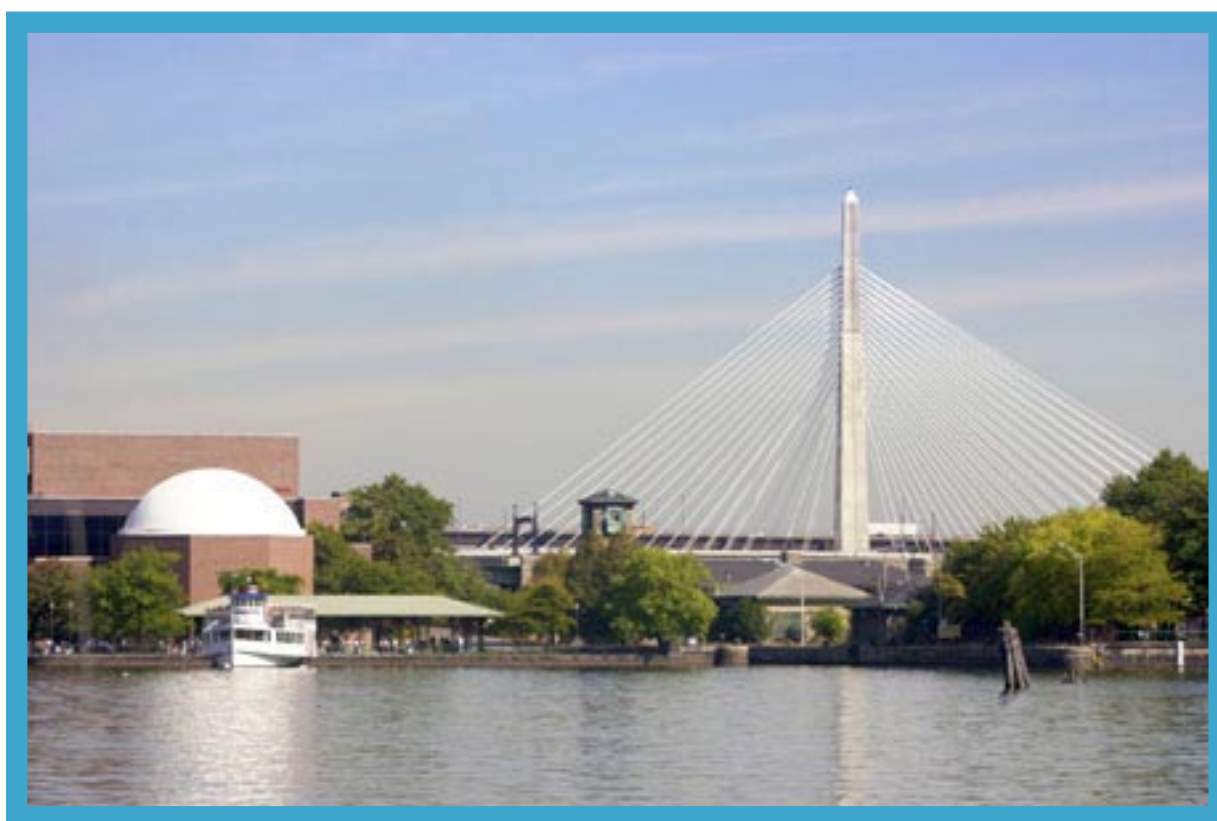


AIR FORUM

44TH ANNUAL

The Information Revolution: Bridging The Past To The Future



BOSTON
2004

Professional Development, Informational Resources & Networking



**Association for
Institutional Research**
Enhancing knowledge. Expanding networks

Dear AIR Friends and Colleagues:

Welcome to the Boston Forum! This is the 44th time our members have come together for this annual event. You will have plenty of opportunities to collaborate, share ideas, and learn. You will renew past acquaintances and discover new colleagues. We kick off the Forum with the presentation of a record number of poster sessions on Sunday night. I encourage you to join us at this special event.

You will find a little “red” dot on your name badge if you are a newcomer attending your first Forum. This “red” dot should bring plenty of “welcoming” attention your way. “Green” dots are new this year. They recognize seasoned professionals who have been AIR members for 10 years.

A tremendous amount of work by AIR Staff and member volunteers offers an opportunity for you to experience the best of our profession. The program has been shaped by our theme: “The Information Revolution: Bridging the Past to the Future”. There simply is no better place to bridge the past to the future than at the Forum. Technology is moving so fast that there is a tremendous challenge for institutional researchers and planners to take full advantage of emerging technologies in their current work. New sophisticated software running on powerful computers increase a researcher’s ability to do many types of analyses that formerly could not be undertaken because of time constraints or computing limitations. The Leonard P. Zakim-Bunker Hill Bridge is featured on our logo. Just as this bridge fuses Boston’s future with its historic past, so must we create meaningful technological bridges between the historical uses of information and the innovative ways this information may be better used in the future.

My gratitude to all member volunteers and AIR staff who worked so diligently to try to make this Forum the best ever. Boston offers an impressive array of attractions so I know you will find your stay in Boston – educational, stimulating, and fun. Thanks for coming and have a great time.

Fred Lilibridge
2004 Forum Chair

AIR Association for Institutional Research

Enhancing knowledge. Expanding networks



The Association for Institutional Research and the AIR Professional Development Services Committee want to thank Northeastern University for providing the computer labs for the PDS Pre-Forum Workshops on Saturday and Sunday and for hosting the *Taste of Boston*, this year's Monday night event.

A special thanks to Northeastern University's Informational Services Customer Service and the Conference and Events teams for their help in the smooth planning and logistics for our conference.

During your stay in Boston, AIR and the PDS Committee encourage you and your families to visit Northeastern University and take a campus tour.

About Northeastern University

Northeastern University, located in the heart of Boston, Massachusetts, is a world leader in cooperative education and recognized for its expert faculty and first-rate academic and research facilities. Northeastern students take charge of their education in a way you'll find nowhere else, because a Northeastern education is like no other. Northeastern integrates challenging liberal arts and professional studies with the world's largest cooperative education program, where undergraduates alternate semesters of full-time study with semesters of paid work in fields relevant to their professional interests and major, giving them nearly two years of professional experience upon graduation. Northeastern's dynamics of academic excellence and workplace experience means students are better prepared to succeed in the lives they choose. On top of that, they experience all of this on a beautifully landscaped, 67-acre campus, where culture, commerce, civic pride, and college students from around the globe are all a part of the mix.

For more information, please visit <http://www.northeastern.edu> or call the Visitor's Center 617-373-2200.

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INTRODUCTION

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

The Online Personalized Scheduling Tool

The Online Personalized Scheduling Tool, which can be found at the AIR Web site <http://airweb.org>, and click on Annual Forums, allows you to view Forum sessions by Track, Presenter, Day and Time, Location, Presenter Institute/Organization or by Date, 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 2003 meetings of state and regional AIR groups and the sessions being presented by members of IR-International. The richness and diversity of these presentations demonstrate the vitality and depth of the state and regional conferences and the quality of the institutional research work being done in other parts of the world.

World Wide Web and E-Mail Service Availability

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. You will need your E-Mail address and your password.

Logo design by Bill Celandor, Celandor Studies, Tallahassee, Florida

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GENERAL INFORMATION

2003-2004 Board of Directors

VICTOR M.H. BORDEN (President), Indiana University,
Purdue University Indianapolis

DENISE P. SOKOL (Vice President), University of Colorado at
Denver

RICHARD A. VOORHEES (Immediate Past President), The
Voorhees Group

FRANCES L. DYKE (Treasurer), University of Oregon

DENISE A. KRALLMAN (Secretary & External Relations), Miami
University at Oxford

FRED LILLIBRIDG (Forum Chair), Dona Ana Branch
Community College

STEPHEN L. CHAMBERS (Associate Forum Chair), University of
Colorado at Colorado Springs

MARGARET K. COHEN (Higher Education Data Policy Chair),
George Washington University

JAMES TRAINER (Membership Chair), Villanova University

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

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

2004 Forum Committee

Fred Lillibridge (Forum chair), Dona Ana Branch
Community College

Stephen L. Chambers (Associate Forum chair), University of

Marjorie Wiseman (local arrangements), Northeastern
University

Jacquelyn Störn (newcomers), Consultant

Nicolas Valcik (track 1) The University of Texas at Dallas

Dawn R. Kenney (track 2) Albuquerque Tech Vocational Institute

Timothy A. Walsh (track 3) Temple University

Jan W. Lyddon (track 4) Jackson Community College

Sutee Sujitparapitaya (track 5) California State University-
Sacramento

Dana R. Rosenberg (table topics and posters), Heartland Community
College

Robert Gottesman (computing technical support co-chair), Auburn
University

Donald C. Boeckman (computing technical support co-chair),
Southeastern Louisiana University

Ann Marie Alexander (evaluation co-chair), Grand Rapids
Community College

Lloyd (Chip) H. Byrd, Jr. (evaluation co-chair), Virginia
Commonwealth University

Anne Marie Delaney (Forum publications) Babson College

Local Arrangements Committee

Marjorie E. Wiseman (local arrangements chair), Northeastern
University

Maureen M. Donovan, Northeastern University

Nicole E. Hentz, Northeastern University

Nancy M. Ludwig, Northeastern University

Heather Roscoe, Tufts University

PROGRAM TRACKS AND PEER REVIEW COMMITTEES

The 2004 Forum program is organized into five tracks. Each track committee is responsible for recommending programs (practitioner and scholarly papers, panels, posters, table topics and demonstrations) in its subject area. The tracks focus on the major function of an institution (students and academic programs), the management of these functions (resources and governance), and the role of institutional research in the functioning of higher education. While these functions may overlap, presentations are assigned to the most appropriate track.

Track 1—Student Life and Learning

Research and practice related to student development and satisfaction, including student academic, social, and emotional gains. Proposals may relate to institutional supports and policy issues that impact student life and learning (i.e., how college affects students), but the defining characteristic for this track is a focus on student outcomes.

Nicolas Valcik (chair) The University of Texas at Dallas

Phyllis Y. Edamatsu (associate chair) Delaware State University

Lawrence M. Bunce, Johnson County Community College

Mark A. Byrd, Eastern Michigan University

Sarah D. Carrigan, University of North Carolina Greensboro

Deborah B. Dailey, Georgetown University

Mark A. Davenport, University of North Carolina Greensboro

Stephen L. DesJardins, University of Michigan

Sharon F. Etheredge, The University of Texas at Dallas

Paul W. Eykamp, University of California

Robin T. Geiger, Northern Kentucky University

Bonnie L. Hedlund, Azusa Pacific University

Yvonne Kirby, University of Arkansas-Fayetteville

Lynda J. Mason, Syracuse University

Lynn O. McCloskey, Washington University

Christopher Michael, Trent University

Lisa Muller, University of Wyoming

Nina J. Oman, Higher Education Coordinating Board

David L. Preston, Sr., Brazosport College

R. Stephen RiCharde, Virginia Military Institute

Amon B. Seagull, Nova Southeast University

Alicia L. Wilson, University of Central Florida

Track 2—Academic Programs, Curriculum, and Faculty Issues

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

Dawn R. Kenney (chair) Albuquerque Tech Vocational Institute

Eric L. Dey (associate chair) University of Michigan

Phillip M. Brown, University of Akron

Jeffrey H. Chen, Cleveland State University

Mark P. Chisholm, University of New Mexico

Lilly A. Dominguez, New Mexico State University

Archie A. George, University of Idaho

Anne B. Horowitz, University of the Sciences in Philadelphia

William E. Knight, Bowling Green State University

Anne C. Landgraf, University of New Mexico-Taos

David B. Martin, New Mexico State University Alamogordo

Miriam A. Meyer, New Mexico State University

Marcel Nzeukou, University of Arizona

Luis Ponjuan, University of Michigan - Ann Arbor

Janis K. Powell, Albuquerque Tech Vocational Institute

Steven K. Wong, New Mexico Military Institute

Mary Beth Worley, Dona Ana Branch Community College

Meihua Zhai, George Mason University

Robert W. Zhang, Bowling Green State University

Track 3—Institutional Management and Planning

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

Timothy A. Walsh (chair) Temple University

Patricia A. Harvey (associate chair) Richard Bland College

Julie Alig, Saint Anselm College

John R. Bolt, Learning and Skills Council

Craig W. Bowen, Towson University

Stephanie Bushey, Hofstra University

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Angelo J. Calderon, RMIT University
Julia W. Carpenter-Hubin, The Ohio State University
Cherry Danielson, University System of New Hampshire
Mary A. Day, Chandler-Gilbert Community College
Chia-Lin Hsieh, Special School District of St. Louis County
Susan B. Jones, University of Wyoming
Mary Korfhage, University of Louisville
Mari Luna De La Rosa, California State Polytechnic University -
Pomona
Diane N. Muntal, University of Nevada-Las Vegas
Carol J. Rolf, University of South Florida
Raj Sharma, Swinburne University of Technology

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.

Jan W. Lyddon (chair) Jackson Community College
Hans P. L'Orange, III (associate chair) State Higher Education
Executive Officers
Christopher M. Antons, Willamette University
Marlene Coles, University of Michigan
Patricia L. Farrell, Michigan State University
Thomas Gaylord, University of Akron
Daina P. Henry, College of William & Mary
Jeffery J. Himmelberger, Clark University
Nathaniel Johnson, State University System of Florida
Ruth E. Kallio, University of Michigan
Russell S. Kitchner, Datatel
Mrinal Mugdh, SUNY Empire State College
Nathaniel Pugh, Jr., Clark Atlanta University
Jeff Tanner, National Student Clearing House
Shirley G. Weglarz, Johnson County Community College
Henry Y. Zheng, The Ohio State University

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

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

Sutee Sujitparapitaya (chair) California State
University-Sacramento
Wendy L. Miley, (associate chair) University of Arizona
Louis C. Attinasi, Jr., Pima County Community College District
Raymond D. Barclay, The College of New Jersey
Bernie Blackman, Skyline College
Viktor Brenner, Waukesha County Technical College
Edith H. Carter, Radford University
Lin Chang, Colorado State University
Michael Chronister, Embry-Riddle Aeronautical University
Donna Cunningham, University of Florida
Hannelore H. Delbridge, The University of Alabama
Kristia A. Diaz, Waubonsee Community College
Georgia I. Gudykunst, Maricopa Community Colleges
Michelle Hall, Southeastern Louisiana University
George Hamilton, III, Oregon Health & Science University
Cel Johnson, University of San Diego
Joachim W. Knop, George Washington University
Lap-Pun T. Lam, Arizona State University
Marsha Lichtenstein, University of New Mexico
Virginia J. Moore, University of Nevada-Reno
Julie P. Noble, ACT, Inc.
Marie L. Richman, University of California-Irvine

Sherri L. Sahs, Embry-Riddle Aeronautical University
Pragathi Shetty, DePaul University
Usha M. Shivaswamy, Ball State University
Kenneth A. Smith, Southeastern Louisiana University
Jackie E. Stewart, Augusta State University

Table Topics and Posters

This subcommittee is responsible for recommending and coordinating arrangements for informal round table discussions at the Forum.

Dana R. Rosenberg (chair), Eastern Iowa Community
College District
Jeffrey H. Chen (associate chair), Cleveland State University
Kayleigh Carabajal, Albuquerque Tech Vocational Institute
Darby L. Hiller, Northwestern Michigan College
James Kostecki, Oakton Community College
Terricita E. Sass, Norfolk State University

Computing Technical Support

This subcommittee coordinates arrangements for presentations using computers.

Robert Gottesman (chair), Claremont Graduate University
Donald C. Boeckman (co-chair), Southeastern Louisiana University

Newcomers

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

Jacquelyn Stirn (chair) Consultant
David R. Majka Robert Morris University
Louis C. Attinasi, Jr., Pima County Community College District
Larry W. Bunce Johnson County Community College
Edith H. Carter, Radford University
Kathy R. Chandler-Henry, Colorado Mountain College
Rena Cheskis-Gold, Demographic Perspectives
Mary A. Day, Chandler-Gilbert Community College
Angela Detlev, University of Richmond
Kristia A. Diaz, Waubonsee Community College
Gayle M. Fink, The Community College of Baltimore County
Linda K. Keep, National Center for Higher Education Management
Systems
Lorne Kuffel, College of William & Mary
Kenneth A. Smith, Southeastern Louisiana University
Alan J. Sturtz, Connecticut State University

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.

Lloyd (Chip) H. Byrd (co-chair) Virginia Commonwealth
Ann Marie Alexander (associate co-chair), Grand Rapids
Community College
Kayleigh Carabajal, Albuquerque Tech Vocational Institute
Michelle Grifasi, Buffalo State College
Terry Ishitani, Indiana State University
Yves M. Gachette, Buffalo State College

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

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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.

Heather K. Isaacs (chair), University of Delaware
Kari C. Coburn, University of Nevada Las Vegas
Douglas N. Easterling, Sinclair Community College
Catherine L. Finnegan, Board of Regents University System of Georgia
Hong Gao, Loras College
Kevin B. Murphy, University of Massachusetts-Boston
William Michael Wood, George Mason University

Forum Publications Editorial Advisory Committee

This is a function of the Publications Committee

Anne Marie Delaney (chair), Babson College
Karen Webber Bauer, University of Georgia
Roddy Begg, University of Aberdeen
David X. Cheng, Columbia University
Michael B. Duggan, Suffolk University
Mardy T. Eimers, University of Missouri System
William C. Hayward, Northwestern University
Jing Luan, Cabrillo College
Maryann S. Ruddock, University of Texas Austin
Linda Strauss, Penn State University
Bruce P. Szelest, State University of New York at Albany
Daniel Teodorescu, Emory University
Meihua Zhai, George Mason University

On-Site Registration

Forum registration will take place in the Marriott as follows:

Friday: 5:00 p.m. - 8:00 p.m.

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

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

Refreshments and Meals

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

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

MONDAY NIGHT EVENT

Taste of Boston

On Monday evening, Northeastern University, which is located in the heart of Boston's historic Back Bay, between Symphony Hall and the Museum of Fine Arts, will host a "Taste of Boston," featuring complimentary New England food, beverage, and entertainment. This free event will be held at Northeastern University's Curry Student Center, which overlooks the site of the first World Series (complete with a statue of Cy Young and the original home plate). Northeastern's campus is just blocks from the Marriott hotel. All Forum attendees and their guests are invited to a "Taste of Boston."

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) Enrollment Management and Student Affairs; 2) Institutional Effectiveness, Student Learning, and Outcomes Assessment; 3) Academic Programs and Faculty Issues; 4) Resource Management and Quality Improvement; 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, informal table discussions (Table Topics), keynote plenary sessions, and vendor booths and presentations. Please explore the advantages of each format as you plan which sessions to attend.

There are 26 Pre-Forum Workshops focusing on specific IR topics and skills. Pre-Forum Workshops are half-day and full-day sessions that provide professionals in higher education research, planning, or policy analysis the opportunity to acquire new skills or develop an area of interest.

On the social side, be sure to take note of the Saturday night Early Bird Reception, Sunday evening Opening Forum Reception (sponsored by Runzheimer International), Monday night Special Event, the International Gathering, the Forum Awards Luncheon on Wednesday, and the wind-up party Wednesday evening.

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

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 BOSTON

Beacon Hill

Elegant brownstones, gaslights, cobblestones, home of the Brahmins who once ran the town. If you must, Cheers is at 84 Beacon Street (be aware that the lines are long and the bar doesn't actually look like the one on TV). It's across from the Public Garden, where you can take a ride on a person-powered Swan Boat and pet the statues of Mrs. Mallard and her ducklings.

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Faneuil Hall and Quincy Market

This is one of the “stops” on the Freedom Trail, but is today better known as a large “festival market.” Faneuil (generally pronounced “Fan-yule,” but some residents do call it “Fannel”) Hall is the squarish building with the grasshopper weathervane on top. You go to the marketplace because, well, that’s just what you do as a tourist in Boston. To be sure, it’s a fun place, with street comedians and musicians, a gazillion types of food to try and the like. At night, it’s one of Boston’s key locations for serious drinking - pubs and bars abound (it’s also home to the Comedy Connection, Boston’s largest comedy venue). Less than a block away from Quincy Market is Haymarket. This unique outdoor food market, open every Friday and Saturday from roughly dawn to dusk, is as much street theater as a place to get fresh vegetables, fruit and fish. You can get to Quincy Market from the State Street stop on the Blue and Orange lines; the Haymarket stop on the Green and Orange lines and the Government Center stop on the Green and Blue lines.

Freedom Trail

Boston played a critical role in the Revolution, from the Boston Massacre to the Boston Tea Party to Paul Revere’s ride. The Freedom Trail is a 2.5-mile red line in the sidewalk that links 18 historic sites downtown and in Charlestown, from Revolutionary graveyards and Old Ironsides to the shops of Quincy Market, the State Houses (both old and new) and Boston Common. A good place to start is the visitor center for the Boston National Historic Park, where you’ll find brochures to help you understand what you’re seeing (free guided tours are also available) - along with the all important restrooms. You can also get information on the numerous bus and “trolley” tours of the city - some of which let you get on and off at particular sites catch your fancy. The center is next to the Old State House and the State Street T stop on the Blue and Orange lines (the exits are actually in the Old State House); a couple of blocks from Quincy Market (the Park Service also has a desk in the Faneuil Hall building).

Harvard Square

The place in the Boston area for serious people watching - from skate punks to tweedy profs. More bookstores than you’ll find in some states. The Chessmaster (play him for \$2; if you win, you get your money back). Some unique shops, but, like Quincy Market, increasingly home to national chains. See if you can spot the offices of Dewey, Cheatham and Howe (really home to the Car Talk guys). Oh, yeah, and Harvard University (and no, you can’t park ya cah in Harvihd Yahd). Get off at the Harvard Square stop on the Red Line.

Newbury Street

Boston’s chic, tree-lined shopping street, lined with expensive boutiques and galleries (although the Massachusetts Avenue end gets a little funkier, with shops such as Newbury Comics. There are numerous outdoor cafes for watching the world go by. One block away from the Arlington Street and Copley and Hynes/ICA stops on the Green Line. One block over is Boylston Street, which also has a lot of stores and restaurants. And a couple blocks over from that is Copley Place - it’s a large indoor mall anchored by Neimann-Marcus (and is connected by human hamster tubes to the Prudential Center, anchored by Lord & Taylor and Saks Fifth Avenue).

North End

The most European neighborhood in the most European of American cities. Narrow streets, old men talking in Italian on benches, restaurants representing every type of Italian cooking and, during the summer, weekend festivals. A couple of blocks away from the Haymarket stop on the Green and Orange lines - walk toward (and then under) the hideous green elevated highway.

Harbor Cruises

Boston started as a seaport. Although the city turned its back on the harbor in the 20th century, the past decade or so has seen renewed

interest in the harbor - as evidenced by all the new condos and office buildings going up on former wharves (as well as the Harbor Walk of public walkways along the water). Harbor cruises offer a way to learn more about Boston’s maritime history, as well as a way to cool off on a hot summer day. There are numerous cruises on everything from modern ships to sailing craft. Most leave from either Long Wharf or Rowes Wharf, both a short walk from Quincy Market. Many also offer dinner cruises; there are even some Sunday-brunch and comedy cruises.

FORUM SERVICES AND INFORMATION

Forum Office

The general office for Forum is Hyannis, 4th Floor, Marriott. Office personnel will generally be available during the same hours as registration and hospitality.

Hospitality Center

The AIR Hospitality Center (near the Registration area, 4th Floor, Marriott) will be open during the same hours as registration.

Hours are:

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

The Center will be staffed by people who know the Boston 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 on the 4th Floor in the Marriott. This is your source for AIR logo items: shirts, hats, coffee mugs, and other items to help show off your AIR membership.

The Speaker Ready Room

The Speaker Ready Room will be available for Forum presenters, located in Cape Code, 4th Floor, Marriott. 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 Marriott. Please check it regularly. All incoming telephone calls must go through the hotel switchboard operator, who will refer them either to your hotel room or to the Forum office.

The Morning AIR

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

Employment Clearinghouse

The Employment Clearinghouse will be open in the Falmouth meeting room from Noon - 4:00 p.m. on Saturday and Sunday and 8:00 a.m. to 5:00 p.m. Monday and Tuesday. Employers who wish to submit open positions will be charged \$25; this fee can be paid through the AIR Store. There is no charge for people who submit a resume. All participants must be registered and present at Forum. All information is confidential and will not be sold or distributed.

Hours of operation are:

Noon - 4:00 p.m. on Saturday and Sunday and
8:00 a.m. to 5:00 p.m. Monday and Tuesday

Badges

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

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Red Dot - If you are a first-time Forum attendee, you will be given a red dot on your name badge. 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.

Green Dot - If you have been an AIR member 10 years or more, you will be given a green dot on your name badge. This is to recognize seasoned professionals.

Forum Evaluation

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

Questions about the evaluation process should be directed to:

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

Ms. Ann Alexander
Research Analyst
Grand Rapids Community College
143 Bostwick NE
College Park Plaza
Grand Rapids, MI 49503-3295
Phone: (616) 234-4179 • Fax: (616) 234-3929
E-mail: aalexand@grcc.edu

8:00 a.m.-11:30 a.m.

WORKSHOP

Salon J - Tech

Linear, Logistic, Ordinal, and Cox Regression Analyses (W07)

CHAU-KUANG CHEN (Presenter), Director of Institutional Research, Meharry Medical College

This workshop is intended for institutional researchers who want to refresh their regression models to describe the effects of explanatory variables on student learning outcome with diverse measurement scales. Numerous examples are illustrated to build and assess the regression models. Major focuses include the formulation of research questions, followed by the selection of appropriate techniques, the construction of workable models, the interpretation of computer printouts, and the verification of model assumptions. All participants are welcome to replicate these techniques by utilizing the presented guidelines, SPSS commands, and data files. The intended audience is researchers with some knowledge in linear regression analysis.

8:00 a.m.-11:30 a.m.

WORKSHOP

Northeastern University - Room 036

Beginning/Intermediate MS Access for Institutional Researchers (W10)

MEIHUA ZHAI (Presenter), Director of Institutional Research and Reporting, George Mason University

WILLIAM MICHAEL WOOD (Presenter), Associate Director of Institutional Research and Reporting, George Mason University

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

Participants will learn through hands-on practices how to use different queries for data extraction and management. After the query, the participants will learn how to use report and charts to present the information more effectively. (Note: This workshop is in a computer lab at nearby Northeastern University.)

8:00 a.m.-11:30 a.m.

WORKSHOP

Suffolk - Full Tech

Successful Program Assessment Part 1: Assessment System Design And Implementation (W24)

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

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

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

8:00 a.m.-11:30 a.m.

WORKSHOP

Salon B - Full Tech

Research Design Ideas for Institutional Researchers (W30)

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.

8:00 a.m.-4:00 p.m.

