Development Needs: A Minnesota Perspective (427)**

JOSEPH P. OPATZ (Author), Associate Vice-President for Academic Affairs and State Representative, St. Cloud State University/ Minn House of Representatives

LAURA E. KEHOE (Facilitator), Research Analyst, DePaul University

Minnesota is reexamining the value of long-standing non-resident tuition policies in the face of new economic realities such as maintaining a highly skilled workforce. This presentation will illuminate the issues facing Minnesota policy-makers in setting tuition rates for non residents. In addition, an economic analysis is undertaken to determine the costs and benefits of Minnesota's interstate tuition policies. Difficulties in adequately and empirically addressing this issue will also be discussed.

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11:10-11:50 a.m.

TRACK 4/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**Accountability in Higher Education: Balancing State and Institutional Priorities (435)**

JACKIE SMITH-MASON (Author), Director of Institutional Research, Virginia Union University

LONNIE SCHAFFER (Author), Senior Associate for Academic Affairs, State Council of Higher Education for Virginia

THOMAS DIFFENDERFER (Facilitator), Institutional Research Analyst, Taylor University

Accountability, performance measurement, and assessment are old terms that are taking on renewed meaning in higher education. Virginia is one of many states facing greater public demands for evidence of efficiency and effectiveness in the use of public funds. A perplexing question is whether or not implementing performance measures for colleges and universities can provide meaningful information for both public accountability and institutional improvements. This paper describes the historical and political contexts for Virginia's experience in meeting this challenge, the role that institutional research has played, and plans for the future.

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11:10-11:50 a.m.

TRACK 5/CONTRIBUTED PAPER

Conference Room G, Mezzanine

**Responsibilities and Staffing of Institutional Research Offices at Jesuit and Prominent Other Catholic Universities (522)**

DONALD A. GILLESPIE (Author), Director of Institutional Research, Fordham University

DEBORAH SUZZANE (Facilitator), Director of Institutional Research and Planning, University of Texas at Brownsville and Texas Southmost College

The author conducted a survey of the responsibilities and staffing of 36 institutional research offices at Jesuit colleges and at other Catholic universities that are large or have significant doctoral programs. The response rate was 86 percent. The data obtained enable administrators at comparable Jesuit and Catholic institutions to assess the adequacy of staffing of institutional research functions. Findings are compared with previous national and regional studies of staffing patterns. The report evaluates methodologies for determining the staffing needed to complete typical institutional research tasks.

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11:10-11:50 a.m.

TRACK 5/CONTRIBUTED PAPER

Grand West Ballroom, Lower Concourse

**Web-Based Student Evaluation of Instruction: Promises and Pitfalls (551)**

STEPHEN W. THORPE (Author), Assistant Provost, Drexel University

JACK MCGOURTY (Author), Columbia University

KEVIN SCOLES (Author), Drexel University

GAYLE M. FINK (Facilitator), Director of Planning Research and Evaluation, The Community College of Baltimore County

This paper describes the implementation of online student evaluation of instruction in the colleges of engineering of two national universities. The paper reviews the benefits and challenges of using online course evaluation, the processes in administering course evaluation, issues of response bias, and uses of results of the evaluation processes.

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11:10-11:50 a.m.

INVITED/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**AIR GRANT PAPER: The Status of Women and Minorities among Community College Faculty (602)**

LAURA W. PERNA (Author), Assistant Professor, University of Maryland

ALICIA TREXLER (Facilitator), Assistant Director of Continuing Education and Grants Administration, Association for Institutional Research

This research project uses data from the 1999 National Study of Postsecondary Faculty (NSOPF:99) to examine sex and racial/ethnic group differences among faculty employed at public two-year colleges in terms of such outcomes as employment status, compensation, tenure status, and academic rank after controlling for differences in human capital and structural characteristics. A variety of statistical techniques are used, including descriptive analyses, OLS regression, logistic regression, and multinomial logit analyses. Implications for both theory and practice are discussed.

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11:10-11:50 a.m.

INVITED/CONTRIBUTED PAPER

Norfolk, Mezzanine

**Falling Into or Through The Web: Student and Staff Perceptions of its Infrastructure in A Technological University (629)**

RAJ SHARMA (Author), Associate Director, Resource Planning and Analysis, Swinburne Institute of Technology  
 RICHARD CONSTANTINE (Author), Director of Information Technology Services, Swinburne University of Technology  
 KAREN K. SPAHN (Facilitator), Executive Director, Special Projects, University of Phoenix

In a vocationally oriented institution, such as the Australian case study organisation, the maintenance and enhancement of the IT infrastructure is very important both in terms of the core business of the institution (teaching and learning and research) and the support activities. Accordingly, tertiary institutions need to pay particular attention to the computer services technology requirements of their key users. This paper reports on a survey of students and staff undertaken within an Australian University of Technology with view to identifying ways of maintaining accessibility of these stakeholders to the computer resources of the institution.

11:10-11:50 a.m.

TRACK 3/DEMONSTRATION

Grand Centre Ballroom, Lower Concourse

**Spreadsheet Models for Enrollment and Tuition Projections: A Demonstration (335)**

MIKE ROGERS (Author), Institutional Researcher, University of the Pacific  
 ROBERT J. BRODNICK (Author), Director, Records and Research and Assistant Professor, University of the Pacific  
 SANDRA BRAMBLETT (Facilitator), Director, Georgia Institute of Technology

Long-range enrollment planning is critical as institutions consider strategic directions, budgeting, and other issues. This proposed demonstration thoroughly explains a model that researchers can adapt to their own institutions. The model's input includes retention, enrollment, financial aid, and tuition data. The model further breaks down the projections by level, unit, class, and new student type (i.e. freshmen, transfer, readmit). Pre-programmed in the spreadsheet, outputs are generated for ten years by each of the breakdowns with net tuition revenue. Examples of the models application at one university will be reviewed. The spreadsheet will be available on the Internet for download.

11:10-11:50 a.m.

TRACK 3/DEMONSTRATION

Simcoe, 2nd Floor

**Wow Your Administration with Course Revenue Estimates (386)**

CHRISTOPHER J. VINGER (Author), Analysis Coordinator, Austin Community College  
 ALAN J. STURTZ (Facilitator), Director of Institutional Research & Planning, Connecticut State University

Have you ever been asked to provide instructional revenue estimates based on formula funding or tuition? This session illustrates one process of wedding institutional course information with state formula funding in a database environment to prepare section-based revenue estimates. The database application is a useful tool for budget planning and for developing revenue and cost analyses. The database can also be used to facilitate estimating future formula appropriations from base-year reporting terms. Some tables and coding will be made available after the session. This presentation uses one state's formula funding data, but the concepts are applicable to other institutions.

11:10-11:50 a.m.

TRACK 5/DEMONSTRATION

Dominion North, 2nd Floor

**Multidimensional Database Architecture for Institutional Research (515)**

DAVID W. JAMIESON-DRAKE (Author), Director of Institutional Research, Duke University  
 JIALI LUO (Author), Higher Education Analyst, Duke University  
 SUSAN B. THOMPSON (Facilitator), Research Associate in Student Affairs, Southwest Texas State University

Institutional researchers need information that is consistently defined over time to support internal and external reporting demands and standards. Institutional data systems are typically not designed with these requirements in mind. A system of multidimensional databases covering all major aspects of institutional information and designed to meet the distinctive needs of institutional researchers will be demonstrated. As examples, IPEDS reports and strategic indicators will show support for internal and external reporting requirements. This system was set up by four IR staff persons in less than a year with extremely minimal outside assistance while they continued to fulfill their regular responsibilities.

11:10-11:50 a.m.

TRACK 1/PANEL

Windsor East, Mezzanine

**Integrating Results from the CSXQ and CSEQ: Lessons from the Field (134)**

Continued from previous time period.

11:10-11:50 a.m.

TRACK 2/PANEL

Kent, 2nd Floor

**Developing a Course Evaluation System to Enhance Data Utilization (245)**

Continued from previous time period.

11:10-11:50 a.m.

TRACK 3/PANEL

Civic Ballroom North, 2nd Floor

**Institutional Research, Managing to Uncertainty, Part II (323)**

Continued from previous time period.

11:10-11:50 a.m.

TRACK 5/PANEL

York, Mezzanine

**Managing Complexity: Challenges and Opportunities of Decentralization in Research Universities (549)**

Continued from previous time period.

11:10-11:50 a.m.

TRACK 5/PANEL

Essex, Mezzanine

**Relics: An Anthropological/Archeological Dig Through The Archival/Humor Files of Long-Time IR Practitioners (552)**

Continued from previous time period.

11:10-11:50 a.m.

TRACK 5/PANEL

Grand East Ballroom, Lower Concourse

**IPEDS - Reviewing the Past Year and Where We Go From Here (573)**

Continued from previous time period.

11:10-11:50 a.m.

TRACK 5/PANEL

Conference C, Mezzanine

**An American-European Dialogue on Improving Policy/Data Analysis Support for Decision-Making: What We Can Learn From Each Other (585)**

Continued from previous time period.

11:10-11:50 a.m.

VENDOR DEMONSTRATION

Windsor West, Mezzanine

**An introduction to Virtual U (V02)**

LUISA BOVERINI (Presenter), Graduate Assistant, Institute for Research on Higher Education, University of Pennsylvania  
 PAMELA ERNEY (Presenter), Project Manager - Institute for Research on Higher Education, University of Pennsylvania

This session will provide participants with an overview of how Virtual U works through a demonstration of the software product. Virtual U is an exciting new teaching tool that allows higher education students and administrators to understand the dilemmas facing today's colleges and universities.

11:10-11:50 a.m.

VENDOR DEMONSTRATION

Huron, 2nd Floor

**Principia Products - Remark Product Demonstration (V08)**

VICTOR BERUTTI (Presenter), Vice President, Principia Products

Principia will demonstrate and discuss software tools widely used by institutional research professionals to quickly and economically capture data for their research studies. The Remark Office OMR and Remark Web Survey products will be demonstrated during this session. These products are widely used in educational institutions to capture data both from paper and Web-based surveys.

12:00-12:50 p.m.

COMMITTEE MEETING

Club Room, 42nd

**Professional File Editorial Board Meeting (075)**

ANDREEA M. SERBAN (Committee Chair), Director of Institutional Assessment, Research and Planning, Santa Barbara City College  
 TERRENCE R. RUSSELL (Associate Committee Chair), Executive Director, The Association for Institutional Research

Luncheon and meeting for the members of the Professional File Editorial Board.

12:00-12:50 p.m.

SPECIAL EVENT

City Hall, 2nd Floor

**Affiliated Groups Luncheon (Invitational Event) (006)**

DENISE P. SOKOL (Host), Director of Institutional Research, University of Colorado at Denver

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Conference Room F, Mezzanine

**CIRP Users Special Interest Group (S13)**

CATHERINE 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 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 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 & evaluation and institutional decision-making.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Norfolk, Mezzanine

**Institutional Research on Graduate Students and Programs (S29)**

PETER D. SYVERSON (Convener), Vice President of Research and Information Services, Council of Graduate Schools

This session will provide an opportunity for informal discussion among individuals who are working on or interested in studying graduate programs and students.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Kenora, 2nd Floor

**Kentucky Association for Institutional Research (KAIR) (S31)**

LARRY D. MAYES (Convener), Assistant Vice President for Program Assessment, The University of North Carolina

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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Conference Room G, Mezzanine

**Mississippi Association for Institutional Research (MAIR) (S33)**

MILTON BAXTER (Convener), Assistant Commissioner for Research and Planning, Board of Trustees of State Institutions of Higher Learning

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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Windsor East, Mezzanine

**Michigan Association for Institutional Research (MIAIR) (S36)**

JENNIFER L. DUNSEATH (Convener), Director of Institutional Research, Kettering University

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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Conference C, Mezzanine

**Northeast Association for Institutional Research (NEAIR) (S42)**

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

An informal time for members or persons interested in joining NEAIR to meet and share information.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

York, Mezzanine

**Puerto Rico Association for Institutional Research (PRAIR) (S48)**

GLORIA DAVILA-CASASNOVAS (Convener), Director of Policy and Planning Division, Puerto Rico Council on Higher Education

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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Kent, 2nd Floor

**SAS Users (S52)**

MARY LELIK (Convener), Director of Institutional Research, Saint Mary's College

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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Elgin, 2nd Floor

**Southeastern Association for Community College Research (SACCR) (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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Essex, Mezzanine

**South Carolina Association for Institutional Research (SCAIR) (S57)**

DAVID B. FLEMING (Convener), Director of Institutional Research, Clemson University

Members and all those interested in learning more about the South Carolina 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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Dominion South, 2nd Floor

**SUNY Association for Institutional Research and Planning Officers (S62)**

JANE F. HAMMOND (Convener), Director of Institutional Research and Registrar, Tompkins-Cortland Community College

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

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Grand East Ballroom, Lower Concourse

**Texas Association for Institutional Research (TAIR) (S63)**

MARYANN S. RUDDOCK (Convener), Associate Director of Institutional Studies, University of Texas at Austin

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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Conference Room B, Mezzanine

**West Virginia Association for Institutional Research (WVAIR) (S67)**

KATHLEEN K. BISSONNETTE (Convener), Director, West Virginia University

Members and all those interested in learning more about the West Virginia 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.

12:00-12:50 p.m.

TRACK 1/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Remedial Course Repeaters: The Likelihood of Completing Remediation and Excelling in Subsequent Content Courses (108)**

YUXIANG LIU (Author), Coordinator of Academic Information, Borough of Manhattan Community College

DAVID HYLLEGARD (Author), Director of Institutional Research, Borough of Manhattan Community Colleges

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) This study investigated the academic performance of remedial course repeaters. Selected as the sample were 5718 first-time takers of remedial courses in a large metropolitan community college. The results indicate that over one half of the repeaters ultimately completed remediation and fared well in the subsequent content courses. Educational policies, therefore, should provide these academically disadvantaged students with enough time and opportunity to pursue their dream of obtaining higher education.

12:00-12:50 p.m.

TRACK 1/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**The Influence of the Complexity of Students' Educational Goals on Student Performance at Community College (135)**

CHARLES SECOLSKY (Author), Director of Institutional Research &amp; Planning, County College of Morris

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) It has been known that students with goals have a greater chance of academic success. But, recent research from the field of psychology points to other dimensions of goals that may moderate the relationship between having a goal and academic success. These are goal difficulty and goal commitment. Regression analysis is used to study the goals, goal difficulty, and goal commitments of first-time full-time community college students to determine if goal difficulty and goal commitment can explain performance. Dependent variables used are retention, GPA and credits completed.

12:00-12:50 p.m.

TRACK 1/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Science, Math, Engineering, and Technology Majors: A Comparison of Academic Characteristics to Other Majors (146)**

DENISE Y. YOUNG (Author), Assistant Provost and Director of Institutional Research, University of Dallas

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) Cohorts of first-time, degree-seeking students from Fall 1993 through Fall 1999 were tracked over a period of 1 to 7 years. Students were classified into two groups: 1) majors in science, math, engineering, and technology (SMET) and 2) all other majors. Academic characteristics such as high school class rank, SAT scores, college GPA, change of major, year-to-year retention rates, and graduation rates were compared between the two groups. Outflows of students from SMET majors and inflows of students to SMET majors were examined. Students matriculating in one of the SMET majors exhibited higher university-wide retention rates than other majors.

12:00-12:50 p.m.

TRACK 1/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Deciphering the Big Picture: A Total Assessment Approach to Learning Communities (160)**

SCOTT EVENBECK (Author), Dean of University College, Indiana University-Purdue University Indianapolis  
 KENNETH DUCKWORTH (Author), Research Coordinator, Indiana University Purdue University Indianapolis  
 GAYLE ANN WILLIAMS (Author), Assistant Dean of University College, Indiana University Purdue University Indianapolis

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) In this session faculty and research members from a large Midwestern public university provide an overview of their experiences with using research to evaluate and improve their nationally-recognized learning communities program. From the beginning the program has received constant scrutiny from both qualitative and quantitative researchers. In addition to traditional measures, selected senior faculty members focused considerable attention on how to improve the learning communities project. Their recommendations were combined with more traditional research data that led to the adoption of a revised template for the program, whose content is tailored to a department's or school's needs for entering students.

12:00-12:50 p.m.

TRACK 1/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Using ACT-CAAP Results with Self-Reported Data to Assess Students' Growth in College Academic Skills (161)**

SRIKANTA A.M. RAO (Author), Director of Institutional Analysis, Assessment, and Evaluation, Tuskegee University  
 WILLIAM L. LESTER (Author), Provost, Tuskegee University  
 VIRDA K. LESTER (Author), Associate Professor, Tuskegee University

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) The study utilizes ACT's instruments to assess students' growth in academic skills during their first two years of college and links those results to self-reported data on personal growth. The study involves an analysis of performance for students who tested with both the ACT for college admissions and CAAP (Collegiate Assessment of Academic Proficiency) two years later. Using data from these sources, students are grouped into categories of progress: below expected, expected and above expected. Additionally, the study explores how students with varying levels of proficiency in academic skills report their views on college experiences in ACT's College Outcomes Survey.

12:00-12:50 p.m.

TRACK 1/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Statewide Retention of Students: Best Practices and Results (171)**

SCOTT EVENBECK (Author), Dean of University College, Indiana University-Purdue University Indianapolis  
 MARY ANNE BAKER (Author), Director of Institutional Research, Indiana University Southeast

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) A multi-campus state university system has implemented a comprehensive program across campuses to enhance student academic achievement and persistence. Initiatives include supplemental instruction, freshman seminars, faculty development, learning communities, mathematics labs, mentoring, and interventions and best practices for enhancing student learning and retention. A system-side survey of student perceptions and satisfaction has been administered on each campus. Posters and handouts will provide an introduction to this systematic approach and a summary of results. The campuses are very diverse, and comparisons of results across campuses are presented.

12:00-12:50 p.m.

TRACK 1/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Input and Environmental Characteristics in Student Success: First-Term GPA and Predicting Retention at a Four-Year University (175)**

MARCUS BABA OYE (Author), Director of Institutional Effectiveness, Wiley College

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) This study is aimed at determining the input and environmental factors which contribute to the academic success or failure of students at a four-year University. The quantitative data analyses revealed that ACT scores, gender, enrollment status, age, and housing arrangement significantly influenced academic success, while ethnicity and the residence of students did not. There was a negative correlation between students' age and ACT scores, ethnicity, housing, enrollment, and admission status as well as between GPA and students' gender, while GPA and ACT scores were positively related to retention and graduation. Findings from qualitative study confirmed some of the results.

12:00-12:50 p.m.

TRACK 1/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**A Shift in the Divide? Profiles and Trends of Students Taking Only Online, Only Face-to-Face, or Both Online and Face-to-Face Instruction at a Large Virtual University (193)**

PALLABI ROY (Author), Senior Research Associate, University of Maryland University College

PAT C. PSCHERER (Author), Research Associate, University of Maryland University College

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) An outline of students characteristics provides useful information pertaining to the direction the digital divide is heading. A prominent participant in a national project on distance education, a large virtual university, keeps track of enrollments in classes of different delivery methods, online, face-to-face and mixed. Data for examining trends in student selection and profiles over a period of four recent fiscal years (FY 1999 - FY 2002) will be presented. Results from a cohort-based retention and graduation study for online, onsite and mixed students will be discussed.

12:00-12:50 p.m.

TRACK 1/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Academic Mentor Group Assistance in Large General Education Courses: A Two-Year Analysis of Impact (194)**

DEAN A. PURDY (Author), Associate Director, Bowling Green State University

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) The purpose of this assessment was to determine the impact of a student's use of the university's Study Skills Lab on grades. Data was gathered from the Office of Institutional Research for all students enrolled in specified courses for which the Study Skills Lab offered mentor groups during the past two years. Data consisted of information regarding the particular courses taken by the student, the extent of Study Skills Lab use (both frequency and total time), demographic and academic data available on the university's record system, and other selected factors determined as pertinent to the student's final course grade.

12:00-12:50 p.m.

TRACK 1/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Is There a Significant Difference in Student Performance? A Comparative Assessment of Distance Education and Classroom-based Instruction (199)**

DAVID HYLLEGARD (Author), Director of Institutional Research, Borough of Manhattan Community Colleges

DAVID BURKE (Author), Research Analyst, Borough of Manhattan Community College

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) A substantial body of research suggests that there is no significant difference in the educational outcomes of distance education compared to traditional classroom instruction. These studies typically compare a distance course with a regular, classroom section of the same course. However, with the advent of and increasing use of advanced instructional technologies in classroom settings, this research may no longer provide a valid comparison of the true strengths and weaknesses of online instruction relative to classroom-based instruction. This study assesses this issue by examining student academic performance in 20 online courses and 27 technologically-enhanced classroom courses.

12:00-12:50 p.m.

TRACK 2/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**NSACS—The National Survey of America's College Students: Examining the Literacy Skills of College Students (261)**

ANDREA BERGER (Author), Research Analyst, The American Institutes for Research

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) The purpose of this poster will be to inform institutional researchers about the first-ever national study of college students' literacy—the National Survey of America's College Students (NSACS). This study, funded by the Pew Charitable Trusts, will be conducted at randomly selected 2- and 4-year institutions during the 2002-2003 academic year. NSACS will use the assessment used by the U.S. Department of Education for their 2003 National Assessment of Adult Literacy (NAAL) to assess students near the end of their academic program. Literacy scores will be tied to background variables related to the higher education experience (e.g., coursework and activities).



12:00-12:50 p.m.

TRACK 3/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Which Students Do We Recruit and Retain? (330)**

LAURA R. CRANE (Author), Academic Research Coordinator, William Rainey Harper College

MARIA MOTEN (Author), William Rainey Harper College

DAVID SMALLEY (Author), William Rainey Harper College

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) Community colleges serve an exceptionally diverse group of students from the highly educated senior citizen to the high school dropout. Knowing information about students our College serves helps determine our student recruitment plans. Using a poster format to display in tables and graphics the age, student intent, and ethnic diversity tracking from semester-to-semester of our new students, the presenters will share how the College uses the data for both recruitment and retention.

12:00-12:50 p.m.

TRACK 3/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Transfer Students: Patterns of Course-Taking and Participation in Academic Programs (368)**

JOCELYN L. MILNER (Author), Academic Planner, University of Wisconsin Madison

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) At this large public research university we have questions about what academic resources are used by transfer students versus traditional students (those who enter as new freshmen). This study focuses on three questions: Do traditional and transfer students have different course-taking patterns? Do they have different intended majors when they apply? Do they eventually graduate in different majors? This study will tell us if traditional students and transfer students are similar or different in these respects. The results will inform policy and planning discussions related to transfer student enrollment and may have implications for advising transfer students.

12:00-12:50 p.m.

TRACK 3/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Patterns of Full-Time/Part-Time Attendance and Their Effects on Retention and Graduation (374)**

EVA Y. CHAN (Author), Director of Institutional Research, Medgar Evers College

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) It is apparent that students attending full-time are more likely to graduate sooner. But under an urban public college setting, most students are non-traditional: GED holders or non-recent high school graduates, average age early-thirties, burdened with childcare responsibility and/or part-time jobs. Some stop attending full-time simply for financial reasons. Yet many struggle to stay enrolled. This paper explored the patterns and effects of full-time/part-time attendance in the first five terms on retention and graduation. Our data indicated that students switching to part-time status, while attending continuously over the first five terms, have higher graduation rate than full-time stop-outs.

12:00-12:50 p.m.

TRACK 4/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Comparator-Based Funding for a Community College System (447)**

STEVEN W. BUTLER (Author), Deputy Director, Wyoming Community College Commission

BURKE D. GRANDJEAN (Author), Director, Survey Research Center &amp; Statistical Consulting Service, and Professor of Statistics/Soc., University of Wyoming

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) One state's experience with comparator-based funding of community colleges will highlight lessons that other states could use in adopting or revising a comparator-based system. The Showcase will demonstrate the potential of a national Web site (IPEDS) for assembling relevant quantitative measures and will summarize the analysis that led to major revisions of the funding process in one state. Substantial improvements in face validity, a 20-fold increase in statistical predictive power, and strong support for the outcome by officers of the state's community colleges all speak to the benefits of the revised approach.

12:00-12:50 p.m.

TRACK 5/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Validating Selection Decisions: Restriction-in-Range Revisited (529)**

EDWARD KAGEN (Author), Director of Institutional Research, Lehman College CUNY

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) Selection decisions are regularly reviewed to insure fairness, and IR offices are expected to assess these decisions' validity. By definition, these data are subject to restriction-in-range as there is complete information available only for the selected group. A well-known statistical model predicts validity by adjusting for the missing data. However, this paper identifies an artifact of restriction-in-range which tends to increase the likelihood that a truly valid process will appear invalid. Researchers are cautioned that the traditional methods for handling these missing data problems are not always useful, and appropriate selection decisions must stand on their own underlying logic.

12:00-12:50 p.m.

TRACK 5/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Searching for Nonresponse Bias in a Fully Electronic Student Survey Project (536)**

STEVEN P. CHATMAN (Author), Director, University of California

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) When surveying an undergraduate students using email contact and Web-based collection, should you send a 3rd or even a 4th email follow-up? After all, it costs next to nothing and might increase response rate and reduce the possibility of nonresponse bias. Following this line of reasoning led the author to continue to pursue nonparticipants past the 3rd follow-up to a 4th and 5th contact. Results will be reported from a search for response resistance in student ratings and in demographic characteristics for this census survey of an undergraduate population (53% response rate for population of 19,000).

12:00-12:50 p.m.

TRACK 5/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**A Graphic Presentation of Racial Diversity in American Higher Education (548)**

JIE WU (Author), Institutional Research Analyst, Bowling Green State University

YU ZHOU (Author), Bowling Green State University

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) This poster (36" x 48") displays the racial diversity of American colleges in graphic format. Using ArcView (a computer mapping software) and other software, the authors selected, mapped, and graphed racial composition data from the Census 2000, the Digest of Education Statistics, and a sampling of universities in the United States. In addition, we supplemented the graphic displays with spatial and statistical analyses. This poster presentation will provide valuable visual information both for institutional researchers and planners as an aid to understanding the current racial diversity in American higher education.

12:00-12:50 p.m.

TRACK 5/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Institutional Research Through Scientific Investigation: Methodological and Philosophical Considerations (568)**

GUY R. AYLWARD (Author), Director of Institutional Research, Illinois Central College

LAWRENCE KELLERMAN (Author), Illinois Central College

DAVID COOK (Author)

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) Curricular accountability is key issue in higher education. Institutions are increasingly interested in examining the factors that impact the learning process, and that responsibility has been placed with the institutional research office. This paper outlines an attempt by one institutional research office to develop a scientific investigative approach to examining curricular accountability. Can the results of an institutional research agenda have the same explanatory power as the results of a scientific investigation? Debate concerning the efficacy of the social sciences to develop theoretical models continues. This study will help clarify potential responses to this debate.

12:00-12:50 p.m.

TRACK 5/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**Publish Data On-Line Dynamically Through ASP Technology (577)**

SHIJI SHEN (Author), Institutional Research Director, Kean University

YE JI (Author), Kean University

DENISE GALLARO (Author), Associate Director of Research, Kean University

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) By using ASP technology, you can publish your data on the Web dynamically. With ASP, you data online could be automatically updated once you update your database. There is no need to take second updating efforts for the Web. The presenters will demonstrate how you can use this technology to publish data on the Web dynamically. Methods and codes will be shared with people who are interested.

12:00-12:50 p.m.

TRACK 5/AIR SHOWCASE

Sheraton Hall, Lower Concourse

**The IR-IA Partnership: Where Research and Assessment Merge into Planning (589)**

KATIE M. TORO (Author), Coordinator of Institutional Research, Marymount University

KATHRYN DOHERTY (Author), Coordinator of Institutional Assessment, Marymount University

(NOTE: This session will also be presented on Tuesday, 5:00-5:40 p.m.) This proposal describes a framework enhancing the interaction of institutional research and assessment and suggests where the two merge in data collection and evaluation is where institutional planning begins. A successful IR-IA partnership, critical to the institution, can be achieved through joint projects, combined publications, and an interconnected Web site. By presenting a focused front to the campus community, the IR-IA team can strengthen their work in providing research and evaluation services to inform institutional practice and planning. We will offer a visual representation of the IR-IA model, access the IR-IA Web site, and illustrations of joint projects and publications supporting the strategic planning effort.

1:00-1:40 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Wentworth, 2nd Floor

**CAIR Best Presentation: Accountability Indicators from the Viewpoint of Statistical Method (610)**

LAWRENCE A. JORDAN (Author), Director of Analytical Studies, California State University-Los Angeles

DOLORES H. VURA (Facilitator), Assistant Vice President for Institutional Research and Analytical Studies, California State University-Fullerton

Few people seriously regard students as “products” coming off an educational assembly line, one hopes, but notions about accountability and quality improvement in higher education are pervaded by manufacturing ideas and metaphors. Because numerical indicators of quality are inevitably expressed by trend lines or statistical control charts of some kind, they are governed by statistical principles of quality control (Shewhart, 1928). The principles are fairly simple, but campus groups convened to establish numerical accountability goals and objectives are often unaware of them. This paper provides some examples of accountability malpractice as well as guidelines for expressing accountability indicators better.

1:00-1:40 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Windsor East, Mezzanine

**MI/AIR Best Presentation: Predicting Student Success in the Program: The Future Role of Institutional Research in Accreditation Studies (612)**

RANDALL C. HICKMAN (Author), Director of Institutional Research, Macomb County Community College

JENNIFER L. DUNSEATH (Facilitator), Director of Institutional Research, Kettering University

Results will be presented of an ongoing study of students in the nursing program at a large, urban community college. Employing canonical correlation and multiple regression, the study focuses on developing and refining student-level intake variables as predictors of success in the program, utilizing multiple measures of success. The results of the study will be used to make recommendations for modifying the selective program admission process, as part of a quality improvement effort supporting program accreditation. General implications regarding the use of research support of this nature for the purposes of curriculum program management will also be offered.

1:00-1:40 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Elgin, 2nd Floor

**TENN-AIR Best Paper: To Be Announced (628)**

CORNELIA WILLS (Facilitator), Director of Institutional Research, Middle Tennessee State University

1:00-1:40 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

York, Mezzanine

**AIR Best Paper: Artificial Neural Networks: A New Approach for Predicting Application Behavior (637)**

JULIE M. BYERS-GONZALEZ (Author), Doctoral Candidate, University of Iowa

STEPHEN L. DESJARDINS (Author), Professor of Higher Education, University of Iowa

ROBERT K. TOUTKOUSHIAN (Facilitator), Executive Director of Policy Analysis, University System of New Hampshire

Selected as the 2001 Forum Best Paper, this paper seeks to examine the utilization of predictive modeling for analyzing application behavior. Through the integration of predictive modeling techniques such as artificial neural networks institutional researchers are now afforded a new approach in examining specific application profiles and trends. Such predictive modeling techniques found in software packages such as Clementine (distributed by SPSS) provide institutional researchers the tools to better understand and plan for upward spiraling or downward sloping application behavior trends. Through the use of such software packages and its comprised modeling techniques institutional researchers may now better envision or forecast demands placed upon postsecondary institutions.

1:00-1:40 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Conference Room B, Mezzanine

**MidAIR Best Paper: Understanding Transfer Student Success Revisited: Implications at a Multi-Campus System (639)**

MARDY T. EIMERS (Author), Director of Institutional Research and Planning, University of Missouri System

ROBERT W.G. MULLEN (Author), Assistant Director, University of Missouri System

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

At a large university system, two questions were addressed: 1) What characteristics help explain a transfer student's likelihood of graduating? And 2) Are transfer students more likely to graduate than first-time freshmen, when controlling for ability? Findings indicate that attending one of the residential campuses and transfer GPA were positively associated with graduating; being a minority student was negatively associated with graduating (N=11,150). Additionally, when GPA and credit hours were controlled, first-time freshmen (N=16,936) graduated at a higher rate than transfer students. These results validate an earlier study and are discussed in terms of how they affect the institution's transfer policies.

1:00-1:40 p.m.

TRACK 1/CONTRIBUTED PAPER

Kenora, 2nd Floor

**The Factor Structure Underlying Perceived College Outcomes (133)**

GAIL T. MCLURE (Author), Research Associate, ACT, Inc.

SRIKANTA A.M. RAO (Author), Director of Institutional Analysis, Assessment, and Evaluation, Tuskegee University

MICHAEL J. VALIGA (Author), Director of Education and Social Research, ACT, Inc.

HENRY ZHENG (Facilitator), Coordinator of Institutional Analysis, The Ohio State University

The purpose of this study is to better understand college students' perceptions of their progress and growth by means of identifying the factor structures that underlie college outcomes. For the factor analysis, we will use a sample from College Outcomes Survey national user norms. These factors will then be tested on data that apply to college outcomes from students attending each of several types of institution - 4-year and 2-year colleges, public and private, large and small, and statewide networks. Conclusions, implications, and recommended applications will be included as part of the study results.

1:00-1:40 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**The First-Year College Experience of Asian/Pacific Americans (138)**

XIAOYUN YANG (Author), Director of Data Collection and Reporting, Office of the President, University of North Carolina

XIAOMEI FENG (Author), Assistant Director of Institutional Research, Tufts University

LAURA L. WAN (Author), Instructor, Long Beach City College

PHYLLIS Y. EDAMATSU (Facilitator), Director of Strategic Planning and Institutional Research, Delaware State University

Asian/Pacific Americans have very high college enrollment and graduation rates. They are perceived to have "made it" and labeled as a "model minority." However, studies have shown that there has been no empirical data to support such a stereotype. This stereotype ignores the diversity among Asian/Pacific American groups. It is more of a myth than reality. This study uses three sets of data: National Education Longitudinal Study (NELS: 88), a case study, and a focus group study. The analyses will provide information concerning the myth about Asian/Pacific Americans, the reality these students face, and their diversity in relation to their college transition experience.

1:00-1:40 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room F, Mezzanine

**University System Transfers: When Their Loss is Our Gain, and Vice Versa (144)**

KEITH J. GUERIN (Author), Director of Institutional Research, The College of Staten Island/City University of New York

JING LUAN (Facilitator), Chief Planning and Research Officer, Cabrillo College

This year University performance measures will be based on within system transfers to senior colleges for community colleges, and for senior colleges, the acceptance of system associate degree students into their baccalaureate programs. This paper examines transfer inflows and outflows from one institution that has both baccalaureate and associate degree programs. It is a departure from traditional transfer studies that emphasize transfer as a one-way "exit from" the institution. The data contains 133,699 person-period records for 25,887 students enrolled in one of eleven cohorts. The analysis used in the study combines data mining techniques and event history methods.

1:00-1:40 p.m.

TRACK 1/CONTRIBUTED PAPER

Simcoe, 2nd Floor

**Understanding Transfer Student Success Revisited: Implications at a Multi-Campus System (145)**

MARDY T. EIMERS (Author), Director of Institutional Research and Planning, University of Missouri System

ROBERT W.G. MULLEN (Author), Assistant Director, University of Missouri System

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

At a large university system, two questions were addressed: 1) What characteristics help explain a transfer student's likelihood of graduating? And 2) Are transfer students more likely to graduate than first-time freshmen, when controlling for ability? Findings indicate that attending one of the residential campuses and transfer GPA were positively associated with graduating; being a minority student was negatively associated with graduating (N=11,150). Additionally, when GPA and credit hours were controlled, first-time freshmen (N=16,936) graduated at a higher rate than transfer students. These results validate an earlier study and are discussed in terms of how they affect the institution's transfer policies.

1:00-1:40 p.m.

TRACK 3/CONTRIBUTED PAPER

Norfolk, Mezzanine

**Accuracy of High School Grades and College Admissions Test Scores for Predicting Different Levels of Academic Achievement in College (321)**

JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.

RICHARD SAWYER (Author), Assistant Vice President, ACT, Inc.

CATHY R. TANNER (Facilitator), Coordinator of Planning, Bishop State Community College

High school grade averages (HSAV) and standardized test scores are both used in making admission decisions because they both predict academic success in college. We compared the effectiveness of HSAV and ACT Composite score for estimating the probability of earning various levels of academic success at 216 institutions. We found that HSAV is slightly more effective than ACT Composite score in estimating moderate levels of academic success (e.g. 2.00 first-year GPA), but ACT Composite score is much more effective than HSAV in estimating high levels of academic success (e.g., 3.50 GPA).

1:00-1:40 p.m.

TRACK 3/CONTRIBUTED PAPER

Kent, 2nd Floor

**The Institutional Research Office as a Catalyst for Operational Excellence (397)**

JULIA J. A. PET ARMACOST (Author), Director of Operational Excellence and Assessment Support, University of Central Florida  
 HECTOR LOPEZ (Author), Coordinator of Management Analysis, University of Central Florida  
 BIRUTE V. MOCKIENE (Facilitator), Research Assistant, Pennsylvania State University

The purpose of this paper is to present a summary of the analysis conducted by a university process analysis office on the travel reimbursement process at a major metropolitan research university. By preparing flowcharts, conducting observations and gathering inputs from the customers and claim processors, the analysts were able to obtain insights about the operation that should lead to improvements in the speed and quality of the service to the university community, the server-customer relations, and the work environment of the travel processors. This presentation will describe the analysis tools that can be used to achieve operational excellence.

1:00-1:40 p.m.

TRACK 5/CONTRIBUTED PAPER

Grand Centre Ballroom, Lower Concourse

**Methodological Implications of Web-Based Surveys (553)**

HEATHER ROSCOE (Author), Senior Research Analyst, Tufts University  
 DAWN GERONIMO TERKLA (Author), Executive Director of Institutional Research and Planning, Tufts University  
 JEN DYER (Author), Research Analyst, Tufts University  
 DONA ALPERT (Facilitator), Director of Institutional Research, Mount San Jacinto Community College District

A longitudinal research design was used to determine if there were any differences between previously administered paper surveys and similar Web surveys administered recently. Preliminary results suggest Web surveys elicited lower response rates than paper surveys, and that method of survey administration did not seem to significantly affect response patterns.

1:00-1:40 p.m.

INVITED/CONTRIBUTED PAPER

Conference C, Mezzanine

**Faculty Perception of Online Learning in a Medical School in Malaysia (632)**

ZORAINI ABAS (Author), President SEAAIR, International Medical University  
 NURJAHAN MOHD IBRAHIM (Author), Senior Lecturer, International Medical University  
 AMMU RADHAKRISHNAN (Author), Senior Lecturer, International Medical University  
 TENG CHEONG LIENG (Author), Lecturer, International Medical University  
 RAMESH C. JUTTI (Author), Associate Professor, International Medical University  
 BIRUTE V. MOCKIENE (Facilitator), Research Assistant, Pennsylvania State University

Members of faculty have an essential role to play in the successful implementation of any educational innovation, in particular, online education. Research indicates that in general, academic staff tend to resist participation in online education. With new information technology (IT) developments, more and more faculty members, however, have been expected to teach in a format that they are not used to. Therefore, this type of learning can be both intriguing and frightening for the faculty. Recognizing that positive attitudes among academic staff are an essential part in the success of any academic program, this study was conducted at the International Medical University where online education complements classroom education, in particular, the Online Learning Interactive System (OLIS). OLIS is a Web-based delivery system, comprising some of the learning resources for medical students. It was first implemented in March 1999. This paper will highlight faculty perception of online learning in general and OLIS in particular at the IMU. The findings will suggest implications to other institutions planning to implement Web-based delivery system.

1:00-1:40 p.m.

TRACK 4/DEMONSTRATION

Dominion North, 2nd Floor

**When is a Visit Not a Visit?: Creating a Fully Online Accreditation Review (428)**

CATHERINE L. FINNEGAN (Author), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia  
 DENISE A. KRALLMAN (Facilitator), Assistant Director of Institutional Research, Miami University at Oxford

As the number of courses and programs delivered through distance learning technologies has increased, regional accrediting bodies have begun to focus on the quality of support services for students learning and faculty teaching at a distance. One state system office was approached by its regional accrediting body to provide a system-level fully electronic review of the distance programs offered by its public institutions. This presentation will discuss the review from its creation through its deployment, including design considerations, resource needs, and the visit. In addition, a reviewer will describe his experience, including expectations for the review, challenges, and opportunities.

1:00-1:40 p.m.

TRACK 5/DEMONSTRATION

Civic Ballroom South, 2nd Floor

**Building a University-Wide System for Evaluation of Instruction: One Institution's Approach (519)**

ROY D. IKENBERRY (Author), Director of Institutional Research, Belmont University  
 WILLIAM G. GRAY (Author), Chief Executive Office, Survey Products, Inc.  
 CLOVER W. HALL (Facilitator), Assistant Vice President of Institutional Research, Saint John's University

Many IR offices are the sole enterprise of one individual; adding assessment and institutional effectiveness measures to the job description simply compounds the opportunities for success of the office.

This presentation details the efforts of a single-person office and a software vendor to build a university-wide system of evaluation of instruction. The previous system was departmentally-based without methodology for comparison across the university. The new system was implemented on schedule with final reports (individual faculty, departmental, school, college, and university summaries) available at the beginning of the following semester.

The presentation will be a running commentary demonstration with audience interaction encouraged.

1:00-1:40 p.m.

VENDOR DEMONSTRATION

Windsor West, Mezzanine

### **Community College Survey of Student Engagement (CCSSE) (V03)**

JUDITH A. OUIMET (Presenter), Project Manager, Community College Survey of Student Engagement, University of Texas at Austin

The session provides an overview of the Community College Survey of Student Engagement (CCSSE) instrument and the data collection process. During the session a discussion of uses at the school level will be addressed.

1:00-1:40 p.m.

VENDOR DEMONSTRATION

Huron, 2nd Floor

### **Datatel - Developing a Quality-Based Scorecard for Institutional Effectiveness (V09)**

KEN RICE (Presenter), Manager of Management Initiatives, Datatel

This presentation will introduce key quality concepts necessary to champion fact-based decision-making. Learn to apply 10 quality principles that can guide your campus in developing a quality-focused culture. Develop an understanding of how the Balanced Scorecard approach to reporting campus information will help faculty and staff focus on improving performance across campus.

1:00-2:30 p.m.

TRACK 1/PANEL

Grand West Ballroom, Lower Concourse

### **Students' First Year of College: Assessment Strategies and Recent Findings from a New National Survey (129)**

LINDA J. SAX (Author), Associate Professor and Associate Director of HERI, University of California-Los Angeles

SHANNON K. GILMARTIN (Author), Research Associate, University of California Los Angeles

ALYSSA N. BRYANT (Author), Graduate Student researcher, University of California at Los Angeles

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

TERRENCE R. RUSSELL (Author), Executive Director, The Association for Institutional Research

Panelists will discuss a new survey instrument, Your First College Year (YFCY), that is designed to assess students' first year of college. Panelists will describe the development and administration of the survey, findings from the second pilot administration of the YFCY in Spring 2001, the usefulness of the survey data from the perspective of institutional research, and the relevance of the survey to local and national assessment efforts. Discussion with the audience will follow the panelists' presentations.

1:00-2:30 p.m.

TRACK 2/PANEL

Dominion South, 2nd Floor

### **The Many Faces of Faculty: Findings from the National Study of Postsecondary Faculty (233)**

ANDREA BERGER (Author), Research Analyst, The American Institutes for Research

RITA J. KIRSHSTEIN (Author), Managing Associate, American Institutes for Research

VALERIE M. CONLEY (Author), Graduate Student, Virginia Polytechnic Institute and State University

ANNA C. SIKORA (Author), Research Associate, MPR Associates

YU ZHANG (Author), The American Institutes for Research

Recently, the National Center for Education Statistics conducted its third study of faculty and instructional personnel, the 1999 National Study of Postsecondary Faculty (NSOPF:99). Faculty determine the quality of students' career preparation. In addition, faculty research and development work supports national technological and economic advancement. For these reasons, it is essential to understand who faculty are; what they do; and whether, how, and why the nation's faculty are changing. The proposed panel presents findings from NSOPF:99 and covers issues related to part-time faculty, two-year college faculty, and non-instructional faculty as well as investigating issues related to race/ethnicity and gender.

1:00-2:30 p.m.

TRACK 4/PANEL

Grand East Ballroom, Lower Concourse

### **Virginia's Reports of Institutional Effectiveness: A Discussion about Their Effectiveness (446)**

TOD R. MASSA (Author), Director of Institutional Research and Technology Services, State Council of Higher Education

In July of 2001 the State Council of Higher Education for Virginia released the Reports of Institutional Effectiveness. This panel will discuss how effective these effectiveness reports really were.