WORKSHOP

Northeastern University - Room 013

Enhancing Your SAS Programming Skills (W11)

KATHLEEN M. MORLEY (Presenter), Associate Director, Baylor University

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

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

8:00 a.m.-4:00 p.m.

WORKSHOP

Northeastern University - Room 014

Using IPEDS Data Tools via the Web (W18)

SAMUEL F. BARBETT (Presenter), Leader of IPEDS Data Quality Team, National Center for Education Statistics
 JOHN H. MILAM (Presenter), Managing Director, HigherEd.org, Inc.
 JANICE A. PLOTZCYK (Presenter), Team Leader, IPEDS Data Collection, National Center for Education Statistics

Using IPEDS Data Tools via the Web is a hands-on workshop that provides participants with the skills they need to access IPEDS data over the Internet. Using a series of exercises, participants gain experience in the use of IPEDS data for peer analysis and institutional research and planning. The first half of the session concentrates on the Peer Analysis System, which allows users to compare a single institution with a group of similar institutions. The second half of the session focuses on the Dataset Cutting Tool, a new application which allows users to browse, select, and download IPEDS data elements. This workshop is supported by the National Center for Education Statistics. (Note: This workshop is in a computer lab at nearby Northeastern University. Lunch is included.)

8:00 a.m.-4:00 p.m.

WORKSHOP

Salon H - Tech

Learning By Doing: Using External Environmental Scanning and Forecasting to Improve Strategic Planning (W20)

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

External environmental scanning and forecasting allows an institution to develop a strategic plan to shape its preferred future, rather than respond to an imposed future. The workshop focuses on strategic planning from the "outside-in" rather than the "inside-out." Participants learn the distinction between strategic and operational planning; the definition and need for external environmental scanning and forecasting; types of changes in the external environment; and international and national trends. A scan team exercise to link learning with doing will be conducted, and advice for starting a successful scanning and forecasting activity will be discussed. Lunch is included.

8:00 a.m.-4:00 p.m.

WORKSHOP

Salon K - Tech

Conducting Faculty Salary Analyses (W29)

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

Attracting and retaining quality faculty are critical for maintaining institutional quality and strength. Institutional researchers can contribute to the management of faculty resources by providing information on the fairness and competitiveness of faculty salaries at their institution. 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. Lunch is included.

9:00 a.m.-12:00 p.m.

COMMITTEE MEETING

Tufts

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

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

The Board of Directors orientation for all members.

12:00 p.m.-5:00 p.m.

COMMITTEE MEETING

Tufts

2003-2004 and 2004-2005 Board of Directors (010)

VICTOR M.H. BORDEN (Committee Chair), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis
 DENISE P. SOKOL (Associate Committee Chair), Director of Institutional Research, Planning and Analysis and Interim Director of Human Resources, University of Colorado at Denver

Meeting of the 2003-2004 and 2004-2005 Board of Directors.

12:30 p.m.-4:00 p.m.

WORKSHOP

Boston College

Planning Today for Your Fiscal Tomorrow (W02)

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

AIR is offering this workshop as a free service to members. The workshop should be of substantial interest to individuals of all ages. The instructor will 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 include: wills, living trusts, gifts, leaving survivors well informed, tax-deferred investments, 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.

12:30 p.m.-4:00 p.m.

WORKSHOP

Suffolk - Full Tech

Planning and Analysis as Essential Components of Institutional and Program Accreditation (W04)

MICHAEL F. MIDDAGH (Presenter), Assistant Vice President of Institutional Research and Planning, University of Delaware
 ELIZABETH H. SIBOLSKI (Presenter), Executive Associate Director, Middle States Commission on Higher Education

Self study leading to institutional and programmatic accreditation is more than a perfunctory exercise. It should be a thorough and conscientious introspection, rooted in data and information, that clearly defines institutional direction. Clearly articulated planning models, accompanied by analysis that measures progress toward articulated planning objectives, are essential tools to effective self study. Accrediting agencies seek clear evidence that these tools are in place. This workshop provides practical recommendations for ensuring effective planning analysis from an institutional research professional with extensive accreditation experience, and from an official from one of the nation's six major accrediting agencies.

12:30 p.m.-4:00 p.m.

WORKSHOP

Salon I - Tech

How To Give Lively and Exciting Presentations (W06)

ROBERT FAUBERT (Presenter), Institutional Research Analyst, South Dakota School of Mines and Technology

Hands-on workshop that will teach participants the principles of successful adult presentation.

Objective: Students will acquire skills and tools that will improve their presentation skills whether in training or presenting a research report.

Content will cover tips and tricks starting with what to do before the presentation. Students will have practice designing PowerPoint slides the right way, making brief presentations, and creating a presentation outline.

Topics will include the proper way to conduct training activities, great openers and closers, session assessment tools, and other techniques professional trainers use.

12:30 p.m.-4:00 p.m.

WORKSHOP

Salon J - Tech

Key Responsibilities and Strategies for The Practice of Institutional Research (W09)

KAREN WEBBER BAUER (Presenter), Director of Institutional Research, University of Georgia

(Note: This workshop begins on Saturday afternoon and concludes on Sunday morning.) 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.

12:30 p.m.-4:00 p.m.

WORKSHOP

Northeastern University - Room 036

Intermediate/Advanced MS Access for Institutional Researchers (W17)

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

Intended for IR professionals with ample knowledge and strong interest in using MS Access to automate routine data management and institutional reporting work, this workshop is designed to empower advanced Access users with Visual Basic Application programming in order to improve their working efficiency. Participants will first learn how to calculate multi-year retention and graduation rates in Access and then automate the process in VBA. (Note: This workshop is in a computer lab at nearby Northeastern University.)

12:30 p.m.-4:00 p.m.

WORKSHOP

Northeastern University - Room 035

Data Mining Concepts and Practices of Predictive Modeling and Clustering (W31)**AIR offers a special thanks to SPSS Inc for providing software for this workshop**

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

(Note: This workshop begins on Saturday afternoon and concludes on Sunday morning.) 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 businesses with those for higher education as well as comparison between data mining to traditional statistics. The attendees will practice data mining using decision trees and neural networks to mine a mock database. They will practice with data mining software to learn the basic modeling techniques, and to cluster and predict students' persistence. (Note: This workshop is in a computer lab at nearby Northeastern University.)

4:00 p.m.-5:00 p.m.

COMMITTEE MEETING

Vermont

Newcomers Committee (015)

JACQUELYN STIRN (Committee Chair), Consultant

DAVID R. MAJKA (Associate Committee Chair), Director of Institutional Research, Robert Morris University

Meeting for the members of the Forum Newcomers Committee.

5:45-Until

SPECIAL EVENT

Salons F and G

Newcomers Open House and Early Bird Reception: "The AIR Bazaar" (001)

JACQUELYN STIRN (Host), Consultant

DAVID R. MAJKA (Host), Director of Institutional Research, Robert Morris University

MARJORIE E. WISEMAN (Host), Director of Institutional Research, Northeastern University

This year, the Newcomer's Event will feature information tables for the AIR Affiliated Groups and Special Interest Groups, intended to serve as gathering points for newcomers and old-timers alike. Come meet with your neighbors and those with whom you share a special interest, or wander through the "AIR Bazaar" to get an idea of the breadth of activities IR encompasses. All Affiliated Groups and Special Interest Groups will receive an invitation to participate.

7:00 p.m. - Until

SPECIAL INTEREST GROUP

Marriott Hotel Lobby

National Community College Council for Research and Planning (NCCCRP) (S68)

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

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

SUNDAY, MAY 30, 2004

7:30 a.m.-8:20 a.m.

SPECIAL EVENT

Salon F - Tech

AIR Standing Committee Breakfast (020)

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

Breakfast for all current members of AIR standing committees.

8:30 a.m.-1:00 p.m.

COMMITTEE MEETING

Orleans - Tech Monday

External Relations Committee (025)

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

Committee meeting for current members of the External Relations Committee.

8:30 a.m.-1:00 p.m.

COMMITTEE MEETING

Vermont

Publications Committee (030)

ANDREEA M. SERBAN (Committee Chair), Director of Institutional Assessment, Research and Planning, Santa Barbara City College

Meeting of current members of the Publication Committee.

8:30 a.m.-1:00 p.m.

COMMITTEE MEETING

MIT

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 a.m.-1:00 p.m.

COMMITTEE MEETING

Salon A - Tech

2003-2004 and 2004-2005 Forum Committees (050)

FRED LILLIBRIDGE (Committee Chair), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College
STEPHEN L. CHAMBERS (Associate Committee Chair), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

Meeting of the 2003-2004 and 2004-2005 Forum Committees.

8:00 a.m.-11:30 a.m.

COMMITTEE MEETING

Yarmouth

SAIR Spring Board Meeting (Invitational Event) (089)

JAMES E. PURCELL (Committee Chair), Executive Director State System Research, Oklahoma State Regents for Higher Education

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

8:00 a.m.-11:30 a.m.

WORKSHOP

Boston College

The Focus Group Method and Its Application in Institutional Research (W13)

DAVID X. CHENG (Presenter), Assistant Dean for Research and Planning, Columbia University

Intended for institutional researchers who are used to conducting survey research to address issues on campus, this workshop introduces focus group as a powerful tool to supplement and/or enhance their quantitative research designs. The instructor will explore the techniques, uses, strengths, and limitations of focus group method, emphasizing hands-on experiences of designing a study, conducting the meetings, and analyzing the results. Participants will have an opportunity to design a study using focus group techniques.

8:00 a.m.-11:30 a.m.

WORKSHOP

Suffolk - Full Tech

Successful Program Assessment Part 2: Developing And Reviewing Assessment Plans And Results (W25)

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

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

This workshop will present how to develop, document, and review assessment plans and results to support a high quality program assessment process. Specific topics include developing mission statements, defining objectives and student outcomes, selecting measurement approaches, documenting results and their use, developing a comprehensive quality assurance process, and conducting reviews to ensure the quality. Participants will conduct exercises to develop assessment plans and will practice reviewing assessment plans and their documented results. The intended audience includes mid-level and senior personnel who have some responsibility for conducting assessment, teaching people to do assessment, and/or ensuring the quality of the assessment process. (Note: W24, Successful Program Assessment Part 1: Assessment System Design and Implementation, is not a prerequisite for this workshop but will enhance the understanding of implementation techniques presented in W25.)

8:00 a.m.-11:30 a.m.

WORKSHOP

Salon I - Tech

Using NSSE to Understand Students' Experience: Making the Most of Data to Improve Effective Educational Practice (W32)

JILLIAN L. KINZIE (Presenter), Assistant Director, Indiana University at Bloomington

ROBERT SMALLWOOD (Presenter), Associate Vice President for Academic Affairs, Texas State University-San Marcos

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

8:00 a.m.-11:30 a.m.

WORKSHOP

Northeastern University - Room 036

Intermediate Statistics for Institutional Research (W34)

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

This workshop addresses intermediate/advanced issues in inferential statistics as they apply to applications in IR. Topics include Analysis of Variance, Factor Analysis, and Bivariate, Multiple, and Logistic Regression. A case study approach illustrates the applications of these statistical techniques in IR. The workshop uses SPSS to analyze case study data and focuses on the analysis and interpretation of the case study data. A basic understanding of descriptive and inferential statistics is required for this workshop. (Note: This workshop is in a computer lab at nearby Northeastern University.)

8:00 a.m.-4:00 p.m.

WORKSHOP

Simmons - Full Tech

A System That Really Works: The Integration of Planning, Program and Service Review, and Budgeting (W14)

PATRICIA P. ABELL (Presenter), Director of Institutional Research and Planning, Guilford Technical Community College
 KATHRYN B. SMITH (Presenter), Vice President for Educational Support Services, Guilford Technical Community College

This workshop will focus on integration of planning, program and service review, and budgeting using a model proven effective at Guilford Technical Community College for the past eight years. Mission statement, strategic initiatives, unit goals, environmental scanning, program and service reviews, and assessment guide the development of annual objectives and action plans. Those objectives are then prioritized for inclusion in budget development. Participants will be able to assess their own planning process as the workshop progresses through in-box exercises featuring large- and small-group interaction and discussion. Materials will include a resource notebook containing samples of templates, and other instruments covered in the workshop.

10:00 a.m.-12:00 p.m.

COMMITTEE MEETING

Salon K - Tech

Task Force on Ethics Committee Meeting (070)

SANDRA J. PRICE (Committee Chair)

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

10:00 a.m.-1:00 p.m.

COMMITTEE MEETING

New Hampshire

Membership Committee (045)

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

Meeting of the current members of the Membership Committee.

12:00 p.m.-5:00 p.m.

SPECIAL EVENT

Falmouth

Employment Clearinghouse (099)

GAIL R. FISHMAN (Host), National Data Training Coordinator, Association for Institutional Research

The Employment Clearinghouse will be open from 12:00 a.m. to 4:00 p.m. Saturday - Sunday; 10:00 a.m. - 4:00 p.m. Monday; and 11:00 a.m. 5:00 p.m. Tuesday. Employers who wish to submit open positions will be charged \$25; this fee can be paid through the AIR Store. There is no charge for those who submit a resume. All information is confidential and will not be sold or distributed.

12:00 p.m. -4:00 p.m.

COMMITTEE MEETING

Brandeis

Professional Development Services Committee (035)

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

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

12:30 p.m.-4:00 p.m.

WORKSHOP

Northeastern University - Room 036

Online Surveys: From Creation to Analysis (W01)

LAURA J. BERRY (Presenter), Director of Institutional Research and Assessment, North Arkansas College

Workshop participants will follow step by step instructions to create a Web-based survey at their computer station using Microsoft FrontPage. After testing the questionnaire, participants will retrieve survey data and open it in SPSS for analysis. Time permitting, respondents can then create a questionnaire of their own design to take home.

The intended audience includes new or experienced researchers, administrators, or faculty who want to design Web-based surveys. Previous experience with FrontPage and SPSS is helpful, but not required. Participants must have a good knowledge of computer use and be proficient with the internet and standard office software. (Note: This workshop is in a computer lab at nearby Northeastern University.)

12:30 p.m.-4:00 p.m.

WORKSHOP

Salon C - Tech

A Model To Evaluate Institutional Research And Other Administrative Functions (W03)

FRANK J. DOHERTY (Presenter), Director of Institutional Research, James Madison University

Regional accrediting agencies and demands for accountability require that all institutional units demonstrate effective planning, evaluation, and use of results for program improvement. This is one area in which too many IR offices and other administrative programs have struggled. The purpose of this workshop is to describe three strategies to demonstrate and document effective planning, evaluation, and use of results. These strategies include: development of annual objectives and reporting, unit performance measures, and periodic comprehensive program reviews. This workshop should be useful for individuals who need to develop and implement a useful and effective institutional effectiveness program.

12:30 p.m.-4:00 p.m.

WORKSHOP

Northeastern University - Room 014

A Beginner's Guide to Conducting Faculty Salary Studies (W05)

ROBERT K. TOUTKOUSHIAN (Presenter), Associate Professor, Indiana University

This workshop will provide participants with an overview of the methodology used and the issues involved in conducting a salary equity study on your campus. The workshop will cover the following topics: data sources, statistical methods, variable selection, presenting findings, remedies, and political constraints. Data from several institutional studies to illustrate key concepts. (Note: This workshop is in a computer lab at nearby Northeastern University.)

12:30 p.m.-4:00 p.m.

WORKSHOP

Salon I - Tech

Strategic Planning and Information Support (W19)EDWARD L. DELANEY (Presenter), President, Strategic Analyses: Organizational Planning and Research
CEL JOHNSON (Presenter), Executive Director, Institutional Research and Planning, University of San Diego

Increasingly institutional researchers are called upon to perform key roles in strategic planning and decision-support processes. While IR professionals tend to be well versed in analytic techniques and internal information production, many do not have the knowledge and skills when called upon to identify key issues and participate in plans for their resolution. This workshop focuses on the internal and external information and analyses critical to sustaining institutions in today's rapidly changing educational environment. Participants will become versed in identifying core issues and information support for improving their institution.

12:30 p.m.-4:00 p.m.

WORKSHOP

Northeastern University - Room 035

Introduction to Visual Basic Programming in Excel (W26)

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

This workshop introduces Visual Basic for Applications (VBA) in Excel. VBA is a powerful yet easy to use programming language used to automate Excel tasks and reports. Topics to be covered include exploring the VBA editor environment, recording VBA code, editing recorded macros, programming control statements, and creating custom user interfaces.

Participants work through exercises that explore each topic. Code samples for each topic will be provided. The intended audiences are newcomers to IR, experienced IR professionals, as well as general audience who would like to enhance their Excel skills by incorporating VBA for their IR-related or other work. (Note: This workshop is in a computer lab at nearby Northeastern University.)

12:30 p.m.-4:00 p.m.

WORKSHOP

Suffolk - Full Tech

Assessing Graduate Programs as part of an Institutional Effectiveness Process (W28)LORNE KUFFEL (Presenter), Director of Institutional Research, College of William and Mary
J. JOSEPH HOEY (Presenter), Director of Assessment, Georgia Institute of Technology

Good practice in assessing graduate programs within institutions is the workshop focus. While many accreditation processes require assessment of graduate programs, research, and public service, relevant and well-developed information resources on how to accomplish such assessment have not been widely available. The principal goals of this workshop are to provide an informational and experiential knowledge base for graduate assessment and to facilitate the growth of well-constructed assessment processes in graduate programs.

1:00 p.m.-4:00 p.m.

WORKSHOP

Wellsley - Full Tech

Presidential Pre-Conference Symposium for Advancing the IR Profession (W27)LARRY G. JONES (Convener), Senior Public Service Associate, University of Georgia
VICTOR M.H. BORDEN (Convener), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis

AIR is offering this symposium as a free service to members. This "bridge building" symposium has three objectives. The first is to identify and discuss the real and/or imagined differences in the research methods and agenda that exist between institutional research "practitioners" and higher education "scholars". The second is to examine the potential for collaborative research efforts designed to advance the separate and/or collective research objectives of the two groups. The third objective is to consider a collaborative research agenda that would advance the goals of both research groups and ultimately the effectiveness of colleges and universities and the theory and practice on which higher education is based. (Note: This workshop begins at 1:00 p.m.)

2:00 p.m.-4:00 p.m.

COMMITTEE MEETING

MIT

Research Advisory Committee to US News (093)

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

Meeting of the members of the Research Advisory Committee.

2:00 p.m.-4:00 p.m.

COMMITTEE MEETING

Salon K - Tech

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

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

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

2:00 p.m.-3:00 p.m.

SPECIAL INTEREST GROUP

Massachusetts

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.

3:00 p.m.-4:00 p.m.

SPECIAL INTEREST GROUP

Harvard - Tech

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

AMANDA LOURENS (Convener), Director Research and Development, Tshwane University of Technology

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

4:00 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

Maine

AIR of the Upper Midwest (AIRUM) (S05)

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

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

4:00 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

Boston College

Catholic Colleges and Universities (CCU) (S12)

In the past year, a Steering Committee has developed a proposal to form a Catholic higher education research consortium and conducted a survey of institutional researchers and others regarding interest in such an organization. Members of the Steering Committee will discuss the activities that are under way and the results of the survey. Participants in the SIG meeting will have the opportunity also to share information and raise questions about other topics of interest to them.

4:00 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

New Hampshire

Datatel Users (S19)

TERRICITA E. SASS (Convener), Director of Institutional Research, Norfolk State University

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 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

Provincetown

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 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

Yarmouth

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

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

DONGBIN KIM (Convener), Research and Policy Analyst, National Association of Independent Colleges and Universities

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

4:00 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

Northeastern

National Community College Council for Research and Planning (NCCCRP) (S41)

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

NCCCRP officers will lead a discussion of the process for changing NCCCRP's current regional alignment to one that corresponds with the AIR regional groups, and the anticipated benefits of the re-alignment. All researchers and planners from two-year colleges are encouraged to attend.

4:00 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

Brandeis

National Survey of Student Engagement (S49)

JOHN C. HAYEK (Convener), Senior Associate Director, National Survey of Student Engagement

4:00 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

Orleans - Tech Monday

Research on Development and Alumni (S50)

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

This session provides an opportunity for those interested in methodologies, and in the use of statistical and other tools for conducting development and alumni research, to exchange experiences and advice.

4:00 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

MIT

North Carolina Association for Institutional Research (S55)

NERISSA RIVERA (Convener)

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

4:00 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

Salon H - Tech

Research on Faculty (S70)

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

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

4:00 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

Harvard - Tech

Urban Universities Institutional Researchers (S71)

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

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

4:00 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

Massachusetts

Faces of the Future (S94)

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

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

5:00 p.m.-6:00 p.m.

COMMITTEE MEETING

Vermont

Research in Higher Education Consulting Editors (031)

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

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

5:00 p.m.-6:00 p.m.

COMMITTEE MEETING

Vineyard - Tech

2004 Forum Evaluation Committee (065)

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

ANN ALEXANDER (Associate Committee Chair), Research Analyst, Grand Rapids Community College

Meeting of the 2004 Forum Evaluation Committee.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Being from Home Where English was not the Primary Language as Social Capital and its Impact on First-Year Persistence of 4-Year College Students (102)

MICHAEL B. DUGGAN (Author), Director of Enrollment, Research and Planning, Suffolk University

This study examines the influence of social capital factors on the first-year persistence of beginning 4-year college students. A case is made for considering being from a family where English was not the primary language to be a form of social capital. Data for the study are from the NCES Beginning Postsecondary Students 96/98 survey. Preliminary findings indicated that being a student from a not-native English speaking family, after controlling for all other factors in the study, was a statistically significant predictor of persistence.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Assessing the Relationship between Hope and Achievement among College Students (105)

JESSICA A. GREENE (Author), Data Analyst, Boston College

A central feature of the theory of emotional intelligence is hope, defined as a way of thinking about one's goals in conjunction with strategies to achieve these goals (Snyder, 1995). College students who are less hopeful than their peers are at a disadvantage in today's difficult job market (Snyder, 2002). The purpose of this study was to quantify the perceived relationship between hope and achievement via the Hope Scale among students enrolled at a large, private university. These results are discussed along with their implications regarding the value to changes in curricula and student programming designed to promote hope.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Understanding the Spiritual Lives of College Students (146)

JENNIFER A. LINDHOLM (Author), Associate Director, Higher Education Research Institute

ALYSSA N. BRYANT (Author), Doctoral Candidate, University of California-Los Angeles

KATALIN SZELENYI (Author), Research Analyst, University of California-Los Angeles

This session focuses on a new national research program that is focused on the spiritual growth of college students during the undergraduate years. The study, which contains quantitative and qualitative components, is designed to help us understand where students are in their spiritual quest and to help identify educational experiences and practices that will facilitate that quest. Session participants will be provided with an overview of findings from the early stages of this project and encouraged to engage with panel members in considering the scholarly and practical implications of these findings.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

A Reciprocal Impact between College Environment and Student Self Development (151)

XIAOBING CAO (Author), Institutional Researcher, University of the Pacific
 BRADY NORVALL (Author), Coordinator of Alumni Relations, University of the Pacific

This study investigated how college environmental variables such as relationships with faculty, staff, and other students' affect college students' self development. The study employed two national surveys (CSEQ and NSSE) and follow-up focus group research. Preliminary results indicated that social relationships, engagement in clubs/organizations, and academic efforts were significant predictors for students' self development. It is anticipated that student self development also reinforces existing social relationships at college. The results imply that administrators, faculty and staff should pay greater attention to cultivating relationships with students. A set of tips and suggestions for developing the relationships are provided.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Connecting Quantitative and Qualitative Studies on Teaching and Learning: The Impact of Students' Perception on Their Introductory College Physics Performance (164)

JEAN CHI-JEN CHEN (Author), Assistant Director for Institutional Research, University of North Dakota

In this paper the researcher explored how introductory physics students perceive about learning physics and their perspectives about physics instructors' presentation formats might be developed. Within a constructivist framework, it is of fundamental importance that the instructors understand and address student expectations about effective instructional methods and educational technology-integrated curricula in particular. The triangulated results gathered through quantitative and qualitative methods enable a holistic understanding of likely impact of student expectations of learning outcomes and other intrinsic factors of the educational process, with a specific focus on the effects of gender, on the study of introductory college physics course.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

The Role of Precollege Student Expectations in First-Year Student Estimates of Learning and Development (176)

ROBERT M. GONYEA (Author), Assistant Director, Center for Postsecondary Research and Planning, Indiana University at Bloomington
 JULIE M. WILLIAMS (Author), Doctoral Student, Indiana University

The expectations of incoming college students foreshadow, and usually overestimate, their actual college involvements and experiences. The College Student Expectations Questionnaire (CSXQ) gauges new students' expectations for engagement with peers and faculty, and how they think the campus environment will be. Follow-up data on students' actual experiences provide insights into how campus experiences meet, exceed, or fall short of student expectations. Using data from the CSXQ and CSEQ norm sets, this study analyzes the relationship between expectations and experiences as it concerns students' self-reported gains in three critical outcomes of the first-year: general education, intellectual skills, and personal/social development.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Do Teaching Styles Matter for Distance Education? (196)

SOYOUNG C. YIM (Author), Coordinator of Research Projects, North Carolina Community College System
 J. H. IM (Author), Professor of MIS, Sacred Heart University

Baker (1989) developed a model to assess leadership styles of faculty in the classroom. According to the model there are four types of teaching/leadership styles such as Supporter, Theorist, Achiever, and Influencer. A few studies on teachers' teaching/leadership styles indicated that a majority of community college faculty's teaching styles fell into either Achiever or Influencer.

On-line teaching is quite different from the traditional classroom-based one in terms of interaction and communication. The study will explore Distance Education (DE) faculty's teaching styles. For student success, DE faculty members need to adjust their teaching styles.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Faculty Satisfaction and Accreditation: A Window with a View (202)

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

Regional associations which accredit colleges and universities place great emphasis on evidence that faculty are prepared and qualified for their positions, are involved in institutional governance, and are central to student learning. While each of the six associations recognize faculty and institutional achievement, there are commonalities among faculty that are important for institutional health which include academic freedom, peer review, faculty development, educational technology, and alignment with institutional mission, vision, and goals. This poster will show survey results from a small graduate college of faculty satisfaction on common academic topics with a view toward fundamental characteristics of regional accreditation.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Assessing General Education at a Large State University: Two Studies Examining Literacy Skills and Math Placement (203)

LAURIE COHEN (Author), Senior Management Research Analyst, Arizona State University Main
 PATRICIA J. GREEN (Author), Director, Arizona State University Main

Two studies were conducted to assess General Studies programs in the areas of Literacy and Mathematics at a large southwestern university. First, we collected major writing assignments from a sample of students taking upper division "literacy" courses. Trained "graders" assessed the assignments. Quality of writing was related to factors such as students' academic college, class size, and ethnic group. Secondly, we assessed the effectiveness of the university's placement test for first-year mathematics. Results showed that one-quarter of students enrolled in courses that were too difficult and experienced higher rates of failure than properly-placed students. Recommendations and subsequent improvements are discussed.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Study Abroad Assessment: Measuring Learning Outcomes During a Three-Year Pilot Project (212)

KAY SCHNEIDER (Author), Director of Assessment and Institutional Research, Concordia College
 NICK ELLIG (Author), Professor and Chair of Sociology Department, Concordia College
 MARY RICE (Author), Professor and Chair of Spanish Department, Concordia College

This poster will display the assessment plan for the "Exploration Seminar Pilot Project". Exploration Seminars are travel seminars nested within existing courses. They are designed to enhance the course's global content by taking some students in the class abroad during spring break and integrating these experiences back into the class. The assessment plan measures globalism and student learning outcomes such as expansion of seminar participants' worldviews and their confidence as travelers abroad. The poster will describe the process the assessment team implemented to conduct student and faculty surveys, focus groups, and on-site observation.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Doctoral Education and the Disciplines: Do Disciplinary Differences Matter? (220)

ELLEN B. STOLZENBERG (Author), Research Analyst, University of California-Los Angeles

Enrollment in doctoral programs has increased an average of two percent annually since 1987 (Syverson, 2002). Given that current doctoral students will shape our nations' colleges and universities, we must continue to ask the necessary questions to better understand the complex experiences of doctoral students. The purpose of this poster is to discuss how doctoral students' interactions with faculty and peers relate to their views of overall program quality and how these views vary by academic discipline.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

The Development and Validation of the New Jersey Behavioral Course Outcomes Survey (The NJ-BCOS) (234)

RAYMOND D. BARCLAY (Author), Director of Institutional Research, The College of New Jersey

The Course Experience Questionnaire (CEQ) has been utilized to assess postsecondary program-level curricular quality within Australia and the United Kingdom. Researchers contend that the validity of the CEQ's factors for understanding a curricular quality and its influence on learning is well established. However, research also suggests that behavioral items may prove better at capturing a student's actual experience of a given curriculum. This study will assess the degree that a revised instrument, the New Jersey Behavioral Course Outcomes Survey (the NJ-BCOS), will improve the respondent's ability to filter and recall a particular experience, thereby establishing a measure that adequately reviews curricular efficacy relative to institutional goals.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

An Analytical Approach to Placement Testing Review at a Large, 4-Year Public University (237)

KATHRYN CORDER (Author), Director of Academic Planning and Institutional Data, Western Michigan University
 TRACY PATTOK (Author), Data Analyst of Academic Planning and Institutional Data, Western Michigan University

Effective advisement and placement of freshman into appropriate classes is very important to the retention and success of the student. In particular, studies have shown the largest percentage of attrition happens before the sophomore year. A large, 4-year public university conducted a study of freshmen placement tests, the course advisement, and the resulting course grade. The performance of first-time, full-time, degree-seeking freshman (FTIAC) in General Education classes was studied using a committee that included the Mathematics, Chemistry, English, Foreign Languages, and Physics departments. The committee used the results of the study to determine whether curriculum changes were needed.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Student Evaluation of Faculty: One Community College's Work in Progress (239)

JULIE A. MILES (Author), Coordinator of Evaluation, Collin County Community College

In an attempt to enhance and ensure the quality of the faculty pool in a reliable and valid manner, Collin County Community College is in the process of developing a new student evaluation of faculty system. This new evaluation system will (1) be summative in nature, (2) accommodate all the teaching modalities offered at Collin County Community College and (3) allow comparisons to peer institutions. This poster highlights the key steps undertaken on this work in progress by the Student Evaluation Task Force at Collin County Community College.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Internal-External Locus of Control and the Perceptions of Online General Education Students (244)H. HILLIARD GASTFRIEND (Author), Information Analyst, Board of Regents of the University System of Georgia
SZ-SHYAN WU (Author), Graduate Assistant, University of Georgia

Non traditional methods of educational delivery, especially Internet-delivery, force educational researchers to devise methodologies to study both the effectiveness and perceptions of these systems on students. One instrument often used in exploring a student's perceptions and motivations is Rotter's Internal-External Scale of Locus of Control. This instrument has been shown to be useful in exploring student retention and other variables in distance education. This descriptive study reports on the relationships among online students within a fully online undergraduate program, using the students' Rotter's scores and other common demographic data as well as past educational achievement data.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Sustaining the Impact: Measuring Changes in Retention Strategies and Outcomes at a Large Public Institution 18 Months after a Major Grant Ends (249)MARY ANNE BAKER (Author), Director of Institutional Research, Indiana University Southeast
SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis
VICKI ROBERTS (Author), Associate Vice Chancellor for Academic Support and Diversity, Indiana University at Bloomington

A Midwest public university received a large foundation grant in 1997 to fund the development of new strategies to increase student success to graduation. During the grant period, retention to year two for all students in the fall entering cohorts for all campuses increased 4.5% and the university produced 695 more baccalaureate graduates than it predicted. This poster will summarize an evaluation of the sustained impact of the grant-supported work by reviewing the current status of these initiatives and 2002-03/ 2003-04 trends in outcomes measures, as well as following the development of retention strategies that grow out of grant-supported work.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

The State of Nursing and Allied Health Programs in Community Colleges (251)KENT A. PHILLIPPE (Author), Senior Research Associate, American Association of Community Colleges
CYNTHIA L. VERVENA (Author), Research Associate, American Association of Community Colleges

The United States currently is experiencing a shortage of nursing and allied health care providers. Community colleges educate the majority of these professionals, but data describing the programs are difficult to obtain. The poster session will present findings of a study conducted in fall/winter 2003 collecting data on three levels of nurses (CNA, LPN/LVN, and RN). The survey collected data on nursing program, faculty, and student characteristics, as well as partnership and outreach activities. It also collected data on which of ten allied health programs are available at each college, in preparation for a similar study of those programs.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

A Predictive Model for Benchmarking Academic Programs (pBAP) (259)LISA G. CHUCK (Author), Assistant Director, Accreditation, Assessment and Data Administration, University of Central Florida
JAMAL NAYFEH (Author), University of Central Florida

While research has been conducted on performance measures in higher education, research designs have lacked a predictive quality. The pBAP model aims to fill this gap. Deans, Chairs, and Administrators will be able to plug in predetermined institutional, college, or program data into the pBAP model to determine relative national ranking with peer institutions. NCES, NSF, US News & World Report, and institutional data will be used. Quantitative factors from these datasets will be selected based on the findings of a grounded theory study to define a quality engineering Ph.D. program.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Classroom Utilization: Measuring the Actual Use of a Classroom (306)

FERNANDO E. COLINA (Author), Assistant Director, Salem State College

An analysis is presented on the seat usage by time of day and classroom capacity. Different benchmarks are used to compare optimal classroom usage vs. actual scheduling of classrooms.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Mixing Qualitative and Quantitative Approaches to Environmental Scanning at a Community College: A Strategic Planning and Marketing Tool (315)

CHARLES SECOLSKY (Author), Director of Institutional Research and Planning, County College of Morris

JOSEPH NAZZARO (Author), Executive Director of College Advancement and Planning, County College of Morris

Environmental scanning is conducted for five situational models for a community college. The areas selected were derived from an analytical ranking of ten areas which were thought to be germane to the future positioning of the college in its external environment. The focus for each of the five scans is a combination of qualitative and quantitative approaches. It was thought that with the lack of conclusiveness for environmental scans, the complementarity of the qualitative and quantitative approaches provides for a greater sense of the validity inherent in the scans. The results can be used for strategic planning and as a marketing tool.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Programme Improvement Through Alumni Research (PITAR) A Collaborative Project Between Three UK Higher Education Institutions (334)

SHERYL Y. RANDALL (Author), Head of Institutional Planning, University College Northampton, UK

DAVID T. DAVIES (Author), Project Manager, Anglia Polytechnic University

PATRICIA A. HOPKIN (Author), Project Officer, University College Northampton, UK

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

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

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

The Future Is Now: Preparing Community Colleges for Tomorrow Today (338)

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

Community Colleges confront on a daily basis, a changing community, changing student body, changing technology, and changing demands for accountability. In addition more emphasis is being placed on student learning, programs and the way colleges use their resources. As economic conditions worsen, it is time to rethink how we do business and to emerge from this period stronger and more competitive. It will be the purpose of this presentation to explore how community colleges are preparing for the future in an increasingly competitive society and how Institutional Research can aid in responding to this changing environment.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Faculty Salary Adjustment to Regional Differences in the Cost of Living (342)

NEAL FOGG (Author), Senior Research Analyst, Coordinator Policy Studies, Northeastern University

MARK L. PUTNAM (Author), Director of University Planning and Research, Northeastern University

This research uses a neoclassical economic framework to estimate the extent to which institutions adjust faculty salary levels in response to inter-urban differences in the cost of living. Regression results indicate that nominal salaries do adjust to differences in the cost-of-living, but not fully. A one percent increase in the cost of living leads to a 0.18 to 0.26 percent increase in nominal salaries (depending on academic rank and model specification), after controlling for other factors.

These findings may help research, planning, budget, and HR professionals as they seek to understand the impact of cost-of-living differences on faculty salary comparisons.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Using Scenarios and Simulations to Plan Colleges and Universities (350)

M. CHARLES MCINTYRE (Author), Director of Research, California Community Colleges

This session describes a method - scenario planning (SP) - by which college and university planners may construct and use multiple future scenarios and simulations in order to strategically plan their institutions' futures, chart their mission and goals, and select among alternative learning, delivery, and change strategies so as to achieve those goals in an environment of risk and uncertainty. Participants will have ample opportunity to discuss concepts, review a case study, and explore applications of SP at their own institutions.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Bracing for the Worst but Still Expecting the Best (363)

MARY-LOU A. D'ALLEGRO (Author), Director of Institutional Research, West Chester University

Recently, the State System of Higher Education implemented performance indicators that impacted the funding of each of the 14 state colleges. This presentation explains how one of the large PA state schools used the performance indicator results in the improvement of its academic and student services. The presentation also explicates how the results, both good and bad, were shared with external constituents.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Monitoring College Performance: A Dashboard Glance Shows the Way to Improvements (364)

BRUCE MORRISON (Author), Data and Reports Coordinator, Grand Rapids Community College

Colleges continuously attempt to improve performance at their institutions. Gathering and disseminating data are means to help monitor performance. But having data is not enough. Unless staff members can properly interpret the data or information, they may not have the proper means to measure success. A well-constructed dashboard with three indicators (green—improvement; yellow—little or no improvement; red—attention needed) that measure changes in central areas can help staff members know if their efforts are paying off. These central areas include: student success; student satisfaction; staff satisfaction; budgetary/financial/markets; and strategic priorities.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Bringing Moonlighters to the Daylight: How Institutions Structure Faculty Outside Work (370)

ALEXEI G. MATVEEV (Author), Norfolk State University

NURIA M. CUEVAS (Author), Director of Institutional Effectiveness and Assessment, Norfolk State University

ELSIE BARNES (Author), Norfolk State University

The purpose of this poster presentation is to examine institutional policies on full-time faculty outside work and explore whether the policies differ in different institutional settings. Policy analysis provides essential information about how institutions structure faculty behavior, including outside paid work. We will analyze definitions of faculty outside work, structures and purposes of the policies, and methods for managing outside activities. Recommendations for policy development will be included.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Using IR to Help Inform Campus Discussions Regarding Domestic Partner Benefits (371)

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

Benefits extended to spouses of faculty and staff are typically not extended to partners of gay and lesbian employees, a situation that is changing in many workplaces. Some colleges and universities cite budgetary constraints and other concerns as the reasons for not implementing domestic partner benefits. Institutional Research can be useful in obtaining relevant data and providing information to stakeholders in these debates. This poster will describe some possible resources and methods, using the case of a large Midwestern university as an example.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Finding a Future for Four-Year, Public Post-Secondary Education (390)

WILLIAM E. ROWETON (Author), Director of Institutional Research, Chadron State College

America's comprehensive, four-year, public post-secondary institutions struggle anxiously to find their futures. In fact, public institutions do not face a certain demise. Rather, today's Zeitgeist highlights "perfect means and confused goals."

To begin, opportunities for Twenty-First Century college educators grow from skill training to character development and from more traditional educational agendas to novel initiatives. Add to these educational opportunities alternate instructional technologies. In sum, the post-secondary challenge, institution by institution, is to limit its appetite to its resources.

To describe a strategy, this poster illustrates how learning outcomes assessment, a challenge plaguing academicians, actually provides a productive strategic template.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Factum: A Web-Based System for Gathering and Integrating Campus-Wide Faculty Data (392)

MARIA T. JIMENEZ (Author), Professor, University of Puerto Rico-Rio Piedras Campus
 CARMEN FIGUEROA (Author), University of Puerto Rico-Rio Piedras Campus

Acopio is a campus-wide system that integrates data about faculty bio-demographic, expertise, and accomplishments such as publications, research projects, recognitions and conferences and allows authorized campus community members to access faculty information. The system imports data from campus legacy systems. Data about accomplishments are entered by the professor via an easy-to-use Web interface. The data collected through this system serves in turn as input to the data warehouse for decision support and institutional research. The system enables faculty to keep up to date their curriculum vitae, view historic data imported from legacy systems, and find experts in a certain field.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Diversity Performance Indicators: Demonstrating Commitment, Impact, and Progress (393)

VICTOR M.H. BORDEN (Author), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis
 KATHERINE MORROW (Author), Research Associate, Indiana University Purdue University Indianapolis

Colleges and universities provide diverse campus experiences for students, faculty, and staff. One university measures their progress toward building a diverse campus community through evaluation of eight diversity performance indicators. Each indicator is supported by evidence from a variety of sources including demographic data, student self-reports, and faculty/staff surveys. A campus-wide diversity committee annually evaluates the progress in each of the indicators and documents areas where additional efforts should take place. The committee communicates their findings to stakeholders and improvements in campus diversity efforts have been made as a result of recommendations from the diversity committee.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Some Context on Becoming a Hispanic Serving Institution: The Case of Arizona (405)

TOM RHODES (Author), Research Specialist, University of Arizona
 JOSE LUIS SANTOS (Author), Senior Institutional Researcher, University of Arizona

The President declares an objective: X will become a Hispanic Serving Institution under Title V. But how will he get to the 25% Hispanic student threshold when current enrollment is only 15%?

Obstacles exist: a K-12 system stratified along socio-economic lines—and hence, ethnicity; poor-performance in majority Hispanic schools; low university enrollment, retention and graduation rates.

When the exploding Hispanic population is added, it is clear [state] is suffering a public education crisis that limits options for increasing Hispanic enrollment and graduation rates.

We examine existing policies, lessons from other states and present policy options for effectively addressing the problem.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

The Squeeze of Accountability in Higher Education: External Mandates and Internal Change (420)

LISA A. PETRIDES (Author), President, ISKME
 THAD R. NODINE (Author)

This poster discusses how one district sought to implement new internal evaluation procedures to improve student outcomes in line with systemwide goals outlined in the new state-mandated performance-based funding mechanism for community colleges in California. This research found that in a climate of externally mandated accountability, an institution's ability to understand and mitigate the need for individuals to take on self-serving behaviors in response to external demands for accountability becomes increasingly important. This is particularly important as education organizations seek to bring about positive change through the use of data and information.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Multi-Case Studies: Collaborating with SAS in the IT Classroom (421)

FAY COBB PAYTON (Author), Assistant Professor of Information Systems, North Carolina State University

Collaboration between research and practice has long challenged the Information Systems (IS) field. Prior IS studies (Lyytinen, 1999; Avison, Fitzgerald and Powell, 2001) suggested that research and practice can benefit and learn from one another. In the context of research, however, there are often organizational objectives that drive how practice is viewed in an academic domain. Understanding how practice facilitates IS research and classroom efforts is critical in this context. Moreover, the academy, in general, and IS, in particular, can learn from other disciplines about how collaboration with practice can foster mutual learning in research and the classroom.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Examination of the Alignment Between the General Education Requirements of Public Four-Year Institutions and an Established Statewide General Education Core Curriculum (430)

PATRICIA S. INMAN (Author), Assistant to the Vice Chancellor, University of Illinois at Chicago

CELINA SIMA (Author), Associate Dean for Academic Affairs, University of Illinois at Chicago, College of Education

ERIKA BUHRING (Author), Graduate Assistant, University of Illinois at Chicago

The general education curriculum defines not only a general knowledge core but establishes a foundation on which advanced courses build. Variations in the depth and breadth of this undergraduate core suggest variations in student preparedness for advanced study. To respond to a statewide trend, in which increased numbers of students transfer prior to junior year, Illinois established a statewide general education core curriculum to facilitate transfer among Illinois colleges. This poster explores the alignment between the general education requirements of public four-year institutions and an established statewide general education core curriculum.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Using NSSE Results as Topical Research Briefs (504)

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

NSSE results can be overwhelming to analyze and disseminate to executive management. Salient findings that can move an institution in constructive ways may be overlooked when only the standard NSSE reports are circulated. A technique of selecting 5 or so key themes of importance to an institution as subjects for individual research briefs can work to draw institutional attention to the most important findings.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Using SAS/Graph and ODS with ActiveX or Java to Produce Magic Effects in Web Site Factbook Charts (516)

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

It's well known that SAS/Graph and SAS Output Delivery System (ODS) can generate HTML-format graphs/charts/maps directly. Using SAS/Graph and ODS with ActiveX controls or Java applets to produce Web site Factbook charts, the magic effect will occur. The end-users will be very excited to find that they are able to interactively change the chart color, orientation, type, etc. with their own Web browsers and get the information about the bar/pie chart by placing the cursor over the bars/pies of the graph. This poster will include the SAS ODS syntax, the method of changing the graph interactively, and several exciting results.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Analyzing Student Enrollment with GIS: A Case Study of Ohio's Public Universities (525)

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

YU ZHOU (Author), Bowling Green State University

The student attendance at public universities has a distinctive geographic pattern. Factors such as distance from the institute and impact of competing institutions have a great influence on student enrollment. Analyzing spatial distribution of university students in a region, therefore, is an important way to assist strategic and tactical planning for individual institutions as well as state public university systems. This study uses GIS (Geographic Information System), in conjunction with enrollment data from the Ohio Board of Regents, to analyze geographic patterns of student enrollment at Ohio's four-year public universities. Various maps will be produced and presented in this poster.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

The Impact of Web-Based Surveys on the Operating Procedures of Institutional Research Offices (527)

HEATHER ROSCOE (Author), Senior Research Analyst, Tufts University

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

Switching from paper to Web surveys has affected operations within our office (workloads, skills required of staff and student workers, clients' costs and expectations for turnaround time). We will discuss our experiences in detail along with results from a brief survey of IR professionals at other institutions as a comparison.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Use of NVivo to Analyze Comments in a Follow-up Survey of Teacher Education Graduates (529)

CHARLES E. RICH (Author), Associate Director of Institutional Effectiveness, East Carolina University

DAVID RODGERS (Author), East Carolina University

DAVID WHITMER (Author), East Carolina University

NICHOLAS WILSON (Author), East Carolina University

This session focuses on the effectiveness of NVivo to analyze open-ended items (comments) from a follow-up survey of Teacher Education graduates. Comments were from graduates with bachelor's and master's degrees and principals of bachelor's degrees graduates who were teaching.

Discussion will focus on NVivo features and problems encountered in processing the comments. NVivo output will also be evaluated in terms of its usefulness to the University clients for whom the survey was conducted, their motivation to use these results, and how well NVivo output augmented the quantitative results.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

MS Excel Pivot Table Makes It Easy for a Freshman Retention Study and Presentation (533)

NAN BRIAN HU (Author), Director of Institutional Research, Loyola Marymount University

Traditional methods of compiling summative or comparative data in Excel require much work and time on data entry and formatting. Moreover, it is often time consuming to verify the accuracy of data entered. Pivot Table provides a dynamic summary of data contained in a database or list. It allows switching rows and columns and drilling down to individual records with mathematical functions. This session demonstrates how to use Excel Pivot Table to present a freshman retention study with rich study results and unexpected functionality. Once pivot tables are published online the user can do interactive queries on selected variables.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Academic Unit Profiles for Resource Planning (575)

PAMELA J. ROELFS (Author), Director of Institutional Research, University of Connecticut

NANCY GRIFFIN (Author), University of Connecticut

This poster session summarizes a mini-warehouse of academic unit trend summaries of data compiled from several offices and computer files. The presentation highlights a research university's efforts to provide academic and financial administrators information for staffing and financial resource decisions. Institutional research and budget offices collaborated on the development of academic unit profiles over the past 5 years. Spin-off spreadsheets for reviewing degree productivity, scholarly/research productivity, and departmental details also are shown.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Creating Analytical Files from a Datatel Student Record System: One Institution's Solution (576)

JENNIFER E. MAULDIN (Author), Senior Research Associate, Regis University

JUSTIN L. PEREA (Author), Market Research Assistant, Regis University

This presentation would demonstrate how we created longitudinal tracking files to analyze retention and graduation rates for entering student cohorts. Like most student record systems, Datatel's Colleague system contains a broad range of student information that is very difficult to retrieve in a format that is useful for decision making. By downloading Colleague data into a small Access data warehouse, we have been able to link demographic data with course information to examine enrollment patterns and develop strategies for improving retention and student success.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Involving All The Elements: A New Model for Facilitating and Implementing Data-Based Information for Strategic Decision Making (582)

BONNIE L. HEDLUND (Author), Director of Academic Information, Management and Analysis, Azusa Pacific University

JOHN REYNOLDS (Author), Vice President for Administration and Information/Chief Information Officer, Azusa Pacific University

KATIE STRICKER (Author), Azusa Pacific University

JONATHAN BUEHLER (Author), Azusa Pacific University

SHERRY COLACHICO (Author), Azusa Pacific University

The mission of AIMA is to provide the university with training and education in methods of gathering excellent data, conversion of the data into accurate and meaningful information, and dissemination of the information within the context of the university's priorities for decision making and communication to internal and external stakeholders. The AIMA team combines several university offices with the goal of enhancing communication among the roles that are part of information communication process. The poster will present a unique model that expands upon the traditional IR model to a model that links directly from data to decision makers.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Arizona State University Graduate Certificate Program in Institutional Research (615)

GARY R. HANSON (Presenter), Professor, Arizona State University West

Information about the Graduate Certificate program in Institutional Research at Arizona State University.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Florida State University Graduate Certificate Program in Institutional Research (616)

ROBERT A. SCHWARTZ (Presenter), Associate Professor, Florida State University

Information about the Graduate Certificate program in Institutional Research at Florida State University.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

Indiana University/Indiana University Purdue University Indianapolis Graduate Certificate Program in Institutional Research (617)

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

Information about the Graduate Certificate program in Institutional Research at Indiana University/Indiana University Purdue University Indianapolis.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

The Pennsylvania State University Graduate Certificate Program in Institutional Research (618)

J. FREDERICKS VOLKWEIN (Presenter), Professor, Senior Scientist, Co-PI, Penn State University

BIRUTE V. MOCKIENE (Presenter), Research Assistant, Penn State University

Information about the Graduate Certificate Program in Institutional Research at The Pennsylvania State University.

5:00 p.m.-6:00 p.m.

POSTER

Third Floor Atrium

University of Missouri System Graduate Certificate Program in Institutional Research (619)

PATRICIA SOMERS (Presenter), Associate Professor of Higher Education, University of Missouri-Saint Louis

Information about the Graduate Certificate Program in Institutional Research at the University of Missouri System campuses.

6:15-7:20 p.m.

PLENARY SPEAKERS

Salons F and G, 4th Floor

Presidential Plenary - A View from the Bridge: Where Have We Been, Where are We Now, Where are We Going? (017)

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

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



The development of institutional research has been intertwined closely with the information technology revolution of the last 50 years. The success of individual institutional researchers, and our profession as a whole, rests largely on our ability to build bridges that allow us and our colleagues to cross over information rapids in pursuit of program, institutional, and system goals and objectives. The bridges we build help us see clearly the landscape behind, beneath, and in front of us. AIR President Vic Borden will use some conventional and unconventional presentational techniques to reflect upon the view from the bridge: where we have been, where we are now, where we are going, and, most importantly, what have we learned along the way?

7:30 p.m. - Until

SPECIAL EVENT

Salon E - Full Tech



Forum Reception (002) Sponsored by Runzheimer International

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

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

7:30 a.m.-8:20 a.m.	SPECIAL EVENT	Salon A - Tech
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AIR Past President's Breakfast Meeting (097)

RICHARD A. VOORHEES (Host), President, The Voorhees Group

This is an invitation only session for AIR Past Presidents.

7:30 a.m.-8:20 a.m.	SPECIAL INTEREST GROUP	MIT
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Academic Health Centers (S03)

GEORGE HAMILTON (Convener), Assistant to Vice Provost/Institutional Research Manager, Oregon Health & Science University

7:30 a.m.-8:20 a.m.	SPECIAL INTEREST GROUP	Massachusetts
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African Association for Institutional Research (AFAIR) (S04)

OYEBANJO A. LAJUBUTU (Convener), Director of Institutional Research, University System 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 a.m.-8:20 a.m.	SPECIAL INTEREST GROUP	Boston College
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Banner Users Special Interest Group (S09)

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.

7:30 a.m.-8:20 a.m.	SPECIAL INTEREST GROUP	Harvard - Tech
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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

7:30 a.m.-8:20 a.m.	SPECIAL INTEREST GROUP	Salon C - Tech
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Electronic Factbooks (S21)

TOD R. MASSA (Convener), Director of Institutional Research, State Council of Higher Education for Virginia

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.

7:30 a.m.-8:20 a.m.	SPECIAL INTEREST GROUP	Provincetown
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Southern Association for Institutional Research (SAIR) (S54)

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

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.

7:30 a.m.-8:20 a.m.	SPECIAL INTEREST GROUP	Vermont
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Systems Office Institutional Researchers (S91)

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

Meeting for those in system-level institutional research offices.

8:30 a.m.-9:30 a.m.

PLENARY SPEAKER

Salons E, F & G

Monday Plenary - Making the Most of College: Empirical Findings That Can Help Students, Faculty, and Campus Leaders to Strengthen Students' Success (012)

RICHARD J. LIGHT (Plenary Speaker), Professor of Education and Public Policy, Harvard University

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



For 16 years, at the request of three Harvard presidents, Professor Richard Light and colleagues from more than 30 other colleges and universities have gathered assessment evidence about the college experience. At the outset, focus was primarily put on evidence to strengthen teaching and learning. Questions included, What kinds of teaching strategies at colleges are most effective, and why? Are certain kinds of advising especially effective? What sorts of homework assignments lead to especially powerful learning? During the last three years, this project has focused specifically on some of the more delicate yet critical challenges facing many campuses. Specifically, does the dramatic increase in racial and ethnic diversity among students really lead to deeper kinds of learning? What can campus leaders and faculty do to enhance benefits from this new diversity among students?