1:00-2:30 p.m.

TRACK 5/PANEL

Civic Ballroom North, 2nd Floor

**Emerging Retirement Patterns of Institutional Research Faculty (511)**

ALTON L. TAYLOR (Author), Professor and Higher Education Director of Summer Sessions, University of Virginia  
 CAMERON L. FINCHER (Author), Regents Professor of Higher Education and Psychology, University of Georgia  
 MARVIN W. PETERSON (Author), Professor, University of Michigan

Institutional research faculty are important resources for the practice of IR. These faculty remain active in the scholarly pursuits of expanding the knowledge base on higher education and specifically institutional research and decision making. Institutions are dependent on continued contributions by IRers and IR faculty. Important studies on the supply of faculty have shown no work conducted on retirement of IR/higher education faculty. Professional associations of IR/higher education have neglected the emerging IR faculty retirements.

A panel of four IR faculty from distinguished research universities will discuss how they approached the decision to retire from teaching IR, and some from full-time employment.

1:00-2:30 p.m.

TRACK 5/PANEL

Essex, Mezzanine

**Alumni and Employers Satisfaction: An Analysis of Three Methods of Survey Administration from Three of Maryland's Higher Education Segments (580)**

DENISE D. NADASEN (Author), Institutional Research Coordinator, University System of Maryland  
 MARVIN A. TITUS (Author), University System of Maryland  
 MICHELLE S. APPEL (Author), Director of Institutional Research, Carroll Community College  
 SOCK-FOON C. MACDOUGALL (Author), Morgan State University

The presentation is a methodological comparison of alumni and employers satisfaction surveys conducted by three segments of higher education in the state of Maryland. The Maryland Community Colleges conducted paper-based alumni and employers follow-up surveys. One State University conducted a paper alumni survey followed by a telephone employers survey. The University System of Maryland institutions conducted telephone alumni and telephone employers follow-up surveys. The three segments compare the response rates and the costs involved with conducting and analyzing the surveys.

1:00-2:30 p.m.

TRACK 5/PANEL

Conference Room G, Mezzanine

**Joining Forces in IR: Benefits, Challenges, and Practical Considerations of Collaborative Research (586)**

SUSAN K. BACH (Author), Director of Institutional Research, Portland Community College  
 TRUDY H. BERS (Author), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College  
 CRAIG A. CLAGETT (Author), Vice President for Planning, Marketing, and Assessment, Carroll Community College  
 JANICE FRIEDEL (Author), Division Administrator, Iowa Department of Education  
 GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University  
 JULIETTE M. STOERING (Author), Institutional Research Analyst, Portland State University

This panel session provides insight into the benefits, challenges, and practical considerations of collaborative research. Panel members represent four distinct models of collaboration used to address research questions regarding common issues and/or shared student populations. Discussion focuses on factors that motivated institutions to come together in the first place, enabled them to work collaboratively, and sustained their efforts over time. Panelists bring many years of experience and a variety of perspectives to the table as well as a shared commitment to learning from each other, improving IR practice, and achieving results that make a difference for students.

1:50-2:30 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

City Hall, 2nd Floor

**PNAIRP Best Paper: Distance Education: Does Access Override Success? (611)**

PATRICIA BEATTY-GUENTER (Author), Visiting Assistant Professor, University of Victoria  
 DALE A. JOHNSON (Facilitator), Institutional Researcher, Walla Walla Community College

This paper reviews conditions that have lead to increased college and university course offerings using distance education. Concerns are identified using data from some recent studies and comparative course completion data (distance education vs. regular classroom) at two community colleges are presented. Measurement issues are discussed, including a proposal for measurement of key variables involved in studying method of delivery by institutional researchers. This paper asks some difficult questions about why distance education is increasingly offered by postsecondary institutions, despite evidence that students are less likely to successfully complete their courses.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Size Matters: Exploring the Educational Value of Increasing Student Diversity (122)**

JIALI LUO (Author), Higher Education Analyst, Duke University  
 DAVID W. JAMIESON-DRAKE (Author), Director of Institutional Research, Duke University  
 EMILY H. THOMAS (Facilitator), Director of Planning and Institutional Research, State University of New York at Stony Brook

Using comprehensive survey data and institutional records, this study explored the impact of increasing student diversity on university students' educational experience and their skill development. The findings of this study showed that growing student diversity increased markedly students' interracial interaction, contributed to their questioning of fundamental beliefs and values, and enhanced their academic

achievement, skill development, and educational satisfaction. While speaking strongly for the educational value of increasing student diversity on university campuses, this study also revealed issues worthy of special attention. Discussion of the findings, implications, and suggestions for further research are included.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Norfolk, Mezzanine

### **Students Spending Too Much Time on the Internet: A New Concern for Higher Education (130)**

GARY D. MALANEY (Author), Director of Student Affairs Research, Information and Systems, University of Massachusetts at Amherst  
 ELIZABETH A. WILLIAMS (Author), Research Associate, University of Massachusetts at Amherst  
 JODY A. WORLEY (Facilitator), Director of Institutional Research and Assessment, Tulsa Community College

A recent report about the increase in Internet usage among college students included tragic incidents involving students who have been identified as being "dependent upon" or "addicted to" the Internet (Reisberg, 2000). This paper session considers the prevalence of Internet use among undergraduates, especially at one public research university where researchers have studied students' self-reported Internet usage and developed a measure of Internet addiction based on the DSM-IV. The data from a survey administered to 593 undergraduates in Fall 2000 will be discussed.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Civic Ballroom South , 2nd Floor

### **Learning Styles: Student Preferences vs. Faculty Perceptions (158)**

ERIC L. DEY (Author), Associate Professor, University of Michigan  
 SYLVIA HURTADO (Author), Associate Professor, University of Michigan  
 ZHENGXU WANG (Author), Doctoral Student and Research Assistant, The University of Michigan  
 LOUISE AUGUST (Author), Doctoral Student and Research Assistant, The University of Michigan  
 RUAN HOE (Facilitator), Principal Administrative Analyst - Student Affairs Information and Research Office, University of California - Los Angeles

Institutional research can play a vital role in coordinating the curricular and co-curricular initiatives that promote campus-wide efforts to improve the student's preparation for interdependence in an increasingly collaborative world. This study provides insight into understanding attitudes and beliefs about new, non-traditional pedagogies as they are experienced first-hand by students and teaching faculty, and whether and how well are they received inside the classroom.

1:50-2:30 p.m.

TRACK 2/CONTRIBUTED PAPER

Conference C, Mezzanine

### **Using Assessment Results to Improve the Learning Environment (234)**

JULIE WEISSMAN (Author), Assistant Provost, Saint Louis University  
 NANCY L. KINSEY (Facilitator), Director of Institutional Research, Kaskaskia College

An initiative to improve undergraduate teaching and learning and a grant to assess the initiative have provided the opportunity for the Office of Institutional Research to be actively involved in faculty development and other activities to enhance the learning environment. The purpose of this presentation is to share with the audience the assessment practices developed and implemented for the initiative. Moreover, it offers some ideas for the role an office of institutional research can play in becoming actively involved in helping to improve the teaching and learning environment, in collaborating with faculty, and in disseminating assessment results.

1:50-2:30 p.m.

TRACK 2/CONTRIBUTED PAPER

York, Mezzanine

### **Using Multiple Measures to Understand Faculty Job Satisfaction: Implications for the Development of Conceptual and Practical Models (236)**

LESLIE C. WIMSATT (Author), Doctoral Candidate, University of Michigan  
 TOM R. BOHANNON (Facilitator), Assistant Vice President, Baylor University

Using data from NSOPF-93 to examine faculty working in liberal arts, comprehensive, doctoral and research institutions, this study explores the influence of personal and institutional factors on multiple measures of job satisfaction. The theoretical grounding of this study integrates research on job satisfaction with studies of faculty work attitudes and behaviors. Descriptive analyses reveal significant differences in work attitudes by institutional type. Path analyses illustrate how factors that predict job satisfaction differ across dependent measures. Findings will assist institutional researchers and administrators interested in using conceptual models to guide survey design and strategic planning.

1:50-2:30 p.m.

TRACK 2/CONTRIBUTED PAPER

Conference Room F, Mezzanine

### **A Three-Pronged Approach to Evaluating Salary Equality Among Faculty, Administrators, and Staff at a Metropolitan Research University (244)**

ROBERT L. ARMACOST (Author), Director and Associate Professor, University of Central Florida  
 ALICIA L. WILSON (Author), Coordinator, Computer Applications, University of Central Florida  
 MARILYN H. BLAUSTEIN (Facilitator), Director of Institutional Research, University of Massachusetts at Amherst

A study was conducted to evaluate inequalities in salary for all regular faculty, administrative, and staff employees with respect to gender and ethnicity at a major metropolitan research university. Three approaches were used to test for inequalities: a multiple regression analysis, a General Linear Model approach, and a 10% deviation flag. This presentation will review the methods used, why they were used, and the



process used to synthesize the results. The presentation will also highlight the difficulties in developing appropriate criteria for assessing salary equity and treating issues of “practical” significance as compared with “statistical” significance.

1:50-2:30 p.m.

TRACK 3/CONTRIBUTED PAPER

Kenora, 2nd Floor

### **How Well Can Reputations Be Measured? Analysis of 1992-93 NRC Data (312)**

RACHELLE L. BROOKS (Author), Project Manager, Association of American Universities  
KAREN K. SPAHN (Facilitator), Executive Director, Special Projects, University of Phoenix

A multivariate analysis of the NRC 1992-93 data was conducted to address challenges to this study on the basis of its reliance on a reputational assessment. The analysis examined the relationship between “objective” measures of program quality (e.g., publications per faculty member, dispersion of article publication productivity, proportion of faculty with external research grant support), structural characteristics (e.g., program size, proportion of full-time faculty) and the reputational ratings. Overall results showed that the objective indicators were predicted well by both structural characteristics (program size, proportion of full professors) and reputational score but that there were significant differences across disciplines.

1:50-2:30 p.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room B, Mezzanine

### **Measuring the Weight of High School GPA and SAT Scores with Second Term GPA to Determine Admission Index – A Case Study (392)**

NAN BRIAN HU (Author), Director of Institutional Research, Loyola Marymount University  
VALERIE L. HODGE (Facilitator), Director of Institutional Research, Bellevue Community College

This case study revisited the admissions index ( $400 \times \text{HS\_GPA} + \text{SAT Total Score}$ ) by measuring the correlations between high school GPA and SAT scores with the second term GPA to determine the weight of each variable in the index. Obviously, HS\_GPA is the best predictor for first-year success. The weight ratio of HS\_GPA and SAT is 1.65. Adding more weight to HS\_GPA is necessary to increase quality and selectivity. However, different ethnic groups also present different weights of predictors. It may change freshman ethnic compositions if this factor is not carefully considered in increasing the weight of HS\_GPA.

1:50-2:30 p.m.

TRACK 5/CONTRIBUTED PAPER

Kent, 2nd Floor

### **International Best Practices in Increasing Aboriginal Post-Secondary Education Enrollment Rates (558)**

CHRIS BOUGHTON (Author), Senior Research Analyst, R.A. Malatest & Associates Ltd.  
LYNN O. MCCLOSKEY (Facilitator), Senior Analyst, Washington University

As part of its larger research program, the Canada Millennium Scholarship Foundation is looking at ways in which the Foundation may contribute to raising the postsecondary attainment rates of First Nations Citizens. The purpose of this project is to examine both the scope and the outcomes of initiatives across Canada and throughout the world designed to increase the attainment rates of aboriginal students.

1:50-2:30 p.m.

INVITED/CONTRIBUTED PAPER

Grand Centre Ballroom, Lower Concourse

### **Entrepreneurship and Commercialisation of Academic Programs in Higher Education : An Australian University's Experiences (640)**

HARCH THANDI (Author), Senior Lecturer, Swinburne University of Technology

Progressively during the 1990s, both in Australia and in many countries throughout the world, Governments have reduced public funding to universities. This has resulted in universities seeking alternative sources of revenue and with the Government encouraging commercialisation of Higher Education – particularly the selling of degree programs. Today universities have diversified their funding sources from all varieties of activities including foreign students, local fee-paying students (mainly postgraduate course work in Australia) leasing university facilities, organising conferences and commercial research and consultancy activities such as patrons, industrial research etc. This situation is also true for the Case Study University, which is located in a South Eastern Australian State. The University's graduate school offering management and entrepreneurship programs is almost entirely student-funded. Indeed, during year 2000, only 5% of the student load of the school was funded by the Government with the balance (95%) being financed by local fee-paying students and International fee-paying activities. The commercialisation of this school together with its entrepreneurial efforts and selling degrees is considered.

1:50-2:30 p.m.

TRACK 1/DEMONSTRATION

Simcoe, 2nd Floor

### **Evaluating Undergraduate Student Satisfaction with Financial Aid Services at a University (156)**

DEBBIE L. ELLIS (Author), Senior Analyst, University of California-Berkeley  
LIN CHANG (Facilitator), Director of Institutional Research & Analysis, University of Southern Colorado

Spring 2001 our research office collaborated with the Financial Aid Office (FAO) to evaluate student financial aid services. We conducted a Web-based survey using our own Web survey management system, affording FAO several advantages, including: 1) shorter response time, 2) increased student confidence in anonymity since the survey was submitted to an independent research office, 3) a response rate of 54%, and 4) demographic data of the respondents and non-respondents using our client-server database of student cohorts. This presentation will talk about the survey process and use of our client-server database for the survey analysis.

1:50-2:30 p.m.

TRACK 3/DEMONSTRATION

Wentworth, 2nd Floor

**Enrollment Modelling for Understanding (315)**

TIMOTHY A. WALSH (Author), Director of Student Information Systems, Temple University  
 CATHERINE E. WATT (Facilitator), Assistant Director of Institutional Research, Clemson University

There are dozens of techniques available for making enrollment projections. However, sometimes understanding the dynamics of the process is more important than the actual model. This demonstration uses the Markov Chain simulation to convey to senior administrators implications of their decisions and bottlenecks that impede graduation.

1:50-2:30 p.m.

TRACK 5/DEMONSTRATION

Dominion North, 2nd Floor

**Automate with Limited Resources: A Software Package for Interactive Web Development (534)**

TONG-AI ZHANG (Author), Director of Institutional Research, University of Houston-Victoria  
 MICHAEL KANN (Author), University of Houston-Victoria  
 KAREN C. LALJANI (Facilitator), Assistant Dean of Institutional Effectiveness and Research, El Centro College

A software package has been developed to automate data collection and dissemination. Its purpose is to assist those IR offices with limited resources to develop an interactive Web site. The guiding principle for configuring the software is based on the needs of an IR office, the cost of the software, and easy installation and maintenance. The package includes free software downloadable from the Internet (Xitami Webserver, PHP4, and the MySQL database) and a demonstration of how to develop an interactive Web site for data collection and dissemination. After attending the presentation the user of this package will be able to function independently.

1:50-2:30 p.m.

TRACK 5/DEMONSTRATION

Windsor East, Mezzanine

**The Use of Geographic Information Systems Technology in Institutional Research (588)**

DANIEL JARDINE (Author), Research Analyst, SUNY at Binghamton  
 EDWARD H. BROEKHUIZEN (Facilitator), Board of Directors, University of Amsterdam

PC-based Geographic Information Systems (GIS) have been in existence since the late 1980's and have much to offer in the field of Institutional Research. GIS provides the ability to "visualize" institutional data and oftentimes, uncover key patterns and relationships. A variety of key institutional questions/issues can be addressed with GIS. Where do our best students come from? Where is our competition? What is our market area?, Where are the classrooms owned by the English Department?, etc. It is apparent that the use of this powerful tool is on the rise in institutional research. Several examples will be demonstrated.

1:50-2:30 p.m.

TRACK 1/PANEL

Grand West Ballroom, Lower Concourse

**Students' First Year of College: Assessment Strategies and Recent Findings from a New National Survey (129)**

Continued from previous time period.

1:50-2:30 p.m.

TRACK 2/PANEL

Dominion South, 2nd Floor

**The Many Faces of Faculty: Findings from the National Study of Postsecondary Faculty (233)**

Continued from previous time period.

1:00-2:30 p.m.

TRACK 4/PANEL

Grand East Ballroom, Lower Concourse

**Virginia's Reports of Institutional Effectiveness: A Discussion about Their Effectiveness (446)**

Continued from previous time period.

1:00-2:30 p.m.

TRACK 5/PANEL

Civic Ballroom North, 2nd Floor

**Emerging Retirement Patterns of Institutional Research Faculty (511)**

Continued from previous time period.

1:00-2:30 p.m.

TRACK 5/PANEL

Essex, Mezzanine

**Alumni and Employers Satisfaction: An Analysis of Three Methods of Survey Administration from Three of Maryland's Higher Education Segments (580)**

Continued from previous time period.

1:00-2:30 p.m.

TRACK 5/PANEL

Conference Room G, Mezzanine

**Joining Forces in IR: Benefits, Challenges, and Practical Considerations of Collaborative Research (586)**

Continued from previous time period.

1:50-2:30 p.m.

VENDOR DEMONSTRATION

Windsor West, Mezzanine

**College Student Experiences and Expectations Questionnaires (V04)**

RICHARD MUTHIAH (Presenter), CSEQ Project Associate, Indiana University

This session provides an oversight of the College Student Experiences Questionnaire and College Student Expectations Questionnaire (CSXQ) instruments. The CSEQ measures student progress and the quality of students' experiences inside and outside the classroom. Over 245,000 students at more than 500 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.

1:50-2:30 p.m.

VENDOR DEMONSTRATION

Huron, 2nd Floor

**Noel-Levitz: Introduction and Q & A (V10)**

JULIE BRYANT (Presenter), Program Consultant, Noel-Levitz

This session will introduce you to Noel-Levitz, higher education's largest, most experienced consulting firm for enrollment management, financial aid, and student retention. We offer full-service research for enrollment offices including: nationally standardized surveys that measure student satisfaction and dropout-proneness; competition and financial aid studies; custom research on student decision-making; and enrollment behavior modeling at the pre-inquiry, inquiry, applicant, admit, and returning student stages.

2:40-3:10 p.m.

AFTERNOON TEA BREAK

Sheraton Hall, Lower Concourse

**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.

3:20-4:00 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Conference C, Mezzanine

**RMAIR Best Paper: To Be Announced (621)**

RICHARD W. JACOBS (Facilitator), Director of Budgets, Utah State University

3:20-4:00 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Kenora, 2nd Floor

**SACCR Best Paper: To Be Announced (630)**

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

3:20-4:00 p.m.

TRACK 1/CONTRIBUTED PAPER

City Hall, 2nd Floor

**What Leads to Dropping Out after the First College Year? Findings from the 2001 CIRP-YFCY National Study of Retention (115)**

SHANNON K. GILMARTIN (Author), Research Associate, University of California Los Angeles

LINDA J. SAX (Author), Associate Professor and Associate Director of HERI, University of California-Los Angeles

DAVID L. DAVIS-VAN ATTA (Facilitator), Director of Institutional Research and Analysis, Carleton College

Drawing from a large sample of first-year students who responded to the 2000 Cooperative Institutional Research Program (CIRP) Freshman Survey and the 2001 Your First College Year (YFCY) survey at 50 four-year institutions, this study will explore factors prior to and during the first year of college that influence students' decision to re-enroll at their campus as sophomores. Specifically, this study is designed to identify features of the first-year curriculum and co-curriculum that mitigate student attrition and contribute to student success.

3:20-4:00 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room F, Mezzanine

**Understanding Student Attrition at an Urban, Commuter University Using Force Field Analysis (143)**

MARI LUNA DE LA ROSA (Author), Research Analyst, California State Polytechnic University, Pomona

BERNARD K. BRAUN (Facilitator), Analyst, Louisiana State University

The focus of this quantitative study is a university-wide retention effort at a public, 4-year, urban, predominantly student of color, commuter institution. In an exploratory phase of research, this campus implemented a study to try to understand student attrition from the theoretical framework known as "force field analysis." A force field analysis provides an excellent model for determining what institutional, external and interpersonal forces exist that tend to "push or pull" a student out of college. The self-reported perceptions of students who left the campus before completing their bachelor's degree provides the lens for viewing this institution's college-going experience.

3:20-4:00 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room G, Mezzanine

**In Their Own Voices (and in Their Own Languages): Using Peer-Led Focus Groups to Assess Student Needs (154)**

DON A. WEIMER (Author), Manager of Institutional Assessment and Research, Milwaukee Area Technical College  
 INDIRA GOVINDAN (Facilitator), Director of Institutional Research, Fairleigh Dickinson University

Focus groups of basic skills students provided valuable insight into barriers to student retention at a large, public, urban, two-year technical college. As part of a major student retention initiative, the Institutional Research Department trained college program students to lead the focus groups; separate sessions were conducted in English and Spanish. Student concerns were sorted into broad categories of 1) Language and Communication, 2) Pedagogy, 3) Professionalism and Teacher Support, and 4) Scheduling and Assessment. This session will discuss the methodology, the process, and the results of these focus groups and the use of those results.

3:20-4:00 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**Great Expectations? Assessing Student Outcomes in Developmental Education (159)**

BRIAN G. MOSS (Author), Director of Institutional Research, Oakland Community College  
 KRISTEN E. SALOMONSON (Author), Assistant Dean of Enrollment Services, Ferris State University  
 LI-SHYUNG HWANG (Facilitator), Senior Research Analyst, Central Piedmont Community College

The demand for developmental education in higher education remains immense. Recent findings by the NCES (2000) indicate that 63% of 2-year college students and 40% of 4-year college students have taken some form of remedial education. This study uses typically collected student data and applies the quasi-experimental Regression-Discontinuity research design to assess the effectiveness of developmental education on later academic performance (Cook & Campbell, 1979; Trochim, 1990). Under the auspices of this approach, variables are analyzed using an analysis of covariance. Administrators and faculty members can utilize these findings to measure the effectiveness of developmental education at their own institutions.

3:20-4:00 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**Four Years Later: Qualitative and Quantitative Assessment of the Changes in the Class of 2001 (166)**

ROSS A. GRIFFITH (Author), Director of Institutional Research and Academic Administration, Wake Forest University  
 LEAH P. MCCOY (Author), Associate Professor of Education, Wake Forest University  
 STEPHEN R. PORTER (Facilitator), Director of Institutional Research, Wesleyan University

To assess the effectiveness of their strategic plan, a university implemented an assessment process involving student change from freshman to senior year. Entering 1997 freshmen wrote an essay indicating expectations of college while they also completed the Cooperative Institutional Research Program (CIRP) Freshman Survey. Randomly selected 2001 graduating seniors wrote an essay reflecting upon their freshman essay. Other seniors completed the College Student Survey (CSS), a senior survey that complements the CIRP Freshman Survey. The presentation will include methodology and analysis of results for three comparisons: freshman with senior essays, freshman with senior surveys and essay results with survey results.

3:20-4:00 p.m.

TRACK 1/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Difficulty with English as a Factor in Students' Performance on Teacher Certification Exams: An Analysis of Results from a Statewide Exam (189)**

CLAUDE J. CHEEK (Author), Manager of Research, City University of New York  
 JOSEPH J. MATT (Facilitator), Associate Director, University of Arizona

This is a study of factors affecting the performance of undergraduates on a state licensure exam required of those seeking to become public school teachers. The study identifies two principal factors, which are independent of one another and which account for approximately one-half of the total variation in students' test scores. For the urban population studied, the factor with the most predictive power was difficulty with English, as measured by the number of hours of ESL and bilingual instruction taken by the examinees, half of whom were non-native speakers of English. Undergraduate GPA was the second most important predictor.

3:20-4:00 p.m.

TRACK 2/CONTRIBUTED PAPER

Grand Centre Ballroom, Lower Concourse

**Assessing First-Year Seminars: Reporting a National Benchmarking Study (212)**

RANDY L. SWING (Author), Co-Director, Policy Center on the First Year of College  
 LISA MULLER (Facilitator), Assistant Research Scientist, University of Wyoming

This presentation is a report of the 2001 national assessment of first-year seminars, a curricular offering at over 70% of American colleges and universities. 50,000 students at 60 institutions completed the First-Year Initiative (FYI) survey. Participants will learn about effective course structures and how benchmarking has been shown to stimulate program improvement.

3:20-4:00 p.m.

TRACK 2/CONTRIBUTED PAPER

Simcoe, 2nd Floor

**Effective Use of Graduating Senior Survey as Part of Program Assessment (237)**

JULIA J. A. PET ARMACOST (Author), Director of Operational Excellence and Assessment Support, University of Central Florida  
 MARJORIE SALAZAR (Author), Coordinator of Statistical Research, University of Central Florida  
 PATRICE LANCEY (Author), Coordinator, Statistical Research, University of Central Florida  
 JOHN A. MUFFO (Facilitator), Director of Academic Assessment, Virginia Tech

This paper presents a case study, including samples of surveys and assessment instruments, of the process used to implement an effective Graduating Senior Survey within the institutional effectiveness (IE) process at a major metropolitan research university. Organizationally, the university survey support office and the faculty/staff responsible for the assessment processes jointly implement an integrated IE process for continuous improvement. Methodologically, the Graduating Senior Survey directly supports the assessment process by collecting student feedback from graduating seniors at the program level. The survey support office thereby provides each program with the specific data necessary to measure its assessment objectives.

3:20-4:00 p.m.

TRACK 3/CONTRIBUTED PAPER

Norfolk, Mezzanine

**The Managerial Implications Involved in the Development of an Academic Data Warehouse (331)**

DAVID WIERSCHEM (Author), Assistant Professor, Texas A&M University - Commerce  
 JAMES R. MCBROOM (Author), Director of Institutional Research, Texas A&M University - Commerce  
 JEREMY MCMILLEN (Author), Research Analyst, Texas A&M University - Commerce  
 JULIA A. ABELL (Facilitator), Director of Planning and Institutional Studies, Eastern Illinois University

The importance of appropriate and timely information to the process of decision making is well accepted. In response to this observation, businesses are going to great lengths to design and build data warehouses to facilitate strategic as well as operational decision making. The academic community has also seen the value that centralized repositories of operational data can provide. This paper identifies the managerial benefits as well as the costs, financial and otherwise, associated with the decision to design and build a data warehouse in an academic environment.

3:20-4:00 p.m.

TRACK 3/CONTRIBUTED PAPER

Essex, Mezzanine

**Early Signs of Success: A Case Study in the Organizational Transformation of a Community College (340)**

SUZANNE DRAPEAU (Author), Manager, Institutional Research & Analysis, Nova Scotia Community College  
 WILLIAM R. FENDLEY (Facilitator), Director of Institutional Research, University of Alabama

The arrival of a new president in 1998 at this community college launched a process of fundamental organizational reform championed by a transformational leader. The process started with the development of a new Strategic Plan. Two years later, evidence is mounting that the change underway is transformative in nature and scope. A literature review on organizational transformation, results from employee surveys, analysis of college documents and focus groups with internal and external stakeholders will be used to explore the change process.

3:20-4:00 p.m.

TRACK 3/CONTRIBUTED PAPER

Kent, 2nd Floor

**Three Analytical Approaches for Predicting Enrollment at a Growing Metropolitan Research University (384)**

ROBERT L. ARMACOST (Author), Director and Associate Professor, University of Central Florida  
 ALICIA L. WILSON (Author), Coordinator, Computer Applications, University of Central Florida  
 DAWIT TEKLU (Facilitator), Director of Research, William Rainey Harper College

In a large, metropolitan research university, multiple enrollment models are required to fulfill the needs of its many constituents and planning horizons. Furthermore, the method of predicting enrollment in a growth environment differs from universities in a stable environment. Three models will be discussed as well as the underlying methods. The breadth of the models discussed include a long-term aggregate university model, a short-term detailed university model, and an enhanced graduate prediction model by college. The analytical approaches discussed include an embedded optimization model used to "fit" transition factors and a Markov chain to track transition probabilities within colleges.

3:20-4:00 p.m.

TRACK 4/CONTRIBUTED PAPER

Huron, 2nd Floor

**Higher Education Collaborations: A Response to Public Policy Requesting University-School Partnerships and Increased Preparation in Mathematics (429)**

FAITH G. PAUL (Author), Director Research & Evaluation for School/University Partnerships, University of California - Davis  
 MARK L. GUNTY (Facilitator), Assistant Director of Institutional Research, University of Notre Dame

This paper addresses the use of research in higher education collaboratives to understand the elements shaping mathematical preparation for college, discusses a data sharing collaboration between higher education and school districts, and points to an increasing role for student affairs offices in higher education collaboratives. The paper discusses the mathematical preparation of students from four urban high schools with three school-level inputs - curricular offerings, structure of learning, and relationship of English-language learner courses to college preparation, and four student-level inputs - demographic characteristics, preparation in math K-8, access to courses above geometry, and to advanced placement courses.

3:20-4:00 p.m.

TRACK 5/CONTRIBUTED PAPER

York, Mezzanine

**Improving Student Retention Rates: Addressing the Issue from Within (537)**

JAMES C. ECK (Author), Assistant Provost for Institutional Research, Rollins College

PAULA S. KRIST (Facilitator), Research Analyst, Florida Institute of Technology

A private regional university has developed a Student Satisfaction and Success Cross Functional Team (SS&SCFT) that has endeavored to improve retention rates among entering freshmen. The committee has made extensive use of institutional research and has observed a 4% improvement in retention rates among freshmen over the past two years. This paper suggests avenues of inquiry to assist other colleges and universities in having similar outcomes.

3:20-4:00 p.m.

TRACK 3/DEMONSTRATION

Wentworth, 2nd Floor

**A Model for Focused Strategic Planning (358)**

GEORGE H. JOHNSTON (Author), Director of Development, Research, and Planning, Parkland College

SHARON A. R. KRISTOVICH (Author), Director of Institutional Research, Parkland College

ELIZABETH F. REIS (Facilitator), Director of Institutional Research and Planning, Moraine Valley Community College

Comprehensive community colleges are faced with developing a planning process for widely divergent programs. The session will be on a demonstration of a planning model developed for a comprehensive community college recognized as a national leader in planning. This model should be easily replicable by other institutions. The topics to be covered will include timelines of the planning process, marketing strategies, methods of disseminating the final product including samples, methods for providing follow-up, and thoughts on what was learned from this process.

3:20-4:00 p.m.

TRACK 3/DEMONSTRATION

Civic Ballroom South , 2nd Floor

**A Demonstration of A Software Application that Integrates GIS Technology with Predictive Modeling in Student Recruitment (388)**

VICTOR J. MORA (Author), Associate Director of Enrollment Management, The Ohio State University

MANUEL GRANADOS (Author), The Ohio State University

SUMI GAUCHAN (Author), The Ohio State University

DEBORAH SUZZANE (Facilitator), Director of Institutional Research and Planning, University of Texas at Brownsville and Texas Southmost College

An in-house developed software application is demonstrated. This application integrates predictive models and geographic information systems (GIS) technology to effectively manage a pool of approximately 150,000 prospective students throughout the recruitment process to enroll the right mix of approximately 6,000 new freshmen at a research university. This market segmentation tool empowers recruitment staff to identify, classify, and analyze students according to academic background, interests, geodemographic characteristics, and probability to enroll. This approach has helped the university meet its multi-criteria goals while minimizing costs throughout the recruitment process.

3:20-4:00 p.m.

SPECIAL INTEREST GROUP

AMEX Board

**EAIR/AIR Seminar Planning Meeting (088)**

ROBERT K. TOUTKOUSHIAN (Convener), Executive Director of Policy Analysis, University System of New Hampshire

BENTE KRISTENSEN (Convener), Vice President, Copenhagen Business College

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

3:20-4:00 p.m.

VENDOR DEMONSTRATION

Windsor West, Mezzanine

**Educational Benchmarking, Inc. (EBI)- Benchmarking Tools to Support Institutional Comparisons and Continuous Improvement (V05)**

DARLENA JONES (Presenter), Vice President for Research and Development, Educational Benchmarking, Inc.

Educational Benchmarking, Inc. (EBI) currently offers a number of surveys utilized on 500+ campuses to support institutional assessment, continuous improvement, and accreditation review activities. Projects include surveys of graduating students and (separately) alumni in business, engineering, nursing, and teacher education as well as surveys of student perceptions in university housing, union/student centers and first year seminars. We have surveyed over 2,000,000 students in the past seven years, providing substantial data to participating schools. Come learn how benchmarking can be a powerful tool for continuous improvement on your campus.

3:20-4:00 p.m.

VENDOR DEMONSTRATION

Dominion North, 2nd Floor

**DATA BLOCKS, INC - Demonstration of Magenta - a Software Product That Can Help You Create The Most Professional Data Capture Forms (V11)**

CARLI BURKE (Convener) President, Data Blocks

DATA BLOCKS, INC will demonstrate the software product - Magenta. Magenta (with Remark Classic integrated into it), gives you the power to capture, report on and export data for testing, assessment, course and instructor evaluations, demographics, etc. See how the power of Magenta can help you create the most professional data capture forms.

3:20-4:50 p.m.

TRACK 1/PANEL

Dominion South, 2nd Floor

**A Panel Discussion: Designing and Implementing Program Review Using a Strategic Plan- and Assessment-Based Model (124)**

JANICE M. SCHAEFFLER (Author), Executive Director Institutional Research Planning and Analysis, Radford University  
 NORLEEN POMERANTZ (Author), Vice President for Student Affairs, Radford University  
 KEN LOTT (Author), Associate Vice President for Student Affairs, Radford University

Revolution or evolution? Change is inevitable. Effective administrators manage change through a comprehensive approach to program review using assessment to inform strategic planning, to leverage budgets, and to improve programs and services. Participants will receive a notebook of relevant resource materials and will experience a design and implementation process for program review that resonates with their individual institutions and programs.

3:20-4:50 p.m.

TRACK 3/PANEL

Grand East Ballroom, Lower Concourse

**Presidents and Institutional Researchers: Collaborating to Enhance Campus Effectiveness (367)**

MARSHA V. KROTSENG (Author), Vice Provost, West Liberty State College  
 BRIAN R. TRZEBIATOWSKI (Author), Research Associate, American Association of State Colleges and Universities

In a recent ACE survey (2000), 73% of college and university CEOs identify planning as the foremost presidential responsibility. Accurate data and information are integral to sound planning and decision-making. An on-going collaborative effort by AIR and the American Association of State Colleges and Universities has focused on the enhanced effectiveness resulting when presidents and institutional researchers hold a shared understanding of the information required for productive planning and combine forces for the benefit of the campus. This panel highlights preliminary findings of a survey exploring presidents' perceptions of the effectiveness of IR on their campuses and the level of involvement in institutional decision-making.

3:20-4:50 p.m.

TRACK 4/PANEL

Grand West Ballroom, Lower Concourse

**Web-Based Data Collections - Are They Working? (440)**

SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics  
 MARY A. GOLLADAY (Author), Program Director of Human Resources Statistical Program, National Science Foundation  
 RENEE L. GERNAND (Author), Senior Director of Guidance Services, The College Board

Presenters from the College Board, National Science Foundation, and National Center for Education Statistics present their views, successes and failures with current Web-based data collections. How are the collections working? What changes can we anticipate in the future? Will data sharing ever become a reality?

3:20-4:50 p.m.

TRACK 4/PANEL

Civic Ballroom North, 2nd Floor

**Attributing Value to the Impact of Community Colleges . . . Measuring the Socio-Economic Benefits of Illinois Community Colleges at the Local and State Levels (452)**

SCOTT J. PARKE (Author), Director of Policy Studies, Illinois Community College Board  
 DONALD L. QUIRK (Author), Director of Institutional Research and Planning, McHenry County College  
 KJELL CHRISTOPHERSEN (Author), Adjunct Professor for Department of Agricultural Economics, Washington State University  
 ANTONIO GUTIERREZ-MARQUEZ (Author), Associate Vice Chancellor of Planning and Research, City Colleges of Chicago  
 HANK ROBISON (Author), Senior Research Economist, University of Idaho

Policy makers, taxpayers, and students are interested in the returns on their higher education investment. Conducting meaningful economic impact analysis for community colleges is complex. To capture skill enhancement that occurs, exiters and graduates must be tracked and value attributed at the course level to credit and noncredit instruction. The economic impact study of Illinois community colleges, tracked four types of benefits: local job and income formation; exiting student earnings increases; social benefits; and returns to taxpayers. Benefits are presented annually, as present values of future benefits, and as regional economic benefits. Local, state, and external perspectives will be presented.

3:20-4:50 p.m.

TRACK 5/PANEL

Windsor East, Mezzanine

**Technology as Subject Matter and Tool: How is it Being Taught? (565)**

LARRY G. JONES (Author), Public Service Associate, University of Georgia

As a topic in higher education courses, technology can be explored and taught both as subject matter and as a tool. This panel of college faculty members, IR practitioners, and graduate students in higher education programs will examine how technology is and should be taught in courses preparing institutional researchers and college and university faculty and administrators.

4:10-4:50 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room G, Mezzanine

**An Assessment of Student Characteristics Related to Successful Transition During the First Two Years of College (157)**

JAMES DANIEL HOUSE (Author), Director, Northern Illinois University

KEITH J. GUERIN (Facilitator), Director of Institutional Research, The College of Staten Island/City University of New York

The purpose of this study was to examine the contributions of several variables simultaneously in order to more clearly identify factors related to students' successful transition into college. Students included in this study were 1,849 students who began as new freshmen. Several student characteristics were assessed: high school curriculum, high school senior-year activities, self-ratings of academic abilities, expectancies for academic success in college, reasons for attending college, and degree aspirations. Numerous significant relationships with student grade performance and persistence were noted. These results have implications for institutional researchers involved in the assessment of students' college outcomes.

4:10-4:50 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**Tech Prep: Pathways to Success? The Performance of Tech Prep and Non-Tech Prep Students at a Midwestern Community College (169)**

PENELOPE A. PARMER (Author), Project Analyst, Institutional Planning and Research, Sinclair Community College

DONNA J. KRILE (Author), Project Analyst, Sinclair Community College

EMILY H. THOMAS (Facilitator), Director of Planning and Institutional Research, State University of New York at Stony Brook

This study examines college performance differences of students who participated in a high school Tech Prep program compared to students who did not participate. Performance measures include scores on the College's placement tests, grades in entry level courses, and overall GPA. First to second quarter and first to second year retention rates are also compared. Preliminary results suggest that Tech Prep students enrolled in entry level Math or English courses perform better than non-Tech Prep classmates in terms of grades for the class and overall GPA's. Tech Prep students also score better on some sections of the placement test.

4:10-4:50 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room F, Mezzanine

**Combining the National Survey of Student Engagement with Student Portfolio Assessment: Increasing the Validity of Learning Outcomes Assessment (190)**

JULIETTE M. STOERING (Author), Institutional Research Analyst, Portland State University

LINA LU (Author), Institutional Research Assistant, Portland State University

SARAH B. LINDQUIST (Facilitator), Assistant Dean of the Graduate College, Arizona State University

Institutions grapple with how to present evidence of student learning to various stakeholders. They are also pressured to comply with third-party ranking systems based on data unrelated to learning outcomes. Two assessment activities are useful at one urban university: the National Survey of Student Engagement (NSSE) and scoring rubrics for student portfolios. We analyze the NSSE in relation to portfolio scores on four general education learning goals. Combining these data cross-validates self-report and authentic learning assessments. Such research elevates the institutional researcher's role to one of partner in the university's attempt to provide evidence of student learning and continual improvement.

4:10-4:50 p.m.

TRACK 2/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**Discovering Success Strategies Through Alumni Research (209)**

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

KAREN E. BLACK (Facilitator), Assistant to the Vice Chancellor for Planning and Institutional Research, Indiana University Purdue University Indianapolis

This paper presents a model for studying alumni career development and enhancing the impact of higher education on alumni career success. Results, based on responses from 336 business major undergraduate and graduate alumni, revealed that male alumni with high risk orientation and achievement motivation; who follow specific career strategies; are invested in their career; and have certain career opportunities have a high potential for success. Policy recommendations included highlighting the College's superior career preparation and excellent faculty and intensifying the liberal arts and international dimensions of the educational program.

4:10-4:50 p.m.

TRACK 2/CONTRIBUTED PAPER

Conference C, Mezzanine

**Using the Academic Audit as a Means to Clarify Student Learning Outcomes (243)**

DOLORES H. VURA (Author), Assistant Vice President for Institutional Research and Analytical Studies, California State University-Fullerton

PATRICIA A. SZESZULSKI (Author), Professor and Department Chair, Child and Adolescent Studies, California State University, Fullerton

BRYAN C. HARVEY (Facilitator), Associate Provost for Planning and Assessment, University of Massachusetts at Amherst

For many large urban campuses with strong faculty governance, investigations of student learning outcomes have been profoundly decentralized and limited to the efforts of individual faculty. One such campus was invited to be the first university in the United States to utilize an academic audit as part of its regional 10-year reaffirmation of accreditation as a means to clarify campus wide student learning outcomes. This organizational analysis locates the academic audit in the context of program performance review, assessment, and institutional mission, effectiveness, and planning.



4:10-4:50 p.m.

TRACK 3/CONTRIBUTED PAPER

Norfolk, Mezzanine

**A Longitudinal Study on the Influence of Competitor Actions on Enrollment at a Metropolitan University (337)**

THEODORE MICCERI (Author), Coordinator of Statistical Research, University of South Florida  
 CHARLENE H. HERREID (Author), Coordinator of Institutional Research, University of South Florida  
 ALICE M. SIMPKINS (Facilitator), Director of Institutional Research, Paine College

Every higher education institution enrolls many students who select them only after a careful comparison with competitor schools. Between 1987 and 2000, when The University's major competitors altered either their admission standards or deadlines, University's enrollment (yield) of first year students tended to either drop or rise, and sometimes these changes were substantial. This same effect does not generally hold true for graduate students and transfers. This paper tracks, compares and discusses related Issues through 14 fall semesters of admissions data for first year, transfer and graduate students among six State University System (SUS) Institutions.

4:10-4:50 p.m.

TRACK 3/CONTRIBUTED PAPER

Essex, Mezzanine

**Clarifying the Nature of Multi-Institutional Attendance (343)**

CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education  
 MAIA I. BERGMAN (Facilitator), Senior Social Science Research Associate, University of Michigan-Ann Arbor

NCES longitudinal studies have revealed a steady increase in the volume of multi-institutional attendance since the mid-1970s: from 40 percent in the NLS-72 to nearly 60 percent in the BPS-89. The new NELS-2000 postsecondary transcript file was designed to enlighten the nature of that phenomenon in the context postsecondary careers, and this paper will draw on the NELS to delineate four patterns of multi-institutional attendance: Excursion, Fragmentation, Migration, and Discovery, and explore their implications for both enrollment management and the interpretation of institutional graduation rates.

4:10-4:50 p.m.

TRACK 3/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**Planning and Managing an Institutional Initiative for Ubiquitous Technology (376)**

EDWARD D. SMITH (Author), Director of Assessment and Institutional Research, Longwood College  
 NORMAN J. BREGMAN (Author), Provost and Vice President for Academic Affairs, Longwood College  
 FRANCIS X. MOORE (Author), Longwood College  
 YING ZHOU (Facilitator), Graduate Fellow, The Pennsylvania State University

Institutions of higher education are under intense pressure from external constituencies to not only provide an environment in which students can develop the technological skills necessary for the 21st century, but also to demonstrate that students have indeed acquired these skills. This presentation will describe how one institution built an environment for ubiquitous technology by providing the infrastructure for faculty development and user support. Outcomes assessment has become a hallmark of the program both within the institution and the state.

4:10-4:50 p.m.

TRACK 5/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Creating a Space Management System on ACCESS or SQL Server (504)**

NICOLAS A. VALCIK (Author), Assistant Director for Strategic Planning and Analysis, The University of Texas at Dallas  
 DENISE P. SOKOL (Facilitator), Director of Institutional Research, University of Colorado at Denver

In 2001, The University of Texas at Dallas had to complete an Indirect Cost Proposal for the Federal Government as part of a 3-year space survey review that is mandatory by the system. The old Space Management System had been build on a Powerbuilder 2.0 system, and was not worth importing information into the database. The decision was made to create a new and more capable system that would cut down the workload for the user's, and the Controller's Office.

4:10-4:50 p.m.