While doing this assessment work, Richard Light has visited more than 90 campuses. A major finding he will share is that while details of assessment vary quite a lot among different colleges, certain core principles remain critical for nearly all campuses. In his presentation, Light will share these principles, together with concrete and specific suggestions for how any campus,

INCLUDING THOSE THAT ARE VERY DIFFERENT from a place like Harvard, can implement similar, assessment initiatives. All the examples are targeted to answer one, overarching question: how can campus leaders help students to "make the most" of their precious time at college?

9:40 a.m.-10:20 a.m.

AIR GRANT PAPER

Harvard - Tech

AIR GRANT PAPER: The Effect of Socioeconomic Status on Year-to-Year Persistence of First-Generation and Continuing-Generation College Students at Two-Year and Four-Year Institutions: Developing a Conceptual Model (606)

JIM S. SETTLE (Author), Director of Residence Life, Texas State University

ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

This program reports on findings supported by the AIR dissertation research grant program. The research focuses on the development of a model for first-generation student persistence at both two-year and four-year institutions, using socioeconomic status and social capital as primary factors. Analysis of the Beginning Postsecondary Survey was conducted, using correlation research and logistic regression to develop and test a theoretical framework. The presentation will focus on the literature forming the foundation of persistence studies, the theoretical framework of the study, and the preliminary findings of the study.

9:40 a.m.-10:20 a.m.

BEST PAPER/PRESENTATION SESSION

University of Massachusetts - Tech

MI/AIR Best Paper: Who Is Teaching Our First-Year Students? An Exploratory Look at the Relationship between Part-Time Faculty Utilization and First-Year Student Retention (628)

LAURA A. SCHARTMAN (Author), Director of Institutional Research and Assessment, Oakland University

TAEKO YOKOYAMA (Author), Research Assistant, Oakland University

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

We know that the use of part-time faculty is increasing in higher education, but we know relatively little about whether the increased utilization of part-time faculty, particularly in introductory courses, has an impact on student performance and retention. An exploratory study of the relationship between faculty status and student retention was undertaken at a research-intensive university, with a particular focus on whether the degree to which first-time full-time freshmen are exposed to part-time faculty has a discernable impact on student retention at this institution. When the data showed little impact, the question became, "How do we interpret this finding?"

9:40 a.m.-10:20 a.m.

BEST PAPER/PRESENTATION SESSION

Vermont

Follow Up Session to Richard Light Plenary (636)

RICHARD J. LIGHT (Plenary Speaker), Professor of Education and Public Policy, Harvard University

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

9:40 a.m.-10:20 a.m.

BEST PAPER/PRESENTATION SESSION

Orleans - Tech Monday

CAIR Best Paper: Measuring Determinants of Student Return vs. Transfer vs. Dropout vs. Stopout: A Multivariate Analysis (639)

SERGE B. HERZOG (Author), Director of Institutional Analysis, University of Nevada-Reno

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

The study examines the impact of high school background, financial aid, college academic experience, and student employment on the odds of re-enrollment versus transferring to another institution, dropping out, or stopping out of new freshmen. Using polytomous logistic regression, two models are compared to account for the introduction of a large-scale state-funded scholarship program, with particular attention to the relative impact examined factors have on possible enrollment outcomes. Results are based on multiple-year cohorts in the context of enrollment at a public university with a liberal admissions policy in a medium-size urban area, and are particularly relevant to institutional policy on new freshmen recruitment, first-semester curricular choices and academic support, and second-year financial aid offers.

9:40 a.m.-10:20 a.m.

BEST PAPER/PRESENTATION SESSION

Salon J - Tech

MidAIR Best Paper: Data Mining: The Next Revolution in Institutional Research (641)

THULASI KUMAR (Author), Director Information Management and Analysis, University of Northern Iowa
 ZOHREH D. SOLTANI (Facilitator), Senior Curricular Analyst, University of California-Irvine

Recent developments in data warehousing at many colleges and universities have opened the door for the analysis of large quantities of admissions, student, and course data. Data mining can help predict students' academic success, profile good transfer candidates, score students on likelihood of transfer/drop-out, and even identify the alumni most likely to donate. As a young, unexplored and fast growing field, data mining has the potential to shift the institutional research function from a retrospective accounting function to a prospective management function. This presentation will explore various data mining algorithms, tools, applications, and cost issues from an introductory perspective.

9:40 a.m.-10:20 a.m.

BEST PAPER/PRESENTATION SESSION

Maine

VAMAP Best Paper: The 7 Habits of Highly Effective Institutional Researchers (646)

JERRE W. WILSON (Author), Director of Institutional Research, Marine Corps University
 RUTH V. SALTER (Facilitator), Assistant Director of Institutional Research and Policy Analysis, Valdosta State University

Using Stephen Covey's thoughts on "The 7 Habits of Highly Effective People", this paper presents a light-hearted, yet pragmatic view to understanding the nature of the work of Institutional Researchers. Institutional Researchers often are overwhelmed with conflicting and multiple tasks of equal urgency. Many are suffering from burn out and stress. By looking at Covey's principles and Carlson's words of wisdom (among others), the author provides a framework for those involved in Institutional Research for setting goals, increasing communication and personal development. Through anecdotes and sometimes humorous experiences, the author hopes to provide the audience with a reminder "to not sweat the small stuff".

9:40 a.m.-10:20 a.m.

DEMONSTRATION

Suffolk - Full Tech

Electronic Community College Ombuds (ECCO) (305)

MICHAEL F. BILLINGS (Author), Associate Vice President for Institutional Effectiveness and Strategic Management, Brevard Community College

ECCO provides a confidential, neutral and informal electronic method for employee discussion of issues and concerns that affect their relationship with the college.

The process allows intranet access to a categorized input screen; assignment of a keyword for future reference by user; response by committee tasked with researching/answering questions, reviewing comments, forwarding certain inquiries to departments with specific expertise; and user keyword access to the answer/information.

The objective is to identify trends, issues, patterns, problem areas in workplace policies, procedures, processes, and practices while allowing the employees a safe, accessible method for comments and suggestions.

9:40 a.m.-10:20 a.m.

DEMONSTRATION

Salon B - Full Tech

IPEDS Finance Survey – Evolution in Process (307)

CATHY A. STATHAM (Author), IPEDS Finance Survey Director, National Center for Education Statistics

Institutional researchers who use finance data should be aware of changes in the Finance Survey that continue to phase in during Spring 2004 for public institutions. Changes in accounting standards for public institutions prompted NCES to change the IPEDS finance survey to reflect the new format of financial statements. The upcoming data collection will be the last year of multiple versions of the public GASB Finance Survey. This paper shows what consistencies will be lost as well as the opportunities for new trend comparisons and peer analysis that will emerge. Also, changes in FASB survey forms will be discussed.

9:40 a.m.-10:20 a.m.

DEMONSTRATION

Salon K - Tech

Leading Change through the Strategic Planning and Budgeting Process (375)

MARSHA V. KROTSENG (Author), Chief Planning Officer, Valdosta State University
 ANNE E. FOLEY (Facilitator), Assistant Vice President, Columbia College Chicago

Strategic planning – thoroughly understanding an institution's strengths and weaknesses and carefully charting future directions – is a key to effective leadership of colleges and universities. In the current economic environment, strategic planning and budgeting are more critical than ever as institutions assess and reinforce their priorities through sound decision making and resource allocation. Integrated planning and budgeting also are integral to institutional change. This presentation focuses on the development, implementation, and effective use of a strategic planning model that incorporates a Web-based budgeting system. Such a system can lead institutions toward the important changes envisioned in their strategic plan.

9:40 a.m.-10:20 a.m.

DEMONSTRATION

Simmons - Full Tech

Down with Hardcopy Reporting: Create a Dynamic Reporting Environment (581)

SABRINA L. ANDREWS (Author), Director of Institutional Research, University of Central Florida
 M. PAIGE BORDEN (Author), Assistant Director of Institutional Research, University of Central Florida
 CATHERINE LUMSDEN (Author), Program Manager, Higher Education, SAS Institute Inc.

Fast growing universities are demanding more and more attention be given to time-sensitive, Web-based reporting; while, at the same time information technology units are integrating new, large-scale relational databases. Challenges abound for the Institutional Research office to undertake these types of projects on top of standard reporting requirements. This presentation will show how a large, metropolitan university used SAS® to integrate numerous hardcopy management reports into a single, dynamically accessible Web-based reporting environment. In addition the presentation will address specific data elements, methodology, and SAS® tools and techniques utilized.

9:40 a.m.-10:20 a.m.

RESEARCH PRESENTATION

Salon D - Tech

The Secret Math Curriculum for Community College Students (213)

DONALD L. QUIRK (Author), Director of Institutional Research and Planning, McHenry County College
 SUSAN B. THOMPSON (Facilitator), Research Associate in Student Affairs, Texas State University-San Marcos

Every institution has an official curriculum, comprising required courses, alternative courses and electives, and each also publishes a semester-by-semester schedule of recommended courses, intended to guide students into a logical approach to the curriculum. This study focuses not on these but, rather, on the real community college mathematics curriculum, this curriculum is real in that it reflects actual student behavior. The empirical study tracks the mathematics enrollment patterns of new freshmen, including delayed enrollments, repeated enrollments, mathematics “stop-outs,” mathematics “drop-outs” and mathematics completers and discusses their impact on student academic success and their implications for curriculum and academic policy.

9:40 a.m.-10:20 a.m.

RESEARCH PRESENTATION

Boston College

Social and Pedagogical Condition that Influence Choice and Success in Argentina (399)

MARTA KISILEVSKY (Author), Research Administrator, Ministry of Education
 SUZANN M. KOLLER (Facilitator), Associate Director, University of Wyoming

In Argentina, the question about subject’s motivation to become a student and what investments by the prior levels of the educational pipeline are required for success, remain unanswered. The research aims to identify the factors preceding career choice in higher education, assuming that academic and social variables are an important part of that process. A revision of policies between non university level of education and higher education are presented. The methodological approach of the research is the combination of statistic analysis on the basis of census and sampling information and recent research findings. The main sources consulted were official databases from the National Education Quality Assessment 2000 and National Home Survey.

9:40 a.m.-10:20 a.m.

RESEARCH PRESENTATION

Salon H - Tech

The Health Workforce Shortage: School and State Responses (448)

STEPHEN N. COLLIER (Author), Director and Professor, University of Alabama at Birmingham
 HAROLD P. JONES (Author), Dean and Professor, University of Alabama at Birmingham
 DEBRA C. DAVIS (Author), Dean and Professor, University of South Alabama
 BRENDA CARTER (Author), Director of Academic Program Review, Alabama Commission on Higher Education
 LAURA E. KEHOE (Facilitator), Research Analyst, Roosevelt University

At a time when state and institutional budgets are increasingly restrained, there is growing pressure to expand enrollment in existing programs or create new programs in nursing and a number of the allied health professions due to current workforce shortages and projections of future need. Covered in the session will be recent national studies and projections, factors for consideration in expansion or creation of programs, and cost-effective alternatives to increase the number of graduates. The perspective of both the individual educational institution and that of the state higher education governing or coordinating board will be presented.

9:40 a.m.-10:20 a.m.

RESEARCH PRESENTATION

Salon A - Tech

Issues in the Development of a Model to Adjust Transfer Rate (578)

SHUQIN GUO (Author), Director of Research and Assessment, University of Cincinnati
 PAM HAWS (Facilitator), Assistant Vice President and Director of Institutional Research and Planning, University of Texas at Arlington

The study statistically tests for systematic environmental factors that affect the transfer rates to four-year institutions, across four student cohorts for community college. Among the tested factors are student academic preparedness, local economic indicators, age of student population, percentage of students receiving financial aid, and student self-reported goals. Regression analysis shows that the tested factors explain about 60% of the variance in transfer rates. Issues dealing with percentage variables, covariates, and model selection are discussed in the presentation.

9:40 a.m.-10:20 a.m.

RESEARCH PRESENTATION

Salon I - Tech

Developing Your Institutional Research and Assessment (IRA) Toolkit in a Small Environment: Practical Skills for Success (587)

KRIESTA WATSON (Author), Director, Institutional Research and Assessment, Southeastern University
 JOHN M. KALB (Facilitator), Director of Institutional Research, Southern Methodist University

The session highlights the critical toolsets needed in smaller institutional research and assessment offices. It explores the resources required technically, professionally, and intellectually. In addition, it provides the tools and resources that can be helpful in getting started and maintaining the institutional research and assessment structure. The participant will also learn how to navigate successfully in a smaller higher educational environment as an IRA professional. By attending this session, your toolkit will be definitely enhanced and sharpened.

9:40 a.m.-10:20 a.m.

SCHOLARLY PAPER

Salon G

A Typology of Student Engagement in American Universities (119)

GARY R. PIKE (Author), Director of Institutional Research, Mississippi State University
 GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington
 SARAH B. LINDQUIST (Facilitator), Assistant Dean of the Graduate College, Arizona State University Main

The Carnegie classification system has served as a framework for research on colleges and universities for more than 30 years. Today, the system's developers are exploring criteria that more effectively differentiate among institutions. One approach being considered is classifying institutions based on students' educational experiences. This paper explored whether it is possible to create a typology of institutions based on students' experiences. Results indicated that such a typology could be created and that the types were generally independent of institutional mission and size.

9:40 a.m.-10:20 a.m.

SCHOLARLY PAPER

Salon E - Full Tech/Split

Assessing the Impacts of Critical Inquiry Courses (240)

MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University Purdue University Indianapolis
 BARBARA JACKSON (Author), Associate Dean, Indiana University Purdue University Indianapolis
 GAYLE ANN WILLIAMS (Author), Assistant Dean, Indiana University Purdue University Indianapolis
 JOHN H. MILAM (Facilitator), Managing Director, HigherEd.org, Inc.

This paper describes the methodologies employed to assess the impacts of Critical Inquiry courses at a large, urban, public university. Critical Inquiry (CI) is a set of courses designed to help enhance academic performance in discipline courses and the development of transferable learning strategies. CI courses are linked to specific content courses and are designed to facilitate student understanding and critical analysis of specific readings in the course and other critical academic skills. The authors report how qualitative and quantitative evaluation results were used to demonstrate that CI courses are effective support mechanisms for students with prior academic deficiencies.

9:40 a.m.-10:20 a.m.

SCHOLARLY PAPER

New Hampshire

A Brave New Frontier: Distance Education On-Load and Part of Departmental Expectation (253)

LISA MULLER (Author), Associate Research Scientist, University of Wyoming
 SHARRON L. RONCO (Facilitator), Assistant Provost, Florida Atlantic University

A case study at a doctoral extensive research University examining the Outreach school policy. Over the past few years there has been a deliberate attempt at the case University to move towards many types of course delivery delivered as part of normal departmental expectation. The result is that traditional Outreach classes & on-line classes are increasingly being taught on-load. The culture change of Distance teaching becoming just another mode of delivery has included close examination of peer and aspirant policies. The implications of the planning directions and the outcomes at the case University are explored in this paper.

9:40 a.m.-10:20 a.m.

SCHOLARLY PAPER

Provincetown

Persistence at A Liberal Arts University and Participation in A Study-Abroad Program (343)

DENISE Y. YOUNG (Author), Assistant Provost and Director of Institutional Research, University of Dallas
 SANDRA BRAMBLETT (Facilitator), Director of Institutional Research and Planning, Georgia Institute of Technology

A longitudinal study with 6 years of cohort data examined the relationship between persistence and participation in a study-abroad program. Results from regression analysis showed that students in the study-abroad program persisted longer at the university than did non-participants. There was strong evidence for statistical, practical, clinical, and economic significance of the results. According to Tinto's Theory of Individual Departure, persistence is related to how much a student is integrated into the academic and social subsystems of the university. It is hypothesized that participation in the study-abroad program is associated with both academic and social integration.

9:40 a.m.-10:20 a.m.

SCHOLARLY PAPER

Salon C - Tech

Changing Perceptions and Outcomes: The Tennessee Performance Funding Experience (414)

BRIAN NOLAND (Author), Associate Executive Director, Tennessee Higher Education Commission
 BETTY DANDRIDGE JOHNSON (Author), Director Policy, Planning and Research, Tennessee Higher Education Commission
 GARY SKOLITS (Author), Senior Research Associate, University of Tennessee
 LARRY L. ROWLEY (Facilitator), Research Fellow, University of Michigan

This study examines the effectiveness of Tennessee's widely acclaimed performance funding program. It examines the factors that have contributed to the longevity of this program and assesses its strengths/weaknesses from both an internal and external accountability perspective. While the program has been effective at maintaining external accountability, the research indicates that it has yet to realize its full potential as a campus accountability mechanism.

9:40 a.m.-10:20 a.m.

SCHOLARLY PAPER

Vineyard - Tech

Controlling for Random Respondent Behavior in a Large, Multiple-Institution Student Survey (569)

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
 MICHAEL J. VALIGA (Author), Director of Education and Social Research, ACT, Inc.
 TAMMIE L. CUMMING (Author), Research Associate, ACT, Inc.
 RENEE' N. GALLOWAY (Facilitator), Director of Institutional Research, Randolph-Macon College

This study examines the impact on survey results of the error introduced by respondents who randomly mark their survey instruments. Using a large, multi-institution data set containing nearly 40,000 survey records, we examined survey findings with and without including the records of students who failed to complete correctly a random response check item. Preliminary findings indicate that the error introduced by these individuals is systematic: When their records were eliminated, the variation increased among item means for all other items on the instrument, with relatively high means increasing in magnitude and relatively low means decreasing.

9:40 a.m.-10:20 a.m.

TABLE TOPIC

Brandeis

A Generic Approach to Evaluating Programs, Projects and Personnel (T01)

A. SRIKANTA RAO (Author), Director of Institutional Analysis, Assessment, and Evaluation, Tuskegee University
 WILLIAM L. LESTER (Author), Provost, Tuskegee University
 WILLIE J. JACKSON (Author), Director, Institutional Evaluation, Tuskegee University
 JANETTE J. NEWHOUSE (Author), Coordinator of Institutional Effectiveness, Tuskegee University

The session will provide an opportunity to discuss issues relative to planning and implementing campus-wide analysis, assessment and evaluation activities. Presenters will share their experiences and insights about setting up a generic program that can be applied to a wide variety of settings - academic and non-academic. Some documents developed by the University describing policies and procedures will be shared with the audience.

9:40 a.m.-10:20 a.m.

VENDOR DEMONSTRATION

Wellsley - Full Tech

SPSS Text Analysis Surveys™ (E01)

JAMES PARRY (Presenter), Systems Engineer, SPSS Inc.

SPSS representatives will demonstrate SPSS Text Analysis for Surveys™. SPSS Text Analysis for Surveys is based on 25 years' research in natural language processing. Open-end survey data is often underutilized because classifying and categorizing it is complicated, time-consuming, and costly. SPSS Text Analysis for Surveys™ combines manual techniques with linguistic algorithms designed to reliably extract and classify key concepts within data. The categories or "codes" produced can be re-used to provide consistent results across the same or similar studies. With this new product, anyone performing survey research can quickly transform qualitative data into quantitative data. "Unlocking" this open-end data can significantly improve analysis quality and decision-making ability. Once created, categories can be easily exported for further analysis in applications such as SPSS or Excel.

10:30 a.m.-11:00 a.m.

MORNING COFFEE BREAK

Grand Ballroom Foyer Area, 4th Floor

Vendor-Sponsored Morning Coffee Break (081)

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

11:10 a.m.-11:50 a.m.

AIR GRANT PAPER

Boston College

AIR GRANT PAPER: Organizational and Departmental Contexts that Predict Faculty Use of the Web for Instruction: An HLM Approach Using The NSOPF99 (603)

HEIDI E. GRUNWALD (Author), Graduate Student Research Assistant, University of Michigan

ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

This paper aims to identify organizational and departmental contexts as well as individual faculty traits that predict whether faculty use the Web for instructional purposes in traditional classroom settings. The data used were the NSOPF99 and the methodology used was a two-level, cross-classified, hierarchical linear model. Preliminary results showed that controlling for faculty traits, the relationship between amount of time spent teaching and use of the Web is dependent on the type of institution faculty are at. Concerns over the preliminary results include how the institutional digital divide will affect the types of students each institutional type serves.

11:10 a.m.-11:50 a.m.

BEST PAPER/PRESENTATION SESSION

Vineyard - Tech

ALAIR Best Paper: Success of Community College Transfer Students after Matriculation (604)

MATTHEW W. CAMPBELL (Author), Institutional Research Analyst, University of Alabama in Huntsville

DAN E. TENNIMON (Facilitator), Coordinator of Institutional Effectiveness and Research, Troy State University Montgomery

The study was undertaken to assess the academic performance of community college transfer students after matriculating to a land grant university. Results of a comparison within the transfer group indicated that transfers into the Colleges of Engineering and Business experienced a sharper decline in grade point average (transfer shock) than did transfers into the Colleges of Liberal Arts and Education. Results of a separate comparison of transfers to native university students indicated that native students graduated at a higher rate than transfers even though each group had similar cumulative grade point averages.

11:10 a.m.-11:50 a.m.

BEST PAPER/PRESENTATION SESSION

Vermont

Second Follow Up: Strategies for Getting Assessment Productively Embedded into Any Campus (637)

RICHARD J. LIGHT (Plenary Speaker), Professor of Education and Public Policy, Harvard University

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

Dr. Light will describe the origins of how assessment was productively embedded at Harvard and how it was first organized on several other campuses. The presentation will provide a flavor of the results of the earliest institutional research and assessment projects. These compelling findings actually changed the way many things are done at Harvard and at other institutions.

11:10 a.m.-11:50 a.m.

DEMONSTRATION

Suffolk - Full Tech

Customizing Statewide Demographic Projections for your Region and College - A Supply Driven Enrollment Projection Model (361)

CHRISTOPHER J. VINGER (Author), Director of Institutional Research, Berkeley College

Many fast growing states are setting aggressive goals to increase access to higher education. Public institutions have an even greater mandate to translate population growth into enrollment growth. This presentation reviews population projections commonly available from the Census Bureau or state data centers, and how those data can be refined for regional projections. Further concepts of modeling market share within your region will be introduced. Attendees will learn how statewide and regional data were used to develop local projections for a large multi-campus urban community college. Tips will be given on gathering and analyzing regional data so that attendees may replicate these demographic projections locally.

11:10 a.m.-11:50 a.m.

DEMONSTRATION

Salon I - Tech

Digging Deeper into the IR Toolbox: Integrating Data Sources and Technologies to Address the US News & World Report Rankings (573)

MARSHA LICHTENSTEIN (Author), Senior Institutional Researcher, University of New Mexico

This project brings together several tools in the IR researcher's toolbox to address an area of concern to upper administration: the US News & World Report Rankings report. To address this concern, I developed an interactive spreadsheet in Excel that shows whether our institution would enter a higher tier or slip into a lower tier when our scores on the factors in the rankings formula change. To develop the interactive worksheet, I drew on disparate data sources including US News, IPEDS Peer Analysis System, and AAUP, and used Excel, SPSS, and PowerPoint to create the final tool, the interactive spreadsheet.

11:10 a.m.-11:50 a.m.

DEMONSTRATION

Simmons - Full Tech

Academic Department Profiles: Creating a Budget Support Notebook Web Site (588)

KAREN DEMONTE (Author), Institutional Research Analyst, University of Delaware

The Budget Support Notebook (BSN) Web site contains information on instructional, research, and service revenues and expenditures for each college and academic department as well as information on instructional workload and productivity measures. With the rise in printing costs, the 150+ page report previously distributed to every department and college on campus was converted to a secure Web site. This demonstration will show how Microsoft Access, Perl scripting, and HTML are used to merge data from the Student, Human Resources, and Financial records systems into the many pages of the BSN for users to view on-line.

11:10 a.m.-11:50 a.m.

INVITED PAPER

Salon G

Reform of University Entrance Examination System in China (657)

HAIFENG LIU (Author), Director of the Institute of Higher Education, Xiamen University

After an introduction to the development of the college entrance examination system (CEES) started in 1952, the paper summarizes the development and reform of the CEES since its restoration in 1977. Then, it analyzes a series of dilemmas faced by large-scale selective examinations and looks into the future development of CEES in China. The paper points out that the current CEES basically fits in with the college admission system in China and will continue for a long time though continual modifications need to be made.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

University of Massachusetts - Tech

Using NSC Enrollment Data in Conjunction with Institutional Records to Track Student Outcome Attainment (120)

ROGER P. MOURAD (Author), Director of Institutional Research, Washtenaw Community College

WILLIAM W. HUGHES (Facilitator), Programmer Analyst Senior, The University of Alabama

This presentation shows how institutional records and National Student Clearinghouse enrollment data can be used in tandem to follow and characterize an entire cohort of new students in terms of outcome attainment. The cohort consists of all students who attempted to earn credits at Washtenaw Community College for the first time in the Fall 2000 semester (n=3,306). An outcomes attainment model is presented that measures academic success by degree/certificate attainment, transfer to baccalaureate institution, degree and transfer, and academic progress. Results through 3 full academic years are provided.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Salon D - Tech

Making the Transition: The Academic, Social, and Emotional Change in Freshman Students from Orientation through the First College Year (180)

WILLIAM B. ARMSTRONG (Author), Director of Student Research, University of California-San Diego

HEIDI M. CARTY (Author), Assistant Director, University of California-San Diego

CHARLES L. OUTCALT (Facilitator), Vice President Research, Policy and Planning, Southern New Hampshire University

Data on the nation's entering freshmen suggest that although the high school grades reported by the nation's 2002 freshman class continue to rise, academic self-concept and confidence are declining. These findings were corroborated at a highly selective research university. In addition, the investigators administered a pre- and post-survey to a cohort of new freshmen and transfers at the start and end of their first college year; track changes in the adjustment of first year students to the university environment. Where possible, this study also assessed the impact of certain experiences and sub-environments on student self confidence, attitudes, behavior and achievement.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Salon F - Tech

Preparing Future Community College Faculty: A University-CC Partnership for Learning and Teaching Excellence (243)

CHARLOTTE L. BRIGGS (Author), Assistant Professor, Loyola University Chicago

GARY R. PIKE (Facilitator), Director of Institutional Research, Mississippi State University

Supported by a 3-year FIPSE grant, a large research university, in partnership with an urban community college system, has recently designed and implemented a graduate certificate program in community college learning and teaching. With a distinctive focus on the community college context, this program seeks to prepare CC faculty as knowledgeable and skilled learning-centered instructors. The program is intended to jumpstart similar programs nationally to improve CC education, and head-off predicted severe shortages of CC faculty. This session will present the program's outline, reasons for its creation, information about the university-CC partnership, and evaluation outcomes after 2 years of implementation.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

New Hampshire

Transfer Program Review: A Structured Approach to Program Improvement (257)

ELLEN N. MCGREGOR (Author), Research Advanced Analyst, Pima Community College
 DAVID PADGETT (Author), Director of Curriculum and Articulation Services, Pima County Community College District
 PHILIP J. SILVERS (Author), Assistant Vice Chancellor for Research and Planning, Pima County Community College District
 SANDRA BRAMBLETT (Facilitator), Director of Institutional Research and Planning, Georgia Institute of Technology

Transfer program review provides the College with recommendations for program improvements based on a systematic examination of information. The forty disciplines were arrayed in seven programmatic clusters and the faculty members were provided with enrollment data, student rating of classes, a four-year history of course cancellations, faculty data, budgets, and curricular listings. Graduation data, transfer information, and assessment of outcomes of general education were provided at a program level. Faculty reviewed the information with respect to critical areas (enrollments, curriculum, student outcomes, and resources) and developed recommendations that were evaluated by College administration for funding in the next budget cycle.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Wellsley - Full Tech

Institutional Management in the National Universities of Japan (329)

TOMOKO TORII (Author), Assistant Professor, Nagoya University
 NAKAI TOSHIKI (Author), Nagoya University
 EDITH H. CARTER (Facilitator), Assistant Professor of Educational Research, Radford University

Drastic external changes created the demand for institutional research and brought the evolution of the Office of Institutional Research in Japan. This paper examines the changing environment and the institutional management of national universities in Japan. The focus of the paper is the case analysis of Nagoya University, where the first Office of Institutional Research was established among the national universities in Japan. Finally quality assurance and staff development are discussed as distinctive features in Japanese context.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Salon J - Tech

Impact of a Tuition, Fee, Room and Board Cost Guarantee at a 4-year Comprehensive Public University (354)

RHONDA K. KLINE (Author), Assistant Director Institutional Research and Planning, Western Illinois University
 CHARLES C. GILBERT (Author), Director, Western Illinois University
 MIKYONG MINSUN KIM (Facilitator), Assistant Professor, University of Missouri-Columbia

As tuition and fee costs soar, many colleges and universities are struggling with the dilemma of maintaining high quality programs while trying to keep tuition and fee costs affordable for students. One University has developed a cost guarantee model that guarantees tuition, fees, room and board for four years, as long as a student maintains continuous enrollment. This presentation will discuss the development of such a guarantee, as well as the impact the guarantee has had on retention, graduation rates, revenues, public relations and overall university operations.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Salon B - Full Tech

Assessment for a Quality Enhancement Plan: Documenting Undergraduate Research Initiatives at a Research University (366)

CHARLENE H. HERREID (Author), Coordinator of Institutional Research, University of South Florida
 KEVIN W. SAYERS (Facilitator), Director of Institutional Research and Effectiveness, Capital University

An institutional effectiveness office was charged with collecting information about undergraduate research initiatives to be used in the development of a university's Quality Enhancement Plan. Strategies for collecting information about the programs and presentation of findings in a Web-based format are discussed.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Salon K - Tech

Listening to Our Students: Creating an Information Infrastructure to Support Continuous Quality Improvement (377)

PATRICE M. LANCEY (Author), Assistant Director, University of Central Florida
 JULIA J. A. PET-ARMACOST (Author), Assistant Vice President of Information, Planning and Assessment, University of Central Florida
 DUANE AKROYD (Facilitator), Associate Professor, North Carolina State University

This presentation will describe the implementation of ongoing university-wide Graduating Student Surveys as a component of a comprehensive plan to provide accessible information sources to the community to support assessment processes. The organizational and technical structures to support ongoing measurement of student perceptions of learning outcomes and service quality will also be described and a Web-system that provides easy access to the survey results will be demonstrated. Participants will understand how this model builds and supports an institutional culture that values and is engaged in assessment and uses results to improve academic programs and administrative services.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Salon A - Tech

Two National Community College Benchmarking Projects: Progress and Status (424)

JEFFREY A. SEYBERT (Author), Director of Institutional Research, Johnson County Community College
LINDA W. MANNERING (Facilitator), Director of Institutional Research, University of Nebraska at Omaha

Recently, higher education has come under increased pressure to become more accountable to its various constituencies. In response to this scrutiny, many four-year colleges and universities have participated in regional and national benchmarking efforts. Such benchmarking consortia have been nonexistent, however, for community colleges. A Community College has taken a lead role in the design and implementation of two such initiatives: The Kansas Study of community college instructional costs and productivity, and the National Community College Benchmark Project, dealing with a wide array of variables of interest. This presentation will report on the progress and status of these two initiatives.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Salon H - Tech

Racial/Ethnic Patterns in First-Time Freshmen Enrollment at Virginia Four-Year Public Schools (445)

JAMES T. WALKE (Author), Graduate Student, Norfolk State University
MARI LUNA DE LA ROSA (Facilitator), Research Analyst, California State Polytechnic University-Pomona

Using data from the State Council of Higher Education for Virginia and institutional data from each of Virginia's fifteen public four-year schools this paper provides an alternative perspective on the merit versus access debate in university admissions. Counts of in-state student applications and first-time freshmen enrollments of in-state students at each of Virginia's fifteen four-year public schools disaggregated by race/ethnicity over a five year period are analyzed.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Salon E - Full Tech

Understanding the Challenges of Using Different Sources for Project Data (555)

JACQUELYN STIRN (Author), Consultant
SCOTT L. THOMAS (Author), Associate Professor of Higher Education, University of Georgia
ALAN J. STURTZ (Facilitator), Director of Institutional Research and Planning, Connecticut State University

This research presentation will discuss the data challenges and solutions from the recent update and expansion of a recent publication of projections of high school graduates. High school graduates were projected for public and nonpublic students as well as by family income and race/ethnicity for the public students.

While in the best of all possible worlds, all data would be available and reliable; this project suggests that this is often not the case. Examples of some of the larger discrepancies will be presented along with a consideration of the ramifications of the data choices that were made.

11:10 a.m.-11:50 a.m.

SCHOLARLY PAPER

Maine

Understanding the Construction and Experiences of Diversity of Asian American Students (132)

AMANDA KIM (Author), Post-Doctoral Fellow, The University of Michigan
SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
TIMOTHY A. DELICATH (Facilitator), Director of Institutional Analysis and Assessment, Logan College of Chiropractic

In studies of racial relations, Asian Americans often remain invisible. Although Asian Americans continue to face discrimination and prejudice their experiences are often overshadowed by prevailing notions of positive stereotypes. As the Asian American population continues to grow, it is critical to give voice to their experiences. In this study, Racial Identity Theory is utilized to understand the construction of and experiences of diversity among the Asian American students who participated in these focus groups. This theory allows for the understanding of the racial consciousness of these students and its salience in contextualizing their intergroup interaction experiences.

11:10 a.m.-11:50 a.m.

SCHOLARLY PAPER

Provincetown

The Educational Implications of Cross-Racial Interaction among Undergraduates: A Hierarchical Linear Modeling Study (153)

KIMBERLY O. MISA (Author), Research Analyst, University of California-Los Angeles
NIDA DENSON (Author), University of California-Los Angeles
MITCH CHANG (Author), University of California-Los Angeles
VICTOR SAENZ (Author), University of California-Los Angeles
HEATHER KIM (Facilitator), Senior Researcher, Yale University

This study examined whether or not students who had higher levels of cross-racial interaction during college tend to report significantly larger developmental gains than their peers who had lower levels of interaction. This study more accurately models the structure of multilevel data by applying Hierarchical Linear Modeling (HLM). The general pattern of findings suggests that cross-racial interaction has positive effects on student development. The results show that even though a student's level of cross-racial interaction is a more direct and powerful way to realize developmental gains, just being in an environment where other students are interacting frequently also contributes to students' self-reported development.

11:10 a.m.-11:50 a.m.

SCHOLARLY PAPER

Orleans - Tech

Studying Retention Within the Framework of Tinto's and Astin's Models (165)

DENISE C. GARDNER (Author), Associate Director of Institutional Research and Planning, Georgia Institute of Technology
 JONATHAN E. GORDON (Author), Assistant Director of Assessment, Georgia Institute of Technology
 BARBARA MCNEICE-STALLARD (Facilitator), Director of Research and Institutional Effectiveness, Mount San Antonio College

This study focuses on how one major Research I institution uses the data from their participation in the Higher Education Research Institute's (HERI) surveys, the National Survey of Student Engagement (NSSE), and other student surveys to predict student retention. Retention is studied within the framework of Tinto's interactive longitudinal model of student departure and Astin's input-environment-outcome (I-E-O) model and theory of student involvement. Exploratory factor analysis will be used to refine the variables from the student database and surveys, and regression analyses will be conducted to predict retention.

11:10 a.m.-11:50 a.m.

SCHOLARLY PAPER

Salon C - Tech

Faculty and Academic Administrator Support for Institutional Strategic Planning in the Midst of Postsecondary Education Reform (327)

WILLIAM J. NUNEZ (Author), Director, Institutional Research and Planning, University of Nebraska
 GARY L. BEACH (Facilitator), Director of Institutional Research, Oregon State University

This study examines strategic planning activities in the context of state postsecondary reform and investigates the levels of support between the two most critical stakeholders: faculty and academic administrators. In addition, this research investigates the impact of five related planning variables, including (a) type of institutional decision making, (b) planning model and structure, (c) level of involvement, (d) depth of implementation, and (e) level of support for state reform initiatives. The findings will potentially benefit university leaders, strategic planners, and state higher education boards by identifying the conditions under which institutional consensus supporting strategic planning may be generated.

11:10 a.m.-11:50 a.m.

SPECIAL INTEREST GROUP

Massachusetts

EAIR/AIR Seminar Planning Meeting (088)

VICTOR M.H. BORDEN (Convener), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis
 LEE HARVEY (Convener), Director of the Centre for Research and Evaluation, Sheffield Hallam University
 RICHARD A. VOORHEES (Convener), President, The Voorhees Group
 ELLA KRUZINGA (Convener), Secretariat, European Association for Institutional Research
 DENISE A. KRALLMAN (Convener), Assistant Director of Institutional Research, Miami University at Oxford
 ANDREEA M. SERBAN (Convener), Director of Institutional Assessment, Research and Planning, Santa Barbara City College
 TERENCE R. RUSSELL (Convener), Executive Director, Association for Institutional Research

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

11:10 a.m.-11:50 a.m.

VENDOR DEMONSTRATION

Harvard - Tech

Help for the Harried: Research Tools from Noel-Levitz (E02)

SCOTT E. BODFISH (Presenter), Associate Vice President of Market Research, Noel-Levitz
 RICHARD A MILLER (Presenter), Research Consultant, Noel-Levitz

In this session, we discuss how survey research products available from Noel-Levitz can be used by IR professionals to get more research information into the hands of campus decision makers. In addition to our popular satisfaction inventories, (SSI, ASPS), we will also share information about our new research service, The Research Assistant.

12:00 p.m.-12:50 p.m.

COMMITTEE MEETING

MIT

Professional File Editorial Board Meeting (075)

GERALD W. MCLAUGHLIN (Committee Chair), Director of the Office of Institutional Planning and Research, DePaul University
 JESSICA S. KORN (Associate Committee Chair), Director of Institutional Research, Eckard College

Meeting for the members of the Professional File Editorial Board.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Massachusetts

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

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Yarmouth

Indiana Association for Institutional Research (INAIR) (S27)

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

Members of INAIR and all other interested AIR members are invited to this Affiliated Group meeting. INAIR members will discuss and evaluate the 2003 Spring meeting and begin preliminary planning for the 2004 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.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Provincetown

Institutional Research on Graduate Students and Programs (S29)

PETER D. SYVERSON (Convener), Vice President of Research, 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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Boston College

Kentucky Association for Institutional Research (KAIR) (S31)

MARY KORFHAGE (Convener), Senior Associate, University of Louisville

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Maine

Mississippi Association for Institutional Research (MAIR) (S33)

JOSEPH W. CLIBURN (Convener), Associate Vice President of Institutional Research and Planning, Mississippi Gulf Coast Community College

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

New Hampshire

Michigan Association for Institutional Research (MIAIR) (S36)

JUNE HALAPIR (Convener), Information Systems Specialist, Wayne State 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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Northeastern

Northeast Association for Institutional Research (NEAIR) (S42)

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

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

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Vermont

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

GLORIA DAVILA-CASASNOVA (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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Salon C - Tech

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Salon A - Tech

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Orleans - Tech

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

PHILIP MOORE (Convener), Director of Assessment, University of South Carolina-Columbia

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Vineyard - Tech

SUNY Association for Institutional Research and Planning Officers (S62)

CATHERINE J. ALVORD (Convener), Research and Planning Associate, Cornell University

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

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Harvard - Tech

Texas Association for Institutional Research (TAIR) (S63)

MARILYN J. GREER (Convener), Director of Education Research and Assessment, University of Texas

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Salon B - Full Tech

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

KATHLEEN K. BISSONNETTE (Convener), Coordinator, Evaluation, Assessment and Planning, State University of New York at Buffalo

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Brandeis

Arab Americans (S92)

EMAD M. WAJEEH (Convener), Director of Institutional Research, Planning and Assessment, Lynn University

This SIG includes Arab-American IR and Arab IR officers in Arabic universities. Anyone interested is encouraged to attend.

12:00 p.m.-1:40 p.m.

SPECIAL EVENT

Salon E - Full Tech

Affiliated Groups Luncheon (Invitational Event) (006)

DENISE A. KRALLMAN (Host), Assistant Director of Institutional Research, Miami University at Oxford

1:00 p.m.-1:40 p.m.

AIR GRANT PAPER

Harvard - Tech

AIR GRANT PAPER: A Longitudinal Study of Adolescent Aspirations and Their Impact on the College Choice Process Using Multilevel and Categorical Data Modeling (605)

ARUNA LAKSHMANAN (Author), Doctoral Student,

ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

College choice research has shown that early high educational aspirations, and the maintenance of these aspirations through high school, both have an impact on the postsecondary attendance of students. This study seeks to better understand the factors that affect early aspirations as well as the stability of aspirations from the eighth grade through the twelfth, and the impact of these factors on the college application process. The findings indicate that the aspirations of eighth grade students are fairly high, and show positive growth till the twelfth grade. Aspirations also have a strong impact on the number of college applications filed.

1:00 p.m.-1:40 p.m.

DEMONSTRATION

Salon J - Tech

Measuring Perspectives: The Q Methodology Approach (556)

JOSEPH JURCZYK (Author), Research Analyst, Cleveland State University

Q Methodology is a tool that allows a researcher to identify the points-of-view that exist in a population by measuring the attitudes towards a concourse of items sorted by subjects on a rank-order basis. The session will provide a brief history of Q Methodology, a description of the research process used in conducting a Q study, including the data collection and analysis methods and tools employed, examples of institutional research applications, and a presentation of a recently completed project at the presenter's institution measuring student attitudes.

1:00 p.m.-1:40 p.m.

DEMONSTRATION

Salon B - Full Tech

From Isolation to Interactivity: An On-line Discussion Forum for Institutional Research Professionals (563)

GERSON BETANCOURT (Author), Senior Programmer/Analyst, Brown University
 KEVIN W. SAYERS (Author), Director of Institutional Research and Effectiveness, Capital University

We present a new tool, an online forum designed to promote interaction among institutional researchers. This forum has the potential to serve as a knowledge database equipped with powerful organizing and searching capabilities. Unlike static Web pages our forum will be a dynamic, organic knowledge resource with timely and relevant information.

1:00 p.m.-1:40 p.m.

DEMONSTRATION

Suffolk - Full Tech

Reporting and Data Analysis Tools - Making End Users Love Data! (564)

ANDREEA M. SERBAN (Author), Director of Institutional Assessment, Research and Planning, Santa Barbara City College
 WILLIAM HAMRE (Author), Santa Barbara City College

Developing decision support systems has been an endeavor for which institutional researchers have been responsible for many years. The key to a successful decision support system is its ease of use by the various campus constituencies, as well as its flexibility to accommodating multiple interests and demands. This demonstration provides an overview of how a college has developed and implemented end user reporting with one of the most powerful, yet easy to manipulate, tools: Oracle Discoverer. This demonstration should be of interest to institutional researchers who work with databases, data marts, data warehouses or ERPs built on Oracle database engines.

1:00 p.m.-1:40 p.m.

RESEARCH PRESENTATION

Salon D - Tech

London Calling: Exploring What Students Really Learn While Overseas (115)

KATHRYN DOHERTY (Author), Director of Learning Outcomes Assessment, Howard Community College of Baltimore County
 LINDA GOFF (Author), Director, Study Abroad Program, Marymount University
 CAROL J. BERNHARD (Facilitator), Data Analyst, University of New Mexico

Most international education professionals are beginning to recognize as well as agree that education abroad is by definition, experiential. Heretofore, research has focused upon student satisfaction and gains in foreign language proficiency in study abroad programs but little upon academic achievement, intercultural competencies, personal growth and development, and career-related choices. This session will explore one campus's effort to connect experiential learning outcomes directly to study abroad, something that to date is not well-documented in the literature.

1:00 p.m.-1:40 p.m.

RESEARCH PRESENTATION

Vineyard - Tech

Diversity by Design: A Study of Three Alumni Cohorts (141)

LAURA J. PALUCKI BLAKE (Author), Associate Director of Institutional Assessment, Occidental College
 KAREN FUKAGAWA YOSHINO (Author), Director of Institutional Assessment, Occidental College
 MICHAEL K. TAMADA (Author), Director of Institutional Research, Occidental College
 ANGELA DETLEV (Facilitator), Research Analyst, University of Richmond

The results of a survey tracking student experiences as the College made a commitment to diversity are discussed. The survey was administered to three cohorts of alumni, one pre-diversity, one during initial diversity efforts, and one from when diversity was established. Specifically examined: post-college experiences, College academic standards, institutional viability and vitality, the extent of student contact with demographic and programmatic diversity; and the extent to which an educational experience was equitably available to students. Data revealed that our commitment to diversity was accomplished without loss of academic quality. Conclusions are also discussed with respect to CSS+CIRP longitudinal results.

1:00 p.m.-1:40 p.m.

RESEARCH PRESENTATION

Provincetown

Disengaged and Ignored: Are Working Students a Lost Cause? (159)

MELANIE A. RAGO (Author), Research Associate, Indiana University
 JOHN MOORE (Author), Project Associate, NSSE, Indiana University
 LINDA W. MANNERING (Facilitator), Director of Institutional Research, University of Nebraska at Omaha

Students at urban institutions seem to be working ever increasing hours off campus. Many in higher education hold the assumption that the rising cost of college and greater levels of access to higher education are the cause. This session will examine the results of an increased workload on students' engagement in college, the surprising reasons students say they are working, and suggestions for what student affairs administrators can do to invite these students to re-engage with their college community.

1:00 p.m.-1:40 p.m.

RESEARCH PRESENTATION

Salon K - Tech

Cultural Transformation and the Future of Higher Education: A Quantum Process to Create New Standards (378)

JENNIFER A. SPIELVOGEL (Author), Assistant Vice Chancellor for Institutional Effectiveness, University of Missouri-Kansas City
 KATHERINE GIIMMESTAD (Author), University of Missouri-Kansas City
 AMY M. GOETZINGER (Author), Graduate Research Assistant, University of Missouri-Kansas City
 KENNETH A. SMITH (Facilitator), Research Associate, Southeastern Louisiana University

The future of higher education is changing, and we are challenged to change with it. This presentation will address how we, as institutions of higher education, can maximize leadership, planning, and evaluation efforts to continue to deliver our core educational mission and vision in these changing times. We will present a highly successful model for institutional transformation, emphasizing the transition from a hierarchical culture with predictable incremental improvements to a quantum culture that celebrates unpredictable accomplishments. This culture supports the changing needs of higher education and propels us into a remarkable, sustainable future.

1:00 p.m.-1:40 p.m.

RESEARCH PRESENTATION

Orleans - Tech

Budget Cuts and Public Higher Education: Direct and Indirect Effects on Human Resources, Instructional Infrastructure and Student Recruitment and Retention (386)

NATHANIEL BRAY (Author), Research Analyst, Virginia Polytechnic Institute and State University
 KRISTEN H. BUSH (Author), Associate Director of Institutional Research, Virginia Polytechnic Institute and State University
 DENNIS B. CATLEY (Author), Senior Programmer/Analyst, Virginia Polytechnic Institute and State University
 JANICE K. MCBEE (Author), Systems Analyst, Virginia Polytechnic Institute and State University
 DEBORAH OLSEN (Author), Director Institutional Research, Virginia Polytechnic Institute and State University
 TOM CHENIER (Author), Virginia Polytechnic Institute and State University
 ROXANNE GILE (Author), Research Analyst, Virginia Polytechnic Institute and State University
 CHUNG-YU HUNG (Author), Research Analyst, Virginia Polytechnic Institute and State University
 MICHELLE S. APPEL (Facilitator), Senior Research and Policy Analyst, University of Maryland

Within academe, state budget cuts and reduced appropriations create serious challenges for public institutions. In this paper, short-term effects of budget cuts at a large, public research university are examined. Findings show that a number of direct effects are in line with public cost-cutting expectations: faculty numbers are lower, salary increments are smaller, programs are reduced and brought in closer alignment with the mission. Indirect effects include larger lower division sections and fewer course choices. Despite this, student retention and attitudes remained positive. Tuition increases appeared to have the greatest effect on recruitment of out-of-state students. Implications are discussed.

1:00 p.m.-1:40 p.m.

RESEARCH PRESENTATION

Salon H - Tech

Using Institution-Specific Data and Financial Statement Analysis for Strategic Planning (437)

SANTANU BANDYOPADHYAY (Author), Graduate Student, Ohio University
 VALERIE M. CONLEY (Author), Assistant Professor of Higher Education Counseling and Higher Education, Ohio University
 ALICIA L. WILSON (Facilitator), Coordinator, Computer Applications, University of Central Florida

Financial statement analysis finds extensive use in industries for comparing performance among peers and competitors. Though universities adopted structured financial reporting under GASB from the mid-eighties, the lack of standardizations limited the use of such data for comparison purposes. The institution specific data, compiled by IR departments, can be used to fine tune the understanding of financial statements. Our study focuses on techniques for combining institutional data with financial statement analysis methodologies to define a better metric to benchmark institutional efficiency over time as well as among peers.

1:00 p.m.-1:40 p.m.

RESEARCH PRESENTATION

Maine

A Methodology for Reviewing Institutional Effectiveness Programs within a University System (541)

CHARLES H. HAWKINS (Author), Director of Institutional Research and Planning, North Georgia College and State University
 JOCELYN C. CLARK (Author), Director of Institutional Research, Southern Polytechnic State University
 CHRISTOPHER J. CYPHERS (Facilitator), Provost, School of Visual Arts

"A Methodology for Reviewing Institutional Effectiveness within a University System" presents the methodology and results of a comprehensive review of one institution's institutional effectiveness program. Recommended for the task by a senior staff member at the system level, institutional research directors of two other institutions in the same system independently conducted the review, utilizing a common framework, and then combined their report to the institution. There was a very high concurrence between the two reviewers' findings, yet each was able to add significant points based on their own perspective. The framework and results are presented.

1:00 p.m.-1:40 p.m.

RESEARCH PRESENTATION

Salon I - Tech

Reporting Survey Results on Underrepresented Students Using a Strategic Plan Format (553)

JOAN Y. HARMS (Author), Institutional Analyst, University of Hawaii at Manoa
 DENISE Y. YOUNG (Facilitator), Assistant Provost and Director of Institutional Research, University of Dallas

This session describes how an institution used their strategic plan categories to report institutional survey trend results of Filipino, Hawaiian and Other students. This procedure was developed to facilitate the use of the College Student Experiences Questionnaire and to encourage data-driven decisions to improve institutional effectiveness. The study will be described, including key survey trend results comparing the three groups. Pros and cons of the reporting procedure and sample worksheets used by judges to categorize survey items will be shared and discussed. Overall recommendations will be made.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

New Hampshire

Does Rank Matter?: Career Satisfaction Among Female Faculty (216)

LOUISE AUGUST (Author), Research Assistant, University of Michigan-Ann Arbor
 PRUDENCE A. WIDLAK (Facilitator), Research Associate, College of Du Page

Retention of female faculty is an important issue for institutions of higher education aiming for excellence and diversity. An essential first step in understanding retention is to examine what contributes to career satisfaction for academic women. Based on data from a census survey of faculty conducted in 1996 at a Research I university located in the Midwest, this study identifies domains of environmental condition, departmental climate, and demographics that play a role in female faculty's overall career satisfaction. Specifically examined is the effect that rank status has on career satisfaction.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Salon C - Tech

The Theory and Practice of University Pricing (319)

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University
 NEIL THEOBALD (Author), Vice Chancellor and Professor of Education Finance, Indiana University
 DOROTHY S. CHEAGLE (Facilitator), Director of Planning and Governmental Relations, Morris College

In this paper, we will provide an overview of economic theories and models relating to university pricing, and the implications of these theories in light of recent changes in the demand for higher education. We will then use national data and data for one institution to examine how these models predict what has happened, and discuss some of the other considerations that institutions use when setting tuition policies.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Boston College

Retention and Migration of Students through a State System of Higher Education (409)

DANIEL P. PETRA (Author), Program Coordinator for Academic Affairs, South Dakota Board of Regents
 KAREN CARD (Author), Associate Professor, The University of South Dakota
 SARA MCPHEE (Facilitator), Research Associate, American Association of Community Colleges

Given the current environment in which they operate, state systems of public higher education must make greater efforts to understand and monitor patterns of student retention and transfer among institutions. This study examined student retention and inter-institutional migration patterns within a state system of public higher education, described how student and institutional characteristics related to those patterns, and determined how variations in methodologies impacted retention rates. An ex post facto research design was used to study enrollment patterns of 23,499 degree-seeking students enrolled within the public university system over a three-year period.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Wellsley - Full Tech

An Action Research Approach to Evaluating New Student Orientation (552)

MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University Purdue University Indianapolis
 SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis
 ANDREA C. ENGLER (Author), Indiana University Purdue University Indianapolis
 ANN H. LOWENKRON (Author), Indiana University Purdue University Indianapolis
 VANCE A. NIELSEN (Facilitator), Director of Institutional Research, New Mexico State University-Carlsbad

This paper describes an action research approach to evaluating the new student orientation program at a large, urban public university. Participatory action research was employed as an effective method for providing more opportunities for key stakeholder involvement, analyzing program outcomes and processes, and ensuring that critical qualitative and quantitative data were used to implement data-driven interventions for continuous program improvement. Authors describe how results from focus groups and questionnaires administered to first-year students were used to provide campus orientation leaders and supporting faculty with critical feedback regarding students' perceptions of orientation processes, the impacts of orientation, and incoming students' needs.

1:00 p.m.-1:40 p.m.