TRACK 5/CONTRIBUTED PAPER

City Hall, 2nd Floor

**Enhancing Survey Research with Geographic Information: Contributions of GIS to Survey Design, Analysis, and Reporting (510)**

DAVID BLOUGH (Author), Market Research and GIS Analyst, University of Wisconsin System Administration  
 KARI C. COBURN (Facilitator), Director of Institutional Analysis and Planning, University of Nevada at Las Vegas

Increasingly, institutional researchers are using Geographic Information Systems (GIS) to map the locations of current students, visualize demographic change in their communities, and select locations for new facilities. This paper examines a different application - the use of GIS in survey research. In survey design, analysis, and reporting, GIS can be used to better understand the population being surveyed, make surveys more generalizable, analyze regional differences and commuting preferences, and visualize and communicate findings. This paper illustrates these contributions with specific examples from survey research projects conducted within a large public university system.

4:10-4:50 p.m.

TRACK 5/CONTRIBUTED PAPER

Kenora, 2nd Floor

**A Methodological Critique of Tinto's Student Retention Theory (525)**

RICHARD LIU (Author), Director of Institutional Research, University of Minnesota Duluth  
CHRIS J. MAXWELL (Facilitator), Research and Planning Analyst, Purdue University

College student retention probably has become one area of research that has done the most to integrate the various administrative factors and academic disciplinary concerns in the research agenda of higher education. Tinto's model has long been cited as the major theory in explaining the dropout behavior. As his theory is so intertwined with path analysis, empirical researchers have needed to examine some of major concerns, which have been largely overlooked. The main purpose of this paper was to explore the Tinto's model in the context of causal modeling, its methodological difficulties and ramifications and ensuing issue.

4:10-4:50 p.m.

TRACK 5/CONTRIBUTED PAPER

York, Mezzanine

**Data Mining of Persistence Clustering and Prediction - As in the Context of Knowledge Management (581)**

JING LUAN (Author), Chief Planning and Research Officer, Cabrillo College  
JOHN M. KALB (Facilitator), Director of Institutional Research, Florida State University

This session is to broadly introduce the context of data mining as governed by Tiered Knowledge Management Model (TKMM). The presenter will then discuss the most frequently used models and algorithms. A case study will be used to indicate the power of data mining in conducting persistence clustering and prediction. Both beginning and intermediate users of data mining will find it helpful.

4:10-4:50 p.m.

TRACK 3/DEMONSTRATION

Dominion North, 2nd Floor

**Demonstration: Meeting the Information Needs of Multiple Clients with SPSS's SmartViewer Web Server (348)**

JOSEPH W. FILKINS (Author), Senior Research Associate, DePaul University  
LIZ A. SANDERS (Author), Director of Enrollment Management Research, DePaul University  
GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University  
SUSAN STACHLER (Author), Enrollment Management, DePaul University  
EDWARD J. TORPY (Author), Senior Sales Engineer, SPSS, Inc.  
WILLIAM MICHAEL WOOD (Facilitator), Coordinator of Institutional Research, George Mason University

Institutional researchers are continually searching for efficient and effective ways to provide stakeholders with the information they need to make smart decisions. In this session, we will demonstrate how our institution's offices of Enrollment Management Research and Institutional Planning and Research are using SPSS's SmartViewer Web Server (SVWS) to improve access to information. We will demonstrate examples of on-line SVWS publications that include summary analysis, graphics and interactive data tables. We will discuss our experiences using the software, the benefits and limitations of SVWS, and the importance of using such tools to provide seamless access to management information.

4:10-4:50 p.m.

TRACK 5/DEMONSTRATION

Simcoe, 2nd Floor

**You Have a Data Warehouse, but What Do You Do with All That Data? (509)**

ELLEN BENKIN (Author), Coordinator of Graduate Information Services, University of California-Los Angeles  
STEPHEN L. DESJARDINS (Facilitator), Professor of Higher Education, University of Iowa

The Graduate Division at my institution has spent considerable time and resources developing and maintaining a data warehouse that includes a variety of longitudinal data on graduate students. The data warehouse was designed to support administrative decision making, but we have used the data for a variety of purposes.

This presentation will define a variety of uses for data in a warehouse and give examples based on the experiences of our Division.

4:10-4:50 p.m.

INVITED PAPER

Kent, 2nd Floor

**Planning Activity Four of the Implementation Strategy of the National Plan for Higher Education (613)**

DAVID FARIRAI (Author), Institutional Planner, Eastern Cape Technikon  
BIRUTE V. MOCKIENE (Facilitator), Research Assistant, Pennsylvania State University

Various mathematical formulas and forecasting methods were adopted and applied by most institutions to Planning Activity Four of the Implementation Strategy of the National Plan for Higher Education (February 2001). Besides the narrative that accompanied the Institutional Submissions, institutions were supposed to make projections of their graduates, the student numbers and FTEs required to support the proposed number of graduates. This paper seeks to demonstrate a submission which was influenced more by the strategic planning process and realities on the ground than the mathematical manipulation when projecting student numbers and the associated graduate output.

4:10-4:50 p.m.

INVITED PAPER

Civic Ballroom South , 2nd Floor

**National Research Council 2002-03 Graduate Program Rankings (636)**

CHARLOTTE KUH (Author), Deputy Executive Director, Policy and Global Affairs, National Research Council, National Academy of Science  
 JAMES VOYTUK (Author), Senior Program Officer, Board on Higher Education and Workforce, National Research Council  
 PAUL N. MONIODIS (Facilitator), Director of Institutional Analysis, Eastern Michigan University

In 2002, a committee of the National Research Council will begin a study of the methodology of assessment of research doctoral programs. Key areas for investigation include: 1) the validity of reputational measures and an investigation of alternatives; 2) the appropriate taxonomy for the study; 3) an investigation of ways to take into account multidisciplinary and interdisciplinary programs, and 4) ways to incorporate assessment of student outcomes and measures of the doctoral education process into the larger assessment. This paper will report on the progress of the methodology study and contemplated changes in the methodology of the 1993 study.

4:10-4:50 p.m.

VENDOR DEMONSTRATION

Windsor West, Mezzanine

**Runzheimer Canada - Salary - Many degrees of Compensation (V06)**

MICHELLE STEINOWICZ (Presenter), Consultant, Domestic & International Mobility, Runzheim Canada

Many institutions have found that cost-of living information is an essential and emerging issue when calculating fair compensation packages to help retain valued faculty and staff, attract desired prospective employees, and maintain union labour relationships.

This educational session will detail these issues and recognize how cost-of-living can enhance the recruitment and retention efforts for faculty and staff.

Since 1933, Runzheimer has been providing management consulting services in the fields of domestic & international compensation and relocation. Specializing in cost-of-living research and information. Runzheimer's more than 3,000 business, institutional and government clients worldwide include more than 60% of Fortune 500 companies.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Grand Centre Ballroom, Lower Concourse

**Open Focus Group Session to Discuss the NCES Peer Analysis System (PAS) Available on the NCES/IPEDS Web site (S39)**

TIMOTHY R. SANFORD (Convener), Assistant Provost, University of North Carolina at Chapel Hill  
 SUSAN G. BROYLES (Convener), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics

The PAS is designed to provide the user with easy access to the national databases on postsecondary education collected annually through the IPEDS data collection process and maintained by NCES. NCES is looking to revise the PAS to make the data more accessible and to make the process more intuitive. This open focus group session will be led by Dr. Timothy R. Sanford, former AIR President, who has been selected as the AIR/NCES Senior Fellow for 2002-03 to head up the NCES Peer Analysis System (PAS) available on the NCES/IPEDS Web site project.

5:45-until

SPECIAL EVENT

Foyer, Lower Concourse

**Monday Night Event: Casa Loma (003)**

ANN E. HOLLINGS (Host), Research Analyst, University of Guelph  
 R. ALEX HARRINGTON (Host), Research Associate, University of Guelph

A truly "Torontonion" Monday night event, dinner and dancing at the Casa Loma. Built as a private home in the early 1900s, the construction of Casa Loma was considered at the time to be the most romantic thing ever to happen to Toronto. With its stately towers, soaring battlements and sweeping terraces, the castle was described by one critic as a "mixture of 17th century Scotland and 20th century Fox". Today it is one of Toronto's most glamorous landmarks and most popular tourist sites.

There will be shuttle buses to transport us between the Forum hotel and Casa Loma. Tours of the castle and the surrounding, recently restored gardens are available before dinner. There is a minimal cost to tour inside the castle. Our dinner takes place in 3 rooms; the Great Hall, the Library and the Conservatory. This will be a sit-down affair, with full service and a cash bar. We will be entertained with carefully selected music provided by Mandell Entertainment Group. Dinner will be followed by dancing until the wee hours.

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**TUESDAY, JUNE 4, 2002**


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7:30-8:20 a.m.

SPECIAL EVENT

Dominion North, 2nd Floor

**AIR Annual Business Meeting (016)**

DAWN GERONIMO TERKLA (Committee Chair), Executive Director of Institutional Research and Planning, Tufts University  
 RICHARD A. VOORHEES (Associate Committee Chair), Director of Education Policy Initiatives, State Higher Education Executive Officers

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.

8:30-9:30 a.m.

PLENARY SPEAKER

Grand Centre Ballroom, Lower Concourse

**Tuesday Plenary - Increasing the Impact of Your IR Services: Marketing Tips that Can Help YOU! (013)**

CAROL ANN CLEM (Plenary Speaker), Principal, Clem Chronon Marketing Consultants  
 DAWN GERONIMO TERKLA (Facilitator), Executive Director of Institutional Research and Planning, Tufts University

**Carol Ann Clem**

Learn how you can use marketing and communications techniques to improve the impact and increase the visibility of your institutional research products and services. Carol Ann Clem, a marketing research and communications consultant who specializes in helping educational institutions better understand, serve, and communicate with their diverse constituencies, will lead an interactive discussion that will give you practical guidelines and tips that you can use every day to be more effective at your job. For example, you will learn how to more effectively describe your IR services, explain how your services benefit the departments and people you serve, and improve your communications.

Carol Ann Clem is a principal of Clem Cronon Marketing Consultants. She has over twenty years of marketing experience, including eighteen years as a marketing consultant and two years in admissions at Boston College. She also teaches Marketing Management at Harvard University Extension School and has conducted marketing training programs for many diverse organizations. Carol Ann graduated magna cum laude and Phi Beta Kappa from Mount Holyoke College with a major in psychology and education and received her Master of Management in marketing from the Kellogg Graduate School of Management at Northwestern University.

9:40-10:10 a.m.

MORNING COFFEE BREAK

Sheraton Hall, Lower Concourse

**Vendor-Sponsored Morning Coffee Break (083)**

Please join us for a morning vendor-sponsored coffee and take time visit with the vendors and catch up with your colleagues over coffee.

10:20-11:00 a.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Conference Room G, Mezzanine

**ALAIR Best Paper: Principles of Graphical Excellence (625)**

ANNA T. WAGGNER (Author), Statistical Research Analyst, University of South Alabama  
 PRISCILLA ANDREA HOLLAND (Facilitator), Director of Research, Planning and Institutional Effectiveness, University of North Alabama

This presentation will focus on proper presentation of data in graphs and graphical design. Basic features of a proper graph, including substance, avoiding distortion, encouraging comparisons, and integration with the statistical and verbal descriptions of graphs will be highlighted. Data-Ink Ratio, Chartjunk, the Lie Factor, and ethical issues will be summarized. Institutional Researchers, as active consumers of information, must be critical evaluators and skeptics of data. Thus, we must distinguish between poor data presentation and graphical excellence. We must give visual access to both subtle and difficult findings of Institutional Research. After all, "a picture is worth a thousand words."

10:20-11:00 a.m.

TRACK1/CONTRIBUTED PAPER

Kent, 2nd Floor

**An Assessment of the Relative Influence of Environmental, Behavioral, and Attitudinal Aspects of the Pre-College Experience in Determining Students' Long-Term Goals and Aspirations (106)**

CHRISTOPHER RASMUSSEN (Author), Doctoral Student, University of Michigan  
 CHERRY DANIELSON (Facilitator), Research Associate, University System of New Hampshire

This study uses data from the annual CIRP survey to determine the respective influence of pre-college environmental, behavioral, and attitudinal factors on students' long-term goals and aspirations. The study finds that students' motivations for attending college are better predictors of postgraduate goals than are behavioral measures or demographic factors.

10:20-11:00 a.m.

TRACK 1/CONTRIBUTED PAPER

Norfolk, Mezzanine

**Identifying the Priorities of Students and Faculty (151)**

JULIE BRYANT (Author), Program Consultant, Noel-Levitz  
 SCOTT E. EVENBECK (Facilitator), Dean, Indiana University Purdue University Indianapolis

Do students and faculty value the same things on campus? How do levels of expectations and satisfaction vary across institution types, between different groups of students and between students and the faculty, staff and administrators on campus? The highlights from national studies of student satisfaction and institutional priorities will be featured in this session. Information will be shared identifying the performance gaps between levels of expectation and the corresponding levels of satisfaction in key areas on campus with a view on how students and faculty see the educational experience differently.

10:20-11:00 a.m.

TRACK 1/CONTRIBUTED PAPER

Kenora, 2nd Floor

**The Role of Type of Financial Aid in Hispanic First Time Freshman Persistence (152)**

MARSHA LICHTENSTEIN (Author), Senior Institutional Researcher, University of New Mexico  
 KELLY L. FUNK (Facilitator), Director of Assessment, Michigan State University

This study explored the role of type of financial aid in persistence to the third semester for 1,090 first-time full-time Hispanic freshmen beginning fall 1998 and 1999 at an urban research university. Path analysis was used to identify the direct and indirect effects of six types of financial aid workstudy, need-based grants, prestige scholarships, loans, a state-funded tuition scholarship, and an "other" category that included non-need based departmental and private awards. Grants had the strongest direct effect; prestige scholarships had the strongest indirect effect; workstudy had the strongest total effect on persistence.

10:20-11:00 a.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**Pieces of the Puzzle: Success of Remedial and Non-Remedial Students (178)**

LAURA R. CRANE (Author), Academic Research Coordinator, William Rainey Harper College  
 CHRISTINE POZIEMSKI (Author), Associate Professor, William Rainey Harper College  
 LIZ MCKAY (Author), William Rainey Harper College  
 VINCENT P. M. VENDEL (Facilitator), Senior Research Associate, University of Amsterdam

Community colleges typically define their mission statements in broader terms than preparing students for transfer to four-year colleges or universities. Typically, they offer applied associate degrees and certificates for immediate entry into the job market as well as associate degrees for transfer. They also provide more remedial courses for under-prepared students than four-year institutions. This study tracks new students for four years and examines performance of remedial and non-remedial students in college-level courses. The study then examines graduation and certificate completion rates for both remedial and non-remedial students in terms of course withdrawal rates, stopout patterns, and other student characteristics.

10:20-11:00 a.m.

TRACK 2/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**Understanding the Relationships between Student Quality, Faculty Productivity, and Institutional Reputation (219)**

ROBERT K. TOUTKOUSHIAN (Author), Executive Director of Policy Analysis, University System of New Hampshire  
 STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University  
 CLOVER W. HALL (Facilitator), Assistant Vice President of Institutional Research, Saint John's University

In this study, we apply three stage least squares to data for over 900 postsecondary institutions to model the interrelationships between student quality, faculty research productivity, and institutional reputation. Our study is also unique in that we use the ISI databases to derive a measure of an institution's research productivity.

10:20-11:00 a.m.

TRACK 2/CONTRIBUTED PAPER

York, Mezzanine

**Assessing a Technology Initiative: Lessons Learned While Integrating Technology into Teaching and Learning (221)**

F. SIMONE TIU (Author), Assessment Coordinator and Research Analyst, Meredith College  
 W. GARRETT WALTON (Author), Professor of English, Meredith College  
 JOSEPHINE P. GUGLIELMI (Author), Professor of Mathematics, Meredith College  
 JAN W. LYDDON (Facilitator), Director of Institutional Research and Planning, Jackson Community College

In 1999 ABC College launched a technology initiative to expand the use of technology as a communication and research tool for curricular, co-curricular and community activities. Since fall 2000 a variety of assessment methods were employed to gather information from both faculty and students regarding their teaching and learning experience. The students and faculty provided suggestions as to the most important thing the College can do to enhance their computer skills. Information Technology Survey findings provided comparative data to assess growth in student learning. This paper is of particular interest to institutions committed to integrating technology into teaching and learning.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Using Return on Investment Models of Programs and Faculty for Strategic Planning (308)**

NICOLAS A. VALCIK (Author), Assistant Director for Strategic Planning and Analysis, The University of Texas at Dallas  
 LAWRENCE J. REDLINGER (Author), Executive Director, University of Texas at Dallas  
 VINCENT NOVACK (Facilitator), Director Institutional Research, California State University at Long Beach

Many colleges and universities use traditional methods in evaluating productivity on the number of majors, courses taught, and faculty publications. This is an incomplete picture. Our "Return on Investment" model calculates the revenue profile of various instructional programs. Use of this model provides a management tool for program review of faculty assignments, course scheduling, and program development. The model is applicable to state institutions utilizing formula funding (e.g. Texas) and to private institutions that are more tuition based. The model calculates the relative contribution of individual courses and departments to the overall financial health of instructional delivery including support services.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Conference C, Mezzanine

**Pulp Fiction versus The Net: Applications to Graduate School (319)**

GESELE E. DURHAM (Author), Enrollment Data Manager, University of Wisconsin-Madison  
 PENNY S. BILLMAN (Facilitator), Director of Institutional Research, Rock Valley College

What kinds of students apply using Web technology versus paper applications? Are more men, international applicants, minority applicants, etc., choosing to apply via one method or another? Is Web technology changing the shape of our applicant pool and subsequently our newly admitted students and student body? Are Web-based applications considered more favorably by departmental committees, all other factors being equal? Are Web applicants more likely to be admitted and then enroll? This research will examine these questions with an eye toward exploring how technology is changing not only how we work but whom we serve.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Grand Centre Ballroom, Lower Concourse

**A 20-Year Perspective on College Admissions: Report of the Fourth Joint Admission Survey (341)**

HUNTER BRELAND (Author), Senior Research Scientist, ETS  
 E. JAMES MAXEY (Author), Assistant Vice President of ACT, ACT, Inc.  
 C. ANTHONY BROH (Author), Director of Research, Consortium on Financing Higher Education  
 RENEE L. GERNAND (Author), Senior Director of Guidance Services, The College Board  
 ELIZABETH A. HARTER (Facilitator), Senior Planning & Research Officer, University of Toronto

College admissions policies, practices, and procedures are of unquestionable importance, as evidenced by the controversies that have erupted in several states in recent years. While these controversies have focused on affirmative action policies in a few state institutions, this paper, resulting from a survey conducted jointly since 1979 by several organizations, covers a wide range of policies including recruiting and financial aid. This 20-year perspective on college admissions practices at public and private, two-year and four-year institutions, helps to put recent controversies in perspective.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Grand East Ballroom, Lower Concourse

**We Admitted Them; They Didn't Come; Where Did They Go? (357)**

JOHN M. KALB (Author), Director of Institutional Research, Florida State University  
 DONALD L. QUIRK (Facilitator), Director of Institutional Research and Planning, McHenry County College

Admitted students who did not attend the school were tracked using the National Student Clearinghouse service and available state data bases. Three classifications of students were examined: FTICs, junior college transfers, and other undergraduate transfers. Student enrollment choices / destinations were examined looking at SAT/ACT scores and geographic origin to determine the characteristics of non-enrollees and their destination schools.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Dominion North, 2nd Floor

**Knowledge Management Concepts, Models and Its Applications for Learner Relationship Management (366)**

JING LUAN (Author), Chief Planning and Research Officer, Cabrillo College  
 ANDREEA M. SERBAN (Author), Director of Institutional Assessment, Research and Planning, Santa Barbara City College  
 USHA M. SHIVASWAMY (Facilitator), Assistant Director, Institutional Research, Ball State University

The changing market and management conditions coupled with the capacity of technology to enable innovations have presented a fundamental need to adopt principles of Knowledge Management. This presentation encapsulates the streams of thoughts and ideas into a coherent knowledge management model. The model aims to provide a roadmap for managers, faculty, staff and institutional researchers to use in navigating through myriad layers of concepts, technologies, and approaches. As true to the trade of higher education, this presentation will unveil the concept of Learner Relationship Management (LRM) and ends with detailing the duties of a Chief Knowledge Officer (CKO).

10:20-11:00 a.m.

TRACK 5/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**Organized Vs. Random Ordering of Survey Question Sets Assessing Multiple Psychological Constructs: Which has the Best Measurement Properties for My Next Survey? (512)**

MARK R. MAILLOUX (Author), Market Research Statistician, University of Wisconsin System Administration  
 COLLEEN M. HOWES (Author), Associate Director, University of Wisconsin System  
 LISA MULLER (Facilitator), Assistant Research Scientist, University of Wyoming  
 MIRIAM L. FULTZ (Facilitator), President, Desertfrost Educational Consulting Group

Many institutions design their own surveys. Often, surveys assess psychological constructs, like the amount of value placed on some institutional aspect. The construct being assessed is usually composed of several questions. This study examines the situation where multiple constructs are included on the same survey. Regarding the presentation of survey questions, measurement differences between an organized format (questions loading to the same construct appear together under a categorical heading) and a random format (questions from various constructs appear in a random order) are contrasted. Several measurement properties were examined; the authors conclude that an organized format is preferable.

10:20-11:00 a.m.

TRACK 5/CONTRIBUTED PAPER

Civic Ballroom South , 2nd Floor

**A Longitudinal Investigation of Dropout from College in the United States (541)**

TERRY ISHITANI (Author), Institutional Research Analyst, Indiana State University  
 STEPHEN L. DESJARDINS (Author), Professor of Higher Education, University of Iowa  
 SOON O. MERZ (Facilitator), Director of Institutional Research, Kansas Board of Regents

This study investigates the dropout behavior of college students in the United States. Previous attrition studies have typically focused on dropout at specific points in time, such as the first year of enrollment. In this study we examine the timing of dropout over a five-year period and find that factors that affect student dropout often have effects that change over time. For instance, we find that dropout rates vary depending on the amount and timing of student financial aid. A simulation model will be demonstrated that allows us to input student characteristics and easily calculate the temporal risk of dropout.

10:20-11:00 a.m.

INVITED/CONTRIBUTED PAPER

Windsor East, Mezzanine

**AIR GRANT PAPER: Student Persistence at Two-year Colleges (604)**

PATRICIA SOMERS (Author), Associate Professor of Higher Education, University of Missouri St. Louis  
 JAMES E. COFER (Author), Vice President, University of Missouri System  
 ALICIA TREXLER (Facilitator), Assistant Director of Continuing Education and Grants Administration, Association for Institutional Research

We will present three studies of two-year college persistence using NPSAS:96. The model, which includes background, aspirations and achievement, college experiences, price, and debtload, will be discussed. We will present results for all students, male and female students, and minority students. In addition, we will make recommendations about financial aid and academic policies that will be of interest to institutions.

10:20-11:00 a.m.

TRACK 1/DEMONSTRATION

Windsor West, Mezzanine

**Student Survey Research: Beyond Information to Intervention (118)**

JEFF E. HOYT (Author), Director of Institutional Research, Utah Valley State College  
 BRADLEY A. WINN (Author), Vice President for Planning, Technology, and Student Services, Utah Valley State College  
 BART JACOBS (Author), Senior Research Analyst, Utah Valley State College  
 ANDREA B. BROWN (Author), Intermediate Research Analyst, Utah Valley State College  
 ELLEN D. BAKER (Author), Research Analyst, Utah Valley State College  
 MICHELE J. HANSEN (Facilitator), research analyst, Indiana University Purdue University Indianapolis

The Non-Returning Student, Graduating Student, Alumni, and Student Satisfaction surveys at the college are designed for information and intervention. They are used to get students back into college, help students obtain employment, obtain volunteers, generate a prominent student list for fundraising, maintain the alumni database, implement an early warning system, connect students to student services, and create focus groups to improve student services.

10:20-11:00 a.m.

TRACK 5/DEMONSTRATION

Conference Room F, Mezzanine

**Mapping Your Information "Universe": Developing a Centralized, Comprehensive Survey Regimen (517)**

JAMES H. COOK (Author), Associate Vice President for Student Services, Tarleton State University  
 BOYD COLLIER (Author), Director of Planning and Research, Tarleton State University  
 PHYLLIS Y. EDAMATSU (Facilitator), Director of Strategic Planning and Institutional Research, Delaware State University

This session will address how one university has developed a centralized "cradle to grave" survey regimen that, in conjunction with other sources, provides all university stakeholders with the comprehensive package of refined information needed to make effective policy and planning decisions. Focus will be placed on how universities can determine their target information "universe"; survey instruments that can be used to map that universe; means for effective, consistent, and frequent dissemination of survey results; and how decision-makers can apply survey results to organizational planning.

10:20-11:00 a.m.

TRACK 5/DEMONSTRATION

Dominion South, 2nd Floor

**Data To Go: Putting Information on PDAs and E-book Readers (560)**

MARION D. DILBECK (Author), Director of Information Technology, Oklahoma State Regents for Higher Education  
 JENNIFER L. DUNSEATH (Facilitator), Director of Institutional Research, Kettering University

How to put useful information files on popular PDAs and E-book readers. Comparison of features on different handheld operating systems. Tradeoffs of leaving the laptop behind. Taking advantage of the handheld's portability.

10:20-11:00 a.m.

TRACK 5/DEMONSTRATION

Simcoe, 2nd Floor

**Implementing a Statewide Data Warehouse (564)**

J. KEITH BROWN (Author), Associate Vice President for Planning and Research, North Carolina Community College System  
 SO-YOUNG C. YIM (Author), Coordinator of Research Projects, North Carolina Community College System  
 ARTHUR HOHNSBEHN (Author), North Carolina Community College System  
 MINDY WANG (Facilitator), Director of Planning and Institutional Research, Catholic University of America

The Community College System has begun the development and implementation of a statewide data warehouse. This demonstration will focus on Phase I which was completed in June 2001. Phase I consisted of the design of the data warehouse and the loading of all staff and student data. This demonstration will present information on the development of the data warehouse; policy issues related to access, security and FERPA; a demonstration of the data warehouse and its implication for college institutional research offices; and an evaluation of the success of Phase I from the users perspective.

10:20-11:50 a.m.

TRACK 3/PANEL

Civic Ballroom North, 2nd Floor

**Exploring New Frontiers in the Last Frontier: IR's Role in Supporting Higher Education in Alaska (317)**

GARY A. RICE (Author), Director of Institutional Planning, Research and Assessment, University of Alaska Anchorage  
 WILLIAM JACOBS (Author), Associate Vice Provost for Academic Affairs, University of Alaska-Anchorage  
 OPHELIA DARGAN-STEED (Author), Research Associate, University of Alaska Anchorage  
 YUAN-FANG DONG (Author), System Programmer, University of Alaska Anchorage

Higher education in Alaska tends to mirror the last frontier state itself. While many issues that Alaska higher education and our university confront are the same as in the 'lower 48', there are different dimensions to these traditional issues that provide significant challenges to an IR office. These unique circumstances test the researcher's ingenuity and ability to adapt the methods/tools to 'fit the environment.' The purpose of the presentation is to briefly describe some of these challenges and some 'thinking-out-of-the-box' strategies IR is developing to cope with the "Alaska Factor."

10:20-11:50 a.m.

TRACK 4/PANEL

Grand West Ballroom, Lower Concourse

**U.S. News & World Report's America's Best Colleges Rankings: The Inside Story of the College Rankings (412)**

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

The presentation would cover: How U.S. News does the rankings. Why U.S. News does the rankings. Methodology details. Changes that were made in the rankings published September 2001. Plans for the future of the America's Best Colleges project. The U.S. News response to the critics that are saying U.S. News should be able to measure learning, outcomes assessment, student engagement and activities on campus that encourage learning.

10:20-11:50 a.m.

TRACK 4/PANEL

Huron, 2nd Floor

**New Measures of Student Success Designed to Fit Changing Enrollment Patterns (438)**

MARY ANNE BAKER (Author), Director of Institutional Research, Indiana University Southeast  
 TODD J. SCHMITZ (Author), Director of Research and Reporting, Indiana University System  
 SCOTT EVENBECK (Author), Dean of University College, Indiana University-Purdue University Indianapolis  
 CHARLIE NELMS (Author), Vice President for Student Development and Diversity, Indiana University

Retention to the second year and six-year graduation rates for full-time beginner students no longer are adequate measures of student success. Three new approaches to measuring student success that are being used at our university will be presented and discussed. Data from the application of each approach-Interim Indicators (first-year based data), Progress Indicators (progress toward graduation for second year and beyond) and Paths to Graduation (retrospective review of graduates)-will be presented.



10:20-11:50 a.m.

TRACK 5/PANEL

Essex, Mezzanine

**What Would You Do? Ethical "Dramas" Illustrating AIR's Code of Ethics (531)**

SANDRA J. PRICE (Author), Director of Institutional Research, Keene State College  
 MARY M. SAPP (Author), Executive Director, Planning and Institutional Research, University of Miami  
 LARRY G. JONES (Author), Public Service Associate, University of Georgia  
 TIMOTHY R. SANFORD (Author), Assistant Provost, University of North Carolina at Chapel Hill  
 SUSAN B. JONES (Author), Senior Analyst of Academic Affairs, University of Wyoming  
 DAWN GERONIMO TERKLA (Author), Executive Director of Institutional Research and Planning, Tufts University  
 R. DAN WALLERI (Author), Director of Research and Planning, Mt. Hood Community College

AIR's Code of Ethics is in the process of being revised. There is a new preamble and appendices are being created to aid members in solving ethical dilemmas. In order to increase visibility for the code and to stimulate discussion, members of AIR's Task Force on Ethics will present a series of skits depicting ethical dilemmas. Following each skit, members of the audience will be asked to discuss questions about each scenario, using copies of the current Code of Ethics ([www.fsu.edu/~air/ethics.htm](http://www.fsu.edu/~air/ethics.htm)) as reference. Participants are also encouraged to submit their own scenarios (anonymously) for the Task Force's collection.

10:20-11:50 a.m.

SPECIAL EVENT

City Hall, 2nd Floor

**International Gathering (004)**

DENISE P. SOKOL (Host), Director of Institutional Research, University of Colorado at Denver

Forum attendees from all nations are invited to meet with the External Relations Committee and their colleagues from other nations.

11:10-11:50 a.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Windsor East, Mezzanine

**TAIR Best Presentation: A Model Retention Program for Science and Engineering Students (620)**

SALLY J. ANDRADE (Author), Director, Center for Institutional Evaluation, Research & Planning, University of Texas at El Paso  
 MARYANN S. RUDDOCK (Author), Associate Director of Institutional Studies, University of Texas at Austin  
 SAM W. STIGALL (Author), Research Associate III, University of Texas at Arlington  
 MARTHA L. OBURN (Author), Vice President, Office of Institutional Effectiveness, Austin Community College  
 SHERYL KAPPUS (Author), Vice President for Instruction, Collin County Community College District  
 MARSHA K. MOSS (Facilitator), Associate Vice President and Director of Institutional Research, University of Texas at Austin

The continuing decline in admissions to science and engineering graduate programs may lead to a shortage of skilled professionals that undermines the U.S. economy and to a shortage in higher education faculty. The Louis Stokes Alliance for Minority Participation (LS-AMP) provides academic activities and retention services to increase students' success in attaining baccalaureate and graduate degrees in science, engineering, and mathematics. The University of Texas System LS-AMP evaluation model was designed with input from the institutional research offices of its partner institutions. A description of the most successful aspects of the academic program, as well as assessment data, are presented.

11:10-11:50 a.m.

TRACK 1/CONTRIBUTED PAPER

Elgin, 2nd Floor

**The Impact of Social Capital on the First -Year Persistence of First Generation College Students (117)**

MICHAEL B. DUGGAN (Author), Director of Enrollment, Research and Planning, Suffolk University  
 QING LIN MACK (Facilitator), Director of Institutional Research, Assuntnuck Community College

Using the NCES 1996/98 Beginning Postsecondary Students (BPS) database, this study will examine the influence of social capital variables on the first-year persistence of first generation college students enrolled in four-year institutions. Binary logistic regression will be utilized to analyze the data.

11:10-11:50 a.m.

TRACK 1/CONTRIBUTED PAPER

Kenora, 2nd Floor

**Investigating Graduate Student Satisfaction: The Forgotten Population (131)**

CONSTANCE A. PIERSON (Author), Research Analyst, University of Maryland Baltimore County  
 CHRISTINE M. KIRKER (Author), Research Analyst, University of Maryland Baltimore County  
 XIAOYUN YANG (Facilitator), Director of Data Collection and Reporting, Office of the President, University of North Carolina

In Spring 2000, we conducted a survey of graduate student satisfaction in response to concerns over retention and graduation rates. The survey measured satisfaction in six areas: academic experience, professional development, campus climate, services, facilities, and other responsibilities/activities. While a majority of students were satisfied with their overall educational experience, we found dissatisfaction in certain areas and among specific groups of students. Our results prompted us to inquire about such surveys at other institutions. We have developed a survey to find out if and why others have conducted surveys of graduate student satisfaction, and if results were found useful.

11:10-11:50 a.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**More Alike Than Not? An Examination of What Differentiates Intercollegiate Athletes from Their Classmates (186)**

MARNE K. EINARSON (Author), Senior Research and Planning Associate, Cornell University  
 MICHAEL W. MATIER (Author), Director of Institutional Research and Planning, Cornell University  
 ROBERT W. ZHANG (Facilitator), Associate Director of Institutional Research, Bowling Green State University

This study compares the institutional representation, experiences and achievements of intercollegiate athletes to those of their classmates enrolled at a highly selective, private research university that competes in Division I of the NCAA. Results of this study will contribute to the current discussion of the role and consequences of intercollegiate athletics in academically selective institutions. The description of the research process and data analyses undertaken should be of use to institutions interested in mounting their own study of athletics as a means of contextualizing deliberations of this issue on campus.

11:10-11:50 a.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**How are International Students Engaged? A Study of Level of Student Engagement of International Students (191)**

CHUN-MEI ZHAO (Author), Research Associate, Indiana University at Bloomington  
 GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University Bloomington  
 JOANNE C. BUNNAGE (Author), Indiana University Bloomington  
 ROBERT CARINI (Author), Research Associate, Indiana University  
 KATHY L. BURTON (Facilitator), Associate Director, Information Management, Indiana University Purdue University Indianapolis

This study investigates how international students, a unique group of student body, are engaged in a broad spectrum of college activities proven to be important to student learning and personal development. Comparisons were conducted between international students and their American counterpart on level of student engagement, student self-reported gains, and student satisfaction while taking into account of the influence of extensive school-level and student-level confounding factors.

11:10-11:50 a.m.

TRACK 1/CONTRIBUTED PAPER

Norfolk, Mezzanine

**Applying Holland's Typology to the Study of Differences in Student Views about Diversity (195)**

PAUL D. UMBACH (Author), Graduate Research Assistant, University of Maryland College Park  
 JEFFREY F. MILEM (Author), University of Maryland  
 ARCHIE A. GEORGE (Facilitator), Director, Institutional Research and Assessment, University of Idaho

Using data from a survey of more than 2,900 first-year students at a large research institution, this paper applies Holland's theory of personality and environment to examine the ways in which students view diversity. Holland's category and individual characteristics such as race and gender significantly predict students' beliefs and attitudes about issues related to diversity such as their ability to see different perspectives, the importance of bridging differences, tolerance for different groups, and the importance of diversity education.

11:10-11:50 a.m.

TRACK 2/CONTRIBUTED PAPER

Kent, 2nd Floor

**Factors that Promote Faculty Involvement in and Satisfaction with Institutional and Classroom Student Assessment (238)**

HEIDI E. GRUNWALD (Author), Graduate Student Research Assistant, University of Michigan  
 MARVIN W. PETERSON (Author), Professor, University of Michigan  
 MARTHA L.A. STASSEN (Facilitator), Director of Assessment, University of Massachusetts

This study examines institutional factors that promote faculty satisfaction with their institution's approach to and support for student assessment and their own involvement in institutional efforts, practices, and classroom student assessment. The study consists of a survey of faculty from seven institutions that vary by type, control and accrediting region. The institution's administrative support patterns, its assessment purposes and faculty instructional impacts are significant predictors of faculty satisfaction with assessment. External influences, administrative support, perceived benefits of student assessment, and professional development practices are significant predictors of faculty involvement in student assessment.

11:10-11:50 a.m.

TRACK 3/CONTRIBUTED PAPER

Conference C, Mezzanine

**Student Culture and Time-to-Degree: How Do Involvement and Motivation Influence Plans to Finish In Four? (327)**

KRISTEN MCKINNEY (Author), Research Analyst, University of California - Los Angeles  
 MARC LEVIS (Author), Director, Office of Undergraduate Evaluation & Research, University of California - Los Angeles  
 ARIANNE A. WALKER (Author), Research Analyst, University of California - Los Angeles  
 MARDY T. EIMERS (Facilitator), Director of Institutional Research and Planning, University of Missouri System

This study combines qualitative and quantitative methods to consider factors influencing student time-to-degree, with a particular emphasis on student involvement, motivation, and desired goals for college influence how students plan their time at the institution.

11:10-11:50 a.m.

TRACK 3/CONTRIBUTED PAPER

York, Mezzanine

**Course Enrollments, Dropout Rates and Course Grades as a Function of When in the Day the Course is Offered (353)**

DARWIN D. HENDEL (Author), Associate Professor, Educational Policy and Administration, University of Minnesota  
 LAURA R. CRANE (Facilitator), Academic Research Coordinator, William Rainey Harper College

This study explores whether or not entering college students avoid taking early classes; the extent early morning classes affect dropout rates; and if course-offering time affects course grades. The data included 1xxx level course enrollments at a large Research I institution. Analyses included comparing course enrollments, course dropout rates, and course grades as a function of when it was offered. Independent sample t-tests and chi-square analyses were used to compare two offerings of the same course. ANOVAs were used to compare multiple offerings across the day. Further analyses controlled for students' academic ability.

11:10-11:50 a.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room G, Mezzanine

**A Community-Based Needs Assessment Study at A Metropolitan Community College (373)**

TERRI M. MANNING (Author), Director of Planning and Research, Central Piedmont Community College  
 LI-SHYUNG HWANG (Author), Senior Research Analyst, Central Piedmont Community College  
 DENISE WELLS (Author), Central Piedmont Community College  
 JANA E. MARAK (Facilitator), Assistant Director and Coordinator of Testing, Baylor University

Community colleges exist to deliver effective programs and services to their communities. Needs assessment studies can be used to assist in the planning and decision-making process. Methods used in this study were online and paper questionnaires, focus groups, and focused marketing strategies. Results indicate that potential students want programs and services to be available in the evenings and via the internet. Incentives such as scholarships and tuition-waivers will not draw them to the College. They select a campus because of its close proximity to their home and the services most important to them are parking, the library and the bookstore.

11:10-11:50 a.m.

TRACK 4/CONTRIBUTED PAPER

Grand East Ballroom, Lower Concourse

**Employer Follow-Up Surveys: A Comparison of Two Multi-Institutional University Systems (421)**

LARRY D. MAYES (Author), Assistant Vice President for Program Assessment, The University of North Carolina  
 LYNN E. WILLIFORD (Author), Assistant Provost, University of North Carolina at Chapel Hill  
 DENISE D. NADASEN (Author), Institutional Research Coordinator, University System of Maryland  
 MARVIN A. TITUS (Author), University System of Maryland  
 HUIMING WANG (Facilitator), Associate Analyst, University System of Missouri

The purpose of this paper will be to discuss the methods and results of parallel studies regarding the preparation for work of bachelor's degree recipients by two university systems in two states. The University of North Carolina and the University System of Maryland identify the degree to which employers and alumni believe the two systems prepared graduates for work. The discussion will include an analysis of 1) relationships between alumni perceptions and employer perceptions, and 2) alumni satisfaction with the quality of education received.

11:10-11:50 a.m.

TRACK 4/CONTRIBUTED PAPER

Civic Ballroom South, 2nd Floor

**Estimating the Number of Community College Students Preparing for Transfer to a Selective Four-Year University (434)**

MELANIE ANNE EGORIN (Author), Research Analyst, University of California-San Francisco  
 STEPHEN J. HANDEL (Author), University of California, Office of the President  
 ROBERT TACCONI (Author), University of California, Office of the President  
 DEBBIE E. KRON (Facilitator), Operations Coordinator, University of Guelph

The research estimates the total number of students in a statewide community college system that might be preparing for admission to a selective four-year public university system (1998-1999) and to compare these students to students who transferred (1999-2000). It is estimated that 40,000 are "transfer-ready." Transfer-ready students are generally older than students that transfer. African-American, Hispanic-American, Filipino-American, and Asian-American students are not transferring to the university system in the same proportions as their representation in the transfer-ready population. Transfer-ready students have a lower mean GPA and are less likely to enroll in a full-time course load compared to the transfer-enrolled population.

11:10-11:50 a.m.

TRACK 5/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**"The Medium is the Message:" Using Online Focus Groups to Study Online Learning (524)**

DIANE J. GOLDSMITH (Author), Director Institutional Research, Connecticut Distance Learning Consortium  
 LAURA BURTON (Author), Charter Oak State College  
 RENA CHESKIS-GOLD (Facilitator), Consultant, Demographic Perspectives

As part of the continuing efforts to improve the quality of online learning in the course and program offerings of a state-wide consortium of

higher education institutions, we have undertaken a three year project of interviewing online students. This paper will explore and evaluate the development of a methodology for conducting electronic focus groups to evaluate student experiences in distance learning. Researchers are beginning to understand that using asynchronous technologies augments the benefits of focus group methods. Electronic focus groups will allow participants to discuss and interact through a medium that is a part of their online learning environment.

11:10-11:50 a.m.

INVITED/CONTRIBUTED PAPER

Simcoe, 2nd Floor

**AIR GRANT PAPER: Boys' and Girls' College Plans: The Changing Influences of Family and School Environments (605)**

JOHN REYNOLDS (Author), Assistant Professor, Florida State University

ALICIA TREXLER (Facilitator), Assistant Director of Continuing Education and Grants Administration, Association for Institutional Research

Since the 1970s, young women's rates of college attendance have increased considerably, to where they increasingly outnumber young men among first year college students. In attempt to better understand the dramatic rise in women's educational attainments, this project examines changes in the effects of family and school contexts on boys' and girls' educational expectations in the 1988 National Education Longitudinal Study and the 1997 National Longitudinal Survey of Youth. The faster rise in girls' expectations is partly due to the striking increase among academically gifted girls. There is only partial evidence that schools and families affect boys and girls differently.

11:10-11:50 a.m.

TRACK 1/DEMONSTRATION

Conference Room F, Mezzanine

**The Impact of Freshmen Course on Student Retention and Academic Performance (127)**

EMAD WAJEEH (Author), Director of Institutional Research, University of New Orleans

GUIHUA LI (Facilitator), Research Specialist, St. Cloud State University

Today, most universities provide Freshmen course to ease the college transition and thereby enhance student retention and improve their performances. The results of comparing retention rates and end-of-semester GPA for groups who completed Freshmen course with groups who did not enroll in the course indicate that Freshmen course tends to increase retention by a maximum of 10% from fall to fall. This tendency is more evident for the groups of students with lower ACT (19 and lower) than for those students with higher ACT (21 and higher). The course also tends to improve academic performance for both groups with high and low ACT scores.

11:10-11:50 a.m.

TRACK 3/DEMONSTRATION

Dominion South, 2nd Floor

**Successful Enrollment Forecasting with a Simple Projection Model (328)**

DALE W. TRUSHEIM (Author), Associate Director of Institutional Research and Planning, University of Delaware

ANGELO J. CALDERON (Facilitator), Head, Institutional Research Consultancy Group, RMIT University

Successful estimation of future enrollment is an important component of enrollment management. Enrollment projections are critical for budget planning and relevant for higher education institutions of any size. This demonstration will present (via Microsoft Excel) a simple but highly effective method of forecasting enrollment. Over the past four years, this model has never had an error greater than one percent, and the methodology is generalizable to institutions of any size. The simplicity of the model may be beneficial to veteran institutional researchers, but the main focus of the demonstration will be for relative newcomers to the profession.

11:10-11:50 a.m.