SPECIAL EVENT

Salon E - Full Tech

Affiliated Groups Luncheon (Invitational Event) (006)

Continued from previous time period.

1:00 p.m.-1:40 p.m.

TABLE TOPIC

Brandeis

Planning the Future by Looking at the Past: A review of 40 Years of Self-Study Recommendations at a Single Institution (T21)

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

Self-Studies are myopic. They review the recent 10-year past in order to make recommendations for the immediate 10-year future. The institution is then measured, evaluated and held accountable for the recommendations set forth. But Self-Study recommendations have a long-term effect on the institution. The purpose of this discussion is to review the Self-Study recommendations proposed at one institution over a 40-year time period and assess the effectiveness and impact of these recommendations over the long term.

1:00 p.m.-2:30 p.m.

INVITED PAPER

Salon G

The Next NRC Assessment of Doctoral Programs (625)

CHARLOTTE V. KUH (Author), Deputy Executive Director, National Research Council
 JAMES VOYTUK (Author), Senior Program Officer, National Research Council
 PETER D. SYVERSON (Author), Vice President of Research, Council of Graduate Schools
 MARSHA K. KELMAN (Author), Assistant Vice Chancellor, University of Texas System
 MARYANN GRAY (Author), Associate Vice Provost for Academic Information and Infrastructure, University of Southern California
 DAWN GERONIMO TERKLA (Author), Executive Director of Institutional Research and Planning, Tufts University

This symposium will discuss the organization and data needs for the next NRC Assessment of Doctoral Programs, which is set to take place in 2004-2005. Data collection for the study is considerably more complex than it was ten years ago when the last study was done. These new needs will be described by the NRC and then discussed by institutional researchers who helped develop the questionnaire, who participated in the pilot testing, and a respondent who will react to the plan.

1:00 p.m.-2:30 p.m.

PANEL

Salon F- Tech

CIRP and CSS: Charting Students' Trajectory Through College (137)

JENNIFER R. KEUP (Author), Director of Follow-Up Surveys, CIRP, UCLA Higher Education Research Institute
 LINDA J. SAX (Author), Associate Professor and Associate Director of HERI, University of California-Los Angeles
 MARK L. GUNTY (Author), Assistant Director of Institutional Research, University of Notre Dame

This panel discusses the theory and application of longitudinal research in general and the CIRP Freshman Survey and College Student Survey (CSS) in particular. This session outlines a conceptual framework for understanding longitudinal student assessment and highlights findings from research conducted on a nationwide sample of 15,000 students who completed the CIRP Freshman Survey at college entry and the 2003 College Student Survey (CSS) upon graduation. In addition to a presentation of national findings, panelists discuss the assessment goals, administration practices, and application of CIRP and CSS from the perspective of an institution participating in the surveys.

1:00 p.m.-2:30 p.m.

PANEL

Simmons - Full Tech

FAIR: The Faculty Academic Information Reporting, Faculty Incentives to Use A Knowledge Management System in an Academic Institution (189)

KEVIN FRENZEL (Author), Specialist, Faculty Research, University of South Florida
 CAROL J. ROLF (Author), Associate Vice President of Academic Affairs, University of South Florida
 KUNAL GUPTA (Author), Programmer/Analyst, University of South Florida
 PHILIP SMITH (Author), University of South Florida

We will demonstrate a university's knowledge management system (KMS) nearing full implementation, which is designed to collect and assist with the scholarly and research efforts of its faculty. The Faculty Academic Information Reporting (FAIR) system is a KMS that compiles the information needed to assist faculty with NIH/NSF grant proposal submissions, as well as providing largely completed templates for the faculty member's annual report and tenure/promotion processes. Other FAIR source modules (presented at AIR previously) act as repositories for standardized scholarly and effort reporting information. A new reporting module for the above faculty activities will also be demonstrated.

1:00 p.m.-2:30 p.m.

PANEL

Salon A - Tech

Parents and the Community College (308)

TRUDY H. BERS (Author), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College
 DONALD L. QUIRK (Author), Director of Institutional Research and Planning, McHenry County College
 NANCY C. MCNERNEY (Author), Assistant Vice President, College of Lake County

Panelists will discuss the process and findings of a collaborative study, a survey of parents of high school class of 2002 students enrolling in their local community colleges in fall 2002. Several Chicago area colleges participated, using a common instrument. Topics explored include parents' role in the college choice process, desired outcomes for their students, and consistency between parent assessments of their students and academic performance. Implications for practice and approaches to disseminating and using results will also be described.

1:00 p.m.-2:30 p.m.

PANEL

Vermont

Impacts of Globalization for Higher Education: Experience from Taiwan (427)

SAMUEL S. PENG (Author), Professor, Center for Higher Education Research, National Tsing Hua University, Taiwan
 HSIAO-CHING HSIEH (Author), Professor, National Tsing-Hua University, Taiwan
 SHUEN-FEN CHEN (Author), Professor, National Tsing Hua University, Taiwan
 SUFEN CHEN (Author), Assistant Professor, National Tsing Hua University, Taiwan
 TONG-RUE SHEN (Author), Professor, National Tsing Hua University, Taiwan

This panel discusses the impacts of globalization for higher education in Taiwan. As a major player in the world's economic and technological development, Taiwan's experience may offer some valuable lessons for countries that strive to improve their higher education as well as some insights to institutions that plan to provide quality education to citizens of the world. In particular, the discussion will focus on the expansion of higher education in response to social and economic needs and its subsequent impacts for access, choice, equity, efficiency, quality, and outcome of education.

1:50 p.m.-2:30 p.m.

COMMITTEE MEETING

Brandeis

Nominating Committee (080)

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

Meeting of the current members of the Nominating Committee.

1:50 p.m.-2:30 p.m.

COMMITTEE MEETING

Yarmouth

Graduate CDS Working Group (092)

LAURA A. SCHATMAN (Committee Chair), Director of Institutional Research and Assessment, Oakland University

The Graduate CDS Working Group will hold its annual meeting.

1:50 p.m.-2:30 p.m.

INVITED PAPER

Salon G

The Next NRC Assessment of Doctoral Programs (625)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

OPEN HEARING

Salon C - Tech

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.

1:50 p.m.-2:30 p.m.

PANEL

Salon F - Tech

CIRP and CSS: Charting Students' Trajectory Through College (137)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Simmons - Full Tech

FAIR: The Faculty Academic Information Reporting, Faculty Incentives to Use A Knowledge Management System in an Academic Institution (189)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Salon A - Tech

Parents and the Community College (308)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Vermont

Impacts of Globalization for Higher Education: Experience from Taiwan (427)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Suffolk - Full Tech

Analyzing the Activities of Successful and Non-Successful Students in Online Courses (116)

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

GINA PAPA (Author), Systems Support Specialist, Board of Regents of the University System of Georgia

SZ-SHYAN WU (Author), Graduate Assistant, University of Georgia

LIBBY V. MORRIS (Author), Associate Professor, The University of Georgia

HEATHER KELLY ISAACS (Facilitator), Institutional Research Analyst, University of Delaware

As more institutions offer courses and parts of courses online, institutional researchers will be called to provide empirical research on the behaviors that lead to student success in the electronic environment. This session will present data from an analysis of online activity by students enrolled in fully online undergraduate courses. Using data obtained from student tracking logs, the researchers examined frequency of activity, type of activity, and patterns of movement within three courses over three semesters. Differences in participation were explored using two dependent variables, course completion and grades, and selected input variables (e.g. academic background and demographics).

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Vineyard - Tech

Creating Profiles of Returning and Non-Returning Freshmen: A Foundation for Conversations for Enhancing the First Year Experience (126)

JULIE WEISSMAN (Author), Assistant Provost, Saint Louis University

KENNETH BONING (Author), Manager of Research and Planning, Saint Louis University

JULIA W. CARPENTER-HUBIN (Facilitator), Director of Institutional Research and Planning, The Ohio State University

This presentation will describe the purpose, methodology, and findings of a study to create profiles of freshmen who persisted and freshmen who did not persist. In addition, profiles of freshmen with low ACT scores were developed to understand why some students with this at-risk factor returned and some did not. The report from the study also included examples of models of first-year experience programs. The presenters will explain how the findings from the study along with the models have provided a foundation for conversations among the University community on ways to engage students more effectively in the University experience.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Orleans - Tech

Postsecondary Persistence of Students Enrolled in Science as a Major Evidence from BPS:92/94 (133)

KARLEEN R. GOUBEAUD (Author), Assistant Professor, Long Island University
 WENFAN YAN (Author), Professor, Indiana University of Pennsylvania
 REBECCA J. DRENNEN (Facilitator), Assistant Director of Institutional Research, Berkeley College

Issues of postsecondary persistence are particularly important in fields such as science where there is currently a shortage of scientists and science teachers. Using Tinto's model this study will examine the factors that influence persistence of students enrolled in a science major. Logistic regression analysis will be used to examine the extent that academic and social integration influence postsecondary persistence in a science major using the Beginning Postsecondary Students Longitudinal Study (BPS:92/94). The findings of this study will inform policymakers and educators about how higher education institutions can foster persistence and attainment of students in science fields.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Salon B - Full Tech

Using Gap Analysis to Target Learning Improvement Efforts: Exploring Faculty and Student Perspectives on Engagement (187)

ROBERT SMALLWOOD (Author), Associate Vice President for Academic Affairs, Texas State University-San Marcos
 RICHARD W. STRATTON (Author), Associate Professor of Economics, The University of Akron
 JOHN M. KALB (Facilitator), Director of Institutional Research, Southern Methodist University

Faculty and students don't always see things the same way. Now, thanks to the NSSE and FSSE, we can quantify differences and similarities in their perceptions to help target efforts to improve student learning. The National Survey of Student Engagement (NSSE) provides data on engagement in activities correlated with learning. Its companion, the Faculty Survey of Student Engagement (FSSE) elicits faculty perceptions of their students' engagement.

This session will examine ways to analyze and use gaps and agreements in NSSE/FSSE data to target improvement initiatives. It will also present examples, lessons learned, and suggested guidelines from two public universities that piloted the FSSE and this process.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Salon D - Tech

Are We Educating Shopaholics? Students Who Attend Multiple Community Colleges (323)

NANCY C. SHOWERS (Author), Director of Institutional Research, Oakland Community College
 BRIAN G. MOSS (Author), Sociology Faculty, Oakland Community College
 SHARI S. LISNOV (Author), Research Analyst, Oakland Community College
 RICHARD D. HOWARD (Facilitator), Professor, Montana State University-Bozeman

Student retention is a long-standing challenge for higher education. Community colleges experience elevated rates of student attrition compared to four-year institutions (NCES, 1998). An important overlooked factor is students attending more than one community college during their educational careers. This research will explore a variety of demographic variables that might predict which factors are related to student attendance at multiple colleges. Analysis will include a descriptive profile of multi-college attendees, and employ the use of regression models to identify significant variables related to college enrollment patterns. The results will provide insight about the dynamics associated with student enrollment behaviors.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Boston College

Freshman Retention: Targeted Intervention of At-Risk Students (372)

WAYNE SCHNEIDER (Author), Senior Institutional Research Information Officer, Kent State University
 SALLY A. KANDEL (Author), Associate Vice President for Information Services, Kent State University
 RANDALL A. LENNOX (Author), Kent State University
 CHARLES L. OUTCALT (Facilitator), Vice President Research, Policy and Planning, Southern New Hampshire University

This research, aimed at increasing freshman retention at a large public university in the Midwest, surveyed freshman to identify students at risk of leaving. In Spring 2003, non-retained students from the previous year were surveyed via telephone to identify primary reasons why they did not return. Based on those results, an instrument was constructed to gauge freshman attitudes on several issues, and was administered midway through the fall semester. Freshman identified as "likely to leave" were contacted by advisors to address their concerns. The effect of these interventions on freshman retention will be used for future retention projects.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Salon I - Tech

Developing a Multi-Source Database to Assess Student Learning Outcomes (548)

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, Pennsylvania State University
 LINDA C. STRAUSS (Author), Senior Project Associate, Pennsylvania State University
 LISA R. LATTUCA (Author), Project Director, Assistant Professor, Co-PI, Pennsylvania State University
 PATRICK T. TEREZINI (Author), Professor, Senior Scientist, Co-PI, Pennsylvania State University
 JAVZAN SUKHBAAATAR (Author), Pennsylvania State University

SUZANNE BIENERT (Author), Pennsylvania State University
 VICKI LYNN BAKER (Author), Graduate Student, Pennsylvania State University
 JAMES W. FIRNBERG (Facilitator), Consultant

This session describes the components of an outcomes database for academic programs. Using a study of the new accreditation standards in engineering education as the case example, the presentation summarizes the project's research design, sampling plan, instrumentation, and database development. The project design assumes that if the implementation of the new standards (known as EC2000) has been effective, evidence of change in accredited programs will be linked to changes in engineering student outcomes. What impact, if any, has EC2000 had on student learning outcomes in ABET-accredited programs and institutions? What impact, if any, did EC2000 have on organizational and educational policies and practices that may have led to improved student learning outcomes? What are the lessons for institutional researchers engaged in academic program review and evaluation?

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Salon E - Full Tech

The Use and Development of Statewide Enrollment Projections (560)

TOD R. MASSA (Author), Director of Institutional Research, State Council of Higher Education for Virginia
 KYLE V. SWEITZER (Facilitator), Graduate Research Assistant, Pennsylvania State University

A presentation of how one state develops statewide enrollment projections and uses them to establish and modify public policy. Attention will be paid to identifying the primary clients for these projections, how they are used, and their impact (if any) during the state's legislative session.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Provincetown

Sophomores — What Are We Learning about the Factors That Affect Their Success? (110)

DONALD R. WHITAKER (Author), Director of Institutional Research and Academic Assessment, Ball State University
 SHERRY A. WOOSLEY (Author), Senior Analyst, Ball State University
 STEVEN S. GRAUNKE (Author), Ball State University
 LAURA R. CRANE (Facilitator), Director of the Office of Research, William Rainey Harper College

Recent research suggests that the issues important to first-year student success may not have the same impact for sophomores entering the "sophomore slump," a time when students often begin a pattern of disengagement from the university community. Based on a continuing survey of second semester sophomores, this presentation discusses sophomore students' experiences and attitudes and the impact such factors have on educational success. Issues such as commitment to an academic major and satisfaction with faculty interactions are highlighted.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Wellsley - Full Tech

Swirling Students: Putting a New Spin on College Attrition (111)

SARA Y. RAB (Author), Assistant Professor of Educational Policy and Sociology, University of Wisconsin-Madison
 WILLIAM R. FENDLEY (Facilitator), Director of Institutional Research, The University of Alabama

Disadvantaged undergraduates complete bachelor's degrees at lower rates than other comparable students. One mechanism that negatively affects bachelor's degree completion rates is swirling, a postsecondary pathway involving multi-institutional attendance and discontinuous enrollment. This paper examines the role of students' ascriptive characteristics, particularly socioeconomic status, in predicting swirling. Multinomial logistic regression analyses, using data from the NELS, reveal that students from low socioeconomic backgrounds are more likely than economically advantaged students to swirl. Indeed, parental socioeconomic status is a significant predictor of subsequent nontraditional enrollment behaviors during college, even after controlling for high school educational background. Thus, swirling represents a less successful path to degree completion for poor students, and they are disproportionately likely to follow it. Therefore, swirling assists in the continuing reproduction of class inequalities and helps to create the new stratification within higher education.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Salon H - Tech

Predictors of Academic Success for Freshmen Residence Hall Students (186)

MACK SHELLEY (Author), Professor, Iowa State University
 J. LILY ZHENG (Author), Graduate Student, Iowa State University
 DON F. WHALEN (Author), Coordinator of Research and Assessments, Iowa State University
 KEVIN PATRICK SAUNDERS (Author), Graduate Student, Iowa State University
 ELIZABETH F. REIS (Facilitator), Director of Institutional Research and Planning, Moraine Valley Community College

Applying Astin's I-E-O model to merged institutional, CIRP, and survey data, grade-point average for residence hall freshmen is significantly related to precollege characteristics (high school rank, gender, ethnicity, parental education, divorced/separated parents, self-perceived abilities, expectation of honors or changing major) and environmental variables (learning community membership, academic college), using factor analysis and comparing full and reduced hierarchical linear regression models. This research elucidates the role of CIRP psychological variables, residential, and institutional environmental variables that can be helpful for student affairs practitioners, and provides a model for other institutions to combine CIRP data on values, attitudes, beliefs, and self-concept.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

New Hampshire

An Examination of the Influences on Community College Faculty Use of Instructional Technology: A Comparison of Full-Time and Part-Time Faculty (219)

DUANE AKROYD (Author), Associate Professor, North Carolina State University
 MELISSA JACKOWSKI (Author), Graduate Student, North Carolina State University
 PAULA BERARDINELLI (Author), Assistant Professor, North Carolina State University
 SERGE B. HERZOG (Facilitator), Director of Institutional Analysis, University of Nevada-Reno

While community colleges continue to increase their use of instructional technology in course delivery, they also continue to increase the use of part-time faculty; a group that has had questionable integration into the organizational. Using NSOPF99 data, two logistic regression models were developed to examine factors that predict use of technology for both full-time and part-time community college faculty. Findings indicate that instructional factors had a significant impact on use of instructional technology for both groups, while institutional measures did not. Discipline (occupational versus general education) was a significant factor only for full-time faculty.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Salon K - Tech

Differences in the Engagement of Retained and Non-Retained Students at Two Urban Universities (320)

KATHERINE A. CERMAK (Author), Research Associate, DePaul University
 JOSEPH W. FILKINS (Author), Senior Research Associate, DePaul University
 SUSAN K. DOYLE (Author), Director of Institutional Studies, Northeastern Illinois University
 ALFRED B. CENEDELLA (Facilitator), Director of Institutional Effectiveness, International College

It is known that the greater the academic and social integration of students the greater the likelihood that they will persist. Using the NSSE, retained and non-retained students were compared on the five effective educational practices identified by NSSE (academic challenge, active/collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment). Retained students were more likely to work harder than thought possible to meet expectations, spend more time preparing for class, and to use alternative media for completing assignments. Furthermore, retained students perceived a more supportive academic environment on campus, coming from both the institution and fellow students.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Salon J - Tech

The Longitudinal Effects of College Preparation Programs on College Retention (335)

TERRY ISHITANI (Author), Research Analyst, Indiana State University
 KEVIN J.G. SNIDER (Author), Executive Assistant to the President for Institutional Research and Effectiveness, Indiana State University
 ROBERT F. DALY (Facilitator), Director of Analytical Studies and Information Management, University of California-Irvine

The effects of various college preparation programs, aptitude scores, and student background characteristics on college retention are studied. The data are obtained from the National Education Longitudinal Study: 1988-2000 and NELS:88/2000 Postsecondary Education Transcript Study. The effective sample contains 4,754 first-time freshmen students who were matriculated into four-year institutions between 1992 and 1994. Using survival analysis techniques, the focal point of the study is to examine longitudinal impact of high school programs on college retention. The outcome of the study will have important policy implications for state legislatures, secondary school administrators, and personnel from institutions of higher education.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Maine

Satisfaction and Performance: A Reciprocal Model (511)

RICHARD LIU (Author), Director of Institutional Research, University of St. Thomas
 REBECCA LIU (Author), Graduate Student, Cornell University
 MIKE ELLISON (Facilitator), Systems Analyst, University of Nevada, Las Vegas

Studies on satisfaction and performance have always attracted the interest of academicians. Continuing debate over whether performance precedes satisfaction or vice versa permeates the study of student satisfaction in American higher education. The purpose of this paper is to ascertain the relationship between satisfaction and performance and to identify the variables which influence them. Sex, age race, educational benefit, social integration, academic integration, enrollment status and residential setting, student level and grades were the major variables used in a sample of 296 students in a NSSE 2000 survey. AMOS was used in the statistical analysis.

1:50 p.m.-2:30 p.m.

VENDOR DEMONSTRATION

Harvard - Tech

College Student Experiences and Expectations Questionnaires (E04)

JULIE M. WILLIAMS (Presenter), The College Student Experiences Questionnaire, Indiana University

This session provides an overview of the College Student Experiences Questionnaire (CSEQ) and College Student Expectations Questionnaire (CSXQ) instruments. The CSEQ measures student progress and the quality of students' experiences inside and outside the classroom. Over 250,000 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.

2:40 p.m.-3:10 p.m.

AFTERNOON TEA BREAK

Grand Ballroom Foyer Area

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 p.m.-4:00 p.m.

AIR GRANT PAPER

Vineyard - Tech

AIR GRANT PAPER: Educating Future Scientists: Understanding the Impact of Baccalaureate Institution on the Decision to Pursue Graduate Studies in Science and Engineering (601)

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

ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

A common finding in the literature on Ph.D. production is that research universities produce many of the undergraduates who obtain advanced degrees in science and engineering; however, liberal arts colleges often produce more graduates who pursue S&E degrees when compared on a per capita basis. What accounts for this difference? Using the Baccalaureate & Beyond database combined with institutional-level data, this paper uses a multilevel modeling approach to analyze the impact of various aspects of a student's undergraduate institution on the probability of attending graduate school in an S&E field of study.

3:20 p.m.-4:00 p.m.

BEST PAPER/PRESENTATION SESSION

New Hampshire

INAIR Best Paper: Student Evaluation of Teaching: What Every Institutional Researcher Needs to Know (623)

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

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

BIRUTE V. MOCKIENE (Facilitator), Research Assistant, Penn State University

Student evaluations of teaching are widely used to measure a faculty member's teaching effectiveness on American college campuses. Yet, very little information is available concerning the typical origin of the evaluation forms and whether or not any evidence of reliability and validity is available. This paper presents baseline information from a survey of both public and private institutions concerning the origin of the student evaluation forms being used to evaluate teaching, how frequently the forms are utilized, and the implications of this information for the institutional researcher.

3:20 p.m.-4:00 p.m.

DEMONSTRATION

Salon B - Full Tech

Rating Individuals for Discovery and Cultivation of Major Gift Prospects (352)

GREGORY J. GRADY (Author), Research Statistician, College of Mount Saint Joseph

SHARON HOLZSCHUH (Author), College of Mount Saint Joseph

Create a rating system to identify prospects with major and planned gift potential as well as assist in the discovery of potential prospects for future cultivation. A rating system was created by assigning values to different characteristics of a donor and a score is computed. This encompasses only alumni who have made a gift to the college. This is used by the institutional office at the college to better track the more than 13,000 alumni.

3:20 p.m.-4:00 p.m.

DEMONSTRATION

Maine

Connecting Student Data and Geography with GIS (570)

TERRENCE R. WILLETT (Author), Director of Research, Gavilan College

Student enrollments are distributed spatially and can be better understood by mapping student data using Geographic Information Systems (GIS). This demonstration will cover basic GIS concepts using actual examples from a college research office including the relationship between ethnicity, location, and persistence. We will also explore connections between GIS, databases, statistics, and data mining. One example will examine geographic patterns in the accuracy of predictive models revealed through GIS that would otherwise have been missed. Software, data sources, and monetary and training costs will be discussed as well.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Salon C - Tech

What First-Year Experiences Contribute to Student's Perceptions of Academic Success and Intellectual Growth? (140)

RUAN HOE (Author), Principal Administrative Analyst, University of California-Los Angeles

CHRISTINE M. GOODWIN (Facilitator), Associate Director, Institutional Research, St. John's University

The study explores the longitudinal data from CIRP (2001) and YFCY (2002) in two ways: 1) It confirms and discovers underlying dimensions of data reflecting multi-dimensions of first year experience; 2) It examines how students' first-year experiences affect their perceptions of first-year academic and intellectual development, controlling for their pre-college preparedness, life goals and expectations. The preliminary findings suggest that college experiences such as self-perception, academic involvement, satisfaction with environment, and current academic performance contribute positively to students' perception of academic success. Community involvement and interactive learning experiences have positive impact on students' perception of intellectual growth.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Wellsley - Full Tech

Outcomes Assessment: Is the Mission Real? An Evaluation of Student Understanding and Experience (181)

M. JANET EASTERLING (Author), Institutional Research Associate, Seton Hall University
 MARYANN CLARK (Author), Seton Hall University
 JOSEPH A. PICA (Author), Educational Benchmarking, Inc.
 DARLENA JONES (Author), Vice President for Research and Development, Educational Benchmarking, Inc.
 KING MOTT (Author), Seton Hall University
 CHARLES H. PARKER (Facilitator), Director of Academic Planning and Reporting, Midlands Technical College

Is the University's mission an academic abstraction remote from student understanding and experience or is it recognized by students as valuable and integral within the curriculum and work of the institution? How can an institution gauge objectively where, along the continuum between these extremes, most of its students' perceptions fall? In a survey of graduating seniors, student opinion on the "presence of mission" in the curriculum was sought openly and directly for the purpose of gaining honest measures useable by the institution for discussion and improvement. Development strategies, administration details, and analytical approaches – proven successful and inexpensive – are shared.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Vermont

Data Visualization Methods for Enrollment Management at the Department Level (209)

PATRICIA B. CERRITO (Author), Professor of Mathematics, University of Louisville
 CATHERINE LUMSDEN (Author), Program Manager, Higher Education, SAS Institute Inc.
 KENNETH A. SMITH (Facilitator), Research Associate, Southeastern Louisiana University

The purpose of this paper is to demonstrate visual techniques to investigate enrollment at the department level. Enrollment was examined for trends, and for changes in enrollment as a result of interventions. Data were examined over a period of a decade, 1990-2000. Changes in curriculum occurred starting with the 2001 academic year, responding to a shift in student interests. The change resulted in increased enrollment with few added course sections, yielding higher tuition levels with marginal costs even though mathematics enrollment is generally declining. Enrollment data are readily available and it can be mined for useful information using statistical techniques.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Suffolk - Full Tech

Motive for Reviewing Higher Education Administration Doctoral Degree Programs (225)

VERONICA CHUKWUEMEKA (Author), Associate Director of Institutional Research, Fisk University
 GEORGIA I. GUDYKUNST (Facilitator), Director of Institutional Effectiveness, Maricopa Community College District

This paper addresses the research question: What is the Motive for the Review of Higher Education Administration (HEA) Doctoral Degree Programs? The data derived from a larger study, "Impact of Program Review on Higher Education Administration Doctoral Degree Programs" that documents, through in-depth case studies, the processes faculty and administrators used to review two HEA doctoral curricula and the impact of the reviews on the programs. The results of the study established that faculty and administrators review HEA doctoral programs to improve them, to justify their resources, reallocate their resources, or protect their resources.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Salon H - Tech

Evaluating International Programs: The Use of Mixed Methods, Institutional-Specific Climate Surveys and Theoretically-Derived Outcome Measures to Assess the Effectiveness of International Programs for Undergraduate Engineering Students (228)

MATT J. MAYHEW (Author), Research Associate, University of Michigan
 STELLA PANG (Author), Associate Dean for Graduate Education, University of Michigan
 MELISSA ELJAMAL (Author), Director of International Programs, University of Michigan
 ERIC L. DEY (Author), Associate Dean for Research, University of Michigan
 CLOVER W. HALL (Facilitator), Assistant Vice President of Institutional Research, Saint John's University

The purpose of this study is to illustrate how the Engineering College's international programs office at one institution has developed and evaluated three international programs designed to provide engineering students with educational experiences that intentionally promote intercultural development. It is our hope that by sharing our programs and systems of evaluation, we can help evaluators to develop effective evaluation strategies for programs designed to promote global competencies among its targeted student populations.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Boston College

Should Graduation Rates be Examined Beyond the 6th Year at Non-Selective, Four-Year Colleges? (258)

JESSE BELLINGER (Author), Research Associate, Benedict College
 MICHAEL A. BOATWRIGHT (Author), Director, Assessment and Research, Benedict College
 TANYA BOLTON (Author), Research Associate, Benedict College
 MARSHA V. KROTSSENG (Facilitator), Chief Planning Officer, Valdosta State University

The purpose of this study was to examine the retention and graduation rates of a 4-year, non-selective college beyond six years. Most retention and graduation rates studied examined retention and graduation rates for only six years. Based on our research, the retention and graduation rates for non-selective 4-year colleges or universities are inadequate and misleading to administrators, faculty, staff, students, and the community.

Non-selective 4-year colleges should reconsider alternative methods when computing and reporting graduation rates. In this study, the researchers tracked three first-time freshman cohorts that enrolled at a non-selective college during the fall semesters of 1994, 1995, and 1996.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Salon K - Tech

Decision Making in Strategic Software Designs: The LTS Story (302)

NICOLAS A. VALCIK (Author), Assistant Director for Strategic Planning and Analysis, University of Texas at Dallas
RICHARD A. VOORHEES (Facilitator), President, The Voorhees Group

This paper is designed to assist institutional research/strategic planning offices use decision tools for project management decisions in a quantified manner. The paper will offer a practical set of tools that can be used to gauge organizational effectiveness, project selection criteria, and will present examples from the development process of the Logistical Tracking System software.

This paper will present two new models to evaluate organizational effectiveness. The first model is the Pentagonal Personnel Evaluation Tool used to measure departmental mind-sets/motivational factors. The second model, the Leadership Driven Model, used to determine overall productivity and various aspects of the organization.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Orleans - Tech

Improving Student Retention and Graduation Rates: A Case Study from a Senior Public University (316)

CHRISTINE L. MEE (Author), Director of Institutional Research and Assessment, Coastal Carolina University
MARY M. GUNN (Author), Assessment Coordinator, Coastal Carolina University
SHARRON L. RONCO (Facilitator), Assistant Provost, Florida Atlantic University

A senior public university has made student retention its number one priority. In response to this, the university's Office of Institutional Research and Assessment approached the Provost with an idea: Convene a committee on student retention and graduation, develop a plan for identifying those variables that impact student retention, and recommend possible intervention strategies. In this work-in-progress case study, we describe the steps that we are taking at our university to address student retention and provide suggestions for actions to embrace and to avoid.

3:20 p.m.-4:00 p.m.

SCHOLARLY PAPER

Provincetown

To Work or Not to Work: The Impact of Work on Students' College Experience (113)

DAVID X. CHENG (Author), Assistant Dean for Research and Planning, Columbia University
MIKYONG MINSUN KIM (Facilitator), Assistant Professor, University of Missouri-Columbia

Most research on student employment has focused on the impact of work on student persistence and degree attainment. This study, however, is designed to address another important aspect of the issue: student perceptions of work as a part of out-of-class activities. Both a survey and focus groups were conducted to examine the perceived impact of work on students' college experience. The mixed quantitative and qualitative methods will provide an overview of the impact as well as student perceptions of work while in college.

3:20 p.m.-4:00 p.m.

SCHOLARLY PAPER

Salon J - Tech

Predicting Alumni Giving Behavior: A Path Analysis (330)

JEFF E. HOYT (Author), Director of Institutional Research, Utah Valley State College
GEORGIA CHRISTENSEN (Facilitator), Director of Institutional Research, Viterbo University

This research tests a path analysis model of alumni giving linking motivation to give with capacity to give, alumni satisfaction employment outcomes, educational outcomes, and student demographic background variables and institutional experiences. Motivation to give is also tied to solicitation and alumni donations. It is an effort to build upon the work of prior researchers in developing an improved theoretical model of alumni giving.

3:20 p.m.-4:00 p.m.

SCHOLARLY PAPER

Salon I - Tech

The Conceptual Underpinnings and Application of Event History Modeling (542)

STEPHEN L. DESJARDINS (Author), Associate Professor, University of Michigan
KEVIN B. MURPHY (Facilitator), Research Analyst, University of Massachusetts Boston

Event history models are specifically designed to study the occurrence and timing of events yet they have been used infrequently in educational research. One of the reasons cited for the lack of use of these techniques is that these techniques are rarely taught in the graduate programs that train most educational researchers. The objective of this paper and presentation is to address this deficiency by providing institutional researchers with an introduction to event history methods. I will provide a description of the conceptual issues, the terminology used, and how the method can be applied to educational issues.

3:20 p.m.-4:00 p.m.

TABLE TOPIC

Brandeis

Institutional Improvement Through Research-Based Decisions-Making It Happen! (T05)

CARRIE AHERN (Author), Assessment Specialist, Dakota State University

How can faculty and administrators use the wealth of information collected through academic and institutional assessment? How should the process be structured to ensure that the information collected is useful and will be used to facilitate institutional improvement? This session will offer participants an overview of how one university with a strong academic assessment program restructured their policies and processes to incorporate strategic planning, institutional research and institutional assessment. Participants will be given the opportunity to discuss methods to ensure that university administrators are "closing the loop" by using data to facilitate resource allocation, institutional improvement and student learning.

3:20 p.m.-4:00 p.m.

TABLE TOPIC

Yarmouth

Predicting Student Success in The Freshmen Year from Standard of Learning Examinations (T25)

FLETCHER F. CARTER (Author), Professor of Education, Radford University

Many researchers have criticized the Scholastic Aptitude Tests as poor instruments for predicting first year student success in college. Criticisms have included low predictive power in racial, gender and language areas. Criticism are that the SAT is an aptitude test while predictions of success in college are based upon high school achievement. Recent innovations in public schools include the adoption of Standards of Learning requiring an examination to determine the eligibility of seniors to graduate. These tests are true achievement tests and should predict success at a higher education level. The purpose of this study is to test that hypothesis.

3:20 p.m.-4:00 p.m.

VENDOR DEMONSTRATION

Harvard - Tech

Plain Paper Surveys & The Web (E05)

CARLI BURKE (Presenter), President, Data Blocks

Create a plain paper survey, print it out, & create a Web version at the same time. Come see Magenta Office Suite in action.

3:20 p.m.-4:50 p.m.

PANEL

Salon F - Tech

U.S. News & World Report's America's Best Colleges Rankings-What's New for 2004? A Review of Key Methodology Changes from 2003. A Look at U.S. News' Best Graduate School Rankings (101)

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

SAMUEL M. FLANIGAN (Author), Research Analyst, U.S. News & World Report

Discuss any methodology changes being studied for 2004. Review the reason behind the changes made in 2003. Preview other new plans that U.S. News has for 2004 or beyond. Give a brief overview of U.S. News' Best Graduate School rankings and project.

3:20 p.m.-4:50 p.m.

PANEL

Salon D - Tech

Designing a Research Agenda on Community College Sub-Populations (150)

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

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

TRUDY H. BERS (Author), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College

BERTA VIGIL LADEN (Author), Associate Professor, Ontario Institute for Studies in Education

This panel will challenge participants to determine what it would take to produce useful data and research on 4 community college populations (students for whom the community college is not the first institution of attendance, Latino students in HSI community colleges, post-baccalaureate students in credit-bearing courses, and short term occupational certificate candidates). It asks potential participants to suggest other critical sub-populations that have not received recognition in institutional or academic research. Send a paragraph about the population--and the issues it raises for enrollment management and/or student services--to the panel organizer, and these will be accounted for in the discussion.

3:20 p.m.-4:50 p.m.

PANEL

Salon G

Developing and Using Performance Indicators: Issues and Opportunities (312)

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

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

JULIA W. CARPENTER-HUBIN (Author), Director of Institutional Research and Planning, The Ohio State University

PETER J.P. HOEKSTRA (Author), Director of Institutional Research, University of Amsterdam

UULKJE DE JONG (Author), Senior Researcher, University of Amsterdam

MERRILL P. SCHWARTZ (Author), Director of Special Projects, Association of Governing Boards of Universities and Colleges

Performance indicators have become one of the most discussed management methodologies of the last several years. They are used by various states to shape institutional behavior and guide funding. They are used by institutions to look at outcomes and measure progress. They are used to fill scorecards and build dashboards. This panel looks at how to develop and use performance indicators. They will set the context of indicators in management and look at the role indicators play in institutional management. From their experiences they discuss the issues in developing indicators and the lessons learned. Audience participation and discussion are encouraged.

3:20 p.m.-4:50 p.m.

PANEL

Salon A - Tech

National Science Foundation: Recent and Planned Changes to NSF Surveys (359)

JAMES W. FIRNBERG (Author), Consultant

JOHN E. JANKOWSKI (Author), Director for Research and Development Statistics Program, National Science Foundation

EMILDA B. RIVERS (Author), Mathematical Statistician, National Science Foundation

LYDIA S. SNOVER (Author), Assistant to Provost for Institutional Research, Massachusetts Institute of Technology

The National Science Foundation has a legislative mandate to “provide a central clearinghouse for the collection, interpretation and analysis of data on scientific and engineering resources and to provide a source of information for policy formulation...” NSF’s Division of Science Resources Statistics (SRS) conducts a variety of surveys of the academic sector. NSF has undertaken cognitive studies and redesign efforts of these surveys. The panel will report on recent changes and planned directions for its Survey of Academic R&D Expenditures, Survey of Graduate Students and Postdoctorates, Survey of Research Facilities, and an investigation on collecting information on Research Instrumentation.

3:20 p.m.-4:50 p.m.

PANEL

Salon E - Full Tech

Concepts, Myths, and Case Studies of Data Mining in Higher Education (520)

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

MEIHUA ZHAI (Author), Director of Institutional Research and Reporting, George Mason University

JEFFREY H. CHEN (Author), Director of Institutional Research and Analysis, Cleveland State University

TIMOTHY K. C. CHOW (Author), Director of Institutional Research, Rose-Hulman Institute of Technology

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

CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation

The panelists will showcase their year-long research into the concepts and myths of data mining and present real-life applications that utilized a variety of data mining tools and techniques. Specific topics are: data mining review, truth vs. myth, comparison with traditional statistics, tools and techniques, and case studies of data mining conducted at several US universities. Audience will have opportunities to query the panelists. The panelists are from six (6) US universities and colleges.

3:20 p.m.-4:50 p.m.

PANEL

Simmons - Full Tech

Institutional Review Boards and Institutional Research: Shared Responsibility and Common Interests (557)

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

With the growing concern for the projection of research subjects, Institutional Review Boards (IRBs) are a fact of life at most colleges and universities. The presentation will provide an overview of the purposes, likely areas of interest, and ways Institutional Research offices can use them as partners to define effective research projects. The presentation will combine a general overview of the purposes of IRBs, types of primary and secondary institutional research, and the experiences of a university that lost its MPA based authorization to conduct federally funded research.

3:30 p.m.-5:00 p.m.

SPECIAL INTEREST GROUP

MIT

2003 AIR/CIC Data and Decisions Workshop Participants (S81)

EDWARD L. DELANEY (Convener), President, Strategic Analytics, Organizational Planning and Research

Workshop participants have an opportunity to share the progress made in implementing the strategies for using peer comparative data for strategic management and decision support. The session includes discussion time and a reception.

4:10 p.m.-4:50 p.m.

BEST PAPER/PRESENTATION SESSION

University of Massachusetts - Tech

INAIR Best Presentation: Strategies and Tools used to Collect and Report Strategic Planning Data (624)

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

CHERYL LUCAS (Author), Purdue University

JENNIE BLANKERT (Author), Research Assistant, Purdue University

RICHARD J. KROC (Facilitator), Director of Assessment and Enrollment Research, University of Arizona

Academic institutions are becoming increasingly interested in the collection and presentation of data to support strategic planning, accreditation, and accountability needs. With an increased emphasis on campus-wide involvement and centralized data collection at some institutions, the integrity, accessibility, and interpretation of data become key elements. The role the Office of Institutional Research in the preparation and maintenance of this information is critical. At the end of the first year of one institution’s strategic plan implementation and the preparation of the first progress report, the presentation will take you through the process used to establish contacts across the university, the collection and management of data and the formatting of facts and figures for clear and accessible presentation to a diverse audience.

4:10 p.m.-4:50 p.m.

BEST PAPER/PRESENTATION SESSION

Orleans - Tech

RMAIR Best Paper: Dirty Data Peep Show: Implementing a Small Data Warehouse to Jumpstart Data Management (638)

MIKE ELLISON (Author), Systems Analyst, University of Nevada, Las Vegas

DIANE MUNTAL (Author), Senior Analyst, University of Nevada, Las Vegas

KATHY R. CHANDLER-HENRY (Facilitator), Director of Institutional Research, Colorado Mountain College

Offices of institutional research can have a positive impact on campus data management and office workload, all while providing data access to non-technical, campus users. At UNLV we were awarded a one year grant to implement a data warehouse populated with information from our Student Information System and to develop applications that allow campus users to access the data via a secure Web site. This presentation will include back-ground on the project goals, planning stages, hardware and software decisions, policies that needed to be addressed prior to implementation, selection of a pilot group for testing the warehouse, and planning the final rollout to the campus. We will discuss the design of the database, demonstrate the Web application tools developed and what kinds of questions they were designed to answer.

4:10 p.m.-4:50 p.m.

BEST PAPER/PRESENTATION SESSION

Provincetown

SACCR Best Paper: Quality Assurance for Asynchronous Distance Learning in Virginia Community Colleges: Perspectives of Students, Faculty, and Administrators (640)

JACKIE BOURQUE (Author), Director of Office of Institutional Effectiveness, J. Sargeant Reynolds Community College

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

This session provides an overview of a qualitative research study that explores and describes the characteristics of high-quality distance learning from the experiences of primary stakeholders. The study also evaluates the usefulness of the "Best Practices for Electronically Offered Degree and Certificate Programs," promulgated by the eight regional higher education accreditation commissions, as a tool for developing and evaluating distance learning in the community college.

4:10 p.m.-4:50 p.m.

DEMONSTRATION

Salon B - Full Tech

Linking Program Review with the Accreditation Self-Study (440)

KATHI A. KETCHESON (Author), Director of the Office of Institutional Research and Planning, Portland State University

In this presentation, one urban university will demonstrate how it is using the Web to link internal program review processes with the accreditation self-study. The electronic institutional portfolio, linked to program review, will be used as the institutional self-study report in 2005. Based on the concept of "portfolio thinking," development of a network of Web sites that document and interpret evidence of the institution's fulfillment of its mission, vision, and priorities is well underway. This public information sharing allows academic departments to examine their opportunities and constraints within a broader institutional context, promoting shared goals and objectives across the institution.

4:10 p.m.-4:50 p.m.

PANEL

Salon F - Tech

U.S. News & World Report's America's Best Colleges Rankings-What's New for 2004? A Review of Key Methodology Changes from 2003. A Look at U.S. News' Best Graduate School Rankings (101)

Continued from previous time period.

4:10 p.m.-4:50 p.m.

PANEL

Salon D - Tech

Designing a Research Agenda on Community College Sub-Populations (150)

Continued from previous time period.

4:10 p.m.-4:50 p.m.

PANEL

Salon G

Developing and Using Performance Indicators: Issues and Opportunities (312)

Continued from previous time period.

4:10 p.m.-4:50 p.m.

PANEL

Salon A - Tech

National Science Foundation: Recent and Planned Changes to NSF Surveys (359)

Continued from previous time period.

4:10 p.m.-4:50 p.m.

PANEL

Salon E - Full Tech

Concepts, Myths, and Case Studies of Data Mining in Higher Education (520)

Continued from previous time period.

4:10 p.m.-4:50 p.m.

PANEL

Simmons - Full Tech

Institutional Review Boards and Institutional Research: Shared Responsibility and Common Interests (557)

Continued from previous time period.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Salon C - Tech

On the Path to the Bachelor's Degree: Examining the Influences on Units Earned toward Graduation (136)

SUTEE SUJITPARAPITAYA (Author), Director of the Office of Institutional Research, California State University-Sacramento

PATRICIA A. DEWITT (Facilitator), Director of Institutional Planning and Research, Shorter College

Commitment to help students succeed in their academic careers and guide them on the path toward a degree has become critical. Two most commonly used measures (graduation rate and total semesters enrolled before graduation) are outdated and no longer appropriate for today's urban public universities. Current focus has moved to total units earned toward graduation. Structural Equation Modeling is used to examine factors that influence total units which native undergraduates earn toward graduation. Findings will provide a catalyst for productive discussions, which would lead to students being able to not only graduate, but to do so in a timely manner.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Vineyard - Tech

Enhancing the Role of Institutional Research in Accreditation: Opportunities and Strategies (223)

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

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

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

Calls for accountability and improvement from higher education's internal and external constituencies are increasingly embedded in the accreditation process. Effective response to these calls requires methodologically rigorous research, evaluation and assessment. The purpose of this presentation is to demonstrate how institutional researchers can provide this expertise and assume a significant role in the accreditation process. The presentation will include two major segments. The first part will highlight recent trends in regional accrediting standards, and the second part will illustrate how institutional researchers can frame their work in the context of accreditation and enhance its usefulness and impact on institutional policy.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Salon J - Tech

Developing a Reporting and Information Strategy (347)

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

NIKKI KRAWITZ (Author), Vice President, University of Missouri

BONNIE BOURNE (Author), Consultant, University of Missouri

ISA JOSEPH (Facilitator), Director of Compliance and Institutional Effectiveness, American Intercontinental University

The University's Vice Presidents sponsored a Task Force to develop a reporting and information strategy for a multi-campus institution. The Task Force looked at what strategies, best practices, and resources were needed to enhance the current reporting environment. This paper reviews the process of how those recommendations were developed and how end-users were engaged to drive the strategies.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Salon H - Tech

National Study of Non-Credit Course Activity, Lumina Foundation (407)

JOHN H. MILAM (Author), Managing Director, HigherEd.org, Inc.

NATHANIEL JOHNSON (Facilitator), Director of Data Analysis and Institutional Research, State University System of Florida

This session presents preliminary results from the National Study of Non-Credit Course Activity, which is funded by the Lumina Foundation in cooperation with the University of Virginia. This research examines how non-credit data are collected and stored in administrative information systems at the institution level, as well as various state, national and association reports. After pilot studies, a national study of states, interviews with key informants and association staff, and a sample survey of institutions were conducted. The results are used to paint a national portrait of non-credit activity at four- and two-year institutions and emerging data and policy issues.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Salon I - Tech

A Three-Dimensional Approach to Survey Analysis—Adding Value by Adding Comparisons (524)

MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
 WAI H. YU (Author), Assistant Director, University of Miami
 SERGE B. HERZOG (Facilitator), Director of Institutional Analysis, University of Nevada-Reno

Whenever possible the IR office at a major research university tries to improve the usefulness of the presentation of results from student surveys by looking at responses along three dimensions: 1) comparisons with peers, 2) trends over time, and 3) breakdowns by demographics. This session will demonstrate this approach with representative tables and graphs from a graduating senior survey, including some “before” and “after” examples. Presenters will also share other lessons learned about improving the effectiveness of presentations of survey results.

4:10 p.m.-4:50 p.m.

SCHOLARLY PAPER

Suffolk - Full Tech

Exploring the Determinants of Time-to-Degree in Public Four-Year College (142)

LILLIAN Y. ZHU (Author), Director of Institutional Research, State University of New York College at Brockport
 CHARLOTTE L. BRIGGS (Facilitator), Assistant Professor, Loyola University Chicago

The study examines the factors of time-to-degree that impact those who attained a bachelor’s degree in a public four-year college. The study focuses on students’ characteristics, pre-college preparation, academic performance, financial aid, family income, hours working, parents’ educational level, and intention of achieving a bachelor degree. The sample subjects are the 1996 and 1997 first-time full-time cohort members who also participated CIRP Freshmen Survey. The study also compares the four-year graduates to their counterparts graduated in five and six years. The discussion focuses on both the role of student and institution for speeding up college degree.

4:10 p.m.-4:50 p.m.

SCHOLARLY PAPER

Vermont

Community: Influencing Learning Outcomes and Retention (201)

ROBERT I. SPRINGER (Author), Director of Institutional Research, Elon University
 USHA M. SHIVASWAMY (Facilitator), Assistant Director of Institutional Research, Ball State University

A campus community is hard to define, but you know it when you see it. Doesn’t that sound familiar? Most any institution would embrace a heightened or stronger sense of community on their campus. It’s a hard concept to grasp, but one that appears to be well worth the effort. Findings from the 2002 Your First College Year survey presented in this paper indicate that a students’ sense of campus community is significantly related to the educational experience, has a noticeable effect on retention, and has an effect on various learning outcomes.

4:10 p.m.-4:50 p.m.

SCHOLARLY PAPER

Maine

Student Characteristics and the Choice of College Attribute Considered Most Important to Initial College Selections (321)

TY CRUCE (Author), Graduate Student, University of Iowa
 JULIE ALIG (Facilitator), Director of Institutional Research, Saint Anselm College

A multinomial logit model is estimated to study the effects of student characteristics and college preferences on the students’ choice of college attribute considered most important to their initial college selections. The college attribute choices are college type, location, major, and tuition. Given recent substantial increases in tuition, emphasis is placed on the importance of this attribute in the students’ initial college selection process. Results indicate that the importance of tuition in initial college decisions differ by a number of student characteristics, as well as by all college preferences. Implications of the model for targeting and recruitment practices are discussed.

4:10 p.m.-4:50 p.m.

SCHOLARLY PAPER

Salon K - Tech

Understanding Transfer Student Success at a Multi-Campus University System (387)

KATHRYN M. SCHMIDTKE (Author), Graduate Student, University of Missouri-Columbia
 MARDY T. EIMERS (Author), Director of Institutional Research and Planning, University of Missouri System
 LOUIS C. ATTINASI (Facilitator), Director of Institutional Research, Pima County Community College District

At one multi-campus university, three research questions were addressed: 1) Are transfer students more likely to graduate than first-time freshmen, when controlling for student ability? 2) What characteristics help explain a transfer student’s likelihood of graduating? And 3) Does the source institution (two-year versus four-year) or the destination (urban, commuter campus vs. residential) make a difference in explaining transfer student success? Results indicate that when student ability was controlled, first-time freshmen graduated at a higher rate than students who transferred to the university. In addition, findings indicate that transfer GPA, transfer hours, and being female were positively associated with graduating.

4:10 p.m.-4:50 p.m.

SPECIAL INTEREST GROUP

Boston College

Illinois Association for Institutional Research (IAIR) (S26)

MARILYN M. MARSHALL (Convener), Associate Director, University of Illinois

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

4:10 p.m.-4:50 p.m.

SPECIAL INTEREST GROUP

MIT

2003 AIR/CIC Data and Decisions Workshop Participants (S81)

Continued from previous time period.

4:10 p.m.-4:50 p.m.

TABLE TOPIC

Yarmouth

AIR Publications: What are They and How Can I Contribute! (T23)ANDREEA M. SERBAN (Convener), Director of Institutional Assessment, Research and Planning, Santa Barbara City College
CHRISTINE CALL (Convener), Assistant Director for Marketing and Communications, Association for Institutional Research

This table topic will give participants an overview of each of the various Association publications and information on how to possibly contribute to each. It is also an opportunity for members to provide feedback to the Publications Committee on the Association's offerings.

4:10 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Massachusetts

Foundations Institute Focus Group (Invitational Event) (S78)

DOUGLAS N. EASTERLING (Convener), Director of Institutional Planning and Research, Sinclair Community College

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

5:00 p.m.-5:40pm

POSTER

Third Floor Atrium

All AIR Poster Sessions (Repeat presentation of Sunday AIR Poster Sessions) (627)

This session encourages Forum attendees a second opportunity to attend this second presentation of all Poster Sessions that were originally presented Sunday from 5:00-6:00. The Poster sessions are:

- 102 - Being from Home Where English was not the Primary Language as Social Capital and its Impact on First-Year Persistence of 4-Year College Students
- 105 - Assessing the Relationship between Hope and Achievement among College Students
- 146 - Understanding the Spiritual Lives of College Students
- 151 - A Reciprocal Impact between College Environment and Student Self Development
- 164 - Connecting Quantitative and Qualitative Studies on Teaching and Learning: The Impact of Students' Perception on Their Introductory College Physics Performance
- 176 - The Role of Precollege Student Expectations in First-Year Student Estimates of Learning and Development
- 196 - Do Teaching Styles Matter for Distance Education?
- 202 - Faculty Satisfaction and Accreditation: A Window with a View
- 203 - Assessing General Education at a Large State University: Two Studies Examining Literacy Skills and Math Placement
- 212 - Study Abroad Assessment: Measuring Learning Outcomes During a Three-Year Pilot Project
- 220 - Doctoral Education and the Disciplines: Do Disciplinary Differences Matter?
- 234 - The Development and Validation of the New Jersey Behavioral Course Outcomes Survey (The NJ-BCOS)
- 237 - An Analytical Approach to Placement Testing Review at a Large, 4-Year Public University
- 239 - Student Evaluation of Faculty: One Community College's Work in Progress
- 244 - Internal-External Locus of Control and the Perceptions of Online General Education Students
- 249 - Sustaining the Impact: Measuring Changes in Retention Strategies and Outcomes at a Large Public Institution 18 Months after a Major Grant Ends
- 251 - The State of Nursing and Allied Health Programs in Community Colleges
- 259 - A Predictive Model for Benchmarking Academic Programs (pBAP)
- 306 - Classroom Utilization: Measuring the Actual Use of a Classroom
- 315 - Mixing Qualitative and Quantitative Approaches to Environmental Scanning at a Community College: A Strategic Planning and Marketing Tool
- 334 - Programme Improvement Through Alumni Research (PITAR) A Collaborative Project Between Three UK Higher Education Institutions
- 338 - The Future Is Now: Preparing Community Colleges for Tomorrow Today
- 342 - Faculty Salary Adjustment to Regional Differences in the Cost of Living
- 350 - Using Scenarios and Simulations to Plan Colleges and Universities

- 363 - Bracing for the Worst but Still Expecting the Best
 364 - Monitoring College Performance: A Dashboard Glance Shows the Way to Improvements
 370 - Bringing Moonlighters to the Daylight: How Institutions Structure Faculty Outside Work
 371 - Using IR to Help Inform Campus Discussions Regarding Domestic Partner Benefits
 390 - Finding a Future for Four-Year, Public Post-Secondary Education
 392 - Factum: A Web-Based System for Gathering and Integrating Campus-Wide Faculty Data
 393 - Diversity Performance Indicators: Demonstrating Commitment, Impact, and Progress
 405 - Some Context on Becoming a Hispanic Serving Institution: The Case of Arizona
 420 - The Squeeze of Accountability in Higher Education: External Mandates and Internal Change
 421 - Multi-Case Studies: Collaborating with SAS in the IT Classroom
 430 - Examination of the Alignment Between the General Education Requirements of Public Four-Year Institutions and an Established Statewide General Education Core Curriculum
 504 - Using NSSE Results as Topical Research Briefs
 516 - Using SAS/Graph and ODS with ActiveX or Java to Produce Magic Effects in Web Site Factbook Charts
 525 - Analyzing Student Enrollment with GIS: A Case Study of Ohio's Public Universities
 527 - The Impact of Web-Based Surveys on the Operating Procedures of Institutional Research Offices
 529 - Use of NVivo to Analyze Comments in a Follow-up Survey of Teacher Education Graduates
 533 - MS Excel Pivot Table Makes It Easy for a Freshman Retention Study and Presentation
 575 - Academic Unit Profiles for Resource Planning
 576 - Creating Analytical Files from a Datatel Student Record System: One Institution's Solution
 582 - Involving All The Elements: A New Model for Facilitating and Implementing Data-Based Information for Strategic Decision Making
 615 - Arizona State University Graduate Certificate Program in Institutional Research
 616 - Florida State University Graduate Certificate Program in Institutional Research
 617 - Indiana University/Indiana University Purdue University Indianapolis Graduate Certificate Program in Institutional Research
 618 - The Pennsylvania State University Graduate Certificate Program in Institutional Research
 619 - University of Missouri System Graduate Certificate Program in Institutional Research

5:00 p.m.-5:40pm

SPECIAL INTEREST GROUP

Massachusetts

Foundations Institute Focus Group (Invitational Event) (S78)

Continued from previous time period.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Salon D - Tech

The National Community College Benchmark Project (S73)

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

Participants and anyone interested in the National Community College Benchmark Project (NCCBP) are encouraged to join in this discussion of the project's current status, pilot results, progress of Year 1 national implementation, and future plans. Opportunity will be provided to enroll as a project participant.