TRACK 3/DEMONSTRATION

Windsor West, Mezzanine

**MUSE - Model for University Strategic Evaluation (342)**

KENNETH L. KUTINA (Author), Vice President of Institutional Planning, Case Western Reserve University

CRAIG M. ZULLIG (Author), Case Western Reserve University

GLENN D. STARKMAN (Author), Case Western Reserve University

LAURA E. TANSKI (Author), Case Western Reserve University

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

A model for simulating college and university operations, finances, program investments, and market response in terms of applicants, acceptances, and retention has been developed and implemented using the system dynamics approach. The simulator is relevant to any higher educational institution. Adaptation of the model requires only insertion of parameter values appropriate to the institution being studied. The authors explain the model's structure, mechanics, and data requirements and demonstrate its applications. The model structure and equations, with hypothetical parameter values not unique to any specific institution, will be made available to interested colleagues.

11:10-11:50 a.m.

TRACK 5/DEMONSTRATION

Dominion North, 2nd Floor

**Evaluating Student Migration Patterns and Success Using a Statewide Data Warehouse (563)**

MELINDA A. GEBEL (Author), Principal Planning Analyst, Arizona State University Main

DOUGLAS H. VINZANT (Author), Director of Strategic Planning and Policy Analysis, Arizona State University

INDIRA GOVINDAN (Facilitator), Director of Institutional Research, Fairleigh Dickinson University

ASSIST is a statewide data warehouse that incorporates community college and university student enrollment records, allowing institutions to track students as they move through the state's higher education pipeline. This demonstration will provide an overview of the ASSIST model, its reporting capabilities, and its significance as a decision support tool. The presenters will access the database, develop ad hoc queries to retrieve data, and create Pivot tables with summarized data. In addition, standard reports with drill-down capability previously designed and stored on the server will be presented to illustrate the variety of issues that can be addressed using ASSIST.

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11:10-11:50 a.m.	INVITED/DEMONSTRATION	Grand Centre Ballroom, Lower Concourse
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**Using the HTML Version of the Common Data Set (608)**

TOD R. MASSA (Author), Director of Institutional Research and Technology Services, State Council of Higher Education  
 ROBERT J. MORSE (Author), Director of Data Research, U.S. News and World Report  
 RENEE L. GERNAND (Author), Senior Director of Guidance Services, The College Board  
 ROCCO P. RUSSO (Author), Vice President, Research, Peterson's  
 MARY MACDONALD-MURRAY (Author), Manager of Database Operations, Riverside Publishing

Each year the CDS publishers make available on their Web site the latest version of the Common Dataset in a variety of formats. This session will describe and demonstrate how to use the HTML version of the CDS to your best advantage and post it on your own Web site and provide it to the publishers.

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12:00-12:50 p.m.	COMMITTEE MEETING	Presidential Suite, Board Level
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**Orientation Session for New Members of the Board of Directors (005)**

DAWN GERONIMO TERKLA (Committee Chair), Executive Director of Institutional Research and Planning, Tufts University  
 RICHARD A. VOORHEES (Associate Committee Chair), Director of Education Policy Initiatives, State Higher Education Executive Officers

Orientation Session for New Members of the Board of Directors.

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12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Conference Room D, Mezzanine
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**Australasian & South East Asia Associations for Institutional Research (AAIR & SEAIR) (S01)**

LACHLAN MURDOCH (Convener), Senior Planning & Information Analyst, University of South Australia  
 RAJ SHARMA (Convener), Associate Director, Resource Planning and Analysis, Swinburne Institute of Technology

Current members and all those interested in learning more about the Australasian and South East Asia Associations for Institutional Research are invited to attend.

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12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Conference Room G, Mezzanine
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**American Association of Universities Data Exchange (AAUDE) (S02)**

JOHN L. WILSON (Convener), Director, University of Arizona

AAUDE representatives, guests, and those from AAU institutions interested in learning more about the AAUDE are invited to attend this informal session for updates and information sharing on AAUDE issues and developments.

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12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand East Ballroom, Lower Concourse
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**Alabama Association for Institutional Research (ALAIR) (S06)**

PRISCILLA ANDREA HOLLAND (Convener), Director of Research, Planning and Institutional Effectiveness, University of North Alabama

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12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Norfolk, Mezzanine
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**College Board's Admitted Student Questionnaire (ASQ) (S07)**

ELLEN A. KANAREK (Convener), Vice President, Applied Educational Research, Incorporated

This session will offer interested participants the chance to learn more about the College Board's Admitted Student Questionnaire and to hear from recent participants about their own ASQ experiences. New developments in the program will also be discussed.

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12:00-12:50 p.m.	SPECIAL INTEREST GROUPS	Conference Room F, Mezzanine
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**Arizona Association for Institutional Research (AZAIR) (S08)**

RICHARD J. KROC (Convener), Director of Assessment and Enrollment Research, 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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Kenora, 2nd Floor

**CIRP Users/Two-Year Institutions (S14)**

PATRICIA A. HARVEY (Convener), Director of Institutional Effectiveness, Richard Bland College

Public and private two-year institutions use information from the CIRP student survey for a variety of purposes, including: recruitment and enrollment management; accreditation self-studies; and assessing student outcomes. In addition, for community and junior colleges, CIRP data can be very useful for responding to agency reporting requirements.

In this session, institutional researchers from community colleges, junior colleges, and two-year private colleges will discuss their uses of CIRP data, especially for informing student services practices; comparing cohorts of entering students; and for developing performance indicators.

Researchers who attend the session are asked to bring a brief (less than 2 pages) paper describing how their institution uses CIRP data. These papers will be compiled for eventual dissemination to interested institutions.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Wentworth, 2nd Floor

**Council for Christian Colleges and Universities (CCCU) (S18)**

MARGUERITE M. BENNETT (Convener), Director of Institutional Research, Mount Vernon Nazarene College

Representatives from member institutions of the Council for Christian Colleges and Universities and their friends will meet to discuss current research on their campuses and Council-wide.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Huron, 2nd Floor

**European Association for Institutional Research (EAIR) (S20)**

RODDY BEGG (Convener), Chairman, European Association for Institutional Research, University of Aberdeen

EAIR is the sister association of AIR. It developed as the "European Forum of AIR" and became a separate association in 1989. Its principal activities are its Annual Forum, its journal (TEAM), and one or two more focused seminars and workshops each year. This session will present both the association and the EAIR Forum and extend an invitation to all members of AIR to attend.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Conference C, Mezzanine

**Florida Association for Institutional Research (FAIR) (S23)**

DONNA C. SMITH (Convener), Coordinator of Institutional Research, Florida State University

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Kent, 2nd Floor

**Georgia Association for Institutional Research Planning Assessment and Quality (GAIRPQ) (S24)**

DANIEL P. FISCHER (Convener), Associate Vice President for Planning, Budget, and Institutional Research, Mercer University

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Conference Room B, Mezzanine

**Microsoft ACCESS Users (S37)**

TOD R. MASSA (Convener), Director of Institutional Research and Technology Services, State Council of Higher Education

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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Dominion South, 2nd Floor

**Mid-America Association of Institutional Research (MidAIR) (S38)**

TIMOTHY A. DELICATH (Convener), Director of Institutional Analysis and Assessment, Logan College of Chiropractic

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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Windsor East, Mezzanine

**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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Windsor West, Mezzanine

**SPSS Users (S60)**

REBECCA J. RICHTER (Convener)

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.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

York, Mezzanine

**Tennessee Association for Institutional Research (TennAIR) (S65)**

CORNELIA WILLS (Convener), Director of Institutional Research, Middle Tennessee State University

Issues of interest to Tennessee institutional researchers will be discussed.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Dominion North, 2nd Floor

**Virginia Association for Management Analysis and Planning (VAMAP) (S66)**

VALERIE M. CONLEY (Convener), Graduate Student, Virginia Polytechnic Institute and State University

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Civic Ballroom North, 2nd Floor

**OSU Faculty Salary Survey Participants (S73)**

CARLA REICHARD (Convener), Associate Director of Institutional Research, Oklahoma State University

This session provides an opportunity for participants in the annual OSU Faculty Salary Survey to meet and discuss issues related to the survey. Some items to discuss include: conversion to the 2000 CIP codes; continued use of the 1994 Carnegie Classification to stratify institutions; and guidelines for which faculty to include/exclude.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Elgin, 2nd Floor

**Your First College Year (YFCY) User's Group (S90)**

SHANNON K. GILMARTIN (Convener), Research Associate, University of California Los Angeles

Meeting of campus representatives at schools participating in the 2002 administration of YFCY. Ways to use the YFCY data will be discussed.

12:00 p.m.-5:00 p.m.

COMMITTEE MEETING

Presidential Suite, Board Level

**2002-2003 Board of Directors (085)**

RICHARD A. VOORHEES (Committee Chair), Director of Education Policy Initiatives, State Higher Education Executive Officers

Meeting of the 2002-2003 Board of Directors.

1:00-1:40 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Simcoe, 2nd Floor

**AAIR Best Paper: Equity Indicators: Measures of Socioeconomic Status for Australian Students (619)**

GENEVIEVE SINCLAIR (Author), Researcher, Victoria University of Technology

JAMIE DOUGHNEY (Author), Senior Researcher and Acting Head of the Workplace Studies Centre, Victoria University of Technology

JOSEPHINE PALERMO (Author), Researcher, Victoria University

ERIKA M. NEWCOMER (Facilitator), Research Associate, HEDS Consortium

The aim of this study was to review the ways socio-economic status (SES) used for higher education institutional research and policy. A detailed

data analysis of Australian University student data was undertaken. Between 10,000 and 15,000 domestic student addresses were 'geocoded' to Australian Bureau of Statistics (ABS) collection district level. A survey of individual reenrolling 2001 students that included Western-DETYA (Department of Employment, Training & Youth Affairs) parental occupation and education data was also analysed. Findings suggested that there is only a very small difference between average area SES measures at the collection district and the postcode level. In practical terms this means that the postcode method is adequate, as well as being cheaper and more efficiently obtained, for analyses at an aggregated (or average) level. Individual surveys of students do not prima facie add to the quality of aggregated institution level SES results delivered by area analyses.

1:00-1:40 p.m.

COMMITTEE MEETING

Presidential Suite, Board Level

**2002-2003 Board of Directors (085)**

Continued from previous time period.

1:00-1:40 p.m.

TRACK 1/CONTRIBUTED PAPER

York, Mezzanine

**Evaluating the Effectiveness of a Living-Learning Community (107)**

KATHARINE MASON (Author), Graduate Student, University of Michigan  
 JENNIFER MYERS (Author), Lecturer in Psychology, University of Michigan  
 ANN E. HOLLINGS (Facilitator), Research Analyst, University of Guelph

Learning communities (LC) are believed to increase academic and social integration into the collegiate community. This study seeks more detail in that premise by surveying approximately 900 current LC students. The survey distributed to the students asks for both perceptions of integration as well as frequency of participation in various social and academic activities. This study is unique in that the students are asked the frequency of events both with other LC students and non-LC students. The desire is to discern to what degree the integration is associated with the LC or associated with the campus in general.

1:00-1:40 p.m.

TRACK 1/CONTRIBUTED PAPER

Kent, 2nd Floor

**Beyond the Crystal Ball: Comparing College Outreach Programs (172)**

STEPHANIE H. SCHNEIDER (Author), Director of Evaluation, University of California-Irvine  
 JESSE VALADEZ (Author), University of California-Irvine  
 SUSAN B. THOMPSON (Facilitator), Research Associate in Student Affairs, Southwest Texas State University

This session compares eight summer residential outreach programs offered by one university campus to a largely Hispanic population asking two questions (1) Is there an optimal program model (program focus, length, or structure) that best supports positive changes in academic preparation and/or college-going attitude? (2) Is there a type of student (based upon age, gender, incoming GPA, etc.) that benefits most from these services?

The proposed session will emphasize the advantages and concerns inherent in using statistical evidence, cost-benefit analyses, and campus priorities to make comparisons among outreach programs, and will describe the results of our modeling efforts.

1:00-1:40 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**Are Class Grades Strictly Zero-Sum? Analyzing Grades as a Function of Students' Academic Ability Relative Their Classmates (187)**

MICHAEL DILLON (Author), Research Associate, State University of New York at Binghamton  
 EDWARD C. KOKKELENBERG (Author), SUNY at Binghamton  
 WENDY M. KAPPY (Facilitator), Institutional Researcher, University of New Mexico

Students' cumulative GPA at the beginning of a semester strongly predicts academic performance during that semester (Authors, 2001). But what about the academic ability of one's classmates? Classmates' abilities could either help or hinder student's academic performance. They can help if grades are a public good, i.e., classes filled with high ability students create an academic environment where each student can excel. Alternatively, they can hinder if classmates compete over grades, i.e., higher ability classmates hurt one's chances of receiving a high grade. Examining these conflicting forces provides us with a better understanding of both classroom dynamics and students success.

1:00-1:40 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**Subsequent Academic 'Success' of Students Placed on Warning, Probation, or Suspension (192)**

DEAN A. PURDY (Author), Associate Director, Bowling Green State University  
 JENNIFER A. BROWN (Facilitator), Director of Institutional Research and Policy Studies, University of Massachusetts Boston

A four-wave analysis of Pre-Major Advising (non-declared major) students who have been placed on academic warning, probation or suspension. The analysis consisted of: (1) identifying structural indicators of academic performance that predict a student encountering academic; (2) examining particular courses (and attained grades) to identify set of courses which seem to correlate with to academic difficulty; (3) tracking these cohorts to measure their degree of matriculation subsequent regaining of good academic standing; and (4) conducting both one-on-one interviews and focus groups to better understand non-academic factors which may contribute to a student entering academic difficulty at the university.



1:00-1:40 p.m.

TRACK 2/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Academic Program Development: A Service to the Community (206)**

PETER M. JONAS (Author), Associate Professor, Cardinal Stritch University

TONY MIDDLEBROOKS (Author), Assistant Professor, Cardinal Stritch University

JOSEPH J. MATT (Facilitator), Associate Director, University of Arizona

The development of new academic programs is a fairly straight-forward process, and one that has been duplicated many times over. However, the development of an academic program that truly addresses a need, offers student-centered learning, and provides a public service is a complex, but attainable goal. Many academic programs claim to be “out-of-the-box” and unique in structure, but this presentation takes the audience through the planning, research, assessment, and development of a truly authentic, innovative, and learning-centered doctoral program. The lessons learned will be beneficial for the development of program reviews, assessment, and service orientated initiatives.

1:00-1:40 p.m.

TRACK 2/CONTRIBUTED PAPER

Grand Centre Ballroom, Lower Concourse

**Defining Qualitative Measures of Faculty Activity: Extending the Research on Productivity (207)**

MICHAEL F. MIDDAUGH (Author), Assistant Vice President of Institutional Research and Planning, University of Delaware

HEATHER KELLY ISAACS (Author), Institutional Research Analyst, University of Delaware

SARAH B. LINDQUIST (Facilitator), Assistant Dean of the Graduate College, Arizona State University

The National Study of Instructional Costs and Productivity has established a reputation as the tool of choice for quantitative measures of faculty activity, i.e., how much they teach and how much externally-funded research and service they perform. The Study has received a FIPSE grant to study non-classroom aspects of faculty activity, and is now engaged in serious conversation with current and prospective participants concerning the development of qualitative measures of faculty activity – that is, how well faculty teach, research, and engage in public service. This paper intends to provoke audience participation, and to add to the definition and development of variables to describe non-classroom faculty activity.

1:00-1:40 p.m.

TRACK 2/CONTRIBUTED PAPER

Kenora, 2nd Floor

**Trends Impacting Faculty Roles and Rewards: An International Perspective (210)**

ANN I. MOREY (Author), Distinguished Research Professor, San Diego State University

DENISE P. SOKOL (Facilitator), Director of Institutional Research, University of Colorado at Denver

The purpose of the paper is to examine the impact of major trends on faculty roles and rewards from an international perspective. Among the trends are globalization, the rise of market forces, massification of higher education, decreased government support for higher education, the accelerating pace of knowledge creation and technology. These and other forces will be discussed along with an analysis of their probable impact on the professoriate. Among the impacts are the unbundling of faculty roles, the rise of the entrepreneurial professoriate, the increased use of support personnel and, in some countries, the rise of specialized universities.

1:00-1:40 p.m.

TRACK 2/CONTRIBUTED PAPER

Norfolk, Mezzanine

**A Comparative Study of Community College Faculty Teaching as Leading Styles (215)**

SO-YOUNG C. YIM (Author), Coordinator of Research Projects, North Carolina Community College System

BARBARA S. PLATT (Facilitator), Senior Research Analyst, Northern Michigan University

The study examined teaching/leading styles of community college teachers in two groups of faculty based on their teaching area, years of teaching experience, and gender. “Teaching as Leading Inventory” developed by Baker (1989) was administered to two groups of faculty. Findings indicated that the faculty in on state’s Technical Colleges were on average more experienced in teaching and more task-oriented; the faculty in Canada were on average more others-oriented and action-oriented than U.S. counterparts. No gender difference was revealed in action vs. reflective orientation. Female teachers were, however, more others- and action-oriented than male teachers, who were more task-oriented.

1:00-1:40 p.m.

TRACK 2/CONTRIBUTED PAPER

Conference Room F, Mezzanine

**The Impact of Developmental Reading Instruction on Academic Attainment and Performance Among Underprepared College Students (250)**

JODY A. WORLEY (Author), Director of Institutional Research and Assessment, Tulsa Community College

LAURA A. SCHARTMAN (Facilitator), Director, Oakland University

A study was conducted to compare academic attainment and performance among underprepared students. The hypothesis stated that underprepared students who developed college-level reading skills before attempting college-level work would ultimately perform at higher levels and have higher persistence rates than those who either did not develop skills at all, or who developed skills while concurrently enrolled in college-level courses. A cohort of students (N = 4,416) who entered a particular metropolitan, multi-campus community college during the 1995-1996 academic year were used to test the hypothesis. Academic attainment and performance outcomes were measured at the end of the 1997-1998 academic year.

1:00-1:40 p.m.

TRACK 2/CONTRIBUTED PAPER

Huron, 2nd Floor

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**Developing Structural Equation Models to Predict the Probability of Graduation and Retention Rates: Are There Differences for Freshmen and Transfers? (255)**

HONG GAO (Author), Research Associate, Collin County Community College  
 WILLIAM W. HUGHES (Author), Programmer Analyst Senior, University of Alabama  
 MICHAEL R. O'REAR (Author), Associate Director of Institutional Research, University of Alabama  
 WILLIAM R. FENDLEY (Author), Director of Institutional Research, University of Alabama  
 JOSEPH W. FILKINS (Facilitator), Senior Research Associate, DePaul University

Studies have provided conflicting findings on who is more likely to graduate or to persist in higher education. This study examines differences between native students and transfer students in terms of graduation and retention rates, seeks to discover factors that impact students' persistence in higher education such as a student's GPA at a previously enrolled institution (high school GPA for native students), first-term GPA, over-all average GPA, major, age, gender, race, and residency (in-state vs. out-of-state), and intends to develop a systematic and comprehensive model to determine the extent to which these factors interact and influence graduation and retention rates.

1:00-1:40 p.m.

TRACK 3/CONTRIBUTED PAPER

Windsor East, Mezzanine

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**Qualitative Analysis of Comments Made Regarding A New Mission Statement (320)**

KAREN K. SPAHN (Author), Executive Director, Special Projects, University of Phoenix  
 ANN E. HOLLINGS (Facilitator), Research Analyst, University of Guelph

Most organizations have a mission statement. A mission statement gives the purpose(s) of an organization (Radtke, 1998). Institutions rarely change their mission statement unless a change occurs in the structure of purpose or the goals are not articulated well.

This study provided a qualitative analysis of comments made to a newly drafted mission statement deemed too long and wordy. Comments were elicited from all stakeholders through a Web site. The conduct of the analysis will be presented. This research, "a new frontier for I/R," provided an impartial analysis to a committee charged with crafting a new mission statement.

1:00-1:40 p.m.

TRACK 3/CONTRIBUTED PAPER

Dominion South, 2nd Floor

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**Using Performance Indicators and a Corporate Scorecard to Develop a Strategic Plan (346)**

D. LANETTE VAUGHN (Author), Associate Analyst Institutional Research, University of Missouri System  
 LARRY C. GATES (Author), Vice Chancellor Administration and Finance, University of Missouri System  
 TIMOTHY K. C. CHOW (Facilitator), Director of Institutional Research, Rose-Hulman Institute of Technology

The session will focus on using a corporate scorecard in the development of the strategic plan for a public research/doctoral university. This plan is unique because it: (1) is an academic adaptation and application of Kaplan and Norton's Balanced Scorecard, used in business; (2) has less than thirty performance indicators; and (3) is a corporate plan for a multi-campus system of four diverse but cooperative campuses plus a statewide outreach and extension organization. The plan will guide the institution in accomplishing its mission and working toward becoming a nationally-ranked, learner-centered university.

1:00-1:40 p.m.

TRACK 3/CONTRIBUTED PAPER

Wentworth, 2nd Floor

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**The Effect of Incentive-Based Budgeting on Planning in a Public Research University (347)**

JAMES N. JOHNSON (Author), Management Analyst, Indiana University Purdue University Indianapolis  
 EDWARD P. ST. JOHN (Author), Professor, Educational Leadership and Policy Studies, Indiana University at Bloomington  
 JULIE P. NOBLE (Facilitator), Principal Research Associate, ACT, Inc.

Incentive-based budgeting has become an important tool in business and has started to be adapted in higher education. There is scant empirical research on how incentive-based budgeting interacts with academic and organizational planning. This study examines the "attitudes, perceptions, and practices" of faculty and top administrators at a research extensive university about their budgeting system experiment eleven years after its implementation. The methodology was a qualitative design using structured interviews to capture and analyze data "from the inside" between then and now. The analyses of this study are being completed. Implications for both research and practice will be discussed.

1:00-1:40 p.m.

TRACK 3/CONTRIBUTED PAPER

Civic Ballroom South, 2nd Floor

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**Using the "Diversity Index" to Assess Various Aspects of Campus Diversity - Institutional and State Perspectives (349)**

GAYLE M. FINK (Author), Director of Planning Research and Evaluation, The Community College of Baltimore County  
 JANIS BATTAGLINI (Author), Maryland Higher Education Commission  
 J. FREDERICKS VOLKWEIN (Facilitator), Director, Professor, and Senior Scientist, The Pennsylvania State University

Measuring and reporting campus ethnic diversity has traditionally centered on the percent of all minorities enrolled or individual ethnic group enrollment. The Diversity Index provides a different tool for institutional decision-makers and state policy makers to use to assess college enrollment diversity.

1:00-1:40 p.m.

TRACK 4/CONTRIBUTED PAPER

Grand East Ballroom, Lower Concourse

**Organizing a Data-Exchange Consortium (432)**

THERESA Y. SMITH (Author), Center for Institutional Data Exchange and Analysis, University of Oklahoma Norman Campus  
 CHARLES F. HARRINGTON (Facilitator), Assistant Vice President for Academic Affairs and Associate Professor of Management, University of Southern Indiana

A data exchange consortium was established in 1994 with 164 participants. By 2001, its membership has increased to 412 institutions. Over a period of seven years, the process of collaboration with a large number of member institutions has culminated into a valuable collection of experiences and lessons. This paper documents the inner workings of this consortium: preparing the groundwork for its establishment, coordinating the annual data-exchange activities and managing its resources. These experiences are evaluated in the context of a literature review to formulate recommendations on organizing and managing a data-exchange consortium.

1:00-1:40 p.m.

TRACK 5/CONTRIBUTED PAPER

Windsor West, Mezzanine

**Key Issues in Building an IR Data Warehouse: Build it Correctly from the Start (576)**

SHIJI SHEN (Author), Institutional Research Director, Kean University  
 DENISE GALLARO (Author), Associate Director of Research, Kean University  
 KEE K. TAN (Facilitator), Research Analyst, Arizona State University West

Although data-warehousing technology has been widely accepted and utilized by universities and colleges, it is not an easy task for an institutional research office of a middle-sized university to initiate a project of building a data warehouse from scratch. The paper will discuss the basic concepts of data warehousing, steps in building a data warehouse, and key issues at each step of building a data warehouse. The presenters will share their experience, frustrations, problems, and success in building a data warehouse from scratch at a middle-sized university.

1:00-1:40 p.m.

TRACK 2/DEMONSTRATION

Conference Room G, Mezzanine

**You Do What with The Data?! Helping Departments Use Course Evaluation Results Wisely (239)**

MARTHA L.A. STASSEN (Author), Director of Assessment, University of Massachusetts  
 JENNIFER GOODSPEED (Author), University of Massachusetts Amherst  
 RICHARD C. HUCKABA (Facilitator), Assistant Provost, The University of Texas at Dallas

The course evaluation form is a popular method for gathering information on teaching quality in the classroom. While there is a spate of research on the appropriate approaches to using course evaluation data most department chairs are unaware of this literature and are too busy to delve deeply into the issue. As a result, course evaluation data are open to many abuses. Our multi-pronged approach for addressing and ameliorating the inappropriate use of course evaluation results provides a number of methods that can easily be adapted for use at other institutions.

1:00-2:30 p.m.

TRACK 1/PANEL

Grand West Ballroom, Lower Concourse

**Using the National Survey of Student Engagement for Assessment, Institutional Improvement, and Public Accountability (185)**

JOHN C. HAYEK (Author), Project Manager, National Survey of Student Engagement Indiana University  
 DANNY R. OLSEN (Author), Director of Institutional Assessment & Analysis, Brigham Young University  
 DENISE A. KRALLMAN (Author), Assistant Director of Institutional Research, Miami University at Oxford  
 GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University Bloomington

In this session presenters discuss the National Survey of Student Engagement (NSSE), a large-scale, multiple-institution project designed to annually gather and disseminate information about collegiate quality. Specifically, panelists will describe the history and evolution of the project and discuss how colleges and universities from across the country are using the NSSE to assess undergraduate education and enhance institutional improvement and accountability efforts. Representatives from several institutions will provide first-hand accounts of using NSSE to enhance campus initiatives. Audience participation will be encouraged throughout and about 30 minutes will be reserved at the end for extended dialogue.

1:00-2:30 p.m.

TRACK 3/PANEL

Essex, Mezzanine

**Balancing Quantitative and Qualitative Information for Institutional Research (322)**

RICHARD D. HOWARD (Author), Associate Professor, Montana State University-Bozeman  
 MARSHA K. MOSS (Author), Associate Vice President and Director of Institutional Research, University of Texas at Austin  
 GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University  
 MARK PERKINS (Author), President, Towson University

The focus of this panel is the integrated use of quantitative and qualitative information in support of institutional management and leadership. A president, provost, and director of institutional research will discuss the importance and nuances of creating, communicating, and using decision support information that reflects a balance of traditional institutional productivity information and contextual information. The panel will conclude with suggestions for both institutional researchers and decision makers to enhance the quality of decision support on your campus.

1:00-2:30 p.m.

TRACK 3/PANEL

Conference C, Mezzanine

**Expanding Higher Education's Frontiers through Advancement Research (364)**

MARSHA V. KROTSING (Author), Vice Provost, West Liberty State College  
 DONALD R. HOSSLER (Author), Acting Vice Chancellor of Enrollment Services, Indiana University  
 LARRY H. LITTEN (Author), Director of Research, Dartmouth College  
 PATRICK M. ROONEY (Author), Chief Operating Officer and Director of Research for the Center on Philanthropy, Indiana University

Historical, theoretical, and applied research is essential to the long-term vitality and success of educational advancement. With the emergence of increasing research in this field, institutional researchers have an opportunity to forge a productive collaboration with advancement professionals. Combining research and analytical skills with broad perspective and knowledge of the campus, institutional researchers are well-positioned to join our advancement colleagues in exploring questions that are critical to our institutions' success in garnering external support. This panel will examine the current and emerging research agenda for educational advancement and suggest how institutional researchers can become effective partners in pursuing these inquiries.

1:00-2:30 p.m.

TRACK 4/PANEL

Dominion North, 2nd Floor

**The Uses and Value of Institutional Data from the Federal Perspective (419)**

KATHLEEN K. BISSONNETTE (Author), Director, West Virginia University  
 JAMES W. FIRNBERG (Author), Higher Education Consultant  
 DEBORAH J. TEETER (Author), University Director of Institutional Research and Planning, University of Kansas  
 JOAN BURRELLI (Author), Senior Analyst, National Science Foundation  
 JOHN E. JANKOWSKI (Author), Director of R & D Statistics, National Science Foundation

Each year, many Institutional Research offices commit substantial resources preparing and submitting data reports for the National Science Foundation and other federal agencies. Given the high demand for limited IR resources, Institutional Researchers must evaluate the costs of reporting accurate and consistent data to the benefits of this activity. Representatives from the National Science Foundation will address the uses, value, and importance of those data for federal planning, issue analysis, and decision support. In addition, representatives of the Institutional Research community will discuss the value of these data to assess and monitor institutional goals.

1:00-2:30 p.m.

TRACK 4/PANEL

Civic Ballroom North, 2nd Floor

**Institutional Research in the U. S. Department of Defense (423)**

JAMES L. RANEY (Author), Chief of Institutional Research Division, U. S. Department of Defense  
 SUSAN M. GATES (Author), Economist, RAND Corporation

The U. S. Department of Defense (DoD) Office of the Chancellor for Education and Professional Development sponsors research by the RAND Corporation in the areas of academic quality and productivity, strategic and performance planning, and governance and planning for DoD systems of educational institutions and programs serving DoD employees. This panel reviews the results to-date and their applicability for ensuring accountability and improvement of DoD system-wide and institutional performance. The results have implications more generally for higher education, as well as corporate and other governmental workforce education, training, and development.

1:00-2:30 p.m.

TRACK 4/PANEL

City Hall, 2nd Floor

**The Common Data Set: Looking Ahead (424)**

MARY MACDONALD-MURRAY (Author), Manager of Database Operations, Riverside Publishing  
 TOD R. MASSA (Author), Director of Institutional Research and Technology Services, State Council of Higher Education  
 MARGARET K. COHEN (Author), Assistant Vice President of Institutional Research, George Washington University  
 MARK A. ZIDZIK (Author), Director of Higher Education Research, Peterson's  
 MARY M. SAPP (Author), Executive Director, Planning and Institutional Research, University of Miami  
 RENEE L. GERNAND (Author), Senior Director of Guidance Services, The College Board  
 ROBERT J. MORSE (Author), Director of Data Research, U.S. News and World Report  
 ROCCO P. RUSSO (Author), Vice President, Research, Peterson's

As the Common Data Set (CDS) initiative looks ahead to its seventh year, its goals of improving the accuracy and comparability of information reported about higher education and reducing the reporting burden on data providers have not changed. Each year, however, brings its own challenges, questions, and issues. Representatives of the founding CDS publishers will facilitate a panel for discussion of the future of the CDS and its continued development and use by data providers and data collectors.

1:50-2:30 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION Kenora, 2nd Floor

**OCAIR Best Paper: How the First-Year College Experience Contribute to College Persistence (624)**

LILLIAN Y. ZHU (Author), Director of Institutional Research, State University of New York at Brockport  
 MEIHUA ZHAI (Facilitator), Director of Institutional Research, West Chester University

The study profiles the pre-entry attributes, first year academic performance and institutional experience of a 1995 freshman cohort who graduated within six years in a four-year, public college located in a medium sized city. Factors are found that distinguish graduated from non-graduated and impact the college degree persistency.

1:50-2:30 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

York, Mezzanine

**IAIR Best Paper: Factors Related to Student Growth During College: An Assessment of the Effects of Instructional Practices and Student Experiences (635)**

JAMES DANIEL HOUSE (Author), Director, Northern Illinois University

ANTONIO GUTIERREZ-MARQUEZ (Facilitator), Associate Vice Chancellor of Planning and Research, City Colleges of Chicago

Students generally experience growth during college in several areas, including the acquisition of knowledge and in critical thinking, the development of self-concept and self-esteem, and the development of interpersonal skills. This study was designed to assess the unique effects of several types of instructional practices and out-of-class academic activities on student growth. Several significant findings were obtained regarding the effects of college experiences on student growth. Several aspects of this assessment project will be discussed, including the longitudinal design of the study, the assessment measures that were used, and findings that were obtained.

1:50-2:30 p.m.

COMMITTEE MEETING

Presidential Suite, Board Level

**2002-2003 Board of Directors (085)**

Continued from previous time period.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**College Major Choice: A Multilevel Analysis of Person-Environment Fit (188)**

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

PAUL D. UMBACH (Author), Graduate Research Assistant, University of Maryland College Park

LISA R. SHIBLEY (Facilitator), Institutional Research and Assessment Officer, The Pennsylvania State University

Although recent research suggests that congruence between students and academic environment is critical for successful student outcomes, little research has been done on student college major choice. Using Holland's theory of careers, we analyze college major choice with a multinomial logit model that uses robust variance estimates. This approach allows us to analyze double and triple majors by grouping majors within students. We use the CIRP Freshman Survey and institutional data for three cohorts of first-year students at a selective liberal arts college to study the factors that affect college major choice, both at entry and at graduation.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room F, Mezzanine

**Tracking Transfer Student Success through Multiple Institutions and Segments (197)**

AMY MATSUBARA (Author), Administrative Analyst, California State University Northridge

FRAN HORVATH (Author), Director of Institutional Research, California State University-Northridge

JANA E. MARAK (Facilitator), Assistant Director and Coordinator of Testing, Baylor University

In its second year of data sharing and analysis, a regional partnership composed of two-year and four-year institutions tracks student transcript data and examines student success across institutions and segments. Demographic and outcome patterns of students attending single versus multiple two-year institutions will be presented. Also discussed will be the impacts of different completion levels of remediation and General Education across the two segments on student outcome at a four-year institution.

1:50-2:30 p.m.

TRACK 2/CONTRIBUTED PAPER

Norfolk, Mezzanine

**A Socialisation Model of Information and Communication Technology Towards the Professional Development of Teachers (217)**

JUDITH GUEVERA ENRIQUEZ (Author), MDM, Curtin University of Tech (Sarawak Campus) Malaysia

KAREN C. LALJIANI (Facilitator), Assistant Dean of Institutional Effectiveness and Research, El Centro College

This paper suggests a socialisation model of technology that may serve as a guiding framework for the formulation of educational policies that relates to the employment of information and communication technologies (ICT) in teaching towards quality assurance at tertiary level. The model is derived from the investigation of the cultural aspect that influences and to some extent controls the process of integration of technology into teacher teaching. Issues on the conditions of professional development of teachers point to contextual factors that determine the level of ICT integration in the classroom, these are technical, personal and social in nature.

1:50-2:30 p.m.

TRACK 2/CONTRIBUTED PAPER

Civic Ballroom South , 2nd Floor

**How Can Scholarly Productivity Be Measured Better? Results from an Online Faculty Opinion Survey (260)**

RACHELLE L. BROOKS (Author), Project Manager, Association of American Universities

TODD L. CHMIELEWSKI (Facilitator), Research Associate, DePaul University Office of Institutional Planning and Research

This session presents the results from an online faculty survey about scholarly research conducted by the AAU. The objective of the study is to better understand both the content of faculty research productivity and its existing measures. Faculty reported on the nature of their own research activity and their assessment of the impact of scholarly journals in their field. The survey was administered as a pilot to all current faculty in four disciplines at 11 randomly selected AAU institutions. The results enable a comparison of faculty opinions of journal impact with the impact factors assigned to journals by ISI. The feasibility of conducting similar research on a larger scale is also examined.

1:50-2:30 p.m.

TRACK 3/CONTRIBUTED PAPER

Windsor West, Mezzanine

**SAT Score Standards and Their Implications for Diversity (324)**

STEVE CORDOGAN (Author), Coordinator of Research and Evaluation, Illinois Mathematics and Science Academy  
SCOTT E. EVENBECK (Facilitator), Dean, Indiana University Purdue University Indianapolis

Standardized test score cutoff points traditionally have been used by many higher education institutions as criteria for admission. However, such institutions also strive for enrollee diversity. While mean scores differences between racioethnic and gender groups have been documented routinely, the implications of specific cutoff points on group representation have not received such attention. Therefore, an entire year of SAT-I verbal and mathematics scores was analyzed to examine changes in demographic composition as score cutoff points were changed (e.g., from 500 to 600). Many such changes in demographic composition were found to be substantial, with major implications for diversity efforts.

1:50-2:30 p.m.

TRACK 3/CONTRIBUTED PAPER

Elgin, 2nd Floor

**The New Frontier: Degree or Certification? (333)**

EDITH H. CARTER (Author), Assistant Professor of Educational Research, Radford University  
ANDREEA M. SERBAN (Facilitator), Director of Institutional Assessment, Research and Planning, Santa Barbara City College

The explosion of the Internet and associated technologies has created increasing demands for both students and faculty in higher education. In addition higher education is also experiencing competition from Information Technology (It) industry certification providers and on-line for profit education models. How the Internet and associated technologies should be used in the service of education is a pressing problem for most universities.

It will be the purpose of this presentation to explore how institutions are responding to these challenges and the role institutional research should play in meeting the challenge of the new frontier.

1:50-2:30 p.m.

TRACK 3/CONTRIBUTED PAPER

Huron, 2nd Floor

**What Social Factors Affect Students' Use of Online Registration: An Exploratory Study (336)**

XIAOBING CAO (Author), Institutional Researcher, University of the Pacific  
ROBERT J. BRODNICK (Author), Director, Records and Research and Assistant Professor, University of the Pacific  
KAREN W. BAUER (Facilitator), Assistant Director of Institutional Research and Planning, University of Delaware

This study investigated how social factors affect college students in using the online registration service that was recently offered in a private university in Northern California. During the first year, about 37% of the students who pre-registered their courses used the service. The results indicated that academic and demographic factors affected students' using the online service. For example, students from certain disciplines and family incomes were less likely to use the online service. Implications are presented for institutions considering alternative registration methods or the implementation of technological solutions to administrative processes.

1:50-2:30 p.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**Retaining Minority Students in Higher Education (356)**

WATSON SCOTT SWAIL (Author), Vice President for Planning and Research, The Council for Opportunity in Education  
KENNETH E. REDD (Author), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators  
JOHN C. SMART (Facilitator), Professor, University of Memphis

This session will present information and data from a recent Ford Foundation-funded project to develop a framework for minority student retention at four-year colleges and universities. Based on Swail's (1995) Conceptual Framework for Minority Student Retention, this study updated the literature and conducted focus groups and interviews with experts to discuss the issues that are believed to have the greatest impact on college persistence. The net result is a user-friendly menu of strategies for campus officials and practitioners to consider when trying to improve their year-to-year retention figures as well as graduation rates.

1:50-2:30 p.m.

TRACK 3/CONTRIBUTED PAPER

Dominion South, 2nd Floor

**Educational Objectives and Retention at a Two-Year College (379)**

MEETA B. GOEL (Author), Director of Institutional Research, Richland Community College  
BRIAN G. MOSS (Facilitator), Director of Institutional Research, Oakland Community College

In their mission to provide services to diverse groups, community colleges generally have lower retention rates. The present research will review the theoretical basis of retention, focusing on how it pertains to two-year schools. Numerous variables influence persistence and there is some support for educational objectives as important determinants of persistence at community colleges. This study will examine which student characteristics best predict retention and student outcomes using logistic regression. A fall 1997 FTIC cohort tracked until spring 2001 will be utilized to test the hypothesis that educational objectives are critical in predicting student retention for community college students.

1:50-2:30 p.m.

TRACK 4/CONTRIBUTED PAPER

Kent, 2nd Floor

**How Gender, Level, and Type of Education Influence Science Beliefs and Pseudoscience Support: Evidence from the AIR/NSF Surveys of Public Understanding of Science and Technology, 1979-1999 (439)**

SUSAN C. LOSH (Author), Associate Professor of Educational Research, Florida State University  
TIMOTHY A. WALSH (Facilitator), Director of Student Information Systems, Temple University

Many Americans, particularly women or the poorly educated, lack basic science literacy or support pseudoscience. This study analyzes how gender, type, and level of education, major field, and exposure to high school and college science influence science beliefs and reasoning, and pseudoscience support in ten national surveys. It also assesses how science knowledge relates to pseudoscience support. Results should help educators and government agencies communicate more intelligibly with the general public, address gaps in knowledge, and plan more effective programs. In particular, in-depth research must continue on how to involve women more intensively in understanding basic processes of scientific inquiry.

1:50-2:30 p.m.

TRACK 5/CONTRIBUTED PAPER

Grand East Ballroom, Lower Concourse

**The Institutional Researcher as Information Broker: Is There a Market for Your Data? (582)**

PHYLLIS Y. EDAMATSU (Author), Director of Strategic Planning and Institutional Research, Delaware State University  
DEBORAH A. BULLEIT (Facilitator), Coordinator of Institutional Data System, Indiana University Southeast

Using Volkwein's article describing the four roles of institutional research, reflecting the intersection of the internal versus the external and the academic versus the administrative, data and information provided by an institutional research office are examined in light of the different roles of the office. One issue is the volume of data and information. These are viewed as issues of placement in a conceptual matrix. The market for the information generated by the office depends on the way the researcher conceptualizes the environment and the way in which that information is presented.

1:50-2:30 p.m.

TRACK 5/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**Getting the Message: Creating a Medium for Bridging Education (590)**

STEPHEN BARNETT (Author), Senior Lecturer, Manakau Institute of Technology  
BARBARA A. BUNCH (Facilitator), Research Analyst, Indiana University at Bloomington

In New Zealand, globalisation has increased local demand for quality education of international, immigrant, and educationally-alienated students. Globalisation also accelerated the general rate of education market change. In this climate of change, conventional bureaucratic education administration culture has become increasingly anachronistic with negative effect on quality. To recruit, retain and quality-educate the new market students, institutional culture must change to permit effective education service-product redevelopment.

1:50-2:30 p.m.

INVITED/CONTRIBUTED PAPER

Windsor East, Mezzanine

**AIR GRANT PAPER: Performance Measurement in Higher Education (603)**

HENRY ZHENG (Author), Coordinator of Institutional Analysis, The Ohio State University  
ALICE C. STEWART (Author), Director of Strategic Analysis and Planning, The Ohio State University  
ALICIA TREXLER (Facilitator), Assistant Director of Continuing Education and Grants Administration, Association for Institutional Research

This study explores the use of Data Envelopment Analysis (DEA) as a multi-dimensional and multi-criteria tool for assessing and benchmarking the performance of public research universities. Using national databases from the National Science Foundation and the National Center for Education Statistics, we examine the research and instructional efficiency of public research universities. The results of this study demonstrate how DEA as a mathematical approach can be used in higher education settings to improve the methodological sophistication of organizational performance measurement practices.

1:50-2:30 p.m.

TRACK 5/DEMONSTRATION

Grand Centre Ballroom, Lower Concourse

**A New Change Instrument for Community Colleges (557)**

JUDITH A. OUMET (Author), Project Manager, Community College Survey of Student Engagement, University of Texas at Austin  
LARRY W. LEWIS (Facilitator), Director of Institutional Research, Spalding University

The session provides an overview of a new survey and how the data are used to effectively assess the quality of community and technical college student experiences. This instrument gathers information about good educational practices, specifically (a) how students spend their time (b) retention and risk factors (c) how they view the campus environment (d) their perceptions of educational and personal growth, and (e) the extent to which faculty and student affairs staff engage students in effective educational practices. Preliminary finds from the pilot administration will be shared along with focus group findings.

1:50-2:30 p.m.

TRACK 5/DEMONSTRATION

Simcoe, 2nd Floor

**Utilizing an Institutional Database (Banner) and the Internet to Improve the Process of Student Evaluation of Teaching and Student Effort Research (559)**

JASON MAYER (Author), IR Programmer Analyst, University of Idaho  
 RAY WALLACE (Author), Institutional Research Analyst, University of Idaho  
 ARCHIE A. GEORGE (Author), Director, Institutional Research and Assessment, University of Idaho  
 TIMOTHY K. C. CHOW (Facilitator), Director of Institutional Research, Rose-Hulman Institute of Technology

We will demonstrate an online student evaluation of teaching tool that is integrated with Banner/Oracle, the institution's administrative computer system. The evaluation system has three major components. First, a question selection system allows faculty members to add questions to a standard form. Subsequently, students logon to a designated Web site to fill out the customized form for each instructor and course. The results are immediately read into a database, which also captures student demographics. Finally, appropriate faculty and administrators access automated reports.

1:50-2:30 p.m.

TRACK 1/PANEL

Grand West Ballroom, Lower Concourse

**Using the National Survey of Student Engagement for Assessment, Institutional Improvement, and Public Accountability (185)**

Continued from previous time period.

1:50-2:30 p.m.

TRACK 3/PANEL

Essex, Mezzanine

**Balancing Quantitative and Qualitative Information for Institutional Research (322)**

Continued from previous time period.

1:50-2:30 p.m.

TRACK 3/PANEL

Conference C, Mezzanine

**Expanding Higher Education's Frontiers through Advancement Research (364)**

Continued from previous time period.

1:50-2:30 p.m.

TRACK 4/PANEL

Dominion North, 2nd Floor

**The Uses and Value of Institutional Data from the Federal Perspective (419)**

Continued from previous time period.

1:50-2:30 p.m.

TRACK 4/PANEL

Civic Ballroom North, 2nd Floor

**Institutional Research in the U. S. Department of Defense (423)**

Continued from previous time period.

1:50-2:30 p.m.

TRACK 4/PANEL

City Hall, 2nd Floor

**The Common Data Set: Looking Ahead (424)**

Continued from previous time period.

2:40-3:10 p.m.

AFTERNOON TEA BREAK

Sheraton Hall, Lower Concourse

**Vendor-sponsored Afternoon Tea Break (084)**

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.

3:20-4:00 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

York, Mezzanine

**MdAIR Best Paper & NCRP Best Paper: Closing the Transfer Gap: Using National Student Clearinghouse Data in Community College Outcomes Research (614)**

KARL BOUGHAN (Author), Director of Institutional Research, Prince George's Community College  
 GAYLE M. FINK (Facilitator), Director of Planning Research and Evaluation, The Community College of Baltimore County  
 FRED LILLIBRIDGE (Facilitator), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College

With the inauguration of National Student Clearinghouse's (NSC) Enrollment Search service, featuring virtually complete nation-wide data on student enrollment flow, all postsecondary institutions are finally in a position to accurately distinguish transfer from dropout behavior, enabling fully specified academic outcome reporting and analysis. Effective use of this new resource, however, requires mastery of the technical nature of the NSC database and a heightened methodological and conceptual sophistication in working with transfer indicators. This paper specifies and illustrates this through extensive longitudinal cohort outcomes analysis involving NSC data conducted at Prince George's Community College.



3:20-4:00 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

City Hall, 2nd Floor

**SEEAIR Best Paper: Strategies for Total Employee Involvement in Ensuring Quality in tertiary Education (615)**

MOHDSHOKI MOHD ARIF (Author), Faculty of Management and Human Resource Development, University Teknologi Malaysia  
 HAMIDAH ABDUL RAHMAN (Author), Faculty of Management and Human Resource Development, University Teknologi Malaysia  
 NOOR ABIDAH MOHD OMAR (Author), Faculty of Management and Human Resource Development, University Teknologi Malaysia  
 ROSNAH SIRIM (Author), Faculty of Management and Human Resource Development, University Teknologi Malaysia  
 RAJ SHARMA (Facilitator), Associate Director, Resource Planning and Analysis, Swinburne Institute of Technology

3:20-4:00 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Conference Room B, Mezzanine

**AIRUM Best Paper: Tinto Expanded: Analyses of Admissions Selectivity, Test scores, and Other Characteristics of the Freshman Class and Eventual Grad Rates (618)**

DAVID L. DAVIS-VAN ATTA (Author), Director of Institutional Research and Analysis, Carleton College  
 CAROL TROSSET (Author), Director of Institutional Research, Grinnell College  
 RICHARD A. MILLER (Author), Research Consultant, Noel-Levitz  
 STEPHEN BUTTS (Author), Director of Institutional Research, Lawrence University  
 SCOTT BAUMLER (Facilitator), Senior Research Analyst, Grinnell College

Four small, independent AIRUM colleges examined freshman class characteristics and eventual graduation rates from several different perspectives. This research team found that student retention to graduation was strongly correlated with admissions selectivity and certain incoming student characteristics. These results illuminate both similarities and differences among these schools in degree and nature of the correlation for various admission statistics with eventual graduation rates. Michael Tamada, Director of Institutional Research at Occidental College, will also present supporting research during this session. These findings serve to illustrate the complexity of these relationships, and raise several questions for further research.

3:20-4:00 p.m.

COMMITTEE MEETING

Presidential Suite, Board Level

**2002-2003 Board of Directors (085)**

Continued from previous time period.

3:20-4:00 p.m.

TRACK 1/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Changes in Student Finances, Expectations, Employment and Residential Patterns of Undergraduates Over a Thirty-Year Period (121)**

DARWIN D. HENDEL (Author), Associate Professor, Educational Policy and Administration, University of Minnesota  
 RONALD P. MATROSS (Author), Analyst for the Office of Planning and Analysis, University of Minnesota  
 STEPHEN R. PORTER (Facilitator), Director of Institutional Research, Wesleyan University

Collecting survey data from students has become a typical institutional research activity in the past decade. Astin's (1998) summary of trends in entering students' perspectives over a thirty-year period illustrates the value of comparative survey data over a period of time, but few institutional surveys of currently enrolled students have been reported in the literature. This presentation summarizes results of survey data collected at a large Research I institution every five years starting in 1971. The analysis focuses on questions concerning part-time work experiences, financial concerns, and residence patterns as they have changed over the thirty-year period of time.

3:20-4:00 p.m.

TRACK 1/CONTRIBUTED PAPER

Dominion South, 2nd Floor

**Gender, Math Anxiety and Math Performance (132)**

TRUDY H. BERS (Author), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College  
 MARILEE MCGOWAN (Author), English Professor, Oakton Community College  
 GWEN NYDEN (Author), Oakton Community College  
 ROBERT W. ZHANG (Facilitator), Associate Director of Institutional Research, Bowling Green State University

This paper presents results of a study examining faculty perceptions of male and female math students and the relative merits of woman-only and mixed-sex mathematics courses as related to math anxiety and performance. A quasi-experimental design was used, in which the same instructor taught a woman-only and a mixed-sex section of the same mathematics course. Pre and post-tests were used to assess math anxiety; grades and enrollment in other math courses were indicators of performance. Remedial math and intermediate algebra courses were included in the study.

3:20-4:00 p.m.

TRACK 1/CONTRIBUTED PAPER

Kenora, 2nd Floor

**Examining Community College Students' Lives, Experiences and Reasons for Enrolling (153)**

KIM E. VANDERLINDEN (Author), Graduate Research Assistant, Michigan State University  
 KENT A. PHILLIPPE (Author), Senior Research Associate, American Association of Community Colleges  
 DONALD A. GILLESPIE (Facilitator), Director of Institutional Research, Fordham University

Based on a cluster analysis of more than 100,000 students enrolled in credit classes at community colleges, this session will present an analysis of these students grouped by their multiple reasons for attending. Students are enrolled at community colleges for skill upgrading, for career preparation, because of a major life change, for personal enrichment, and to transfer to a four-year college. The relationship between reasons for attending and on and off campus experiences are examined, as well as the impact of the community college experience on students' lives. In light of the findings, implications for campus constituents will be presented.

3:20-4:00 p.m.

TRACK 2/CONTRIBUTED PAPER

Grand Centre Ballroom, Lower Concourse

**General Education Curriculum Revisions and Assessment at a Research University (228)**

KAREN W. BAUER (Author), Assistant Director of Institutional Research and Planning, University of Delaware  
 WILLIAM FRAWLEY (Author), Faculty Director for Academic Programs and Planning, The University of Delaware  
 GREG R. TRUCKENMILLER (Facilitator), Consultant, Iowa Department of Education

This presentation will share events leading up to curricular changes as well as design and initial findings from an assessment of general education at this research-extensive university. Presenters will also discuss the implications for collaboration between the institutional researcher and other campus assessment colleagues.

3:20-4:00 p.m.

TRACK 2/CONTRIBUTED PAPER

Conference Room F, Mezzanine

**Writing Across the Community College Curriculum (252)**

SHIRLEY G. WEGLARZ (Author), Research Analyst for the Office of Institutional Research, Johnson County Community College  
 ELLEN MOHR (Author), Professor, Writing Center, Johnson County Community College  
 COLLEEN K. FLEWELLING (Facilitator), Admissions Analyst, The College of Wooster

Written communication skills are a major component of virtually all college and university general education requirements. To address students' acquisition of these skills many institutions, especially community colleges, have instituted college writing centers and "writing across the curriculum" initiatives. The purpose of this project was to determine the extent of "writing across the curriculum" in a large, comprehensive community college and the role of the college writing center in supporting and facilitating that effort.

3:20-4:00 p.m.

TRACK 3/CONTRIBUTED PAPER

Grand West Ballroom, Lower Concourse

**Retention Analysis on the Cheap (307)**

JOCELYN C. CLARK (Author), Director, Institutional Research, Southern Polytechnic State University  
 BARBARA ANDERSON (Author), Dean of Students, Lake City Community College  
 PATRICIA A. HARVEY (Facilitator), Director of Institutional Effectiveness, Richard Bland College

In its brief fifty year history, This State University moved its campus once, changed names three times, added 17 bachelors and 8 masters programs, deleted all but one of eight associates programs, and was granted autonomy from its parent university.

By 1998, enrollment had dropped 15%, the 6-year graduation rate was 17%, and evidence existed that one third the local population did not know the school existed.

This paper is the story of one institution's resolve to do retention analysis on the cheap—to use the talents and skills of its own professionals, and data that had already been collected, to identify and solve retention problems.

3:20-4:00 p.m.

TRACK 3/CONTRIBUTED PAPER

Essex, Mezzanine

**Enhancing the Roles of Faculty and Institutional Researchers in Campus Wide Initiatives (316)**

KATHI A. KETCHESON (Author), Director, Office of Institutional Research and Planning, Portland State University  
 ROBERT EVERHART (Author), Portland State University  
 VINCENT NOVACK (Facilitator), Director Institutional Research, California State University at Long Beach

As pressure grows on institutions to produce accountability and assessment information for internal and external audiences, campuses are looking for better ways to engage faculty in institutional initiatives. This paper discusses the success one institution achieved by placing a faculty committee, supported by institutional researchers, at the heart of its effort to create an electronic institutional portfolio for accreditation, accountability, and assessment. This partnership marked a change in the perceived role of institutional researchers as simply information providers toward a new role as "information architects, change agents, and consultants of choice (Matier, Sidle, and Hurst, 1995)."

3:20-4:00 p.m.

TRACK 3/CONTRIBUTED PAPER

Dominion North, 2nd Floor

**Our Students in the Workforce: How Did We Do? And Can We Do Better? (318)**

SHERYL RANDALL (Author), Head of Institutional Planning, University College Northhampton

DAVID DAVIES (Author), Project Manager, Strategic Information and Planning Unit, Anglia Polytechnic University

FRANCES DEARN (Author), Planning Officer, Brunel University

VICTOR M.H. BORDEN (Author), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis

CHERRY DANIELSON (Facilitator), Research Associate, University System of New Hampshire

Currently, UK ad hoc alumni surveys are completed mainly to satisfy the accountability agenda. This two-year project goes much further and aims to produce information central to programme improvement. A key outcome is to develop and validate initial questions and to feed the findings into programme improvement.

Project deliverables include a suite of validated resources to obtain useful and reliable information from former students. These will include instruments and protocols.

The pilot phase of the project will be completed early in 2002, with reports, evaluation and review ready for public dissemination at the beginning of the summer.

3:20-4:00 p.m.

TRACK 3/CONTRIBUTED PAPER

Huron, 2nd Floor

**Planning for Facilities Growth in a Major Expansion; Aligning Projected Square Feet with Growth in Enrollment, and Creating a Research Standard (380)**

LEWIS A. CARSON (Author), Assistant Director of University Planning and Analysis, North Carolina State University

JOHN M. KALB (Facilitator), Director of Institutional Research, Florida State University

A major facilities expansion at this large public university is guided by an enrollment plan to predict demand for facilities based on future headcounts, credit hours, and personnel. The process was hampered by lack of a research space standard, so one was created that fit the current university and used to project research demand for facilities. The process is used to inform decision makers at an overall level and at the individual building level.

3:20-4:00 p.m.

TRACK 3/CONTRIBUTED PAPER

Norfolk, Mezzanine

**Are Advanced Placement Credits Displacing Summer Enrollments? (393)**

BRUCE D. BECK (Author), Senior Policy and Planning Analyst, University of Wisconsin-Madison

DOUGLAS K. ANDERSON (Facilitator), Senior Research Analyst, Indiana University

At one public university, the number of new undergraduates receiving Advanced Placement credits (and retroactive credits for foreign language courses) has steadily increased over the last ten years. Approximately one-half of all undergraduates currently enrolled at this institution have received college course credits in this way. During this same period of time, undergraduate enrollments in summer terms declined by 15 percent. A comparison of the enrollment patterns of undergraduates having AP and retroactive credits, and those who have none, suggests the decline in summer enrollment was due to a surge of AP and retroactive credits.

3:20-4:00 p.m.

TRACK 4/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**Data for Multi-Institution Research (431)**

J. MCGRATH COHOON (Author), Research Assistant Professor, University of Virginia

STEVEN R. HOAGLAND (Facilitator), Director, Walsh University

Researchers collecting data from multiple institutions face daunting hurdles. Despite the difficulties, we argue that multi-institution research benefits both participating colleges or universities and higher education as a whole. In support of our argument, we report a case study of one multi-institutional research project. This case study identifies potential data sources, illustrates the hurdles that must be overcome to collect data from numerous institutions, and notes potential rewards to higher education and participating institutions in doing so.

3:20-4:00 p.m.

TRACK 4/CONTRIBUTED PAPER

Kent, 2nd Floor

**New Frontier for Colleges Challenges Standard Descriptive Models: A Study of "Dual" Institutions (443)**

PATRICIA A. DEWITT (Author), Director of Institutional Planning and Research, Shorter College

MARY LELIK (Facilitator), Director of Institutional Research, Saint Mary's College

As traditional colleges have moved into the new frontier of adult learning, they have challenged the model of institutional subdivisions on which IPEDS is based. Rather than student populations divisible into undergraduate, graduate, and professional, they have "dual" unrelated undergraduate populations. The resulting profile pooled for IPEDS characterizes neither the traditional nor the alternative student population. What the public sees on IPEDS COOL is not an accurate picture of such institutions, and research topics using student to faculty or financial ratios will also be affected. Possible solutions to the problem will be discussed.

3:20-4:00 p.m.

TRACK 4/CONTRIBUTED PAPER

Civic Ballroom South , 2nd Floor

**Why and How the National Survey of Student Engagement Differs from College Rankings (448)**

JOHN C. HAYEK (Author), Project Manager, National Survey of Student Engagement Indiana University  
 GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University Bloomington  
 ROBERT CARINI (Author), Research Associate, Indiana University  
 SUSAN K. DOYLE (Facilitator), Director of Institutional Studies and Planning, Northeastern Illinois University

In this session presenters discuss differences between the National Survey of Student Engagement (NSSE) and selected variables used in college rankings. Specifically, presenters will demonstrate how NSSE taps into something very different about the student experience and collegiate quality. Presenters will briefly summarize key concepts on which the NSSE was founded and why it is different from college rankings. Presenters will then illustrate this point by comparing NSSE survey results from approximately 435 colleges and universities with their US News' academic reputation ratings and other institutional resource measures. Audience participation will be encouraged.

3:20-4:00 p.m.

TRACK5/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**Testing 1-2-3: A Comparison of Student Scores on the Michigan Educational Assessment Program (MEAP), ACT, and ETS AccuPlacer Tests (526)**

WILLIAM L. BROWN (Author), Director of Institutional Research, Lansing Community College  
 JULIE P. NOBLE (Facilitator), Principal Research Associate, ACT, Inc.

Most students who attend college are required to take placement tests. Recently, we found that over 70% of our incoming freshmen had scored below "college level" on our mathematics placement test, although a large majority had "satisfactory" performance on the State's educational assessment, and many had scored well on the ACT. Consequently, the validity of the tests was challenged. This paper addresses the comparability of the results on the three test batteries, and illustrates a standard-setting approach whereby results from the State assessment and/or ACT could be used to reduce the amount of testing students encounter during admissions and registration.

3:20-4:00 p.m.

TRACK5/CONTRIBUTED PAPER

Grand East Ballroom, Lower Concourse

**The New Frontier for Careers in IR: How to Hire, Be Hired, and Motivate Staff (556)**

CATHERINE E. WATT (Author), Assistant Director of Institutional Research, Clemson University  
 WAYNE F. FORAKER (Facilitator), Senior Director, University of Phoenix

No teenager dreams of institutional research, and the way most people come into the field creates challenges for IR managers and staff. In addition, there is little current literature on the challenges faced by the field, as offices blend duties of reporting, planning, assessment, and policy analysis. As office duties take on more importance with accountability and tight budgets, employing and motivating a great staff takes time and energy. This session will assist staff and managers with personnel issues, including training, cross-training, salary equity, and motivation. Examples related to recruiting, training, and being hired will also be distributed.

3:20-4:00 p.m.

TRACK5/CONTRIBUTED PAPER

Windsor West, Mezzanine

**The Delaware Study Revisited: An Alternative Methodology for the Presentation of Instructional Costs and Productivity (566)**

ROY D. IKENBERRY (Author), Director of Institutional Research, Belmont University  
 ELLEN A. KANAREK (Facilitator), Vice President, Applied Educational Research, Incorporated

The National Study of Instructional Costs and Productivity (NSICP), better known as "The Delaware Study" has become a recognized and reliable platform from which to launch inquiries regarding a multitude of measures. The plethora of tables can be confusing as well as, perplexing even to the practiced eye. In this study, cost and productivity measures were developed utilizing X on Y plotting techniques. The resultant graphs can be used to visually compare the single institution to national benchmarks in both cost and productivity. Actual institutional data will be presented for all three Carnegie institution types.

3:20-4:00 p.m.

INVITED/CONTRIBUTED PAPER

Windsor East, Mezzanine

**AIR GRANT PAPER: College Major and the Gender Wage Gap: A Look at the 1990s (607)**

GAYLE REZNIK (Author), Doctoral Candidate, State University of New York at Stony Brook  
 ALICIA TREXLER (Facilitator), Assistant Director of Continuing Education and Grants Administration, Association for Institutional Research

This research project reexamines the male/female wage gap in the context of male/female differences in education. Over the past twenty years the gender wage gap and the gender gap in college majors have narrowed. Using the Recent College Graduates Study and the Baccalaureate and Beyond Longitudinal Study from NCES this project analyzes the effect of college major choice on starting salaries and current salaries for a 1990's cohort of recent college graduates and also addresses the effect of college major choice on the narrowing of the gender wage gap between the 1980's and the 1990's.

3:20-4:00 p.m.

TRACK3/DEMONSTRATION

Conference Room G, Mezzanine

**Contrasting Approaches to the Tracking of Student Retention (352)**

DAWN RACHAEL KENNEY (Author), Senior Research Analyst, Albuquerque Technical Vocational Institute  
 KAYLEIGH CARABAJAL (Author), Director of Institutional Effectiveness, Albuquerque Technical Vocational Institute  
 MARSHA V. KROTSENG (Facilitator), Vice Provost, West Liberty State College

The reporting of student retention data often proves to be a complex task for institutional researchers in 2-year institutions. The majority of community college students are non-traditional, commuters attending classes on a part-time basis. Many plan to attend the college for a number of years but do not necessarily intend to graduate with a degree. Tracking is especially problematic for "stop-outs." Traditional descriptive reporting may fail to tell the complete retention story for community colleges. This presentation offers a student intent model that longitudinally examines retention patterns within a conceptual framework that supports the inclusion of student goals.

3:20-4:00 p.m.

TRACK5/DEMONSTRATION

Simcoe, 2nd Floor

**Home-Grown Tools for Online Access to IR Data (528)**

PHILIP A. BATTY (Author), Associate Director of Institutional Research, University of Memphis  
 LORNE KUFFEL (Facilitator), Director of Institutional Research, College of William and Mary

Our Office of Institutional Research has developed a set of tools for internet-based data access that are powerful, versatile, and easy to use. Users design tables using pull-down menus, then submit their specifications over the internet. In seconds, a data table is returned, built to their specifications. The system is being used to allow access to student, faculty, and budget data to a variety of users. Sensitive data can be accessed only through password-protected accounts over secure connections. Refinements like drill-down and graphing are also available.

3:20-4:00 p.m.

TRACK5/DEMONSTRATION

Conference C, Mezzanine

**It Isn't Information Until Someone Uses It: Communicating Data and Their Implications with Purpose, Impact, and Integrity (572)**

BRYAN C. HARVEY (Author), Associate Provost for Planning and Assessment, University of Massachusetts at Amherst  
 ANN DEBIAK (Facilitator), Principal Planning Analyst, Arizona State University West

We are awash with data and overwhelmed with decisions, but too often important information fails to influence decision makers because it has not been made accessible to them. Using the example of presenting data on student satisfaction with the major, this demonstration will show how data from 70 departments, three years, and four dimensions can be summarized in a single page while preserving depth and nuance and responding to the needs of decision makers. Principles of good practice will be discussed.

3:20-4:50 p.m.

TRACK1/PANEL

Civic Ballroom North, 2nd Floor

**Assessing Student Satisfaction More Precisely for Institutional Improvement (170)**

JULIE BRYANT (Author), Program Consultant, Noel-Levitz  
 CHRISTOPHER J. CYPHERS (Author), Director of Institutional Research, School of Visual Arts  
 DEBORAH SUZZANE (Author), Director of Institutional Research and Planning, University of Texas at Brownsville and Texas Southmost College  
 J. R. BREY (Author), Director of Institutional Research & Assessment, Cardinal Stritch University  
 KRISTIA A. DIAZ (Author), Manager of Institutional Research, Waubensee Community College  
 CARRIE AHERN (Author), Assessment Specialist, Dakota State University

How can student satisfaction levels be used to identify institutional strengths and challenges, affect policies and procedures, and result in institutional improvement over several years? More than 1200 colleges and universities are using data from the Noel-Levitz Student Satisfaction Inventory(tm) to guide these tasks. This group of panelists will share their experiences with the administration and analysis of the Inventory, the dissemination of the results, and the use of trend analyses over several years in decision making on campus. Of particular interest will be the use of the results on different campuses. Institutional perspectives will include two four-year public institutions, a four-year private, and a two-year community college. Time will be allowed for audience participation in discussions.

4:10-4:50 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Wentworth, 2nd Floor

**SCAIR Best Paper: So How Long Have You Been Here? Using Retrospective Transcript Data to Examine Time to Completion at a Community College (616)**

NANCY FLOYD (Author), Research Coordinator, Midlands Technical College  
 DAVID B. FLEMING (Facilitator), Director of Institutional Research, Clemson University

Transcripts of approximately half a class of degree recipients at a large multi-campus urban community college were analyzed to determine total time to completion of an Associate degree, both in years elapsed since the first semester of enrollment and in resident semesters completed, in an effort to quantify the average and maximum such figures to be expected by similar institutions. Other student variables as well were analyzed. On average, a graduate took 4.2 calendar years and 9.6 semesters of resident coursework to complete an Associate degree. 37.4 percent of the sample completed their degrees within three calendar years.

4:10-4:50 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Norfolk, Mezzanine

**NCRP Best Paper: To Be Announced (617)**

DALE A. JOHNSON (Facilitator), Institutional Researcher, Walla Walla Community College

4:10-4:50 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Huron, 2nd Floor

**SAIR Best Paper: Implementing a Recursive Retention Assessment System for Engineering Programs (622)**

JON C. ACKER (Author), Coordinator of Student Assessment, University of Alabama  
 WILLIAM W. HUGHES (Author), Programmer Analyst Senior, University of Alabama  
 WILLIAM R. FENDLEY (Author), Director of Institutional Research, University of Alabama  
 SAM LOWTHER (Facilitator), Executive Director of Planning and Analysis, Auburn University

“Leakage” or losses to other majors, and from school altogether, range between 30 percent and 70 percent in four-year engineering schools. Also, few schools maintain longitudinal retention data for freshmen persistence in engineering programs. This study sought to identify factors associated with leakage in engineering programs. Academic underpreparedness, psychosocial variables, and their interconnectivity were examined. Statistical procedures were employed to ascertain significant factors and to identify a model of attrition. Qualitative techniques were utilized as well to compliment the quantitative findings. Recommendations were also made to address these factors and to implement a recursive attrition assessment system within the college.

4:10-4:50 p.m.

COMMITTEE MEETING

Presidential Suite, Board Level

**2002-2003 Board of Directors (085)**

Continued from previous time period.

4:10-4:50 p.m.

TRACK 1/CONTRIBUTED PAPER

Windsor East, Mezzanine

**Learning Communities and Their Effectiveness: The Role of the IR Office (119)**

WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University  
 KATHLEEN M. MORLEY (Facilitator), Associate Director, Baylor University

Residential communities, freshman interest groups, first year seminars, service learning and other forms of learning communities are springing up at many institutions. Evaluation of their effectiveness may be an afterthought and the IR office is often asked to help. How should institutional researchers proceed? This presentation is based upon experience with evaluation of a variety of learning community programs at one university. Ideas for research support and evaluation approaches will be shared.

4:10-4:50 p.m.

TRACK 1/CONTRIBUTED PAPER

York, Mezzanine

**Academic Performance Effects of Mandatory Counseling for at Risk Students (183)**

TERRENCE R. WILLETT (Author), Director of Research, Gavilan College  
 HENRY ZHENG (Facilitator), Coordinator of Institutional Analysis, The Ohio State University

Past research has found that mandatory counseling interventions with at risk populations have resulted in increased academic performance. Beginning Fall 2000, academically dismissed students at our institution have been required to visit a follow-up counselor prior to enrolling to assist them in designing an achievable academic plan. This service was expected to result in improved academic performance. One year later, it appears that follow-up counseling is most strongly related to an increase in retention and persistence and a decrease in the number of units attempted without a decrease in the number of units completed.

4:10-4:50 p.m.

TRACK 2/CONTRIBUTED PAPER

Simcoe, 2nd Floor

**How Faculty Perceptions of Institutional Resources Influence Their Use of Technology for Instructional Purposes (214)**

ERIC L. DEY (Author), Associate Professor, University of Michigan  
 MATT J. MAYHEW (Author), Research Assistant, University of Michigan  
 HEIDI E. GRUNWALD (Author), Graduate Student Research Assistant, University of Michigan  
 KARI C. COBURN (Facilitator), Director of Institutional Analysis and Planning, University of Nevada at Las Vegas

The purpose of this study is to examine how faculty’s perceptions of institutional resources influence their use of technology. To this end, faculty’s perceptions of institutional resource are investigated as possible determinants of faculty’s use of technology (faculty use of email and Web sites for instructional purposes), after controlling for the personal and professional characteristics of faculty and institutional type. Moreover, in order to gauge the accuracy of these faculty perceptions, faculty perceptions of resources allocated toward technology are compared to actual institutional expenditures. Implications for institutional researchers are discussed.

4:10-4:50 p.m.

TRACK 2/CONTRIBUTED PAPER

Kenora, 2nd Floor

**An Extensive Exploratory Study of Graduate Students and Their Retention at a Major Public Metropolitan University (227)**

THEODORE MICCERI (Author), Coordinator of Statistical Research, University of South Florida

CHARLENE H. HERREID (Author), Coordinator of Institutional Research, University of South Florida

XIANGPING KONG (Facilitator), Director of Institutional Research and Program Development, Saint Thomas Aquinas College

An extensive exploratory study involving 15,644 graduate students (1990-1999) at a major public metropolitan university sought to determine what preexisting variables might be useful in predicting graduation/retention. Results suggest that no available preexisting variables such as prior institution GPA, test scores (GRE or GMAT), source institution, age, race/ethnicity or sex predicted student graduation to any useful extent. The only successful predictor of graduation was first semester enrollment (full- or part-time), which may be a proxy for affluence. The implications of these findings are discussed.

4:10-4:50 p.m.

TRACK 2/CONTRIBUTED PAPER

Kent, 2nd Floor

**Instructional Resource Discussions in Continuous Planning Academic Departments: Implications for IR and Planning (242)**

CHARLOTTE L. BRIGGS (Author), Visiting Assistant Professor, College of William and Mary

JOAN S. STARK (Author), Professor Emerita, University of Michigan

JEAN ROWLAND-POPLAWSKI (Author), Doctoral Candidate, University of Michigan

CHERYL E. TARTER (Facilitator), Director of Institutional Research, Armstrong Atlantic State University

This paper compares discussions of instructional resources in highly continuous planning academic departments to those in less continuous planning departments. Members of 44 departments in diverse fields and institutional types were interviewed about their departments' program planning context, roles, processes, and decisions. Compared to departments that scored low for continuous program planning, high scoring departments discussed instructional resources more frequently and systematically, and had more complex instructional resource concerns. Departments in the low CP group tended to describe instructional resource discussions as "complaining" rather than "planning". Disciplinary and institutional differences, possible explanations, and implications for IR and planning are discussed.

4:10-4:50 p.m.

TRACK 2/CONTRIBUTED PAPER

Conference Room F, Mezzanine

**Online Learning in Web-Based Courses (253)**

CHRIS KENASZCHUK (Author), Research Assistant, University of Maryland University College

VIVIAN SHAYNE (Author), Executive Director, University of Maryland University College

JOSEPH W. FILKINS (Facilitator), Senior Research Associate, DePaul University

Results are presented from basic quantitative and qualitative research designed to address online interaction in Web-based courses. Online instructor-student interaction was sampled from online (Web-based) courses. The quantitative study finds that most instructors/students restrict postings to one of three specific types of posting (Main Topic, Response, Aside). Instructors and students making greater use of Asides interact most frequently. In the qualitative study, raters classified postings to conferences as being a declaration, a query or response to it, a rhetorical question, or a reaction. The postings' interaction intent was rated on a 12-factor inventory. Limitations of both studies are discussed.

4:10-4:50 p.m.

TRACK 3/CONTRIBUTED PAPER

Conference C, Mezzanine

**Will They Ever Graduate? Transcript Analysis of Long-Term Students (313)**

CARLA REICHARD (Author), Associate Director of Institutional Research, Oklahoma State University

HELEN J. CAMPBELL (Facilitator), Research Associate, McHenry County College

This study examines student transcripts and institutional databases to determine why so many students at a large research university accumulate a substantial number of credit hours toward a bachelors' degree, but do not complete the degree within five years of entering the university. Some of these students drop out after obtaining senior status, while others continue their enrollment as 2nd and 3rd year seniors. University administrators would like to know if there are any policy changes that could assist these students in timely degree completion.

4:10-4:50 p.m.

TRACK 3/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Stewardship as an Organizational Response: Understanding the Interaction of Institutional and Task Environments and Organizational Contexts on Fund Raising in Professional Schools and Colleges at a Research I University (345)**

T. GREGORY BARRETT (Author), Assistant Professor of Higher Education, University of Arkansas at Little Rock

LAWRENCE J. REDLINGER (Facilitator), Executive Director, University of Texas at Dallas

This qualitative study explores the stewardship process for major donors in five professional schools at a Research I University. Defining stewardship as repetitive routines, shared beliefs, and social structures organizational theory is used to examine the influence of institutional and task environments and organizational characteristics on the stewardship process. Findings include the importance of interconnectedness and uncertainty in task environments; discretionary constraints and voluntary diffusion of norms in institutional environments; and, ensuring ongoing personal interactions between the donor the university in the organizational context of successful stewardship. Suggestions are offered for institutional researchers new to fund raising research.

4:10-4:50 p.m.

TRACK 3/CONTRIBUTED PAPER

Dominion South, 2nd Floor

**Beyond Longitudinal Studies: A Model for Developing a Comprehensive Research and Program Intervention Plan for Retention (382)**

BARBARA A. YONAI (Author), Associate Director, Syracuse University  
 ANNE SHELLY (Author), Executive Director, Syracuse University  
 MARTHA D. GRAY (Facilitator), Director of Institutional Research, Ithaca College

Generally retention studies have been either longitudinal or have focused on specific populations such as students of color. Our work describes a comprehensive model for developing a university retention plan that includes both an assessment of existing interventions and an identification of sub-populations who would benefit from intervention strategies. This model describes how intervention and research work together and independently to achieve retention goals. We expect to understand (1) what student groups we retained and how we did so, (2) why we did not retain other groups of students, and, (3) why and under what conditions our programs work.

4:10-4:50 p.m.

TRACK 4/CONTRIBUTED PAPER

Civic Ballroom South , 2nd Floor

**State Higher Education Assessment Policies: Findings from Case Studies (451)**

MICHAEL T. NETTLES (Author), Professor of Education, University of Michigan  
 THOMAS E. PERORAZIO (Author), Doctoral Student, The University of Michigan  
 JOHN J.K. COLE (Author), Deputy Secretary for Education and the Arts, Department of Education  
 SALLY S. FERGUSON (Facilitator), Director of Institutional Research and Studies, Southern Illinois University at Edwardsville

This purpose of this paper presentation will be to share findings from a comparative case study analysis of the assessment policies in five states. Three researchers from NCPI will discuss the development of these state policies, the structures for data collection and information flow that have been implemented, their findings regarding the outcomes of these policies, and the lessons learned from these states that might be applicable to others. Attendees should gain a better understanding of how planners in five states have successfully designed their information gathering policies and mechanisms to achieve desired objectives.

4:10-4:50 p.m.

TRACK 5/CONTRIBUTED PAPER

Essex, Mezzanine

**IR Work in The US and Canada: Like, How's It Going, Eh? (513)**

BARBARA SILVERMAN (Author), Director of Research and Institutional Effectiveness, Mount San Antonio college  
 KAREN W. CAREY (Facilitator), Director of Institutional Research, Eastern Kentucky University

Working in Canada for most of my adult life seemed like all that I would ever do, until one day an advertisement in the Chronicles of Higher Education peaked my interest. Why not do the same job, but in the US for more \$\$\$, have more staff and live in a better climate (going from Ontario to California - quite a change). Learn the similarities and differences to institutional work in Canada versus the US and how the work visa aspect "works."

4:10-4:50 p.m.

TRACK 5/CONTRIBUTED PAPER

Grand East Ballroom, Lower Concourse

**Assessment of an Institutional Research Leadership Model: Overrunning Traditional Paradigms (539)**

PRISCILLA NEGRON-MORALES (Author), Acting Director of the Academic Office, University of Puerto Rico Rio Piedras Campus  
 ISABEL VAZQUEZ-RODRIGUEZ (Author), Researcher, University of Puerto Rico at Rio Piedras  
 ANNETTE DE LEON (Author), Assistant Researcher, University of Puerto Rico Rio Piedras Campus  
 JOSE M. COLON DE LA MATTA (Author), Executive Officer, University of Puerto Rico - Rio Piedras Campus  
 PATRICIA A. MEADE (Facilitator), Director of Institutional Research, Front Range Community College

The Office of Academic Planning has implemented a participatory - collaborative leadership model. Its' main goal was to increase commitment and awareness among campus faculty towards the Institutional Research. This paper presents the results of the assessment on how the leadership across the Campus is coping with the new style and how the new roles and functions proposed by the model to IR personnel are working. The results of the research will be used to make the necessary adjustments to the model. Experiences regarding both process and outcomes will be shared with interested audiences.

4:10-4:50 p.m.

TRACK 5/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**Modest Aids for Effectively Reporting Results of the Student Satisfaction Inventory™ (542)**

RICHARD W. STRATTON (Author), Associate Director of the Institute Policy Studies, University of Akron  
 KAREN C. JONES (Facilitator), Assistant to the Vice President, Winthrop University

In our efforts to more clearly communicate the complex, multi-dimensional information generated by the Student Satisfaction Inventory (SSI)™ and other surveys that collect responses on both satisfaction and importance, we have developed a modest extension to standard SSI reporting. Policy-makers are often interested in how we are doing relative to student's expectations, relative to our peers and relative to past performance. We demonstrate how simple scatter plots can convey such complex, multi-dimensional information quickly, concisely and clearly.



4:10-4:50 p.m.

TRACK 5/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**IR & IT: Bridging between Legacy Systems and ERP with an Action Plan (546)**

TODD L. CHMIELEWSKI (Author), Research Associate, DePaul University Office of Institutional Planning and Research  
 GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University  
 RUSSELL PATTERSON (Author), DePaul University  
 JERALD L. FINCH (Facilitator), Director of Institutional Research, Seattle Pacific University

After converting from Legacy systems to an integrated ERP system, we faced many challenges while trying to regain data management functionality. We present a case study on how we developed an Action Plan to implement the promise of a data management information center. We provide a detailed overview of the steps taken as part of a three-phase process of building management information capability. Copies of the Return-on-Investment documents we prepared are provided as well as a summary of a survey we did of similar institutions on their data warehouse efforts.

4:10-4:50 p.m.

TRACK 5/CONTRIBUTED PAPER

Grand West Ballroom, Lower Concourse

**Advantages and Limitations of Regression Models for Predicting Course Success and Persistence (561)**

ANDREEA M. SERBAN (Author), Director of Institutional Assessment, Research and Planning, Santa Barbara City College  
 ANNE MARIE DELANEY (Facilitator), Director of Institutional Research, Babson College

In the quest for finding strategies to improve student success in gateway courses, institutional researchers are frequently called upon to create models meant to assist along two dimensions: 1) predictions of student grades and persistence and 2) profiles of students likely to encounter problems. This presentation discusses the steps involved in tackling such a request from determining variables to be used to create statistical models, preparing data files, and using stepwise and logistical regressions to generate predictive equations. Issues also addressed include dealing with limitations of such statistical approaches and modalities for translating the results into practical strategies.

4:10-4:50 p.m.

TRACK 5/CONTRIBUTED PAPER

Windsor West, Mezzanine

**Criteria for Designing and Evaluating Institutional Research Web Sites (569)**

LIBBY V. MORRIS (Author), Associate Professor, University of Georgia  
 LARRY G. JONES (Author), Public Service Associate, University of Georgia  
 LOIS F. GRIESBAUM (Facilitator), Analyst Programmer, University of New Mexico

Web site critique is both art and science. Criteria important to one site (e.g., business) may be less important to another site (e.g., education). This session will review Web site criteria identified as most important to institutional researchers. Using a focus group format and structured online interviews, institutional researchers were asked to react to general criteria for Web site evaluation, to review selected Web sites using the criteria, and to give feedback on the usefulness of the criteria. Examples of sites will be shown and the audience will be asked to react to the criteria and findings.

4:10-4:50 p.m.

TRACK 2/DEMONSTRATION

Conference Room G, Mezzanine

**Needed Information, Sacred Territory (246)**

KELLY RISBEY (Author), Research Analyst and Graduate Student, University of Manitoba  
 LINDA SCHWARTZ (Author), Dean, Faculty of Professional Studies and Performing Arts, University of Manitoba  
 JACQUELYN L. FROST (Facilitator), Director of Institutional Research, Purdue University

“What is my department’s teaching quality?” “Are student evaluations my only resource?” As performance indicators are being implemented in higher education institutions, questions like these are being raised. Historically, classroom teaching has been protected by academic freedoms. Now we are being forced to enter the classroom in order to gain teaching information but we must still honour academic freedom. A framework for evaluating classroom teaching while upholding fundamental academic freedoms has been developed. Parker Palmer’s rubric for teaching excellence guides this framework. Using self-assessment, self-reflection and group discussion, we will explore the framework’s components and its usefulness for academia.

4:10-4:50 p.m.

TRACK 5/DEMONSTRATION

Dominion North, 2nd Floor

**Assessing the Online Classroom: Handy Tools in Three Learning Management Systems (544)**

CATHERINE L. FINNEGAN (Author), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia  
 BRIAN K. FINNEGAN (Author), Project Manager of Emerging Instructional Technology, University System of Georgia  
 HANS P. L'ORANGE (Facilitator), Director of SHEEO/NCES Communications Network, State Higher Education Executive Officers

Learning management systems (LMS) assist faculty in organizing and updating Web-based course elements. In addition, the three most popular LMS's - WebCT, Blackboard, Prometheus- provide faculty and institutional researchers with direct and indirect methods for assessing student performance and teaching effectiveness. This presentation will compare and contrast the major assessment tools found in the three most frequently chosen learning management systems.

4:10-4:50 p.m.

TRACK1/PANEL

Civic Ballroom North, 2nd Floor

**Assessing Student Satisfaction More Precisely for Institutional Improvement (170)**

Continued from previous time period.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Conference Room F, Mezzanine

**California Association for Institutional Research (CAIR) (S11)**

DOLORES H. VURA (Convener), Assistant Vice President for Institutional Research and Analytical Studies, California State University-Fullerton

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Conference Room G, Mezzanine

**Canadian Institutional Research and Planning Association (CIRPA-ACPRI) (S15)**

ROBERT SCHULTZ (Convener), President, CIRPA-ACPRI, 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.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Kenora, 2nd Floor

**Higher Education and Institutional Research Faculty: Who Are We and What Are We Doing? (S28)**

LARRY G. JONES (Convener), Public Service Associate, University of Georgia

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.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Essex, Mezzanine

**Maryland AIR (MdAIR) (S34)**

MICHELLE S. APPEL (Convener), Director of Institutional Research, Carroll Community College

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.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Conference Room B, Mezzanine

**Louisiana Association for Institutional Research (S35)**

MOHAMED S. EISA (Convener), Dean of Planning and Research, Southern University

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Norfolk, Mezzanine

**Overseas Chinese Association of Institutional Research (OCAIR) (S46)**

MEIHUA ZHAI (Convener), Director of Institutional Research, West Chester University

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 method 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.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Conference C, Mezzanine

**Pacific Northwest Association for Institutional Researchers and Planners (PNAIRP) (S47)**

DALE A. JOHNSON (Convener), Institutional Researcher, Walla Walla Community College

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 Monday evening. All PNAIRP members are encouraged to attend and connect with your regional colleagues.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Huron, 2nd Floor

**Rocky Mountain Association for Institutional Research (RMAIR) (S51)**

RICHARD W. JACOBS (Convener), Director of Budgets, Utah State University

Members of RMAIR will conduct a business meeting and review plans for the next annual meeting.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Elgin, 2nd Floor

**Utah Association for Institutional Research (S59)**

KATHLEEN K. BISSONNETTE (Convener), Director, West Virginia University

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Wentworth, 2nd Floor

**Southern University Group (SUG) (S61)**

DAVID B. FLEMING (Convener), Director of Institutional Research, Clemson 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.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Kent, 2nd Floor

**Traditionally Black Colleges and Universities (TBCU) (S64)**

ALICE M. SIMPKINS (Convener), Director of Institutional Research, Paine 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.

5:00-5:40 p.m.

AIR SHOWCASE

Sheraton Hall, Lower Concourse

**All AIR Showcase Sessions (Repeat presentation of Monday AIR Showcase Sessions) (699)**

This Session is to encourage Forum attendees to add to their Forum Personalized Schedule this second presentation of all AIR Showcases that were originally presented on Monday from 12:00 to 12:50 PM. Session: **108**, Session: **135**, Session: **146**, Session: **160**, Session: **161**, Session: **171**, Session: **175**, Session: **193**, Session: **194**, Session: **199**, Session: **330**, Session: **368**, Session: **374**, Session: **529**, Session: **536**, Session: **548**, Session: **577**, Session: **589**.

Please refer to pages 31-35 for full session information.

5:00-5:40 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**Effective Tables and Charts: Graphic Presentation for Institutional Research (T06)**

RENA CHESKIS-GOLD (Author), Consultant, Demographic Perspectives

Conveying quantitative information, both simple and complex, is the hallmark of institutional research. Charts and tables must be clean, clear and have a professional appearance. What are some example of good charts and tables, and what are some examples of bad ones? Bring handouts of your best and your worst for the group to critique. For additional guidance, we will also discuss some basic design principles.

5:00-5:40 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**Focusing on the New Frontier (T07)**

FLETCHER F. CARTER (Author), Director of Institutional Research and Analysis, Radford University

The reporting load has become so heavy that most institutional researchers have developed tunnel vision as far as doing research and planning for the new frontier. This table topic will discuss specialists in institutional research areas as well as one professional offices and how they can free their workload in order to do the kind of research which all institutions need in order to plan for the future. A second area of discussion might include the identification of specialists who should be invited to associate with institutional researches.

5:00-5:40 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**The Influence of Different Delivery Systems on Cognitive Knowledge and Physical Wellness Measurements in a College Physical Education Class (T09)**

VINCE LOFFREDO (Author), Assistant Professor- Physical Education, Texas A&M University - Galveston

The strength and resilience of basic instructional programs in universities and colleges depends on universities providing quality instruction while meeting the needs and interests of students. So that students will continue to have the opportunity to participate in basic instruction programs, it is important that higher education administration and faculty continue to provide quality instructional programs that adequately meet student needs. A paradigm shift in instructional delivery systems such as distance learning and self-directed learning are challenging more traditional methodologies. The question then becomes which is producing greater cognitive and physical gains among students.

5:00-5:40 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**The Tangled Web of Information – Cobwebs or “Charlotte’s Web”? (T10)**

KELLINE S. COX (Author), Associate Director, Kansas State University

KURT L. GUNNELL (Author), Associate Director for Institutional Research, Kansas Board of Regents

With the slogan that “information is power” and “power is knowledge”, many institutions are using the power and potential of Web-based technology to achieve the ultimate information bank for internal and external users. Even though there is a wealth of information that is easily available through a Web site, many questions are raised regarding the amount of data available, ownership of data, internal policies of data accessibility, and when does one reach data overload. Through the table topic discussions, institution representatives will be given the opportunity to exchange ideas and experiences to begin or improve on their respective Web pages.

5:00-5:40 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**AIR Grant Opportunities (T11)**

JOHN TSAPOGAS (Convener), Senior Analyst, National Science Foundation

TERRENCE R. RUSSELL (Convener), Executive Director, The Association for Institutional Research

ALICIA TREXLER (Convener), Assistant Director of Continuing Education and Grants Administration, Association for Institutional Research

All are invited to attend this open hearing and information session on the AIR Grant program.

5:00-5:40 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**AIR Publications: What Are They and How Can I Contribute? (T12)**

ROBERT K. TOUTKOUSHIAN (Convener), Executive Director of Policy Analysis, University System of New Hampshire

CHRISTINE CALL (Convener), Assistant Director for Marketing and Communications, Association for Institutional Research

This Table Topic will offer participants an overview of each of the various publications of the Association, and information on how they can possibly contribute to each. It will also provide an opportunity for members to give feedback to the Publications Committee on the offerings of the Association.

5:00-5:40 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**Higher Education Data Policy Committee Topics Discussion (T13)**

MICHAEL P. COHEN (Convener), Mathematical Statistician, National Center for Educational Statistics

This session will offer participants an overview of the various Higher Education issues and projects of the Association, and information on how they can possibly contribute. It will also provide an opportunity for members to give feedback to the Committee on the actions of the Association.

5:00-5:40 p.m.

TABLE TOPIC

City Hall, 2nd Floor

**AIR Code of Ethics Open Hearing (T14)**

SANDRA J. PRICE (Convener), Director of Institutional Research, Keene State College

MARY M. SAPP (Convener), Executive Director, Planning and Institutional Research, University of Miami

LARRY G. JONES (Convener), Public Service Associate, University of Georgia

SUSAN B. JONES (Convener), Senior Analyst of Academic Affairs, University of Wyoming

TIMOTHY R. SANFORD (Convener), Assistant Provost, University of North Carolina at Chapel Hill

R. DAN WALLERI (Convener), Director of Research and Planning, Mt. Hood Community College

DAWN GERONIMO TERKLA (Convener), Executive Director of Institutional Research and Planning, Tufts University

RICHARD A. VOORHEES (Convener), Director of Education Policy Initiatives, State Higher Education Executive Officers

ALICE M. SIMPKINS (Convener), Director of Institutional Research, Paine College

This session will offer participants an overview of AIR’s Code of Ethics and provide an opportunity to give feedback to the Task Force.

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**WEDNESDAY, JUNE 5, 2002**


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7:30-8:20 a.m. COMMITTEE MEETING Conference Room F, Mezzanine

**Forum Publications Editorial Advisory Committee (095)**

DOLORES H. VURA (Committee Chair), Assistant Vice President for Institutional Research and Analytical Studies, California State University-Fullerton

Meeting of the members of the Forum Publications Editorial Advisory Committee.

7:30 a.m.-12:00 p.m. SPECIAL EVENT Ice Palace, Gingersnap, Gold Rush, 4th Floor

**Forum Evaluation Survey (Invitational Event) (091)**

KAREN DEMONTE (Committee Chair), Research Analyst, University of Delaware

Forum Evaluation Survey (Invitational Event).

7:30-12:00 a.m. COMMITTEE MEETING Peel, Mezzanine

**Forum Evaluation Committee Working Session (090)**

KAREN DEMONTE (Committee Chair) Research Analyst, University of Delaware

Forum Evaluation Committee Working Session.

7:30-8:20 a.m. SPECIAL INTEREST GROUP Essex, Mezzanine

**Coordinating Agencies and Boards (CABS) (S10)**

MARSHA V. KROTSING (Convener), Vice Provost, West Liberty State College

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.

7:30-8:20 a.m. SPECIAL INTEREST GROUP Kenora, 2nd Floor

**Environmental Scanning (S22)**

MARK P. CHAMPION (Convener), Coordinator of Research & Information Management, 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.

7:30-8:20 a.m. SPECIAL INTEREST GROUP Norfolk, Mezzanine

**Intercollegiate Athletics (S30)**

TIMOTHY A. WALSH (Convener), Director of Student Information Systems, 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.

7:30-8:20 a.m. SPECIAL INTEREST GROUP Conference C, Mezzanine

**New Jersey Association for Institutional Research (NJAIR) (S43)**

M. JANET EASTERLING (Convener), Institutional Research Associate, Seton Hall University

Members and all those interested in learning more about the New Jersey 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.

7:30-8:20 a.m. SPECIAL INTEREST GROUP Club Room, 42nd Floor

**Invited Focus Group Session to Discuss the NCES Peer Analysis System (PAS) Available on The NCES/IPEDS Web Site (S75)**

TIMOTHY R. SANFORD (Convener), Assistant Provost, University of North Carolina at Chapel Hill

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

This is an invitation only session. The PAS is designed to provide the user with easy access to the national databases on postsecondary education collected annually through the IPEDS data collection process and maintained by NCES. NCES is looking to revise the PAS to make the data more accessible and to make the process more intuitive, and Dr. Timothy R. Sanford, former AIR President, has been selected as the AIR/NCES Senior Fellow for 2002-03 to head up that project.

8:20-9:20 a.m.

COMMITTEE MEETING

Peel, Mezzanine

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

8:20-9:20 a.m.

PLENARY SPEAKER

Grand East Ballroom, Lower Concourse

**Student Life and Learning: What We've Learned about Student Engagement from the First Two Years of NSSE (100)**

GEORGE D. KUH (Plenary Speaker), Chancellor's Professor of Higher Education, Indiana University Bloomington

DAVID X. CHENG (Facilitator), Assistant Dean for Research and Planning, Columbia University

The National Survey of Student Engagement (NSSE) annually provides hundreds of colleges and universities with information about the quality of the undergraduate experience. After briefly recapping the history, purposes and status of the project, we'll focus on some of the more important lessons learned to date, ranging from patterns of student engagement across various types of institutions, examples of how schools are using the results for institutional improvement and accountability, the role of NSSE in institutional assessment programs, issues related to public reporting and media interest in student engagement information, and prospects and plans for the future.

8:20-9:20 a.m.

PLENARY SPEAKERS

Dominion South, 2nd Floor

**Academic Programs, Curriculum, and Faculty Issues: Optimizing National Faculty Surveys: A Summit of Major Data Providers (200)**

MARTIN J. FINKELSTEIN (Plenary Speaker), Professor of Higher Education, Seton Hall University

ALEXANDER C. MCCORMICK (Plenary Speaker), Senior Scholar, Carnegie Foundation for the Advancement of Teaching

LINDA J. SAX (Plenary Speaker), Associate Professor and Associate Director of HERI, University of California-Los Angeles

JACK H. SCHUSTER (Plenary Speaker), Professor of Education and Public Policy, Claremont Graduate University

SANDRA BRAMBLETT (Facilitator), Director, Georgia Institute of Technology

While the United States has over the past quarter century developed a rich national data base on college and university faculty, the data is fraught with ambiguities and disjunctures – lack of common definitions, sampling frames, item content, etc. – that undermine its utility for institutional and public policy research. This proposed Panel brings together for the first time the three major data providers with a view to exploring a long-term division of labor and developing a common set of definitions to inform data collection and reporting.

8:20-9:20 a.m.

PLENARY SPEAKER

Grand West Ballroom, Lower Concourse

**Institutional Management and Planning: Strategic Management in a Learning Organisation (300)**

SUE LEAHY (Plenary Speaker), Acting Planning Manager, University of Technology, Sydney

DAWIT TEKLU (Facilitator), Director of Research, William Rainey Harper College

Higher Education throughout the world is experiencing a period of change and development unlike any it has experienced before. The pace of change and the challenges presented demand both reflection and action. Universities are concerned to maintain their academic integrity whilst increasing their competitive edge. The financial constraints facing universities demand the efficient and best possible use of our resources. The need for universities to review the relevance and appropriateness of process and functions across all areas of core business is paramount. This paper outlines the rationale, process and outcomes of the academic profiling process at UTS.

8:20-9:20 a.m.

PLENARY SPEAKERS

Dominion North, 2nd Floor

**Higher Education Collaborations, Policy Issues, and Accountability: Linking Learning, Improvement, and Accountability Through Electronic Institutional Portfolios (400)**

PETER T. EWELL (Plenary Speaker), Senior Associate, National Center for Higher Education Management Systems

SUSAN KAHN (Plenary Speaker), Director of Institutional Effectiveness, Indiana University-Purdue University Indianapolis

KARL SCHILLING (Plenary Speaker), Consultant, Pew Forum on Undergraduate Learning

KATHI A. KETCHESON (Facilitator), Director, Office of Institutional Research and Planning, Portland State University

Increasingly, the principal gauge of quality in higher education is student learning. For many, authentic student work—in written, oral, or visual form—provides the most compelling evidence for learning. Just as electronic student portfolios give “a face and a voice” to individual students' learning, so electronic institutional portfolios use the power of electronic media to represent the institution through its real work and demonstrated results. Just as students learn more deeply from reflecting on their work over time, so institutions mature through collective reflection on purposes and achievements. This interactive session considers strategies for using electronic media to present direct evidence of student learning for accountability and to catalyze campus collaboration and improvement.

8:20-9:20 a.m.

PLENARY SPEAKER

Grand Centre Ballroom, Lower Concourse

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**The Practice of Institutional Research: Theory, Techniques, Technologies, Tools, and Ethics: Professionalism, Frontiers, and the Practice of Institutional Research (500)**

GERALD W. MCLAUGHLIN (Plenary Speaker), Director of the Office of Institutional Planning and Research, DePaul University  
 JACQUELYN STIRN (Facilitator), Senior Research Associate, Community College of Denver

IR is a dynamic, complex, and sometimes contentious profession.

What have we learned? We deal with data with analytical abilities. We use information with higher education management skills. We support organizational intelligence with strategic institutional knowledge.

What does it mean? How do we rate as a profession - learning to do things better and better things to do?

So What? In uncertain times we need the Gambler's advice with the hand we are dealt. We need to know when to hold them – advocating methodologies and conclusions, know when to fold them - cooperating within political organizations, and know when the when the game has changed - reflecting on our challenges.

8:20-9:20 a.m.

SPECIAL EVENT

Ice Palace, Gingersnap, Gold Rush, 4th Floor

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**Forum Evaluation Survey (Invitational Event) (091)**

Continued from previous time period.

9:30-10:10 a.m.

COMMITTEE MEETING

Peel, Mezzanine

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**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

9:30-10:10 a.m.

CONTRIBUTED PAPER

Kent, 2nd Floor

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**Using Institutional Research to Identify and Address the Idiosyncratic Needs of International Students who have Permanent Resident Status in the United States (103)**

BONNIE L. HEDLUND (Author), Coordinator of Faculty Grants and Research Analyst, Azusa Pacific University  
 COLEEN WYNN (Author), Doctoral Candidate, Azusa Pacific University  
 MICHAEL M. WHYTE (Author), Associate Provost, Azusa Pacific University  
 NETTIE L. DANIELS (Facilitator), Director of Institutional Research, Southern University

The goals of the present study were to describe the characteristics of students with Permanent Residency status and to identify and implement services and supports that would enhance this population's educational experience. Initial demographics were compiled and students who were identified as Permanent Residents completed the Student Satisfaction Inventory, which evaluated the levels of importance and satisfaction with their current experience at the University. Focus groups further clarified the results. In collaboration with Student Life and International Student Services, a model for services was developed. Outcome measures were developed to assess the impact of the new model.

9:30-10:10 a.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room F, Mezzanine

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**Global Education, Global Values? Chinese Students Experience of Learning in Multicultural Groups: A Case Study (112)**

SANDY BARNETT (Author), Senior Lecturer, Manakau Institute of Technology  
 LI-SHYUNG HWANG (Facilitator), Senior Research Analyst, Central Piedmont Community College

With the globalisation of education, tertiary educators are reconsidering the value base of their programmes. Education is itself a cultural process and has overtly in the content, and implicitly, in the way it is delivered, reflected the dominant cultural values of the immediate environment. With globalisation these values can no longer be assumed as a given. What response can educators make? Continue to teach in one specified cultural context, consider all value systems, seek out universal values, develop value-free programmes.

9:30-10:10 a.m.

TRACK 1/CONTRIBUTED PAPER

Norfolk, Mezzanine

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**Assessing How Diversity Affects Students' Attitudes, Beliefs, and Interest in Social Change (128)**

GARY D. MALANEY (Author), Director of Student Affairs Research, Information and Systems, University of Massachusetts at Amherst  
 JOSEPH B. BERGER (Author), Assistant Professor, University of Massachusetts  
 MINDY WANG (Facilitator), Director of Planning and Institutional Research, Catholic University of America

As the demographics of this country and higher education move to the point where one-third of the population will consist of racial/ethnic minorities, all students must be prepared to study and work in a diverse democracy. Recognizing this challenge, in 2000 a national study of ten public universities was designed in part to investigate how diversity helps shape students' attitudes and beliefs. This paper analyzes the data collected at one of these institutions.

9:30-10:10 a.m.

TRACK 1/CONTRIBUTED PAPER

Windsor East, Mezzanine

**Student Perception of Campus Community: What it Means, and What to Do About It (140)**

DAVID X. CHENG (Author), Assistant Dean for Research and Planning, Columbia University

MICHAEL DEAN (Author), Columbia University

HANS P. L'ORANGE (Facilitator), Director of SHEEO/NCES Communications Network, State Higher Education Executive Officers

Students in a highly selective urban institution have long been struggling with the feelings about the lack of campus community. This research project, therefore, was designed to study students' perception of the so-called "sense of community" and to identify the critical factors that are associated with their perception. The results are to enhance our understanding of the concept of community in today's higher education environment, and to assist student affairs professionals to design meaningful programs and make informed policy decisions when they embark on the tremendous task of building community on campus.

9:30-10:10 a.m.

TRACK 1/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Missouri's Community College Transfer Experience: Uncovering Determinants of Transfer Shock (164)**

RON R. PENNINGTON (Author), Director of Institutional Research and Effectiveness, St. Charles County Community College

QING LIN MACK (Facilitator), Director of Institutional Research, Asnuntuck Community College

This study examines the effect that community college students' attitudinal opinions about their transfer experiences to four-year Missouri public schools and their community college institutional experiences have on first-year transfer shock levels. Transfer shock was operationally defined as the difference between the student's first semester GPA at their four-year transfer institution minus their cumulative community college GPA. While various studies have successfully documented aggregate levels of transfer shock by institutions, few studies have tried to identify those variables that influence it. This study uses multiple regression to build an exploratory model that identifies those variables that have an independent effect on transfer rate levels.

9:30-10:10 a.m.

TRACK 1/CONTRIBUTED PAPER

City Hall, 2nd Floor

**Faculty Involvement in Developing and Measuring Student Learning Outcomes (165)**

ELIZABETH J. HUNT LARSON (Author), Coordinator of Institutional Effectiveness, Mesa Community College

ANDREA L. GREENE (Author), Director of Institutional Assessment and Planning, Mesa Community College

JOSEPH CORRIGAN (Author), Measurement Statistics &amp; Methodological Studies, Arizona State University

KATHLEEN M. MORLEY (Facilitator), Associate Director, Baylor University

Over the past decade, institutions of higher education have come under increasing demands for accountability. Colleges and universities are expected to document student learning, beyond traditional course grades. The use of assessment as a tool to improve learning relies upon the active involvement of faculty in planning, implementing and refining the assessment process. This paper discusses the role of faculty and provides a case study describing how institutional researchers can help faculty develop valid and reliable instruments to measure student learning outcomes. Faculty use data to refine a general education student outcomes measure for numeracy.

9:30-10:10 a.m.

TRACK 3/CONTRIBUTED PAPER

Grand West Ballroom, Lower Concourse

**High School Summary Statistics 2000 (350)**

RENEE L. GERNAND (Author), Senior Director of Guidance Services, The College Board

THANOS PATELIS (Author), Director of Secondary School Research, Office of Research and Development, The College Board

ROBIN G. ROTHAMER (Facilitator), Institutional Research Data Coordinator, Northern Illinois University

To effectively recruit and enroll incoming students, set policies, and plan for the future, it is essential for college officials to have access to vital statistics covering the ever-changing landscape of secondary education. A survey of 27,000 U.S. high schools has resulted in a report that answers key questions about high schools and the students emerging from them. High School Summary Statistics 2000 illuminates demographics nationally, by region, and by sector. Post-graduate plans, trends in academic offerings (dual enrollment, AP, tech-prep,) are examined and will interest colleges seeking to expand or change their collaborations with high schools.

9:30-10:10 a.m.

TRACK 3/CONTRIBUTED PAPER

Kenora, 2nd Floor

**An Assessment of Faculty Participating in General Education Reform at a Major Research University (360)**

MARC LEVIS (Author), Director, Office of Undergraduate Evaluation &amp; Research, University of California - Los Angeles

ARIANNE A. WALKER (Author), Research Analyst, University of California - Los Angeles

GREGORY KENDRICK (Author), Instructional Coordinator, University of California at Los Angeles

MARILYN M. MURPHY (Facilitator), Associate Director of Academic Policy Analysis, University of Illinois

The proposed paper offers comprehensive assessment findings of the faculty experience in a new general education program. This program is part of an undergraduate reform effort at a major public research university. The case for general education reform and the need to engage faculty in this process is discussed. Along with a description of the new general education cluster program, the evaluation method, framework, and preliminary findings are presented. An understanding of how faculty participate in and experience this new curricular model will determine the effectiveness and sustainability of this educational reform effort.



9:30-10:10 a.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**A Study of Accepted Students who Decline to Enroll at a Research Institution (377)**

JOAN Y. HARMS (Author), Institutional Analyst, University of Hawaii at Manoa  
 JING LUAN (Facilitator), Chief Planning and Research Officer, Cabrillo College

Institutional researchers are often asked to conduct studies in support of enrollment management efforts. Studies on accepted but non enrolling students can provide valuable information to improve institutional recruitment strategies. This study uses survey research to: 1) identify reasons why undergraduate and graduate students did not enroll after being accepted at a research institution, 2) compare the results with an earlier study conducted at the same institution and 3) summarize the possibilities and limitations of such a study. This straightforward methodology enables an institution to address important policy questions on a timely basis.

9:30-10:10 a.m.

TRACK 3/CONTRIBUTED PAPER

Windsor West, Mezzanine

**Financial Aid as an Enrollment Management Tool (387)**

MICHAEL DILLON (Author), Research Associate, State University of New York at Binghamton  
 AGATHA AWUAH (Author), State University of New York at Binghamton  
 ANNE MARIE DELANEY (Facilitator), Director of Institutional Research, Babson College

Financial aid packaging has become a major enrollment management strategic plan for public colleges and universities as they experience severe cut back in state funding, and have had to raise tuition to meet revenue targets.

Empirical research on the impact of financial aid on student enrollment, retention and persistence is mixed, and has not adequately addressed how much financial aid contributes to enrollment decision and retention. This work seeks to estimate the probability of enrollment for each student, and the proportion of enrollment accounted for by financial aid using (Oaxaca's (1973) decomposition.

9:30-10:10 a.m.

TRACK 3/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**Using Quantitative and Qualitative Data to Understand the Impact of Programs for Academically At-Risk Students (391)**

BARBARA A. YONAI (Author), Associate Director, Syracuse University  
 ANNE SHELLY (Author), Executive Director, Syracuse University  
 TIMOTHY WASSERMAN (Author), Programmer Analyst, Syracuse University  
 ARCHIE A. GEORGE (Facilitator), Director, Institutional Research and Assessment, University of Idaho

How can an appropriate comparison group be developed to measure the success of an intervention program for academically at-risk students? How can program interventions be linked to student outcomes? In this paper, the authors will discuss their method for combining qualitative and quantitative data that can be used to: (1) develop formative evaluation feedback to shape implementation; (2) study the relationships among student profiles, intervention techniques, and student outcomes; and (3) develop budgetary projections for recovered tuition by retaining at-risk students.

9:30-10:10 a.m.

TRACK 3/CONTRIBUTED PAPER

Civic Ballroom South, 2nd Floor

**Resurgence of Administration Evaluations and Unit Climate Surveys to Improve and Strengthen Institutional Leadership (394)**

KELLINE S. COX (Author), Associate Director, Kansas State University  
 RONALD G. DOWNEY (Author), Associate Provost and Director, Kansas State University  
 KURT L. GUNNELL (Author), Associate Director for Institutional Research, Kansas Board of Regents  
 LARRY G. JONES (Facilitator), Public Service Associate, University of Georgia

In today's higher education arena, a strong emphasis has been on institutional accountability and utilization of resources. Considering that individual accountability is an important aspect of institutional leadership and management, higher education has directed little effort on administrative evaluations and climate surveys. The purpose, procedures, and methods for evaluating the performance of administrators or their unit are either in the development stage or inconsistently administered with limited reporting of results or steps for improvement. The success of administrative evaluation efforts depends on identifying the purpose, developing appropriate tools, and providing feedback for improvements.

9:30-10:10 a.m.

TRACK 4/CONTRIBUTED PAPER

Huron, 2nd Floor

**Getting Our Heads Out of the Sand: A Collaboration Between North Arkansas College and Area High Schools to Improve Student Success in College (411)**

LAURA J. BERRY (Author), Director of Institutional Research and Assessment, North Arkansas College  
 KAREN E. BLACK (Facilitator), Assistant to the Vice Chancellor for Planning and Institutional Research, Indiana University Purdue University Indianapolis

Two years ago the Institutional Research Officer and Vice President of Student Services from North Arkansas College, and the Mathematics Facilitator at the local educational cooperative initiated a tracking study to determine if:

1. area students who take college-preparatory math courses in high school are placing into, and succeeding in college level math courses at North Arkansas College
2. area students who come to college for a degree have taken college-preparatory coursework.

The second, and more important part of the project was to bring college and high school personnel together to begin working on solutions.

9:30-10:10 a.m.

TRACK 5/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**Online Student Evaluation of Instruction: An Investigation of Nonresponse Bias (550)**

STEPHEN W. THORPE (Author), Assistant Provost, Drexel University

JOCELYN L. MILNER (Facilitator), Academic Planner, University of Wisconsin Madison

One concern for online student course evaluation over in-class paper methods is the potential for low student response and the likelihood of nonresponse bias. This paper provides results of an analysis of respondents to an online versus in-class paper method of conducting student course evaluations.

9:30-10:10 a.m.

TRACK 5/DEMONSTRATION

Simcoe, 2nd Floor

**Software for All Seasons: Building Interactive Institutional Data Web Sites with Minimal Time and Money (508)**

RUSSELL J. ACKER (Author), Principal Policy Analyst, University of California, Berkeley

PAMELA H. BROWN (Author), Assistant Director, University of California at Berkeley

ALAN P. UNDERWOOD (Author), Principal Policy Analyst, University of California, Berkeley

PRISCILLA ANDREA HOLLAND (Facilitator), Director of Research, Planning and Institutional Effectiveness, University of North Alabama

Most institutional research offices now publish data on Web sites, which often fall into one of two categories: many present data on static Web pages (labor intensive), while others involve large, lengthy programming projects (cost intensive). As an alternative to these approaches, the authors have created a managed-content, graphical, drilldown-enabled Web site allowing campus-wide access to institutional data, using only a few relatively inexpensive software tools (Access, ColdFusion, Dreamweaver, and PopChart). While demonstrating this site, the authors will discuss the advantages of managed-content design, along with practical issues such as software selection, costs, and teaching non-programmers to develop such applications.

9:30-10:10 a.m.

TRACK 5/DEMONSTRATION

Conference C, Mezzanine

**Building a Comprehensive Academic Management Information System to Meet the Needs of Senior Management at a Large Public 4-Year Doctoral University (535)**

KATHRYN CORDER (Author), Director of Academic Planning and Institutional Data, Western Michigan University

TRACY PATTOK (Author), Data Analyst - Academic Planning &amp; Institutional Data, Western Michigan University

ROY D. IKENBERRY (Facilitator), Director of Institutional Research, Belmont University

It is now more important than ever to make strategic decisions within educational institutions based on integrated historical trend data and accurate projections. In order to provide these types of analyses, a large 4-year, public doctoral university has completed the first phase of an Academic Management Information System (AMIS) that incorporates student, course, and faculty data into a single source. The carefully constructed schema used allows complex studies to be performed that could not be done previously, enabling senior management access to the data they need in order to make informed decisions that will guide the University into the future.

9:30-10:10 a.m.

SPECIAL EVENT

Ice Palace, Gingersnap, Gold Rush, 4th

**Forum Evaluation Survey (Invitational Event) (091)**

Continued from previous time period.

9:30-11:00 a.m.

TRACK 1/PANEL

Conference Room G, Mezzanine

**The Inadequacy of Traditional Outcomes Measures for Assessing the Progress of Non-Traditional Students (177)**

EDWARD R. KARPP (Author), Director of Institutional Research, Glendale Community College

WILLIAM B. ARMSTRONG (Author), Director of Student Research, University of California, San Diego

SCOT L. SPICER (Author), Associate Dean of Instruction and Institutional Services, Glendale Community College

FRAN HORVATH (Author), Director of Institutional Research, California State University-Northridge

BERNARD K. BRAUN (Author), Analyst, Louisiana State University

Traditional student success measures such as GPA and retention are frequently ineffective indicators of institutional effectiveness and progress toward student goals. Traditional measures are often used due to accountability demands; they are easily understood by legislators and the public. However, higher education serves vast numbers of non-traditional students whose skills, preparation, goals, and enrollment patterns are not accounted for by traditional measures. In this presentation, researchers from a community college and two universities will discuss the difficulties inherent in traditional outcomes measures and will present more accurate measures of student progress, focusing on non-traditional and first-generation college student progress.

9:30-11:00 a.m.

TRACK 3/PANEL

Dominion South, 2nd Floor

**Strategic Planning from an International Perspective (365)**

MARSHA V. KROTSENG (Author), Vice Provost, West Liberty State College

RODDY BEGG (Author), Chairman, European Association for Institutional Research, University of Aberdeen

Achieving success in the current environment requires higher education institutions to undergo intentional and continuous change. Through a sound strategic plan, colleges and universities can “chart intentionally a desired future congruent with [their] values and aspirations” (ACE, 1998). In the US, strategic planning is viewed as a significant responsibility of governing boards which must insist on a plan that establishes a vision and becomes the institution’s guiding force. While fundamentally the same process, strategic planning may unfold differently in an international context, reflecting unique histories, cultures, and governance structures of higher education. Panelists will highlight similarities and differences of strategic planning across national boundaries.

9:30-11:00 a.m.

TRACK 4/PANEL

Dominion North, 2nd Floor

**Filling in the Missing Links: Data Extensions for Higher Education in Ohio (414)**

CHRISTOPHER A. DOLL (Author), Analyst, Ohio Board of Regents

The session will focus on linkages of information between a statewide higher education information system and other data sets such as employment data, ACT data, and financial aid data. Panelists will discuss the linkage of higher education data to other data, challenges posed by such linkages, the use of linked data in statewide performance reporting, and the use of such data in statewide policy discussions.

10:20-11:00 a.m.

COMMITTEE MEETING

Peel, Mezzanine

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

10:20-11:00 a.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room F, Mezzanine

**Equating Multiple Forms of a Competency Test: An Item Response Theory Approach (126)**

CHRISTINE DEMARS (Author), Assessment &amp; Research Studies, James Madison University

VINCENT P. M. VENDEL (Facilitator), Senior Research Associate, University of Amsterdam

A competency test was developed to assess students’ skills in using electronic library resources. Because all students were required to pass the test, and had multiple opportunities to do so, multiple test forms were desired. Standards had been set on the original form, and minor differences in form difficulty needed to be taken into account. Students were randomly administered one of six new test forms; each form contained the original items and 13 pilot items which were different on each form. The pilot items were then calibrated to the metric of the original items and incorporated into additional operational forms.

10:20-11:00 a.m.

TRACK 1/CONTRIBUTED PAPER

Civic Ballroom North, 2nd Floor

**College Persistence of Need-Based Financial Aids Receivers (139)**

LILLIAN Y. ZHU (Author), Director of Institutional Research, State University of New York at Brockport

BARBARA S. PLATT (Facilitator), Senior Research Analyst, Northern Michigan University

This study used panel data set of 1995-96 Beginning Postsecondary Student Longitudinal Study (BPS:96/98) to investigate the college persistence of the 1995 freshmen who received need-based financial aids. The study targeted the full-time students in public, four-year, and title IV eligible colleges to seek (1) the association of the need-based aids to the personal, academic, and institutional factors, (2) the significance of the impact of aids on the persistence in 1998, (3) the different impact of aid forms (loans or non-loans) on the persistence, and (4) a nationwide pattern in effect of financial aids on the first year retention.

10:20-11:00 a.m.

TRACK 1/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Content, Consciousness, and Colleagues: Emerging Themes from a Program Evaluation of Graduate Student Progress Toward Multidisciplinary Science (173)**

KRISTIN N. KUSMIEREK (Author), Doctoral Student; BART IGERT Program Evaluator, University of Michigan

MARY PIONTEK (Author), Evaluation Researcher, Center for Research on Learning and Teaching, University of Michigan

JODY A. WORLEY (Facilitator), Director of Institutional Research and Assessment, Tulsa Community College

Multidisciplinary education attempts to produce individuals with new capacities to address the problems of an increasingly interconnected world. Although these programs are often exciting, descriptions of optimal design and measures of success are few. Emerging evaluation results from one multidisciplinary graduate training program provide insights into the development of differently trained scientists. Findings of this program evaluation have not only informed program modifications to better facilitate students’ integration of new learning, but also suggest how students describe their progress—characterized by content acquisition, awareness of disciplinary connections, and interaction across disciplinary communities—toward multidisciplinary.

10:20-11:00 a.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**Creating a Campus Learning Community Focused on Citizen Leadership (179)**

EDWARD D. SMITH (Author), Director of Assessment and Institutional Research, Longwood College

NORMAN J. BREGMAN (Author), Provost and Vice President for Academic Affairs, Longwood College

TIM PIERSON (Author), Longwood College

XIAOYUN YANG (Facilitator), Director of Data Collection and Reporting, Office of the President, University of North Carolina

Civic virtue and engagement are once again on the agenda of higher education, but the importance of this issue is obscured by its elusive nature. What do we mean by these terms? How can we marshal the academy to engender these attitudes and behaviors? And how can we determine our success? This presentation describes one institution's efforts to (a) incorporate Citizen Leadership as a central component of mission, (b) embed it in the curricular and co-curricular experiences of students, and (c) assess the extent to which we have achieved this mission.

10:20-11:00 a.m.

TRACK 2/CONTRIBUTED PAPER

Kent, 2nd Floor

**The Use of Biglan Categories in Assessing General Education Courses (216)**

ANDREA L. SINCLAIR (Author), Graduate Assistant to the Director of the Academic Assessment Program, Virginia Tech

JOHN A. MUFFO (Author), Director of Academic Assessment, Virginia Tech

ROBERT S. SCHWABE (Facilitator), Director of Institutional Research, California State University-San Bernardino

This contributed paper presents research from an innovative assessment of the Writing Intensive portion of the general education curriculum at a large research university. Despite growing efforts to take a more focused approach to teaching writing across academic disciplines, relatively little is known about how Writing Intensive courses impact students' perceptions of their writing skills. This presentation addresses this question by investigating differences across academic disciplines in student perceptions of writing. Anthony Biglan's (1973a, 1973b) model for classifying academic disciplines serves as the conceptual framework guiding this exploratory analysis.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Kenora, 2nd Floor

**When Somebody's Watching: Researching the Workplace Impact of Academic Audit (310)**

JOSEPHINE PALERMO (Author), Researcher, Victoria University

ANTONIO GUTIERREZ-MARQUEZ (Facilitator), Associate Vice Chancellor of Planning and Research, City Colleges of Chicago

The proposed quality assurance framework for Australia higher education will introduce an external quality monitoring process through the auspices of the Australian Universities Quality Agency. There is little research that evaluates the impact of external monitoring on the experiences of staff, organisational and workplace culture, and perceptions of quality, within an institution. The paper will provide an evaluation framework for investigating the effects of external monitoring on elements of institutional culture and perceptions of quality in teaching and learning and explore issues of causality in evaluating academic audit as a quality management intervention in a tertiary institution, and across the sector as a whole.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Norfolk, Mezzanine

**Boosting the Odds: The Impact of High School Academics on College Graduation (314)**

MICHAEL J. KELLER (Author), Director of Policy Analysis and Research, Maryland Higher Education Commission

ELIZABETH A. HARTER (Facilitator), Senior Planning &amp; Research Officer, University of Toronto

This paper examines the relationship between 60 factors associated with curriculum and academic performance in high school and the six-year graduation rate of students enrolled at public four-year colleges and universities in one state. The findings demonstrate that students who embrace an academically challenging course of study in high school, take advantage of high school honors programs, and achieve top high school grades have stronger graduation rates in college. The results are particularly striking for African American students. Policy questions arising from the findings are discussed.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

City Hall, 2nd Floor

**Using Student Satisfaction Data to Predict and Understand Retention (354)**

RANDALL C. HICKMAN (Author), Director of Institutional Research, Macomb County Community College

JAMES DANIEL HOUSE (Facilitator), Director, Northern Illinois University

Initial results will be presented from an ongoing study at a large, urban community college exploring student satisfaction data for the purposes of understanding and predicting Fall-to-Spring semester retention. The Noel-Levitz Student Satisfaction Inventory™ will be administered to a large random sample of students in Fall 2001, and the resulting data will be merged with institutional data, including enrollment data in Spring 2002. Logistic regression and other techniques, such as canonical correlation analysis, will be used to identify potential predictors of student retention related to satisfaction and to better understand the factors influencing student retention.

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Essex, Mezzanine

**Is Tuition Discounting a Failed Strategy? (361)**

CATHY J. LEBO (Author), Director of Institutional Research, Southern Methodist University

RANDALL R. POWELL (Author), Associate Vice President for Budgets and Financial Planning, Southern Methodist University

GERALD W. MCLAUGHLIN (Facilitator), Director of the Office of Institutional Planning and Research, DePaul University

Private universities expanded a practice known as tuition discounting over the last decade in order to maintain enrollment and revenue. Outlays of institutional aid increased dramatically. Few students pay the full sticker price for their education. Studies by the USA Group Foundation and NACUBO suggest that tuition discounting has failed to accomplish several key objectives. A case study at a private doctoral university examines institutional data on the effectiveness of tuition discounting. What are we trying to accomplish? What are we accomplishing with this policy? How long can we continue this policy?

10:20-11:00 a.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**What is Important to Students and Parents in the College Selection Process: A Customized Market Segmentation Sampling Approach (396)**

VICTOR J. MORA (Author), Associate Director of Enrollment Management, The Ohio State University

KAREN S. MILLER (Author), Statistical Analysis Manager, The Ohio State University

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

In an ever-competitive marketplace, understanding the environment in which a college operates is vital to successfully articulating and achieving its goals and strategies. This study examined what is important to students and parents in the college selection process. Using geodemographic-based market segmentation to select the study samples, data were gathered on student's and parent's college selection factors, their key sources of information, and their perceptions of a large, public university in relation to these factors and key sources. This type of market research enables a university to adjust its strategies to minimize its weakest perceptions and maximize its strengths.

10:20-11:00 a.m.

TRACK 4/CONTRIBUTED PAPER

Huron, 2nd Floor

**Do Schools Make a Difference? The Effects of School Expenditures and Resource Allocation on Student Outcomes in New Hampshire's Public High Schools (415)**

ROBERT K. TOUTKOUSHIAN (Author), Executive Director of Policy Analysis, University System of New Hampshire

TAYLOR CURTIS (Author), Undergraduate Student, Carleton College and USNH

DAVID B. FLEMING (Facilitator), Director of Institutional Research, Clemson University

In this study, we use data on New Hampshire communities and school characteristics to determine how these factors explain variations in standardized test scores and college continuation rates. We show that socioeconomic factors account for half of the variations across schools, and that such information can be useful in comparing the relative performance of schools.

10:20-11:00 a.m.

TRACK 4/CONTRIBUTED PAPER

Windsor West, Mezzanine

**Globalisation – The New Education Frontier (455)**

ANNIE WEIR (Author), Acting Academic Manager, The Open Polytechnic of New Zealand

PAULA R. HOLLIS (Facilitator), Policy and Planning Analyst, University System of New Hampshire

Western governments consider knowledge and skills increasingly integral to their comparative economic advantage over other countries and are key policy responses to globalisation. The economic importance of education to the global economy has manifested itself in national education and training policies for upskilling and increasing current and future workers' competencies.

In 1997, the Australian, British and New Zealand governments commissioned working parties to determine the shape and priorities for tertiary education for the twenty-first century. This paper examines the internationalisation of the New Zealand system and compares the Green Paper on Tertiary Education with the British, Dearing Report and the Australian, West Report.

10:20-11:00 a.m.

INVITED/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**AIR GRANT PAPER: Funding and Finishing the Ph.D.: The Role of Graduate Support Mechanisms (606)**

DAVID E. MOST (Author), Student, University of California - Los Angeles

ALICIA TREXLER (Facilitator), Assistant Director of Continuing Education and Grants Administration, Association for Institutional Research

This study investigates how the type, amount, and distribution pattern of graduate student financial assistance/funding are associated with doctoral student outcomes in five disciplines. The way in which such relationships vary across demographic groups, academic disciplines and backgrounds, and institutions are also explored. These questions are not new, but new possibilities of finding better answers have arisen as a result of a variety of data gathering efforts and recent developments in statistical methodology. In addition, the combination of new methodology with the availability of these data permits formally addressing questions that heretofore have been difficult to answer.

10:20-11:00 a.m.

TRACK 5/DEMONSTRATION

Grand West Ballroom, Lower Concourse

**The National Student Database: New Tool for Enhancing Retention and Recruitment Analysis (567)**

JOHN P. WARD (Author), Vice President, National Student Clearinghouse  
 DAVID B. CROOK (Author), Director, City University of New York Central Office  
 JOHN D. PORTER (Author), Associate Provost for Institutional Research and Analysis, State University of New York  
 GARY L. BLOSE (Author), Assistant Provost, State University of New York System Administration  
 LARRY G. JONES (Facilitator), Public Service Associate, University of Georgia

Using case studies, presenters will demonstrate the use of new interactive methods available to researchers to access a 30 million-plus record national student database to substantially improve institutional research effectiveness. Case studies will include recruitment analysis of students who were admitted but did not matriculate, retention analysis of students who enrolled but transferred-out to complete their education at other institutions, and the analysis of graduates who continued their education elsewhere. They will demonstrate how their research, which used this new tool, led to a better understanding of students' enrollment decisions, more effective enrollment management strategies, and more accurate measurement of the performance of the institution.

10:20-11:00 a.m.

TRACK 5/DEMONSTRATION

Simcoe, 2nd Floor

**Dynamic Tools for Enrollment Management and Student Tracking (579)**

GREGORY A. ROGERS (Author), Director of Institutional Planning, Analysis, Reporting and Data Administration, University of Akron  
 ERIC A. SPONSELLER (Author), Assistant Director of Institutional Reporting, The University of Akron  
 CHAU-KUANG CHEN (Facilitator), Director of Institutional Research, Meharry Medical College

New technology tools and databases now allow us to track students in and out of our immediate environment. The system starts with the tracking of high school juniors on a state and national basis. The ability to analyze market potential, market penetration, and market yield by state, county, major, and high school will be illustrated. What about the ability to track students who were admitted and not enrolling to perform competition analysis? Where do students who leave the university go? To what graduate and professional schools do students go after graduation? All of these tracking applications will be demonstrated.

10:20-11:00 a.m.

TRACK 1/PANEL

Conference Room G, Mezzanine

**The Inadequacy of Traditional Outcomes Measures for Assessing the Progress of Non-Traditional Students (177)**

Continued from previous time period.

10:20-11:00 a.m.

TRACK 3/PANEL

Dominion South, 2nd Floor

**Strategic Planning from an International Perspective (365)**

Continued from previous time period.

10:20-11:00 a.m.

TRACK 4/PANEL

Dominion North, 2nd Floor

**Filling in the Missing Links: Data Extensions for Higher Education in Ohio (414)**

Continued from previous time period.

10:20-11:00 a.m.

SPECIAL EVENT

Ice Palace, Gingersnap, Gold Rush, 4th

**Forum Evaluation Survey (Invitational Event) (091)**

Continued from previous time period.

10:20-11:50 a.m.

TRACK 2/PANEL

Conference C, Mezzanine

**Making Decisions about Assessment Instruments for Measuring Communications and Interpersonal Skills, Leadership, Information Literacy, and Quantitative Reasoning (223)**

ELIZABETH A. JONES (Author), Associate Professor, West Virginia University  
 DAWN GERONIMO TERKLA (Author), Executive Director of Institutional Research and Planning, Tufts University  
 JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.  
 R. STEPHEN RICHARDE (Author), Director of Institutional Research, Virginia Military Institute

The National Postsecondary Education Cooperative has sponsored a national project with support from NCES to examine important student outcomes and the range of assessment methods. Panelists will review the completed work including key definitions of student outcomes in communications, leadership, quantitative reasoning, and information literacy. Overviews of assessment instruments including their purposes, reliability, validity, strengths, and limitations will be discussed.

11:10-11:50 a.m.

INVITED/BEST PAPER/PRESENTATION SESSION

Conference Room B, Mezzanine

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**NEAIR Best Paper: Are International Students More Intellectual and Cultured Than U.S. Students: Policy Implications for Admissions and Curriculum Development (623)**

ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College  
STEPHEN R. PORTER (Facilitator), Director of Institutional Research, Wesleyan University

Based on a completed research study that analyzed differences between international and domestic students, this paper demonstrates how institutional research can enhance understanding and support for student diversity. Results revealed that, compared with domestic students, international students rated themselves higher on spirituality and understanding of others; put more emphasis on gaining a general education; and were more committed to developing a meaningful philosophy of life, helping others, and promoting racial understanding. Policy recommendations advocated designing admission strategies to reflect international students' values and developing programs for students to learn to appreciate the values and customs of international students' countries.

11:10-11:50 a.m.

COMMITTEE MEETING

Peel, Mezzanine

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**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

11:10-11:50 a.m.

TRACK 1/CONTRIBUTED PAPER

Civic Ballroom North, 2nd Floor

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**Student Satisfaction: Measures and Measurements (104)**

EMILY H. THOMAS (Author), Director of Planning and Institutional Research, State University of New York at Stony Brook  
NORA L. GALAMBOS (Author), Statistician, State University of New York at Stony Brook  
HEATHER KELLY ISAACS (Facilitator), Institutional Research Analyst, University of Delaware

Student satisfaction is a complex construct influenced by a variety of characteristics of students and institutions. To better understand these influences and opportunities to increase student satisfaction, we analyzed three indicators of students' general satisfaction with their experience at a public research university, using regressions and decision-tree analysis. Unlike most previous research, this analysis examine how students' satisfaction with specific aspects of their university experience influences their general satisfaction. Regression and decision-tree analysis provide complementary perspectives on student satisfaction. Together they show that different indicators of general satisfaction are correlated with different specific experiences, and different experiences affect the satisfaction of different types of students.

11:10-11:50 a.m.

TRACK 1/CONTRIBUTED PAPER

York, Mezzanine

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**How to Design and Implement A Cohort Study of Student Progression Rates (110)**

TONY NOLAN (Author), Information & Intelligence Officer, University of Technology, Sydney  
KEITH J. GUERIN (Facilitator), Director of Institutional Research, The College of Staten Island/City University of New York

Students don't always follow the desired progression pattern. Students have a range of choices and can accelerate or decelerate either by their own design or by act of God. Universities also have capped limits or quotas, so that different types of modelling are needed to truly understand the flexibilities and sensitivities in student progressions.

This session will explore various ways to track student progressions. The complexities of having different data models, the different ways to track students, alternative mathematics used in finite modelling, bridging the old versus new changing definitions and labels, database construction, hyperpanometrics, forecasting and how to solve the defining cohort clustering problem.

11:10-11:50 a.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room G, Mezzanine

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**Access to Higher Education: Socioeconomic Inequalities (180)**

JOSE M. COLON DE LA MATTA (Author), Executive Officer, University of Puerto Rico - Rio Piedras Campus  
PRISCILLA NEGRON-MORALES (Author), Acting Director of the Academic Office, University of Puerto Rico Rio Piedras Campus  
MINDY WANG (Facilitator), Director of Planning and Institutional Research, Catholic University of America

Research will be conducted to examine the participation rate of students from socio-economics disadvantage groups in higher education. Regional differential in participation will be examined. An opportunity index will be constructed based on parent's occupation and educational level. In addition, graduation rates will be computed for the 1995 cohorts and will be analyzed to see how the rates relate with socioeconomic groups. A set of dummy variables will be specified to account for social class and parental education and will be fitted into a regression model.

11:10-11:50 a.m.

TRACK 2/CONTRIBUTED PAPER

Elgin, 2nd Floor

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**An Evaluation of an ESL Program for International Graduate Students Through Student Perspectives (224)**

XUELUN LIANG (Author), Graduate Education Research Officer, University of Toronto  
KRISTEN E. SALOMONSON (Facilitator), Assistant Dean of Enrollment Services, Ferris State University

This study intends to investigate and understand how and why student perspectives can be used as an important indicator in evaluating the

effectiveness of an ESL Program at an American university in assisting non-native English speaking international graduate students to pursue their academic goals by improving their English skills. The effectiveness of the program will be evaluated through the perspectives of students by adopting Stake's (1975) responsive evaluation as the theoretical framework. The findings of the study will reveal the role of student perspectives in program evaluation and suggest feasible ways to improve program evaluation practice.

11:10-11:50 a.m.

TRACK 3/CONTRIBUTED PAPER

Windsor East, Mezzanine

### **Estimating the Marginal Effects of High School Visits: A Step Toward an Empirically Driven Recruiting Program (381)**

LORE R. AGUILAR (Author), Research Analyst, Fordham University

DONALD A. GILLESPIE (Author), Director of Institutional Research, Fordham University

ALAN J. STURTZ (Facilitator), Director of Institutional Research & Planning, Connecticut State University

Admissions officers devote substantial resources to high school visits and other recruiting events. Economic theory indicates that the best measure of effectiveness is marginal productivity. The authors used a regression model to estimate the marginal effects of six types of recruiting efforts on applications for admission while controlling for high school characteristics. Each type of activity had positive effects. The regression model was then used to predict the marginal effects of prospective high school visits and to rank them accordingly. The analysis suggests changes to the visit program that would yield an increase in applications.

11:10-11:50 a.m.

TRACK 3/CONTRIBUTED PAPER

Huron, 2nd Floor

### **Using Predictive Modeling to Target Student Recruitments: Results of a Replication (383)**

GILLIAN BUTLER (Author), Administrative Analyst, University of California- Davis

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

The goal of this project was to increase the efficiency of recruitment efforts by identifying the "fence-sitters" among admitted students, those most likely to be persuaded to enroll by additional recruitment efforts. Using logistic regression estimates of probabilities of enrollment, experimental groups were identified to receive additional recruitment contacts. This study is a partial replication of experiments conducted by Thomas, Reznik, and Dawes (2001) at an institution similar to ours. The results in this case are ambiguous. Implications are discussed.

11:10-11:50 a.m.

TRACK 3/CONTRIBUTED PAPER

Windsor West, Mezzanine

### **Developing an Effective Assessment Process to Support Institutional Effectiveness Efforts (385)**

JULIA J. A. PET ARMACOST (Author), Director of Operational Excellence and Assessment Support, University of Central Florida

ANGELA ALBERT (Author), Assistant Director of Operational Excellence & Assessment Support, University of Central Florida

DEBORAH B. DAILEY (Facilitator), Associate Director of Institutional Research, Georgetown University

This presentation offers institutions of higher education the description of a process and organization in which Institutional Effectiveness (IE) can thrive at its maximum level. When such a system is implemented, continuous quality improvement can be sustained for the long-term. The focus of this presentation is to describe the general structure implemented at a major metropolitan research university that supports ongoing assessment activities. It also discusses how to increase the practicality of sustaining accurate, complete, and thorough documentation of assessment efforts. Samples of assessment submission and evaluation forms will be provided to participants.

11:10-11:50 a.m.

TRACK 3/CONTRIBUTED PAPER

Civic Ballroom South , 2nd Floor

### **The Theory and Practice of Internationalization of Higher Education in Central and Eastern Europe (399)**

MAREK KWIEK (Author), Adam Mickiewicz University - Pozan, Poland

MEIHUA ZHAI (Facilitator), Director of Institutional Research, West Chester University

Although the practice of internationalization is well developed in European Union accession countries owing to a decade of functioning of various EU programs, the theory behind it is not clear. The significance of tense relationships between globalization and internationalization in higher education is not recognized in the region, though. I want to trace the relationship between the two processes in higher education (seeing internationalization as a response to worldwide-felt globalization pressures in higher education), being in a position of both a public policy analyst, an analyst of globalization and a participant in several practical "internationalization" activities in the CEE countries.

11:10-11:50 a.m.

TRACK 4/CONTRIBUTED PAPER

Simcoe, 2nd Floor

### **Filling an Accountability Gap: Pilot Use of National Student Clearinghouse Ed Evaluator to Gain Continuing Education Data (418)**

GITA W. PITTEP (Author), Director of Program Authorization, Division of Colleges and Universities, Florida Board of Education

DUANE WHITFIELD (Author), Program Director, Florida Department of Education

JAMES T. POSEY (Author), Graduate Research Assistant, Division of Colleges and Universities, Florida Board of Education

SHARON A. R. KRISTOVICH (Facilitator), Director of Institutional Research, Parkland College

Accountability in higher education promotes measurable outcomes considered indicative of performance, productivity, and quality. One prominent measure in evaluating baccalaureate programs is the proportion of graduates continuing to the graduate level.

The study will combine a well-established follow-up program, which includes continuing education data at all levels of in-state public institutions, with the Ed Evaluator program of the National Student Clearinghouse, to track state university graduates continuing their education in other states or at in-state private institutions. The study examines baccalaureate graduates' continuing education behaviors by comparing characteristics and patterns of students continuing their education in-state and out-of-state.



11:10-11:50 a.m.

TRACK 4/CONTRIBUTED PAPER

Kent, 2nd Floor

**Diversity Among Equals: The Status of Affirmative Admissions in New England (425)**

JOSEPH B. BERGER (Author), Assistant Professor, University of Massachusetts

STEPHEN P. COELEN (Author), Director, Massachusetts Institute for Social and Economic Research at the University of Massachusetts

MITZI A. DAY (Facilitator), Senior Research Analyst, Ferris State University

This paper aims to provide a status report on Affirmative Admissions in New England, focusing on the use of Affirmative Action in college admissions process and examining potential ramifications of policy changes in the six states of the New England region: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Analysis of data from multiple sources provides important information about how educational leaders perceive Affirmative Admissions, the nature of regional Affirmative Admissions policies, and the numbers of students affected by current enrollment strategies in various institutional segments within the New England region.

11:10-11:50 a.m.

TRACK 4/CONTRIBUTED PAPER

Kenora, 2nd Floor

**Comparing the Costs and Benefits of Re-Accreditation Processes at Both Public and Private Research Universities (433)**

LISA R. SHIBLEY (Author), Institutional Research and Assessment Officer, The Pennsylvania State University

J. FREDERICKS VOLKWEIN (Author), Director, Professor, and Senior Scientist, The Pennsylvania State University

STEVEN R. HOAGLAND (Facilitator), Director, Walsh University

This study examines the costs and benefits of reaccreditation processes at four research institutions, two public and two private. Middle States, ABET, and AACSB self-studies and site visits are compared under both separate and combined conditions. The accreditation costs and benefits for each campus are compared historically, as well as currently.

11:10-11:50 a.m.

TRACK 5/CONTRIBUTED PAPER

City Hall, 2nd Floor

**Mixed Mode Effects in a Community College Graduate Survey (543)**

JAMES D. GOHO (Author), Director, Research and Planning, Red River College

JUDITH LAWRENCE (Facilitator), Director of Institutional Research, Western New Mexico University

A perennial issue facing survey research is obtaining satisfactory response rates. One method for improving rates is to offer multiple modes for response. An associated issue is the effect of differing modes. This research examined both matters using a survey of community college graduates. Fielding consisted of two phases. Phase 1 offered three modes for response, while Phase 2 consisted of telephone interviews of non-respondents to Phase 1. Response rates, measures of data quality, demographic variables and attitude variables are compared across modes and phases. The implications for institutional research are discussed.

11:10-11:50 a.m.

INVITED/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**AIR GRANT PAPER: A Structural Analysis of Postsecondary Academic Leadership Career Attainment: Examining the Roles of Gender, Institutional Characteristics, and Faculty Productivity (601)**

JOYCE S. RAVELING (Author), Doctoral Student, University of Washington

ALICIA TREXLER (Facilitator), Assistant Director of Continuing Education and Grants Administration, Association for Institutional Research

This study investigates possible gender differences in the predictive factors for attainment of academic leadership roles at differing types of postsecondary institutions. The author uses logistic regression analysis and modeling techniques to analyze data from the National Survey of Postsecondary Faculty (NSOPF). Institutional and personal characteristics, plus various measures of scholarly productivity are analyzed for three NSOPF collections (1988, 1993, & 1999) so changes over time are also considered. Initial results indicate that there are gender differences for attaining academic leadership positions based on institutional, personal, and productivity factors.

11:10-11:50 a.m.

TRACK 5/DEMONSTRATION

Dominion North, 2nd Floor

**Web Development Issues in Institutional Research (514)**

SHAUKAT M. MALIK (Author), State University of New York at Stony Brook

DANIEL TOEDORESCU (Author), Associate Director of Institutional Planning, and Research, Emory University

WILLIAM R. FENDLEY (Facilitator), Director of Institutional Research, University of Alabama

This session will provide an opportunity for informal discussion among AIR colleagues who are using Dreamweaver and/or Cold Fusion for their IR Web sites. You can exchange ideas and share your experiences with other Dreamweaver/Cold Fusion users. No formal presentation will be made. Participants are encouraged to bring their topic related material to share. All level users are encouraged to join.

11:10-11:50 a.m.

TRACK 2/PANEL

Conference C, Mezzanine

**Making Decisions about Assessment Instruments for Measuring Communications and Interpersonal Skills, Leadership, Information Literacy, and Quantitative Reasoning (223)**

Continued from previous time period.

11:10-11:50 a.m.

SPECIAL EVENT

Ice Palace, Gingersnap, Gold Rush, 4th

**Forum Evaluation Survey (Invitational Event) (091)**

Continued from previous time period.

12:00-1:40 p.m.

COMMITTEE MEETING

Peel, Mezzanine

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

12:00-1:40 p.m.

SPECIAL EVENT

Grand East Ballroom, Lower Concourse

**Awards Luncheon (011)**

DAWN GERONIMO TERKLA (Presenter), Executive Director of Institutional Research and Planning, Tufts University  
 VICTOR M.H. BORDEN (Presenter), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis  
 SANDRA K. JOHNSON (Presenter), Assistant Dean, Princeton University  
 JOHN M. KALB (Presenter), Director of Institutional Research, Florida State University  
 SHARRON L. RONCO (Presenter), Assistant Provost, Florida Atlantic University  
 ROBERT K. TOUTKOUSHIAN (Presenter), Executive Director of Policy Analysis, University System of New Hampshire  
 MYRTES D. GREEN (Presenter), Dean of Education and Director of Planning, Stillman College

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.

1:50-2:30 p.m.

INVITED/BEST PAPER/PRESENTATION SESSION

York, Mezzanine

**INAIR Best Paper: Assessing Student Learning through Collaboration (631)**

TIMOTHY K. C. CHOW (Author), Director of Institutional Research, Rose-Hulman Institute of Technology  
 AMY BRANDEBURY (Facilitator), Director of Institutional Research, Ivy Tech State College

Good portfolio projects do not happen without considerable effort on the part of teachers, administrators, and policymakers.” (Sweet, 1993) In fact, cooperation and collaboration among faculty, students and the administration are crucial to ensure a successful implementation of portfolio assessment, even though information technology can play an important role in facilitating and enhancing the assessment process. This session will be focusing on the collaboration between faculty, students and the administration with the institutional research office to assess student learning and to improve the effectiveness of the entire assessment process in a format of a case study.

1:50-2:30 p.m.

COMMITTEE MEETING

Peel, Mezzanine

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Elgin, 2nd Floor

**Do Religious Students Work Harder in School? An Exploration of the Relationship Between Faith in God and Student Engagement (101)**

MICHAEL W. BOYE (Author), Assistant Project Manager, National Survey of Student Engagement  
 BERNARD K. BRAUN (Facilitator), Analyst, Louisiana State University

A survey methodology was used to explore relationships between faith in God and active involvement in a college education. A survey titled The College Student Report was completed by 3,325 students at 15 religious schools as part of a larger survey process. A set of 20 religiously-oriented items were also completed. Correlations of a faith scale with several measures of student educational involvement and campus support indicated that

those with strong faith in God were involved at a deeper level and felt more supported by their campuses than those without such faith.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference C, Mezzanine

### **Factors Influencing Students' Satisfaction with Residence Halls: Differences by Racial/Ethnicity (102)**

DONGBIN KIM (Author), Doctoral Candidate, University of California, Los Angeles  
DAVID X. CHENG (Facilitator), Assistant Dean for Research and Planning, Columbia University

In contrast to a substantial body of research that has focused on how race influences students' college experience (Chang, 1993), little research has been done in clarifying if race is a factor in students' satisfaction with residence halls. Considering the importance of educational opportunity in residence halls, which enhances student development by complementing classroom education, it is imperative to examine the factors, which influence students' residential life on campus. Based on a case study, this paper explores what factors influence students' satisfaction with residence halls. One step going further, this study examines if the factors differ by racial/ethnic groups.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

City Hall, 2nd Floor

### **Retention of First-Year Students at a Majority Minority Institution: The Relationship between Intervention Strategies, Student Characteristics and Retention into the Second Year (105)**

PHYLLIS Y. EDAMATSU (Author), Director of Strategic Planning and Institutional Research, Delaware State University  
ALICE M. SIMPKINS (Facilitator), Director of Institutional Research, Paine College

A suburban institution with a majority minority student population has experienced problems with student retention. The retention of the freshmen classes of 1999 and 2000 is compared with respect to intervention activities. Various entering characteristics were examined, including gender, race, dormitory, and level of participation in retention-related activities in relation to retention. Also a Financial Aid Profile Report was developed. Information from this report was combined with entering characteristics and participation in retention-related activities and linked to retention.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Norfolk, Mezzanine

### **Modeling Student Outcomes in a General Education Course with Hierarchical Linear Models (125)**

CHRISTINE DEMARS (Author), Assessment & Research Studies, James Madison University  
MARGIE L. TOMSIC (Facilitator), Education Specialist, University of Minnesota

When students are nested within course sections, the assumption of independence of residuals is unlikely to be met, unless the course section is explicitly included in the model. Hierarchical linear modeling (HLM) allows for modeling the course section as a random effect, leading to more accurate standard errors. In this study, students chose one of four themes for a communications course, with multiple sections and instructors within each theme. HLM was used to test for differences by theme in scores on a final exam; the differences were not significant when SAT scores were controlled.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Essex, Mezzanine

### **The Relationship between Institutional Mission and Students' Involvement and Educational Outcomes (147)**

GARY R. PIKE (Author), Assistant Vice Chancellor and Student Affairs Director, University of Missouri-Columbia  
GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University Bloomington  
ROBERT M. GONYEA (Author), Project Manager, CSEQ, Indiana University at Bloomington  
RICHARD W. STRATTON (Facilitator), Associate Director of the Institute Policy Studies, University of Akron

Although institutional characteristics are assumed to influence learning and development, this link has not been conclusively and empirically confirmed. This study examines whether institutional differences are related in meaningful ways to differences in student learning and development. Results revealed that there were no meaningful differences in students' perceptions of the college environment, levels of academic and interpersonal involvement, integration of information, or outcomes by Carnegie classification, after controlling for background characteristics. Implications and recommendations for institutional researchers are discussed.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room B, Mezzanine

### **First Generation and Low Income Students: Using the NSSE Data to Study Effective Educational Practices and Students' Self-Reported Gains (163)**

JOSEPH W. FILKINS (Author), Senior Research Associate, DePaul University  
SUSAN K. DOYLE (Author), Director of Institutional Studies and Planning, Northeastern Illinois University  
FRAN HORVATH (Facilitator), Director of Institutional Research, California State University-Northridge

Increasing access to higher education for first-generation and low-income students was the primary motivation for the establishment of the federally-funded TRIO programs. In this study, using NSSE data obtained through a data-sharing among several urban institutions, we describe and compare TRIO-eligible students to non-TRIO-eligible students on their engagement in the three effective educational practices (active learning, student-faculty interactions, and student-peer interactions), as well as their self-reported gains on measures of cognitive and affective development. The implications

of these findings for institutions that cater to these populations of students or have TRIO programs in place on campus will be discussed.

1:50-2:30 p.m.

TRACK 1/CONTRIBUTED PAPER

Civic Ballroom South , 2nd Floor

### **Intergroup Relations: Views from Different Racial/Ethnic Groups Entering College (196)**

SYLVIA HURTADO (Author), Associate Professor, University of Michigan  
 ELLEN MEADER (Author), Graduate Research Associate, University of Michigan  
 MARK KAMIMURA (Author), Graduate Research Associate, University of Michigan  
 SHIRLEY GREENE (Author), Graduate Research Associate, University of Michigan  
 MARY ZISKIN (Author), Graduate Research Associate, University of Michigan-Ann Arbor  
 PATRICIA A. HARVEY (Facilitator), Director of Institutional Effectiveness, Richard Bland College

Cooperation among members of different racial/ethnic groups is paramount if we wish to build a just society and create an inclusive democracy. The preliminary results from ten public universities with a sample of 14,000+ students suggest some interesting patterns among different racial/ethnic groups with respect to their pre-college experiences and perspectives on intergroup relations. These results will help us to understand how students' differing views on intergroup relations affect the campus climate for diversity and the consequent effects on their development of cognitive, social, and democratic skills.

1:50-2:30 p.m.

TRACK 2/CONTRIBUTED PAPER

Dominion South, 2nd Floor

### **Best Online Instructional Practices (254)**

MARISA COLLETT (Author), University of Maryland University College  
 MORRIS T. KEETON (Author), Senior Scholar of IRAHE/UMUC, University of Maryland University College  
 RICHARD C. HUCKABA (Facilitator), Assistant Provost, The University of Texas at Dallas

A result of the dramatic growth of online courses has been an burgeoning interest in assessing the quality of this medium of education. The current study is a preliminary profile of best online instructional practices derived from faculty co-researchers who have been distinguished as effective online instructors. The Instructional Practices Inventory (IPI) was developed to determine the extent of use of best instructional practices within an archived online course. Questionnaire items were designed to operationalise effective instructional learning principles. Profiles of effective practices in online instruction were derived from the results of this instrument.

1:50-2:30 p.m.

TRACK 2/CONTRIBUTED PAPER

Kent, 2nd Floor

### **Scholarship in the 21st Century: The Growth of Distance-Free, Student-Centered, Adult Learning Institutions and the Changing Nature of Scholarship in Higher Education (256)**

DANIEL R. SEWELL (Author), Director of Research Development, Fielding Graduate Institute  
 ANNA DISTEFANO (Author), Provost, Fielding Graduate Institute  
 DOLORES H. VURA (Facilitator), Assistant Vice President for Institutional Research and Analytical Studies, California State University-Fullerton

Scholarship and scholarly productivity are addressed within the context of rapidly increasing numbers of scholars affiliated with distance-free, student-centered, adult- learner institutions. Scholars in this growing environment face significant differences from those in traditional educational institutions. One important difference is their role as scholar-practitioners integrating research, practice, and education. Examining differences, traditional views of scholarship are revised toward a model incorporating the realities of this burgeoning population of scholar-practitioners. Model-based characterizations of scholarship are developed. Methods for institutional evaluation are proposed. Means and methods of nurturing and supporting scholarship are elaborated. Implications and directions for future work are discussed.

1:50-2:30 p.m.

TRACK 3/CONTRIBUTED PAPER

Windsor West, Mezzanine

### **Strategies for Achieving Policy Relevant Research: An International Perspective (351)**

ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College  
 VINCENT P. M. VENDEL (Author), Senior Research Associate, University of Amsterdam  
 PETER J.P. HOEKSTRA (Author), Director of Institutional Research, University of Amsterdam  
 UULKJE DE JONG (Author), Senior Researcher, University of Amsterdam  
 DONALD L. QUIRK (Facilitator), Director of Institutional Research and Planning, McHenry County College

The effectiveness of institutional researchers strongly depends on their capability to relate their research and research findings to policy and planning at their institution. On the one hand, to be trustworthy we must perform our research in a scientifically responsible manner. On the other hand, to be effective we have to be policy-relevant. In this paper, the relation between research and policy is explored from two different perspectives based on European and American experiences. What works and what doesn't work is discussed. Research based on student surveys and integrated administrative data systems serve as examples.

1:50-2:30 p.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room G, Mezzanine

### **Are We There Yet? Organizational Culture and Climate in a Changing Institution (372)**

CHARLENE H. HERREID (Author), Coordinator of Institutional Research, University of South Florida  
 MARIBETH DURST (Author), Dean, School of Education & Social Services, Saint Leo University  
 ARTHUR F. KIRK (Author), President, Saint Leo University  
 MARY M. SAPP (Facilitator), Executive Director, Planning and Institutional Research, University of Miami

Organizational climate and culture were assessed in 1998 and again in 2000 at an institution of higher education undergoing rapid change.

Improvements in some areas were noted along with declines in others. Implications for future change efforts are discussed.

1:50-2:30 p.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room F, Mezzanine

### **Success in Cyberspace: Student Retention in Online Courses (395)**

KATHLEEN MOORE (Author), Assistant Director of Institutional Research, Monroe Community College  
 JEFFREY BARTKOVICH (Author), Vice President of Educational Technology Services, Monroe Community College  
 SHERRILL L. ISON (Author), Director of Institutional Research, Monroe Community College  
 MARIE FETZNER (Author), Assistant to the Vice President for Educational Technology Services, Monroe Community College  
 WILLIAM MICHAEL WOOD (Facilitator), Coordinator of Institutional Research, George Mason University

Student retention is an important issue in distance education. However, in the higher education literature, information on retention of students in online courses is variable. Few empirical studies are being reported. Many articles reference the problem, and then provide descriptions of best practices to address retention. Seldom, however, do articles share actual retention data or student input regarding why they dropped out. Our paper will address the relative dearth of actual retention data by presenting both archival and survey data on student retention in online courses at our institution — a large, comprehensive community college in the Northeast.

1:50-2:30 p.m.

TRACK 4/CONTRIBUTED PAPER

Windsor East, Mezzanine

### **Diploma Mills, Accreditation, and Distance Learning: Issues in Quality Control (436)**

ANDREW M. SUHY (Author), Researcher, University of Michigan-Ann Arbor  
 JOHN D. PORTER (Facilitator), Associate Provost for Institutional Research and Analysis, State University of New York

While many institutions struggle to provide legitimate, high quality distance learning experiences for underserved student populations, the lack of basic guidelines and independent quality control verification has led to a dramatic increase in the number of diploma mills and fraudulent degrees. This paper discusses the delicate balancing act law enforcement agencies and accrediting bodies must conduct in protecting consumers without discouraging innovation and the formation of legitimate new institutions. This paper will review the limited success these agencies have had in the past and offer possible alternatives.

1:50-2:30 p.m.

TRACK 4/CONTRIBUTED PAPER

Wentworth, 2nd Floor

### **Honouring the History of Academic Freedom (442)**

KELLY RISBEY (Author), Research Analyst and Graduate Student, University of Manitoba  
 MICHAEL J. VALIGA (Facilitator), Director of Education and Social Research, ACT, Inc.

There is an explosion of threats on academic freedom, and in order to understand the magnitude of these current threats, academics, administrators, and institutional researchers alike must embrace the lessons found in the history of academic freedom. Why is academic freedom so important? Why must academic freedom be considered when proposing new University-wide initiatives?

This paper looks at the history of academic freedom, highlighting how Britain, Germany, and the United States influenced the Canadian definition of academic freedom. Important American and Canadian academic freedom cases are highlighted. Finally, current issues threatening academic freedom are addressed.

1:50-2:30 p.m.

TRACK 4/CONTRIBUTED PAPER

Huron, 2nd Floor

### **The Relationship of Public and Private Benefit, University Fee Structures, and Higher Education Access: The Case of Australia (453)**

CHRISTOPHER RASMUSSEN (Author), Doctoral Student, University of Michigan  
 JACQUELYN L. FROST (Facilitator), Director of Institutional Research, Purdue University

The United States is in need of new strategies to address the historic inequity of access in its colleges and universities. Australia, with its system of deferred tuition and income-contingent repayment, can serve as a source of insight and guidance in addressing this problem and function as an interesting and helpful comparative case. In this study, interviews with various stakeholders within Australia reveal how beliefs about the private and public benefits of higher education influence policy development and legislation, and what can be learned about university finance and fee structures that can be applied to the United States.

1:50-2:30 p.m.

TRACK 4/CONTRIBUTED PAPER

Civic Ballroom North, 2nd Floor

### **Measures of Efficiency and Effectiveness as Indicators of Quality – A Systems Approach (457)**

ROBERT CARMICHAEL (Author), Quality Consultant,  
 GEORGE H. JOHNSTON (Facilitator), Director of Development, Research, and Planning, Parkland College

This paper was first presented at the inaugural SEAAIR Forum at Kuching, Malaysia, in 2001. The focus of the paper was an examination of the systematic use of benchmarks for evaluating educational efficiency and effectiveness, and the presentation of a good practice model for system implementation.

Put in the simplest terms, 'Efficiency' is defined as a measure of the work-rate of a process by which system inputs are turned into system outputs. 'Effectiveness' on the other hand is considered to be a measure of the 'quality' of the outcomes being achieved by the system. The paper argued that Effectiveness can really only be defined through the application of some qualitative 'fitness-for-purpose' criteria – and that together with some key efficiency measures, these indicators can be used as proxies for the systematic measurement of quality.

1:50-2:30 p.m.

TRACK 5/CONTRIBUTED PAPER

Kenora, 2nd Floor

#### **The IR-EP: A Powerful Model for Self-Assessment and Planning in IR (507)**

TRACY L. POLINSKY (Author), Coordinator of Institutional Research and Strategic Planning, Butler County Community College  
YING LING (Facilitator), Research Associate Policy and Information, Western Interstate Commission for Higher Education

While institutional researchers commonly evaluate the programs and services provided by their colleges, they rarely evaluate their own effectiveness with as much gusto. If Institutional Research is to serve as the bedrock of an institution's effectiveness, it must be effective and continually improving. It must make certain that the services it provides meet the needs of its customers. To this end, a comprehensive Institutional Research Effectiveness Plan, rooted in the mission and goals of the college, was created and utilized. The results were almost as interesting as the process itself.

1:50-2:30 p.m.

TRACK 5/CONTRIBUTED PAPER

Grand West Ballroom, Lower Concourse

#### **Comparing the Job Satisfaction of Institutional Researchers to Other College Administrators (540)**

YING ZHOU (Author), Graduate Fellow, The Pennsylvania State University  
J. FREDERICKS VOLKWEIN (Author), Director, Professor, and Senior Scientist, The Pennsylvania State University  
RENEE' N. GALLOWAY (Facilitator), Director of Institutional Research, Randolph-Macon College

This study examines the different patterns of job satisfaction among 1178 administrators at 120 universities, with a particular focus on the responses from institutional researchers. What are the personal, organizational, and work environment characteristics that seem to produce satisfied staff, and do these differ by administrative rank and administrative function? As a group, Directors of IR and Planning exhibit satisfaction scores that are just below the average for all respondents. IR and planning respondents rate their intrinsic satisfaction the highest and their extrinsic rewards the lowest.

1:50-2:30 p.m.

TRACK 5/DEMONSTRATION

Conference Room D, Mezzanine

#### **Exploring New Frontiers: The Road to Organizational Efficiency Using MS Project (584)**

AMY TACZANOWSKY (Author), Administrative Analyst, California State University, Stanislaus  
LISA M. TRISTAN (Author), Research Assistant, California State University, Stanislaus  
LLOYD H. BYRD (Facilitator), Director of Institutional Research, Virginia Commonwealth University

For a department with campus-wide responsibilities such as Institutional Research & Assessment, other offices generate much of the data required for reporting. One missed deadline in the chain of preparation can lead to a domino effect for the rest of the process. This paper will explore how we developed three tracking systems in Microsoft Project 2000 of varying complexity to ensure that Institutional Research departmental and campus-wide internal deadlines are met and requests for data are handled expeditiously.

2:40-3:20 p.m.

COMMITTEE MEETING

Peel, Mezzanine

#### **Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

2:40-3:20 p.m.

TRACK 1/CONTRIBUTED PAPER

Conference Room G, Mezzanine

#### **The 'Push-Pull' Factors Influencing International Student Selection of Education Destination (111)**

TIM MAZZAROL (Author), Senior Lecturer, University of Western Australia  
GEOFFREY N. SOUTAR (Author), Director of Graduate School of Management, University of Western Australia  
RUAN HOE (Facilitator), Principal Administrative Analyst - Student Affairs Information and Research Office, University of California - Los Angeles

This paper examines the factors motivating international student choice of host country. It describes a 'push-pull' model motivating the student's desire to seek overseas education and influencing the decision process in selecting a final study destination. Drawing on the findings from research studies undertaken in Indonesia, Taiwan, China and India, we examine factors influencing host country selection and additional research that examines the factors influencing choice of final host institution. The paper argues that economic and social forces within the home

country serve to 'push' students abroad. However, the decision of which host country to select is dependent on a variety of 'pull' factors.

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2:40-3:20 p.m.

TRACK 1/CONTRIBUTED PAPER

Windsor West, Mezzanine

### **The Impact of Instructional Delivery on Learning Outcomes and Intent to Persist (162)**

KRISTIN A. OWENS (Author), Director, Academic Consulting, The University of Maryland  
MICHAEL D. MCGUIRE (Facilitator), Director of Institutional Research, Georgetown University

This study examines the relationships among instructional delivery method, educational outcomes, and intent to persist for a population of student inmates at nine prisons. The findings from this highly controlled population look very similar to the results we typically find in outcomes studies of traditional college students. The strongest positive and direct influences on educational outcomes are faculty classroom effectiveness, peer interactions, and being female. Learning via distance has a direct negative influence on faculty/student and peer/student interactions, and through them a negative influence on outcomes.

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2:40-3:20 p.m.

TRACK 3/CONTRIBUTED PAPER

Windsor East, Mezzanine

### **Two Paths Down the Road Toward Data Warehousing (325)**

WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University  
CONRAD MCROBERTS (Author), Senior Research Analyst, Bowling Green State University  
THOMAS GAYLORD (Author), Vice President for Information and Institutional Technology, University of Akron  
GREGORY A. ROGERS (Author), Director of Institutional Planning, Analysis, Reporting and Data Administration, University of Akron  
ROBERT K. TOUTKOUSHIAN (Facilitator), Executive Director of Policy Analysis, University System of New Hampshire

Data warehousing may have as many different meanings as there are institutions and offices involved. Still, there are some common lessons to be learned for IR offices that are considering or developing this capability. This presentation will compare and contrast the approaches of IR offices at two different universities toward developing a data warehousing capability. The focus will be upon the process and lessons learned rather than specific software and hardware and what IR offices with no new staff, time, or money to develop a data warehousing capability can do.

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2:40-3:20 p.m.

TRACK 3/CONTRIBUTED PAPER

Kent, 2nd Floor

### **Determining the Comparability of Graduate Student Support: Evidence from the Graduate Student Support Survey 2001 (326)**

CYNTHIA T. PEETE (Author), Research Analyst, University of California Office of the President  
GARY W. GRAFF (Facilitator), Director of Institutional Research, Northern Kentucky University

Of the 5,166 students admitted to selected doctoral programs at all campuses of a multi-campus Research I University, 3,556 responded to this 2001 Web-based survey for a response rate of 69%. Award amounts, composition of award packages, and multi-year commitment of support are compared between applicants who chose to attend the university and those who chose to attend other institutions. The financial award package, as well as a variety of additional institutional characteristics such as reputation, housing, job placement rates, faculty and student body diversity, and the recruitment process are analyzed in terms of their importance in the decision-making process.

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2:40-3:20 p.m.

TRACK 3/CONTRIBUTED PAPER

Conference C, Mezzanine

### **Characteristics of Stopouts versus Dropouts (338)**

RONALD P. MATROSS (Author), Analyst for the Office of Planning and Analysis, University of Minnesota  
RONALD L. HUESMAN (Author), Analyst, The University of Minnesota  
STEPHEN L. DESJARDINS (Facilitator), Professor of Higher Education, University of Iowa

Using a survey of student leavers, a year after departing a major university, our study examined the educational and attitudinal characteristics of those who did and did not plan to return. While both groups scored higher on known retention risk factors, dropouts performed better academically and tended to be more traditional in their academic orientation, while stopouts acted more like "drop-ins," dropping into school from time to time, while devoting most of their energy to other areas. Implications are drawn for identification and intervention with what appear to be distinct subgroups of leavers.

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2:40-3:20 p.m.

TRACK 3/CONTRIBUTED PAPER

Civic Ballroom South, 2nd Floor

### **What's Money Got to Do with It? Examining the Impact of Financial Aid on Student Retention in 2-Year and 4-Year Institutions (344)**

KRISTEN E. SALOMONSON (Author), Assistant Dean of Enrollment Services, Ferris State University  
BRIAN G. MOSS (Author), Director of Institutional Research, Oakland Community College  
DENISE P. SOKOL (Facilitator), Director of Institutional Research, University of Colorado at Denver

Despite the fact that results demonstrate financial aid's impact on student retention, most research on financial aid has focused on its impact on initial enrollment decisions (Heller, 1999). National Center for Education Statistics reveals that 50% of undergraduates received financial aid in 1996 (Horn & Carroll, 1998). With the high percentage of students receiving aid, it is critical to examine its role in promoting retention. The analysis examines the impact of receiving financial aid on the retention patterns of students in both two-year and four-year institutions. Data

from the National Post-Secondary Aid Study are analyzed through Logistic Regression.

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2:40-3:20 p.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room B, Mezzanine

**Indicators for All Reasons: An Integrated Institutional Effectiveness System (359)**

CRAIG A. CLAGETT (Author), Vice President for Planning, Marketing, and Assessment, Carroll Community College  
 MICHELLE S. APPEL (Author), Director of Institutional Research, Carroll Community College  
 HARLAN M. SCHWEER (Facilitator), Director of Research and Planning, College of Du Page

Indicator systems have gained popularity as a method for assessing institutional effectiveness, both for internal improvement and external accountability. This community college created a mission-based, integrated indicator system that is used to assess not only the college's mission to serve credit students but also its continuing education and workforce development missions. The indicator system has been integrated into institutional marketing, enrollment management, and academic plans, and is a key element of the college's comprehensive assessment plan required for re-accreditation.

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2:40-3:20 p.m.

TRACK 3/CONTRIBUTED PAPER

Kenora, 2nd Floor

**Using Logistic Regression to Find Appropriate Weights for a Simplified Academic Admission Index (363)**

BEILING XIAO (Author), Research Associate, Northern Illinois University  
 JENNIFER A. SPIELVOGEL (Facilitator), Director of Institutional Research and Assessment, University of Missouri Kansas City

Logistic regression was used to develop appropriate weights for an academic admission index. A combined sample of three-year freshman cohorts (fall 1996 through fall 1998) was used to develop the index. The weights in several logistic regression analyses for high school class percentile and ACT composite score predicting different college outcomes were taken consideration to compose a simplified academic admission index. The effectiveness of the index was examined by several outcome measures in the original sample and in fall 1999 freshman cohort. Results suggested using different weights to compose the index for particular colleges might be more appropriate.

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2:40-3:20 p.m.

TRACK 3/CONTRIBUTED PAPER

York, Mezzanine

**Measuring Fiscal Performance of Academic Departments – Revenue and Expenditure Analysis for Planning (370)**

JEFFREY H. CHEN (Author), Director of Institutional Research and Analysis, Cleveland State University  
 HASINA KHANOM (Author), Research Analyst, Cleveland State University  
 MARSHA V. KROTSENG (Facilitator), Vice Provost, West Liberty State College

This study serves as a valuable tool in institutional decisions related to resource allocation by exploring the relationship of academic departments fiscal well-being and student enrollment. Findings suggest that the popularity of a major in certain academic area may have a positive impact on its funding (or vice versa). As a result, revenue related to departmental teaching and research is better understood and IR operations are appreciated. This study is adaptable to other public universities and is beneficial to many IR colleagues seeking for alternative ways to aid institutional planning and decision-making.

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2:40-3:20 p.m.

TRACK 4/CONTRIBUTED PAPER

Norfolk, Mezzanine

**Racial Diversity; The Effects of Mission Refinement on Student and Faculty Composition at a Historically Black University (405)**

JANET NAZERI (Author), Professor and Graduate Faculty, Southwest Missouri State University  
 MEHDI NAZERI (Author), Senior Research Analyst, State of Missouri, Department of Economic Development  
 ARCHIE A. GEORGE (Facilitator), Director, Institutional Research and Assessment, University of Idaho

Can a Historically Black University retain its unique mission if desegregation efforts result in a majority of White students and faculty? This case study explores the effects and implications of mission refinement and desegregation efforts at a Historically Black University by analyzing 20-year student and faculty composition trend data.

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2:40-3:20 p.m.

TRACK 4/CONTRIBUTED PAPER

City Hall, 2nd Floor

**Ranking The Rankers of Universities: Canada's Maclean's Magazine Vs. U.S. News & World Report (413)**

YOLANDA LIU (Author), Senior Analyst, The University of Calgary  
 DOUGLAS G. SHALE (Author), Academic Analyst, University of Calgary  
 GLENN W. JAMES (Facilitator), Director of Institutional Research, Tennessee Technological University

Ranking universities has been good business for the publications doing the rankings – despite criticisms from those ranked. However, there is more than one way to rank universities as illustrated by the different approaches taken by Maclean's Magazine, a Canadian publication, and the well-known U. S News & World Report. The differences in philosophies, criteria and the calculus used to produce rankings raise questions about the validity of the results from either approach. Longitudinal data gathered from the Maclean's rankings are also used to investigate other aspects



of data validity.

2:40-3:20 p.m.

TRACK 4/CONTRIBUTED PAPER

Civic Ballroom North, 2nd Floor

**Accountability Under Maryland's Sellinger Program: State Reporting Requirements for Publicly Subsidized Private Institutions of Higher Education (420)**

ANDREW S. LAMANQUE (Author), Research Analyst, University of Maryland  
 REGENIA L. COLLIER (Facilitator), Coordinator of Data Management SACS Liaison, Lee University

This paper will provide a case study of Maryland's Sellinger Program, which offers direct unrestricted aid to private institutions. Several states currently provide direct subsidies to private colleges, including Maryland and New York. The criteria for participation can be viewed as a form of accountability similar to requirements imposed on some state institutions by state agencies. This paper will compare the reporting requirements for funds distributed under the Sellinger program, to the accountability information required for public colleges receiving state appropriations. The analysis will seek to determine if there appears to be justification, in terms of institutional financial impact, for separate reporting requirements.

2:40-3:20 p.m.

TRACK 4/CONTRIBUTED PAPER

Conference Room D, Mezzanine

**"First-Generation Alumni" — Improving Survey Research at a Commuter University through Campus Collaboration (437)**

SALLY J. ANDRADE (Author), Director, Center for Institutional Evaluation, Research & Planning, University of Texas at El Paso  
 YOLANDA RODRÍGUEZ INGLE (Author), University of Texas at El Paso  
 R. LETICIA DÍAZ-RÍOS (Author), University of Texas at El Paso  
 MICHAEL H. WINCE (Facilitator), Manager of Survey Research and Environment Scan, Indiana University Purdue University Indianapolis

Since 1987, this commuter university has experienced dramatic changes in the characteristics of its student body. As a result, the campus community re-conceptualized its institutional mission and the interdependent roles played by the offices of institutional advancement, alumni relations, college deans, and institutional research in improving communication with and increasing the engagement of its new alumni. The implementation of follow-up surveys with recent, primarily first-generation baccalaureate graduates is used to illustrate the university's model of institutional collaboration to improve its alumni research initiative, including involvement of key stakeholders in the design process and incorporation of new technical tools.

2:40-3:20 p.m.

TRACK 4/CONTRIBUTED PAPER

Wentworth, 2nd Floor

**Where Does Remediation Belong along the Baccalaureate Pipeline?: An Examination of Literature and National Data Sources (444)**

JENNIFER HATFIELD (Author), Research Associate, University of Minnesota  
 JAMES DANIEL HOUSE (Facilitator), Director, Northern Illinois University

Obtaining a baccalaureate degree is an important achievement in the lives of young adults. However, inability to meet the academic requirement standards at baccalaureate granting institutions may be a stumbling block for some students who ultimately aspire to complete a 4-year degree. These students generally may be in need of some type of remedial or developmental education. This paper presentation will examine whether the level of institution at which students receive developmental/remedial education matters in terms of their likelihood of attaining a 4-year degree. Evidence will be drawn from literature review, analysis of national data sources, and institutional-level studies.

2:40-3:20 p.m.

TRACK 4/CONTRIBUTED PAPER

Grand West Ballroom, Lower Concourse

**Reconsidering the SAT-I for College Admission: Analysis of Alternate Predictors of College Success (449)**

WILLIAM B. ARMSTRONG (Author), Director of Student Research, University of California, San Diego  
 HEIDI M. CARTY (Author), Assistant Director of Student Research and Information, University of California San Diego  
 PATRICIA A. DEWITT (Facilitator), Director of Institutional Planning and Research, Shorter College

The University is considering the elimination of the SAT-I Verbal and Mathematics tests as a requirement for freshman admission. Opponents of the SAT-I argue that the tests do not measure the outcomes of the high school curriculum and hence do not reflect student learning in secondary school. Proponents counter that while the SAT-I tests are imperfect predictors, they perform a useful role in selecting applicants who have a strong likelihood of college success. This presentation will discuss the policy background of this debate, and present analyses of data pertaining to alternate predictors of student success such as the SAT-II tests.

2:40-3:20 p.m.

TRACK 4/CONTRIBUTED PAPER

Conference Room F, Mezzanine

**How Do Instructional Assessments Inform Policy about Undergraduate Learning and Development? (454)**

DEBORAH SUZZANE (Author), Director of Institutional Research and Planning, University of Texas at Brownsville and Texas Southmost College  
 MYRTE'S D. GREEN (Facilitator), Dean of Education and Director of Planning, Stillman College

The objective: To construct a grounded theory on how instructional assessments inform policy about undergraduate learning and development.

Data is from North Central Accreditation reports (1995-2000) about assessments from doctorate-granting universities and master's 1 comprehensive institutions. Data coding is categorizing each assessment by whether it was about improvement or efficiency, education processes or outcomes, methodology practices, implementation difficulties, actions-and-interactions, and or prescribing future assessments. Data analysis is synthesizing interactions among external influences (economic, political, national) with internal influences (economic, decision-makers, consequences, careers and professional identities).

The grounded theory will illustrate how instructional assessments inform policy about undergraduate learning and development.

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2:40-3:20 p.m.

TRACK 5/CONTRIBUTED PAPER

Huron, 2nd Floor

### Usefulness of Logistic and Cox Regression Analyses (516)

CHAU-KUANG CHEN (Author), Director of Institutional Research, Meharry Medical College

CHRISTOPHER M. ANTONS (Facilitator), Director of Institutional Research and Planning Support, Willamette University

Logistic regression analysis is performed to investigate the influence of explanatory variables on the likelihood of student success and to predict a nominal or dichotomous outcome either pass or fail. Cox regression analysis is a branch of survival analyses that is applied to identify the risk factors that significantly impact the hazard function and to detect when students are most likely to experience academic difficulty—dismissal, transferal, and leave of absence due to academic reasons. This paper provides a brief overview, illustration, and comparison of these two analytic approaches in order to explore the conceptual foundation.

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2:40-3:20 p.m.

TRACK 5/CONTRIBUTED PAPER

Dominion South, 2nd Floor

### IR Professionals in The Market of Institutional Knowledge: Envisioning New Roles for Our Work (523)

DANIEL TOEDORESCU (Author), Associate Director of Institutional Planning, and Research, Emory University

SUSAN H. FROST (Author), Vice Provost of Institutional Planning and Research, Emory University

CATHERINE J. ALVORD (Facilitator), Research and Planning Associate, Cornell University

Using concepts from Davenport and Prusak's Working Knowledge and other recent management books, the presenters will discuss the processes through which institutional knowledge is created, managed, and transferred throughout the university and ways in which the IR office can improve these processes. Throughout the paper, the presenters will illustrate the principles of knowledge market and knowledge management with examples from their own institution.

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2:40-3:20 p.m.

TRACK 5/DEMONSTRATION

Simcoe, 2nd Floor

### Statewide "Virtual Institutional Research" (591)

GREG B. FAWCETT (Author), President, Creative Analytics, Inc.

MIRIAM L. FULTZ (Facilitator), President, Desertfrost Educational Consulting Group

This session will demonstrate a suite of Web-based analytic tools created for each of 60 public and private campuses in Indiana, leveraging statewide student information and standardized student survey data. The suite includes: student tracking (within and across institutions in the state); market share analysis; college performance by high school of origin; financial aid expenditures by student outcome; and student performance relative to goals, needs, campus experiences and learning gains. In addition to the institutional sites, aggregate "Statewide Action Research" studies have been conducted and disseminated to engage state policy makers in issues affecting student retention, graduation and financial aid.

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2:40-4:10 p.m.

TRACK 5/PANEL

Essex, Mezzanine

### Differences between Public and Private Institutions in the Work Life of Institutional Researchers (555)

MARYANN GRAY (Author), Academic Information Officer, University of Southern California

FRAN HORVATH (Author), Director of Institutional Research, California State University-Northridge

MICHAEL W. MATIER (Author), Director of Institutional Research and Planning, Cornell University

The panelists will contrast the role of institutional research within public and private institutions. The session goal is to help IR professionals understand the trade-offs between working in the public vs. private sector. Factors to be considered include: (1) institutional autonomy and bureaucracy; (2) external communications; (3) relations with other higher education institutions; (4) resources, visibility and status of IR within the institution; and (5) regulation and compliance. The differences between public and private institutions on these dimensions carry important implications for the day-to-day experiences and work life of institutional researchers. Time will be reserved for questions and discussion.

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3:30-4:10 p.m.

COMMITTEE MEETING

Peel, Mezzanine

### Forum Evaluation Committee Working Session (090)

Continued from previous time period.

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3:30-4:10 p.m.

TRACK 2/CONTRIBUTED PAPER

Conference Room D, Mezzanine

### Evaluating the Core Curriculum within a Multi-Campus College District: Levels of Standardization and Academic Freedom (241)

KAREN C. LALJANI (Author), Assistant Dean of Institutional Effectiveness and Research, El Centro College

HERLINDA MARTINEZ CORONADO (Author), Richland College

MICHAEL J. VALIGA (Facilitator), Director of Education and Social Research, ACT, Inc.

A committee of faculty and administrators from across a large Community College District designed a model for evaluating the core curriculum. The committee defined the purpose of the core, developed a model and evaluation cycle, and identified possible student outcome measures. The focus was on the role and scope of faculty in the evaluation process. The roles of the Discipline Committees, Vice Presidents' Council, and

Institutional Researchers were also defined. The committee grappled with how to balance the need for standardization across the District with academic freedom within colleges and classrooms. The model is in its second year of implementation.

3:30-4:10 p.m.

TRACK 2/CONTRIBUTED PAPER

Dominion South, 2nd Floor

### **White Lies, Damn Lies and Annual Progress Reports by Higher Degree Research Candidates and Their Supervisors (258)**

DENISE CUTHBERT (Author), Monash University, Associate Dean for Research and Faculty of Arts

CAROLINE SPENCER (Author), Researcher, Monash University

ERIKA I. JOHANSON (Facilitator), Research Analyst, Indiana University at Bloomington

We present interim findings from research undertaken at Monash University on Annual Progress Reports. We looked at the reports of candidates who withdrew from HDR candidature. We were particularly interested to measure the degree to which problems in candidature that might lead to failure to complete were or were not flagged in the reporting process. What kind of language is used in these reports? Is it possible to identify and decipher codes and euphemisms by which problems are alluded to indirectly? To what extent is it possible to read inhibitions produced by the requirement that the candidate and supervisor countersign the comments of the other?

3:30-4:10 p.m.

TRACK 3/CONTRIBUTED PAPER

Kent, 2nd Floor

### **Research Management: Global Influencing of Risks and Rewards in a Rural Environment (302)**

NOEL BRIDGEMAN (Author), General Manager, Academic Quality & Business Development, Taranaki Polytechnic

KATHY L. BURTON (Facilitator), Associate Director, Information Management, Indiana University Purdue University Indianapolis

Restrictions on availability of resources, time and funds can impact the quality of the research done and the resulting reputation of researchers and their institution. Research in a rural tertiary educational institution presents additional challenges as to how it may be managed to maximise the return to the institution. Managers of research in these institutions are becoming increasingly aware of the impact that global influences can have on the risks and rewards for a researcher in a rural environment. At Taranaki Polytechnic, ways to manage these risks and rewards are being investigated.

3:30-4:10 p.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room F, Mezzanine

### **A Methodology to Define an Assessment System as Part of a Planning Process (311)**

NORMA F. ROFFE (Author), Director of Institutional Academic Projects, ITESM

CATHERINE E. WATT (Facilitator), Assistant Director of Institutional Research, Clemson University

This presentation is related with the lack of theoretical harmonization between the concepts of planning and assessment. There is a lack of discussion about how to ensure that the planned actions get accomplished, or that the learning activities to meet some planned academic objectives lead to the desired outcomes. A planning methodology, which includes the design of its assessment system, which seeks the transformation of an organization into a cybernetic one is the center of the presentation. This assessment system is to promote the continuous feedback of the the performing of the planned activities, allowing their correction.

3:30-4:10 p.m.

TRACK 3/CONTRIBUTED PAPER

Conference Room G, Mezzanine

### **Using Course Load Matrix Analysis to Support Departmental Planning for Enrollment Expansion (329)**

ELIZABETH A. HARTER (Author), Senior Planning & Research Officer, University of Toronto

MARTIN D. ENGLAND (Author), Assistant Vice Provost, University of Toronto

ANN E. HOLLINGS (Facilitator), Research Analyst, University of Guelph

The proposed paper will describe a large, urban university's application of Induced Course Load Matrix (ICLM) analysis to support the University's plans to direct increased undergraduate intakes primarily to its suburban campuses and to implement new programs at those locations. The analysis is designed to evaluate programs, to examine the roles of departments across the University and to support planning by college principals and department chairs. The paper will discuss the technical aspects of producing the analysis, the kinds of information that are obtained from it, and the process of using the results for institutional planning.

3:30-4:10 p.m.

TRACK 3/CONTRIBUTED PAPER

Wentworth, 2nd Floor

### **Working Both Ends of the Pyramid: Using a Graduating Senior Survey to Understand Student Flow (362)**

LIZ A. SANDERS (Author), Director of Enrollment Management Research, DePaul University

JOSEPH W. FILKINS (Author), Senior Research Associate, DePaul University

SUSAN STACHLER (Author), Enrollment Management, DePaul University

JULIA A. ABELL (Facilitator), Director of Planning and Institutional Studies, Eastern Illinois University

One private university uses a pyramid model, which builds from prospects to alumni to frame discussions of student flow. Using this pyramid, institutional and enrollment management researchers collaborated on the analysis of the Graduating Senior Survey to maximize efficiencies and enrich decision-making. The survey is the primary tool for outcomes assessment and assesses satisfaction and interest in continued education.

We will discuss a two-year survey analysis in terms of both the pyramid outputs, or perceived learning outcomes, and inputs related to the recruitment of alumni. We will conclude by outlining recommendations for institutional researchers based on our collaborative efforts.

3:30-4:10 p.m.

TRACK 3/CONTRIBUTED PAPER

Civic Ballroom North, 2nd Floor

### **A Difference in Strategy When Faced with Failure: Persistence and Degree Attainment of Course Repeaters Versus Non-Repeaters (390)**

KATHLEEN S. FENTON (Author), Director of Institutional Research, Lima Technical College  
SANDRA BRAMBLETT (Facilitator), Director, Georgia Institute of Technology

Graduation and persistence rates were compared for 184 students. Ninety-two students repeated at least one course three or more times. A control group of ninety-two (92) non-repeating students was drawn from the remaining 303 students in the 1996 cohort. There was no difference between the graduation rate of Repeaters compared with Non-repeaters. The persistence rate of the non-degreed Repeaters was substantially greater than Non-repeaters throughout the four-year study. This behavior suggests a difference in strategy when faced with failure. Repeaters do not change their tactic. Non-repeaters withdraw to seek alternative routes. Both strategies enable similar numbers to successfully graduate.

3:30-4:10 p.m.

TRACK 5/CONTRIBUTED PAPER

Conference Room B, Mezzanine

### **Pulling the Rabbit Out of the Hat: Moving Forward with Web-Based Surveys Starting from Nowhere (574)**

CHARLENE H. HERREID (Author), Coordinator of Institutional Research, University of South Florida  
THEODORE MICCERI (Author), Coordinator of Statistical Research, University of South Florida  
JUDITH M. BOSLAND (Facilitator), Research Analyst, New Mexico State University

This paper describes the experiences of institutional researchers at a major metropolitan university moving into the practice of Web-based surveys with limited resources and knowledge. Successes, as well as pitfalls and caveats, will be discussed.

3:30-4:10 p.m.

TRACK 5/CONTRIBUTED PAPER

Huron, 2nd Floor

### **Who Responds to Web-Based Student Surveys Immediately, Eventually and Not at All? An Analysis of Four Large Surveys (578)**

GREGG E. THOMSON (Author), Director of Student Research, University of California-Berkeley  
CHUEN-RONG CHAN (Facilitator), Director Institutional Development, Peralta Community College District

While Web-based student surveys are rapidly becoming the norm in institutional research, most studies of response bias in Web-based surveys have been descriptive and limited to single surveys, sometimes comparing paper and Web versions of the same survey. The present study advances our understanding of potential response bias in Web-based student surveys in several ways. Using logistic regression, we examine background factors associated with response rates for four separate large Web-based surveys administered to non-overlapping samples of undergraduates at a major research university. In addition, we compare three groups: those responding almost immediately, those responding eventually, and non-respondents.

3:30-4:10 p.m.

TRACK 5/CONTRIBUTED PAPER

City Hall, 2nd Floor

### **From Rags to Riches: Enabling Administrators in Tapping the Riches of the Data Warehouse (587)**

MARÍA TERESA JIMÉNEZ (Author), Professor, University of Puerto Rico - Río Piedras Campus  
PRISCILLA NEGRON-MORALES (Author), Acting Director of the Academic Office, University of Puerto Rico Rio Piedras Campus  
JEFF D. RUSSELL (Facilitator), Research and Assessment, Virginia Highlands Community College

Data warehouses promise "riches" in terms of data, but how easy will it be to for university administrators and institutional researchers to value and exploit them? Any new technology has its adoption difficulties, but data warehouses have been cited often as ailing in that respect. This is a technology which when used effectively has the potential to change the way an institution is managed.

This paper identifies the anticipated barriers that have to be addressed to successfully exploit this technology in our university, the measures taken to attempt to address them effectively, the results obtained, and the lessons learned.

3:30-4:10 p.m.

TRACK 3/DEMONSTRATION

Simcoe, 2nd Floor

### **Automated Strategic Plan Monitoring at a Texas University (355)**

SUSAN B. THOMPSON (Author), Research Associate in Student Affairs, Southwest Texas State University  
JOSEPH M. MEYER (Author), Director of Institutional Research, Southwest Texas State University  
EDITH H. CARTER (Facilitator), Assistant Professor of Educational Research, Radford University

A Texas University (ATU) has implemented a strategic planning process that focuses on improvement of core processes. Departments and units assess progress towards their goals and routinely report assessment results using a Web-based automated strategic plan monitoring system developed and maintained by Institutional Research. This session will provide a brief overview of strategic planning at ATU and the development of the system, showcase the automated strategic plan monitoring system using actual plan data, and provide information about

planned improvements to the system.

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3:30-4:10 p.m.

TRACK 5/PANEL

Essex, Mezzanine

**Differences between Public and Private Institutions in the Work Life of Institutional Researchers (555)**

Continued from previous time period.

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4:20-5:00 p.m.

COMMITTEE MEETING

Peel, Mezzanine

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

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4:20-5:00 p.m.

COMMITTEE MEETING

Grand Centre Ballroom, Lower Concourse

**2002 and 2003 Local Arrangements Committees (092)**

R. ALEX HARRINGTON (Committee Chair), Research Associate, University of Guelph  
 ANN E. HOLLINGS (Committee Chair), Research Analyst, University of Guelph  
 JOHN M. KALB (Associate Committee Chair), Director of Institutional Research, Florida State University  
 SHARRON L. RONCO (Associate Committee Chair), Assistant Provost, Florida Atlantic University

Meeting of the members of the 2002 and the 2003 Forum Local Arrangement Committees.

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5:45-12:00 a.m.

COMMITTEE MEETING

Peel, Mezzanine

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

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7:30-12:00 a.m.

SPECIAL EVENT

City Hall, 2nd Floor

**Forum Wind-Up Party (009)**

VICTOR M.H. BORDEN (Host), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis

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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**THURSDAY, JUNE 6, 2002**

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8:00-12:00 p.m.

COMMITTEE MEETING

Presidential Suite, Board Level

**2003 Forum Committee (096)**

SANDRA K. JOHNSON (Committee Chair), Assistant Dean, Princeton University

Meeting of the 2003 Forum Committee.

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ROOM	8:00-- 8:59 am	9:00-- 9:59 am	10:00-- 10:59 am	11:00-- 11:59 am	12:00-- 12:59 pm	1:00-- 1:59 pm	2:00-- 2:59 pm	3:00-- 3:59 pm	4:00-- 4:59 pm	5:00 pm	5:45- pm	7:00 pm
AMEX Board (Comm. Only)												
Carleton, Mezzanine (AIR Office)												
Cinema 1, Lower Concourse												
Cinema 2, Lower Concourse												
City Hall, 2nd Floor												
Civic Ballroom North, 2nd Floor												
Civic Ballroom South, 2nd Floor (Tech)												
Club Room, 42nd (Comm. Only)												
Coatcheck, Concourse (Reg. Office)												
Conference A, Mezzanine (Speaker Ready Room)												
Conference C, Mezzanine												
Conference Room B, Mezzanine - Tech		W23	W23	W23		W23	W23	W23	W23			
Conference Room D, Mezzanine - Tech												
Conference Room F, Mezzanine		W11	W11	W11		W11	W11	W11				
Conference Room G, Mezzanine								015				
Dominion North, 2nd Floor - Full Tech						W19	W19	W19	W19			
Dominion South, 2nd Floor - Tech	W21	W21	W21	W21		W37	W37	W37	W37			
Elgin, 2nd Floor												
Essex, Mezzanine												
Foyer, Lower Concourse										001		
Grand Ballroom, Lower Concourse												
Grand Centre Ballroom, Lower Concourse												
Grand East Ballroom, Lower Concourse												
Grand West Ballroom, Lower Concourse - Tech												
Huron, 2nd Floor - Tech												
Ice Palace, Gingersnap, Gold Rush,4th (Forum Eval. Wed AM)												
Kenora, 2nd Floor												
Kent, 2nd Floor - Tech												
Lobby Area, Ground Floor										S68		
Norfolk, Mezzanine												
Oxford, Mezzanine (AIR Office)												
Peel, Mezzanine (Comm. Only)												
Pinacle, 42nd Floor (Comm. Only)			010	010	010	010	010	010	010			
Presidential Suite, Board Level												
Sheraton Hall, Lower Concourse												
Simcoe, 2nd Floor - Full Tech												
VIP Room, Concourse (ECH)												
Wentworth, 2nd Floor - Tech		W07	W07	W07		W27	W27	W27	W27			
Windsor East, Mezzanine												
Windsor West, Mezzanine - Tech		W41	W41	W41	W41							
York, Mezzanine												

**SUNDAY ROOM MATRIX**

ROOM	8:00-- 8:59 am	9:00-- 9:59 am	10:00-- 10:59 am	11:00-- 11:59 am	12:00-- 12:59 pm	1:00-- 1:59 pm	2:00-- 2:59 pm	3:00-- 3:59 pm	4:00-- 4:59 pm	5:00 pm	5:45- pm	7:00 pm
AMEX Board (Comm. Only)												
Carleton, Mezzanine (AIR Office)												
Cinema 1, Lower Concourse												
Cinema 2, Lower Concourse												
City Hall, 2nd Floor	020								T15 T05 T03 T04 T01 T02 T08			
Civic Ballroom North, 2nd Floor									S56			
Civic Ballroom South, 2nd Floor (Tech)									S55			
Club Room, 42nd (Comm. Only)												
Coatcheck, Concourse (Reg. Office)												
Conference A, Mezzanine (Speaker Ready Room)												
Conference C, Mezzanine							094		S41			
Conference Room B, Mezzanine - Tech		W25	W25	W25		W25	W25	W25	W25			
Conference Room D, Mezzanine - Tech		W03	W03	W03		W13	W13	W13	W13			
Conference Room F, Mezzanine		W05	W05	W05		W05	W05	W05	S49			
Conference Room G, Mezzanine	030	030	030	030	030				S40			
Dominion North, 2nd Floor - Full Tech		W19	W19	W19	W19	W29	W29	W29	W29			
Dominion South, 2nd Floor - Tech		W39	W39	W39	W39	W35	W35	W35	W35			
Elgin, 2nd Floor	050	050	050	050	050		093	093	S71	065		
Essex, Mezzanine			070	070			S93		S12			
Foyer, Lower Concourse												002
Grand Ballroom, Lower Concourse								014	014			
Grand Centre Ballroom, Lower Concourse											017	
Grand East Ballroom, Lower Concourse												
Grand West Ballroom, Lower Concourse - Tech												
Huron, 2nd Floor - Tech						W15	W15	W15	W15			
Ice Palace, Gingersnap, Gold Rush, 4th (Forum Eval. Wed AM)												
Kenora, 2nd Floor	035	035	035	035	035			036	S19			
Kent, 2nd Floor - Tech						W17	W17	W17	W17			
Lobby Area, Ground Floor												
Norfolk, Mezzanine	045	045	045	045	045	080	042	042	S25			
Oxford, Mezzanine (AIR Office)												
Peel, Mezzanine (Comm. Only)					S92		089	089	089	031		
Pinacle, 42nd Floor (Comm. Only)												
Presidential Suite, Board Level												
Sheraton Hall, Lower Concourse												
Simcoe, 2nd Floor - Full Tech		S72	S72			W43	W43	W43	W43			
VIP Room, Concourse (ECH)		099	099	099	099	099	099	099				
Wentworth, 2nd Floor - Tech		W27	W27	W27	W27				S50			
Windsor East, Mezzanine	025	025	025	025	025				S05			
Windsor West, Mezzanine - Tech						W30	W30	W30	W30			
York, Mezzanine	040	040	040	040	040			S58	S70			

**MONDAY ROOMMATRIX**

ROOM	7:30-- 8:20 am	8:30-- 9:30 am	9:40-- 10:10 am	10:20-- 11:00 am	11:10-- 11:50 am	12:00-- 12:50 pm	1:00-- 1:40 pm	1:50-- 2:30 pm	2:40-- 3:10 pm	3:20-- 4:00 pm	4:10-- 4:50 pm	5:00-- 5:40 pm	5:45- pm
AMEX Board (Comm. Only)				076						088			
Carleton, Mezzanine (AIR Office)													
Cinema 1, Lower Concourse													
Cinema 2, Lower Concourse													
City Hall, 2nd Floor				SS1	SS1	006	SS1	611		115	510		
Civic Ballroom North, 2nd Floor	S09			323	323		511	511		452	452		
Civic Ballroom South, 2nd Floor (Tech)				406	251		519	158		388	636		
Club Room, 42nd (Comm. Only)						075							
Coatcheck, Concourse (Reg. Office)													
Conference A, Mezzanine (Speaker Ready Room)													
Conference C, Mezzanine	S91			585	585	S42	632	234		621	243		
Conference Room B, Mezzanine - Tech	S21			334	435	S67	639	392		159	169		
Conference Room D, Mezzanine - Tech				378	249		138	150		166	209		
Conference Room F, Mezzanine	S16				230	S13	144	244		143	190		
Conference Room G, Mezzanine	S27			184	522	S33	586	586		154	157		
Dominion North, 2nd Floor - Full Tech				562	515		428	534		V11	348		
Dominion South, 2nd Floor - Tech	097			229		S62	233	233		124	124		
Elgin, 2nd Floor	S17			113	211	S53	628	122		189	504		
Essex, Mezzanine	S26			552	552	S57	580	580		340	343		
Foyer, Lower Concourse													
Grand Ballroom, Lower Concourse													
Grand Centre Ballroom, Lower Concourse		012		638	335		553	640		212		S39	
Grand East Ballroom, Lower Concourse				573	573	S63	446	446		367	367		
Grand West Ballroom, Lower Concourse - Tech				441	551		129	129		440	440		
Huron, 2nd Floor - Tech				V07	V08		V09	V10		429	V12		
Ice Palace, Gingersnap, Gold Rush, 4th (Forum Eval. Wed AM)													
Kenora, 2nd Floor	S45			S74	427	S31	133	312		630	525		
Kent, 2nd Floor - Tech				245	245	S52	397	558		384	613		
Lobby Area, Ground Floor													
Norfolk, Mezzanine	S54			225	629	S29	321	130		331	337		
Oxford, Mezzanine (AIR Office)													
Peel, Mezzanine (Comm. Only)													
Pinacle, 42nd Floor (Comm. Only)													
Presidential Suite, Board Level						X01							
Sheraton Hall, Lower Concourse			081			146 261 161 171 175 193 160 194 447 330 568 199 135 368 577 108 548 589 529 536 374			082				
Simcoe, 2nd Floor - Full Tech				V01	386		145	156		237	509		
VIP Room, Concourse (ECH)		099	099	099	099	099	099	099	099	099	099		
Wentworth, 2nd Floor - Tech	S32			232	602		610	315		358	376		
Windsor East, Mezzanine	S04			134	134	S36	612	588		565	565		
Windsor West, Mezzanine - Tech				626	V02		V03	V04		V05	V06		
York, Mezzanine	S03			549	549	S48	637	236		537	581		

**TUESDAY ROOM MATRIX**

ROOM	7:30-- 8:20 am	8:30-- 9:30 am	9:40-- 10:10 am	10:20-- 11:00 am	11:10-- 11:50 am	12:00-- 12:50 pm	1:00-- 1:40 pm	1:50-- 2:30 pm	2:40-- 3:10 pm	3:20-- 4:00 pm	4:10-- 4:50 pm	5:00-5:40 pm	5:45- pm
AMEX Board (Comm. Only)													
Carleton, Mezzanine (AIR Office)													
Cinema 1, Lower Concourse													
Cinema 2, Lower Concourse													
City Hall, 2nd Floor			SS2	004	004	SS2	424			615	SS2	T07 T06 T14 T11 T09 T10 T13 T12	
Civic Ballroom North, 2nd Floor				317	317	S73	423	423		170	170		
Civic Ballroom South, 2nd Floor (Tech)				541	434		349	260		448	451		
Club Room, 42nd (Comm. Only)													
Coatcheck, Concourse (Reg. Office)													
Conference A, Mezzanine (Speaker Ready Room)													
Conference C, Mezzanine				319	327	S23	364	364		572	313	S47	
Conference Room B, Mezzanine - Tech				178	186	S37	187	188		618	542	S35	
Conference Room D, Mezzanine - Tech				219	191	S01	192	356		431	546		
Conference Room F, Mezzanine				517	127	S08	250	197		252	253	S11	
Conference Room G, Mezzanine				625	373	S02	239			352	246	S15	
Dominion North, 2nd Floor - Full Tech	016			366	563	S66	419	419		318	544		
Dominion South, 2nd Floor - Tech				560	328	S38	346	379		132	382		
Elgin, 2nd Floor				308	117	S90	206	333		121	345	S59	
Essex, Mezzanine				531	531		322	322		316	513	S34	
Foyer, Lower Concourse													
Grand Ballroom, Lower Concourse													
Grand Centre Ballroom, Lower Concourse		013		341	608		207	557		228			
Grand East Ballroom, Lower Concourse				357	421	S06	432	582		556	539		
Grand West Ballroom, Lower Concourse - Tech				412	412		185	185		307	561		
Huron, 2nd Floor - Tech				438	438	S20	255	336		380	622	S51	
Ice Palace, Gingersnap, Gold Rush, 4th (Forum Eval. Wed AM)													
Kenora, 2nd Floor				152	131	S14	210	624		153	227	S28	
Kent, 2nd Floor - Tech				106	238	S24	172	439		443	242	S64	
Lobby Area, Ground Floor													
Norfolk, Mezzanine				151	195	S07	215	217		393	617	S46	
Oxford, Mezzanine (AIR Office)													
Peel, Mezzanine (Comm. Only)													
Pinacle, 42nd Floor (Comm. Only)													
Presidential Suite, Board Level						005 005 085	085	085	085	085	085		
Sheraton Hall, Lower Concourse			083						084			699	
Simcoe, 2nd Floor - Full Tech				564	605		619	559		528	214		
VIP Room, Concourse (ECH)		099	099	099	099	099	099	099	099	099	099		
Wentworth, 2nd Floor - Tech				512	524	S18	347	590		526	616	S61	
Windsor East, Mezzanine				604	620	S44	320	603		607	119		
Windsor West, Mezzanine - Tech				118	342	S60	576	324		566	569		
York, Mezzanine				221	353	S65	107	635		614	183		



**WEDNESDAY ROOM MATRIX**

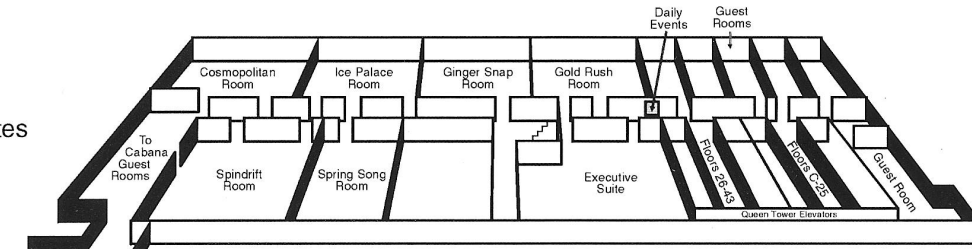
ROOM	7:30-- 8:20 am	8:20-- 9:20 am	9:30-- 10:10 am	10:20-- 11:00 am	11:10-- 11:50 am	12:00-- 1:40 pm	1:50-- 2:30 pm	2:40-- 3:20 pm	3:30-- 4:10 pm	4:20-- 5:00 pm	5:45 pm	7:00 pm
AMEX Board (Comm. Only)												
Carleton, Mezzanine (AIR Office)												
Cinema 1, Lower Concourse												
Cinema 2, Lower Concourse												
City Hall, 2nd Floor			165	354	543		105	413	587		009	
Civic Ballroom North, 2nd Floor				139	104		457	420	390			
Civic Ballroom South, 2nd Floor (Tech)			394	521	399		196	344				
Club Room, 42nd (Comm. Only)	S75											
Coatcheck, Concourse (Reg. Office)												
Conference A, Mezzanine (Speaker Ready Room)												
Conference C, Mezzanine	S43		535	223	223		102	338				
Conference Room B, Mezzanine - Tech			550	396	623		163	359	574			
Conference Room D, Mezzanine - Tech			377	179			584	437				
Conference Room F, Mezzanine	095		112	126			395	454	311			
Conference Room G, Mezzanine			177	177	180		372	111	329			
Dominion North, 2nd Floor - Full Tech		400	414	414	514							
Dominion South, 2nd Floor - Tech		200	365	365			254	523	258			
Elgin, 2nd Floor			164	173	224		101					
Essex, Mezzanine	S10			361			147	555	555			
Foyer, Lower Concourse												
Grand Ballroom, Lower Concourse												
Grand Centre Ballroom, Lower Concourse		500								092		
Grand East Ballroom, Lower Concourse		100				011						
Grand West Ballroom, Lower Concourse - Tech		300	350	567			540	449				
Huron, 2nd Floor - Tech			411	415	383		453	516	578			
Ice Palace, Gingersnap, Gold Rush, 4th (Forum Eval. Wed AM)	091	091	091	091	091							
Kenora, 2nd Floor	S22		360	310	433		507	363				
Kent, 2nd Floor - Tech				216	425		256	326	302			
Lobby Area, Ground Floor												
Norfolk, Mezzanine	S30		128	314			125	405	241			
Oxford, Mezzanine (AIR Office)												
Peel, Mezzanine (Comm. Only)	090 090	090	090	090	090	090	090		090 090 090	090	090	
Pinacle, 42nd Floor (Comm. Only)												
Presidential Suite, Board Level												
Sheraton Hall, Lower Concourse												
Simcoe, 2nd Floor - Full Tech			508	579	418			591	355			
VIP Room, Concourse (ECH)		099	099	099	099							
Wentworth, 2nd Floor - Tech			391	606	601		442	444	362			
Windsor East, Mezzanine			140		381		436	325				
Windsor West, Mezzanine - Tech			387	455	385		351	162				
York, Mezzanine					110		631	370				

# FLOORPLAN

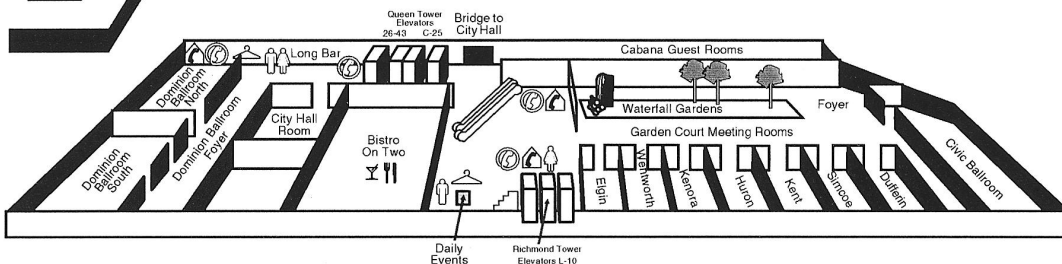


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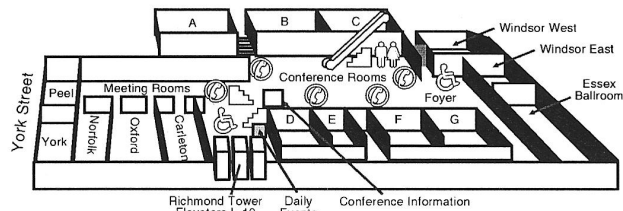
4th FLOOR  
Hospitality Suites  
Queen Tower



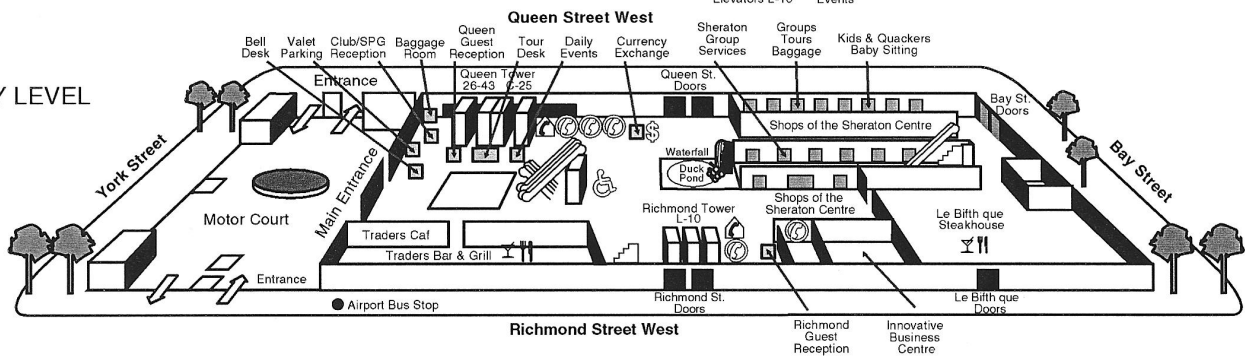
2nd FLOOR



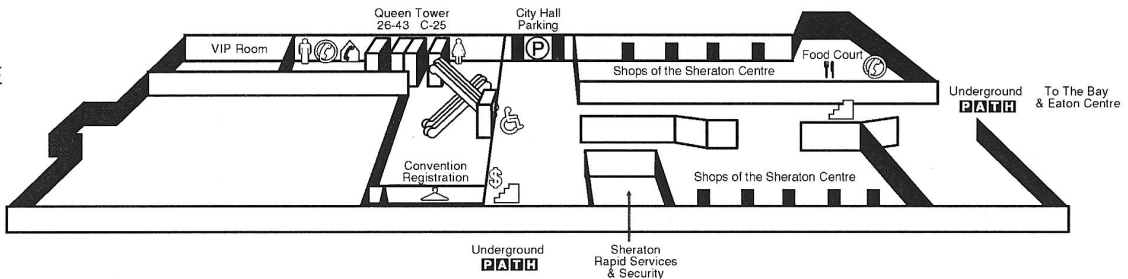
MEZZANINE  
Richmond Tower



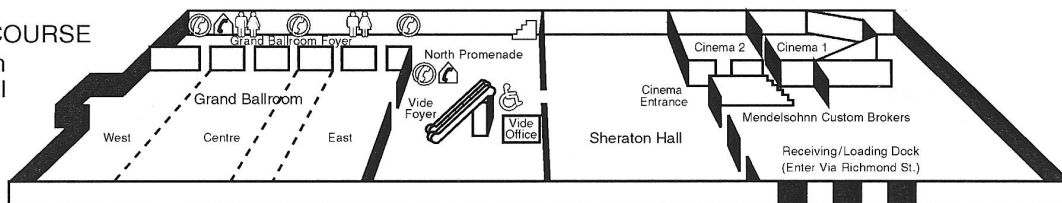
LOBBY LEVEL



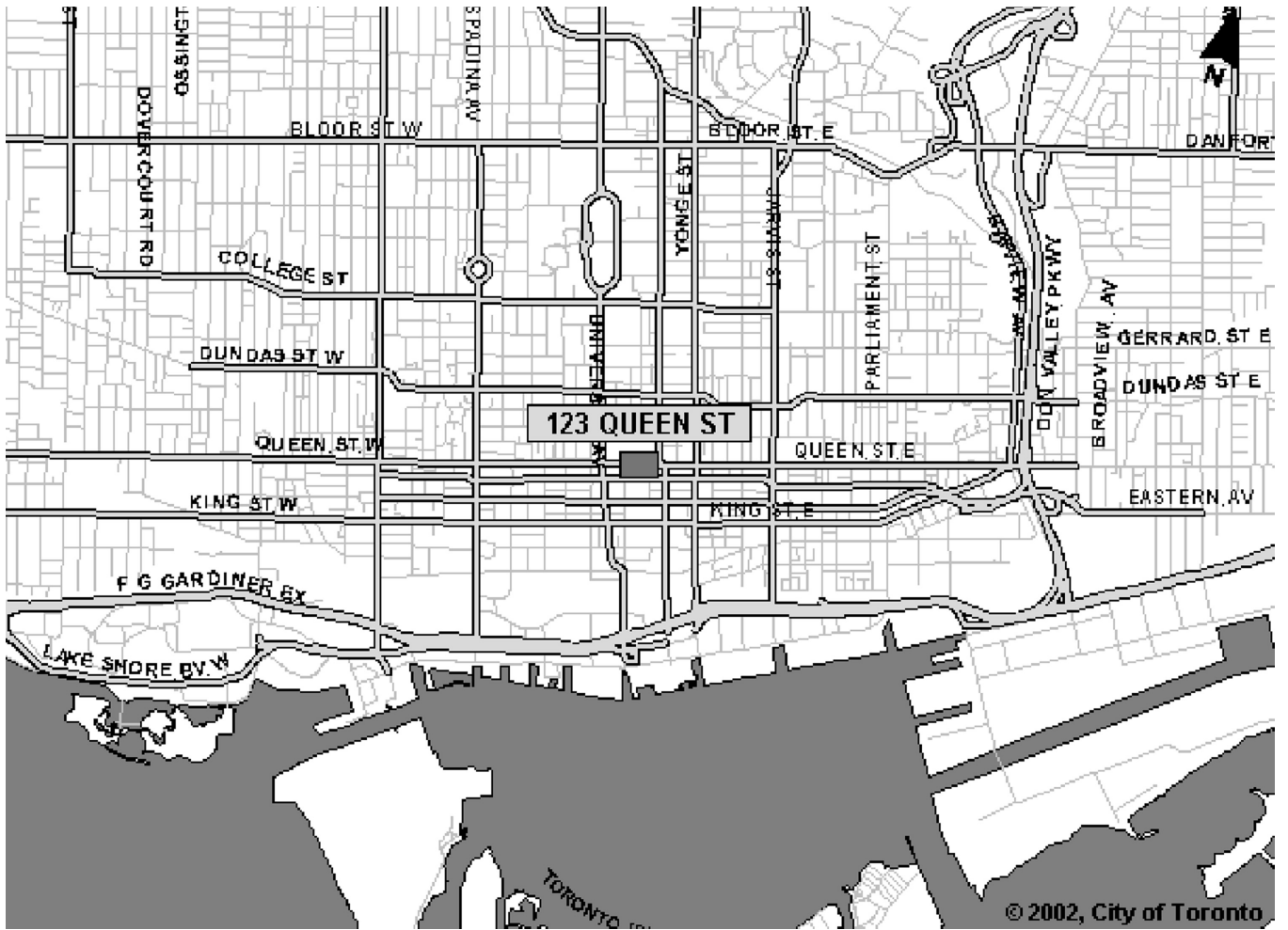
CONCOURSE



LOWER CONCOURSE  
Grand Ballroom  
& Sheraton Hall



LOCATION MAP



## **PARTICIPATING VENDORS**

### **SPSS Inc.**

Stacey Muderick, 233 South Wacker Drive, 11th Floor, Chicago, IL 60606, <http://www.spss.com>, E-Mail: [smulden@spss.com](mailto:smulden@spss.com), Phone: 312-651-3643

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Principia Products will exhibit the Remark family of data collection products. These popular software products collect data from paper or Web based surveys, assessments, evaluations and forms.

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Katy Wheeler, 2191 Fox Mill Road, Suite 300, Herndon, VA 20171, <http://www.StudentClearinghouse.org>, E-Mail: [ward@studentclearinghouse.org](mailto:ward@studentclearinghouse.org), Phone: 703-742-7791

EnrollmentSearch - enables institutions to query the Clearhouse's database of 50 million postsecondary enrollment and degree records in order to improve performance in targeting, selecting and retaining students.

### **Runzheimer Canada**

Michelle Steinowicz 2300 Yonge Street, Suite 800 Toronto, Ontario M4P 2C2 Canada <http://www.runzheimer.com> E-Mail: [ms@runzheimer.com](mailto:ms@runzheimer.com) Phone: 416-730-9200

Management consultants and domestic & international living cost information-providers for relocation, compensation, retention and policy analysis to more than 3,000 businesses, institutions and governments worldwide.

### **National Center for Postsecondary Improvement**

Julie Slama, 508 Ceras, 520 Galvez, Stanford, CA 94305, <http://ncpi.stanford.edu>, E-Mail: [jslama@stanford.edu](mailto:jslama@stanford.edu), Phone: 650-725-2177

A national research and development center funded by the U.S. Department of Education, NCPI conducts research designed to help higher education institutions, policymakers, students and parents, and employers address emerging issues in higher education. Research topics include organizational adaptation, student transitions and outcomes, postsecondary markets, professional development, student learning and assessment, and academic quality and productivity

### **Educational Benchmarking, Inc**

Darlene Jones, 1630 West Elfindale, Springfield, MO 65807, <http://www.webebi.com>, E-Mail: [Darlene@webebi.com](mailto:Darlene@webebi.com), Phone: 417-831-1810

Benchmarking materials for studies in business, engineering, nursing, education, housing, student centers, and first year seminars. A demonstration of EBI's new online surveying system.

### **UCLA Higher Education Research Institute**

Kit Mahoney, 3039 Moore Hall, Box 951521, Los Angeles, CA 90025, <http://www.gseis.ucla.edu/heri/heri.html>, E-Mail: [Kmahoney@ucla.edu](mailto:Kmahoney@ucla.edu), Phone: 310-825-1925

Higher Education Research Institute at UCLA is the home of the Cooperative Institutional Research Program (CIRP), a national study of the American higher education system. The CIRP offers institutions comparative information on their students at three time-points during their college careers through: the Freshman Survey, "Your First College Year", and the College Student Survey.

## PARTICIPATING VENDORS

### Community College Survey of Student Engagement

The University of Texas at Austin, Alicia Betsinger, 2100 Speedway, SZB 350A, <http://www.ccsse.org>, E-Mail: [abetsing@ccsse.org](mailto:abetsing@ccsse.org), Phone: 512-471-6807

The Community College Survey of Student Engagement (CCSSE) is a new resource focused on teaching, learning and retention in technical and community colleges.

### Virtual U

Institute for Research on Higher Education, University of Pennsylvania, Pamela Erney, 4200 Pine Street, 5A, Philadelphia, PA 19104-4090, <http://www.virtual-u.org> and <http://www.virtualupdate.org>, E-Mail: [erney@upenn.edu](mailto:erney@upenn.edu), Phone: 215-898-4586

Virtual U is a software product that simulates a university and provides a compelling way to understand the challenges of higher education in America today.

### Noel-Levitz

Julie Bryant, 2101 ACT Circle, Iowa City, IA 52245, <http://www.noellevitz.com>, E-Mail: [julie-bryant@noellevitz.com](mailto:julie-bryant@noellevitz.com), Phone: 319-337-4700,

Noel-Levitz - higher education's largest, most experienced consulting firm for enrollment management, financial aid, and student retention - offers full-service research for enrollment offices including: nationally standardized surveys that measure student satisfaction and dropout-proneness; competition and financial aid studies, custom research on student decision-making; and enrollment behavior modeling at the pre-inquiry, inquiry, applicant, admit and returning student stages.

### College Student Experiences and Expectations Questionnaires

Richard N. Muthiah, Ashton Aley 102, 1913 E. 7th, Indiana University - Bloomington, Bloomington, IN 47405, <http://www.indiana.edu/%7Ecseq/> E-Mail: [rmuthiah@indiana.edu](mailto:rmuthiah@indiana.edu), Phone: 812-856-5138

The College Student Experiences Questionnaire (CSEQ) is an instrument that measures student progress and the quality of students' experiences inside and outside the classroom. Over 245,000 students at more than 500 different colleges and Universities have completed the CSEQ since its origination in 1979. The College Student Expectations Questionnaire (CSXQ) is adapted from the CSEQ to measure new students' expectations for their college experience. Online versions for both instruments are available.

### ACT

Stacy Stephens, 2201 N. Dodge Street, Iowa City, IA 52243-0168, <http://www.act.org>, E-Mail: [stephens@act.org](mailto:stephens@act.org), Phone: 319-337-1036, ABSTRACT COMING