5:45-Until

SPECIAL EVENT

Northeastern University, Curry Student Center

Monday Night Event: Taste of Boston (003)

MARJORIE E. WISEMAN (Host), Director of Institutional Research, Northeastern University

On Monday evening, Northeastern University, which is located in the heart of Boston's historic Back Bay, between Symphony Hall and the Museum of Fine Arts, will host a "Taste of Boston," featuring complimentary New England food, beverage, and entertainment. This free event will be held at Northeastern University's Curry Student Center, which overlooks the site of the first World Series (complete with a statue of Cy Young and the original home plate). Northeastern's campus is just blocks from the Marriott hotel. All Forum attendees and their guests are invited to a "Taste of Boston."

7:30 a.m.-8:20 a.m.

SPECIAL EVENT

Salon B - Full Tech

AIR Annual Business Meeting (016)

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

DENISE P. SOKOL (AIR Vice President), Director of Institutional Research, Planning and Analysis and Interim Director of Human Resources, University of Colorado at Denver

Please plan to participate in the Annual Business Meeting of your Association.

8:30 a.m.-9:30 a.m.

PLENARY SPEAKER

Salons E, F & G

Tuesday Plenary: The Challenges to Survey Methodology from Our Changing Times (013) - Sponsored by the National Science Foundation

DON A. DILLMAN (Plenary Speaker), Regents' Professor, Washington State University

LYNDA T. CARLSON (Facilitator), Director, National Science Foundation

Enormous challenges now face survey designers. We have more data collection modes available for use than at any time in history as the Internet and Interactive Voice Response methods now augment the traditional face-to-face, telephone and mail survey modes. This situation has happened at the same time that our ability to survey respondents by some modes, such as the telephone, appears to be declining. Yet, the response capabilities of the newer modes are not yet well developed. Mixed-mode surveys that use two or more methods to collect data for a single survey appear to be on the upswing as a means of improving response rates, but the benefits are threatened by a tendency for people to provide different answers for some questions when asked via different modes. In this presentation the major challenges facing survey methodologists and potential research-based solutions for some of these challenges will be discussed.

9:40 a.m.-10:10 a.m.

MORNING COFFEE BREAK

Grand Ballroom Foyer Area

Vendor-Sponsored Morning Coffee Break (083)

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

10:20 a.m.-11:00 a.m.

AIR GRANT PAPER

Salon H - Tech

AIR GRANT PAPER: Identifying a Longitudinal Causal Model for Postsecondary Educational Attainment for Low Socioeconomic Status Students (607)

SANG LEE (Author), Doctoral Student, University of Florida

ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

The purpose of this study is to examine the long-term academic development of low SES students using the NELS database, a nationally representative, longitudinal database. Specifically, this study focuses on an examination of the direct and indirect longitudinal effects of student demographic characteristics, psychological characteristics, behavioral characteristics, family characteristics, and school guidance related characteristics on the postsecondary educational attainment of low SES students. This research attempts to identify patterns of influence on the low SES students' long-term educational development, thereby revealing areas for support and intervention by counselors as well as policy makers, parents, and other social service personnel.

10:20 a.m.-11:00 a.m.

BEST PAPER/PRESENTATION SESSION

Suffolk - Full Tech

Plenary Session Follow Up with Dillman (635)

DON A. DILLMAN (Plenary Speaker), Regents' Professor, Washington State University

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

10:20 a.m.-11:00 a.m.

DEMONSTRATION

Maine

Four Decades of Entering Freshmen: What the CIRP National Trends Mean for Institutions (510)

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

This presentation will highlight nearly four decades of change among college freshmen enrolling in four-year colleges and universities in the United States. The national trends are based on the 38-year history of a nationwide multi-institutional study of entering college freshmen. Trends in the following areas will be examined: academic goals and behaviors, financial concerns, health attitudes and behaviors, politics and social activism. Important differences by gender will also be presented. Discussion will focus on the implications these trends have for higher education institutions.

10:20 a.m.-11:00 a.m.

DEMONSTRATION

Simmons - Full Tech

IPEDS Dataset-Cutting Tool for Peer Analysis System (534)

JOHN H. MILAM (Author), Managing Director, HigherEd.org, Inc.

A new NCES tool is available that replaces the "Dump A Dataset" feature in the IPEDS Peer Analysis System, as well as the IPEDS Electronic Codebook. This "Dataset Cutting Tool" (DCT) lets users quickly create customized datasets of institution-level data for a specific year by choosing the surveys, sections, and variables of interest. It does not provide all of the "bells and whistles" of the PAS, but is designed as an alternative for power users. The results are available online and in CSV, SAS, SPSS, and STATA read formats. For users who want all IPEDS records, zipped versions of AASCII data files are also available.

10:20 a.m.-11:00 a.m.

DEMONSTRATION

Salon B - Full Tech

The Application of Desktop and Web Based Geographic Information Systems (GIS) Technology to Institutional Research (583)

ROBERT J. SEPANSKI (Author), Research Analyst, The University of Memphis

This presentation will consist of a demonstration of the application of GIS technology (ESRI's ArcView GIS, ArcView Internet Map Server, and Avenue programming language) to Institutional Research. This demonstration will make use of student enrollment data, Census 2000 population data, demographic statistics, alumni information, and off-campus training locations in order to create a variety of map based products. The usefulness of these products in student recruiting, retention studies, off-campus site planning, alumni tracking, and postgraduate job placement will be illustrated through Web-based interactive maps, spatial analysis, and customized GIS user interfaces.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Orleans - Tech

Developing Information Fluency Through General Education Courses (154)

WILLIAM E. SYKES (Author), Information Analyst, Xavier University

RICHARD J. PULSKAMP (Author), Director of Institutional Research, Xavier University

CAROL RANKIN (Author), Xavier University

NANCY L. KINSEY (Facilitator), Director of Institutional Research and Planning, Kaskaskia College

A program involving faculty, library, and instructional technology staff was implemented in fall of 2002 to work toward building student technology skills. Eight faculty participated in a workshop prior to the start of the semester to learn to integrate assignments, coursework, and assessments into their courses. An information fluency proficiency assessment was conducted with 298 student participants from these courses at the beginning of the semester and a post-assessment of 209 students at the end of the semester. Data related to student gains and faculty feedback on the implementation of the various course elements are presented.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Salon C - Tech

Surveying Graduating Seniors and Former Graduates: Satisfaction is Only The Beginning (177)

RON POLLAND (Author), Assistant Director, University of North Florida

KEVIN B. MURPHY (Facilitator), Research Analyst, University of Massachusetts Boston

For the past four years, surveys of graduating seniors and former graduates were conducted to measure levels of satisfaction with programs and services offered, to identify programs and services that need to be improved, to learn more about the personal experiences of students while enrolled, and to assess the overall relevance and impact of these programs and services on their current occupational and/or educational pursuits. The results of these studies reveal a number of critical issues beyond mere "student satisfaction," such as the degree to which the university actually met the short-term and long-term goals of the student.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Salon I - Tech

Using Student Classification Specific Applications and Admissions Data to Predict Enrollment and Revenue (310)

LAWRENCE J. REDLINGER (Author), Executive Director, University of Texas at Dallas

SHARON F. ETHEREDGE (Author), Institutional Research Associate, University of Texas at Dallas

SANDRA BRAMBLETT (Facilitator), Director of Institutional Research and Planning, Georgia Institute of Technology

This paper/PowerPoint focuses on the use of institutional research data to forecast enrollment, semester credit hours and estimate revenues. We discuss the importance of data accuracy and integrity and the assumptions underlying predictive models, especially matriculation-specific models based on multiple student entry streams (e.g., FTIC, Transfer) and other student classification data. We will discuss the development of a model appropriate to the unique characteristics of the institution's student profiles and trends. Finally we will provide illustrations depicting how the data is presented to the wider university community.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Salon A - Tech

Alabama Bound: Identifying Factors Associated with Secondary Education Students' Choice of Attending The University of Alabama (317)

JON C. ACKER (Author), Coordinator of Student Assessment, The University of Alabama
 WILLIAM W. HUGHES (Author), Senior Programmer Analyst, The University of Alabama
 WILLIAM R. FENDLEY (Author), Director of Institutional Research, The University of Alabama
 JOSEPH JURCZYK (Facilitator), Research Analyst, Cleveland State University

Alabama's primary competitor in recruiting is in-state rival Auburn University which lures away roughly one in eight of UA's admitted students. Two factors stand above all others in attracting students to UA- academic reputation and social activities reputation. Factors following distantly are a visit to the UA campus, financial assistance and the desire to attend a school the size of UA. Disparities in these factors, however, exist based on race, sex, and entrance examination scores. This research is intended to aid administrators, researchers, and policy-makers at UA effect more efficient enrollment management processes through better enrollment planning, student marketing, and recruitment.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Salon K - Tech

The 2005 Revision of the Carnegie Classification: Presentation and Discussion of Preliminary Plans for New Classification Schemes (369)

ALEXANDER C. MCCORMICK (Author), Senior Scholar, Carnegie Foundation for the Advancement of Teaching
 CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation
 JULIE P. NOBLE (Facilitator), Principal Research Associate, ACT, Inc.

The Carnegie Classification of Institutions of Higher Education was first published in 1973, and most recently revised in 2000. In 2005, The Carnegie Foundation for the Advancement of Teaching will issue a major revision of the Carnegie Classification. Designed to offer greater analytic flexibility while more comprehensively capturing differences in institutional mission, the new system will replace the present single classification scheme with a set of distinct schemes, offering several ways to group institutions. Preliminary plans for the new classification schemes will be issued in 2004. This session will provide the IR community with an opportunity to examine, discuss, and critique these plans.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Yarmouth

Personal and Institutional Factors that Influence Community College CEO Compensation (385)

KENT A. PHILLIPPE (Author), Senior Research Associate, American Association of Community Colleges
 MEIHUA ZHAI (Facilitator), Director of Institutional Research and Reporting, George Mason University

Community colleges serve a diverse set of students, as well as a diverse set of community needs. In addition, community colleges are charged with providing low cost access to higher education while maintaining high academic standards. The community college CEO must balance many demands in order to ensure that community colleges adequately serve all the constituencies that make demands upon them. This session will investigate the compensation that community colleges receive, and explore some of the institutional and personal factors that differentiate compensation levels of community college CEOs.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Vermont

Developing a Portrait for the Non-Traditional Freshmen: How it Guides College Policy to Meet Students' Needs and Improve Management and Planning in the First-Year Program (389)

EVA Y. CHAN (Author), Director of Institutional Research, City University of New York Medgar Evers College
 DORIS C. WITHERS (Author), Vice President of Institutional Assessment and Accountability, City University of New York Medgar Evers College
 CLOVER W. HALL (Facilitator), Assistant Vice President of Institutional Research, Saint John's University

Our previous study found that retention and academic progression patterns of different sub-groups of first-time non-traditional students attending an urban public undergraduate college were different from each other as well as from traditional students. Driven by this finding we develop different portraits for non-traditional and traditional freshmen so as to guide college policy and to improve instruction and services in the first-year program. This paper presents sample portraits for this non-traditional population and examples of inter-departmental cooperation efforts that utilize these portraits to improve the delivery of services and provide support for decision making and planning in first-year program.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Vineyard - Tech

Just the Facts! Creating a College Fact Book from Scratch (502)

EMILY DIBBLE (Author), Executive Dean Institutional Effectiveness, Bunker Hill Community College
 SOFYA MITELMAN (Author), Bunker Hill Community College
 JULIA A. ABELL (Facilitator), Director of Planning and Institutional Studies, Eastern Illinois University

A college fact book provides general statistical and descriptive information to support planning, assessment, internal decision-making, preparing reports, writing grant proposals, developing college publications, etc. This presentation will show you ways of producing (or reinventing) a college fact book even if you don't have much time, staff support or information to work with. Topics: (1) Editorial decisions about what to include; (2) finding/creating/recycling useful facts; (3) stealing good ideas with a clear conscience; (4) cultivating contributors; (5) layout; (6) logistics of manuscript preparation and fact book project management; (7) publication on a shoestring; (8) making the job easier from year to year.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Wellsley - Full Tech

One, Two, Three; That's How Elementary It's Gonna Be: Environmental Scanning in Ten Easy Steps (585)

MARK P. CHAMPION (Author), Information Analyst, Grand Rapids Community College
 HASINA KHANOM (Facilitator), Research Analyst, Cleveland State University

Institutional Research is often asked to supply information for the planning process. One tool that is used increasingly by educational institutions is environmental scanning, the systematic tracking of external information that may impact higher education. The problem is who has time to scan! This workshop is designed for one or two person IR shops that are overburdened and will appeal to practitioners new to scanning. Learn ten easy steps that will help the necessary information come to you. Create an anticipatory culture that will assist you. Ten steps and you can help your institution toward a preferred future. It's quite elementary my dear colleague.

10:20 a.m.-11:00 a.m.

SCHOLARLY PAPER

Provincetown

Is the Master's Degree Really Worth It? An Examination of the Added Private Benefit by Field of Study (194)

MARVIN A. TITUS (Author), Assistant Professor of Higher Education, North Carolina State University
 MELANIE A. RAGO (Facilitator), Research Associate, Indiana University

This study will use panel data from a nationally representative sample of bachelor's degree recipients to examine the private benefit of attaining a master's degree by field of study. Drawing from human capital theory, building on prior research, and employing econometric techniques, this research will make an effort to investigate the short-run added private economic returns to master's degree attainment by field of study after taking other variables are taken into account. The paper will discuss the implications of the study's findings for future research on the added economic benefits of completing an advanced degree.

10:20 a.m.-11:00 a.m.

SCHOLARLY PAPER

University of Massachusetts - Tech

Using Alumni Personality Typology to Impact Metrics of Success (360)

SUSAN STACHLER (Author), Senior Research Associate, DePaul University
 LIZ SANDERS (Author), Director of Enrollment and Marketing Research, DePaul University
 JOSEPH W. FILKINS (Author), Senior Research Associate, DePaul University
 ERIKA M. NEWCOMER (Facilitator), Research Associate, Higher Education Data Sharing Consortium

This study reports the results of a large, Midwest catholic university's efforts to better understand how alumni personality types can impact alumni engagement. An 81 question telephone survey of 511 alumni provided information that was used, in part, to validate the 1999 Campbell Research R4 Matrix™ that identified four alumni personalities based on a K Means Cluster Analysis. The rationale for using a personality typology to identify levels of engagement is simple. Identifying personality typologies may allow alumni associations to focus their communications strategies on more specific targets, increasing the value of investment in alumni communications.

10:20 a.m.-11:00 a.m.

TABLE TOPIC

Brandeis

The Use of Assessment Data In Strategic Planning (T24)

SUSAN L. ALOI (Author), Graduate Student, West Virginia University

This session will consider the theoretical premise and models presented from comparative case studies of three institutions of higher education that are successfully integrating assessment results into their strategic planning processes. Facilitated discussion will focus on the benefits and challenges in linking assessment and planning, as well as a sharing of best practices uncovered by the researcher and encountered by other participants.

10:20 a.m.-11:00 a.m.

VENDOR DEMONSTRATION

Harvard - Tech

Assessment is Knowledge & Key to Success (E07)

DARLENA JONES (Presenter), Vice President for Research and Development, Educational Benchmarking, Inc.
 VIVIANA HARPER (Presenter), EBI Project Manager, Educational Benchmarking, Inc.

Educational Benchmarking, Inc. (EBI) currently offers a number of surveys utilized on 850+ campuses to support institutional assessment, continuous improvement, and accreditation review activities. Projects include exit 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 3,000,000 students in the past eight years, providing substantial data to participating schools. In addition, our new online surveying system, WESS, offers institutional researchers a powerful data collection, data reporting, and report distribution system for custom studies. Come learn how benchmarking and assessment can be a powerful tool for continuous improvement and increased program effectiveness on your campus.

10:20 a.m.-11:50 a.m.

COMMITTEE MEETING

MIT

Association for Institutional Research and American Association of University Professors Advisory Meeting (077)

JOHN W. CURTIS (Committee Chair), Director of Research, American Association of University Professors

Meeting for current members of the AAUP Advisory Committee.

10:20 a.m.-11:50 a.m.

INVITED PAPER

Salon F - Tech

What Do We Know, and Not Know, about Student Success? (655)

DAWN GERONIMO TERKLA (Author), Executive Director of Institutional Research and Planning, Tufts University
 TRUDY H. BERS (Author), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College
 MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
 ROSLYN A. KORB (Author), Program Director, National Center for Education Statistics

NPEC is undertaking a multi-year initiative in the area of "Student Success." The growth in size and diversity of student populations in times of scarce resources, the shift in the financing of postsecondary education to students and their families, and the increasing demands for accountability that require postsecondary education institutions to demonstrate "Student Success" make this programmatic area timely and important for decision-makers at the federal, state, and institution levels. Activities include a competitive grant program, data synthesis, commissioned papers, policy panels, data tools, and a national conference in 2006.

10:20 a.m.-11:50 a.m.

PANEL

Salon D - Tech

Collecting Comparable Assessments Across the Country (408)

DEBRA L. STUART (Author), Vice Chancellor for Administration and Board Relations, Oklahoma State Regents for Higher Education
 CHRISTINA E. WHITFIELD (Author), Senior Associate for Research, Council on Postsecondary Education
 PETER T. EWELL (Author), Vice President, National Center for Higher Education Management Systems
 MARGARET A. MILLER (Author), Professor, University of Virginia
 MELINDA T. VANN (Author), Director of Administrative Services, Virginia Polytechnic Institute and State University
 MARGARET L. PEAK (Author), Project Manager, National Forum on College-Level Learning at the Curry School of Education, University of Virginia

The National Center for Public Policy and Higher Education's report card, *Measuring Up*, awards grades to states in preparation, participation, affordability, completion, benefits, and learning. All states continue to receive an "incomplete" for learning because there are no common assessments for state comparisons. In 2004, *Measuring Up* will report the results of a pilot project to collect comparable information across all states. This project is especially salient because it represents one of the few attempts to collect comparable information on student achievement in higher education. The panelists will describe the planning and implementation of this project.

10:20 a.m.-11:50 a.m.

PANEL

New Hampshire

Sustainability Indicators: A New Frontier for Institutional Research (422)

LARRY H. LITTEN (Author), Director of Research, Dartmouth College
 EDWARD L. DELANEY (Author), President, Strategic Analyses: Organizational Planning and Research
 DAWN GERONIMO TERKLA (Author), Executive Director of Institutional Research and Planning, Tufts University
 LEITH SHARP (Author), Director, Harvard Green Campus Initiative, Harvard University
 DAVID NEWPORT (Author), Director, Office of Sustainability, University of Florida

Managing institutions for long-term viability—i.e., sustainability—has become increasingly important to managers in all economic sectors. Evidence of an institution's sustainability is increasingly demanded by its stakeholders and those who create and enforce the laws within which we operate. Management for sustainability requires appropriate data. This panel includes university sustainability coordinators who will talk about the kinds of information required to create sustainable institutions, and institutional research directors who will discuss how sustainability information is related to the traditional foci of IR and existing performance indicators, and the role IR might play in developing, producing, and disseminating sustainability information.

10:20 a.m.-11:50 a.m.

SPECIAL EVENT

Salon E - Full Tech

International Gathering (004)

DENISE A. KRALLMAN (Convener), Assistant Director of Institutional Research, Miami University at Oxford

Forum attendees from all nations are invited to meet with the External Relations Committee and their colleagues from other nations.

10:30 a.m.-11:50 a.m.

PANEL

Salon G

An Anthropological/Archaeological Dig Through The Archival/Humor Files of Long-Time IR Practitioners (532)

DONALD J. REICHARD (Author), Senior Research Scientist and Special Assistant to the Provost, University of North Carolina at Greensboro

MARSHA K. KELMAN (Author), Assistant Vice Chancellor, University of Texas System

MARVIN W. PETERSON (Author), Professor of Higher Education, University of Michigan

LAURA E. SAUNDERS (Author), Vice President for Administration, Highline Community College

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 twenty-five years of experience in institutional research, have been given license to unlock their memories and file cabinets to look at institutional research in a decidedly offbeat manner.

11:10 a.m.-11:50 a.m.

AIR GRANT PAPER

Salon H - Tech

AIR GRANT PAPER: The Sensitivity of Attrition Models to the Timing and Duration of Withdrawal: The Definition Matters (608)

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

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

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

ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

We use data on college students from the 1990/94 Beginning Postsecondary Survey to compare several alternative measures of attrition. We compare single term enrollment data for 1 term and 1 year following matriculation, and then extend the analysis using these longitudinal data to compare short and long interruptions. Our findings indicate that there are significant differences between the factors associated with attrition using the different definitions.

11:10 a.m.-11:50 a.m.

BEST PAPER/PRESENTATION SESSION

University of Massachusetts - Tech

TENNAIR Best Paper: Predictors of One-Year Retention in The Tennessee Degree Attainment Tracking Database (631)

GREGORY J. SCHUTZ (Author), Director of Institutional Research and Effectiveness, Austin Peay State University

GEORGE E. MALO (Author), Assistant Vice Chancellor of Research and Assessment, Tennessee Board of Regents Office

ROY D. IKENBERRY (Facilitator), Director of Institutional Research, Belmont University

Degree attainment is the primary goal for both higher education institutions and its students and is important to the economic, social, and political life of a state. Because the greatest number of student departures from higher education occurs in the first year, one-year retention serves as an early proxy of degree attainment. This study uses logistic regression to explore what predictor variables in the degree attainment tracking database have the greatest impact on one-year retention. The study finds spring enrollment and the difference between a student's high school GPA and their college GPA to be the strongest predictors with weaker predictors being high school GPA, non-need based financial aid, full-time enrollment in the first fall, high school core class work, and years out of high school.

11:10 a.m.-11:50 a.m.

BEST PAPER/PRESENTATION SESSION

Salon A - Tech

SAIR Best Paper: Does it Matter Who's in the Classroom? Effect of Instructor Type on Student Retention, Achievement, and Satisfaction (634)

SHARRON L. RONCO (Author), Assistant Provost, Florida Atlantic University

JOHN J. CAHILL (Author), Coordinator, Florida Atlantic University

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

The past two decades have seen a significant increase in the use of part-time faculty and rising concerns about the impact of this trend on the quality of education. This study examines the association between three outcomes of the freshman and sophomore years (retention, academic achievement and student rating of instruction) and the amount of exposure to three types of instructors (full-time faculty, adjunct faculty and graduate teaching assistants). A multivariate model incorporates the effects of academic preparation, background characteristics, and enrollment experiences along with exposure to different types of instructors, on student outcomes.

11:10 a.m.-11:50 a.m.

COMMITTEE MEETING

MIT

Association for Institutional Research and American Association of University Professors Advisory Meeting (077)

Continued from previous time period.

11:10 a.m.-11:50 a.m.

DEMONSTRATION

Suffolk - Full Tech

The Institutional Portfolio: One Foot in the Past and One in the Future (355)

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

The institutional portfolio is an online selection of artifacts that provide the context for the strategic plan. This presentation will outline the process for creating the portfolio of artifacts and indicators. Student, faculty, and college portfolio materials will be examined as evidence of progress towards strategic goals. Strategic planning activities that encourage focused discussions and create an engaged university community will be presented. This institution has embraced the strategic institutional portfolio as a means to distinguish itself and to focus resources toward activities that are of highest importance.

11:10 a.m.-11:50 a.m.

INVITED PAPER

Salon F - Tech

Data Feedback Initiative (656)

MARK L. PUTNAM (Author), Director of University Planning and Research, Northeastern University
 ROSLYN A. KORB (Author), Program Director, National Center for Education Statistics

NPEC is undertaking a multi-year initiative designed to give each institution an annual indicators report using IPEDS data. While institutions expend significant effort in submitting IPEDS information, they have not been provided feedback that actually uses their individual data. An annual report will be provided to institutions that include indicators that describe their institution with national comparison institutions. Reports will be designed so that they are valuable both to both those who provide the data and other institutional executives. In addition to providing useful information, these reports also could help to improve national data quality and comparability.

11:10 a.m.-11:50 a.m.

PANEL

Salon D - Tech

Collecting Comparable Assessments Across the Country (408)

Continued from previous time period.

11:10 a.m.-11:50 a.m.

PANEL

New Hampshire

Sustainability Indicators: A New Frontier for Institutional Research (422)

Continued from previous time period.

11:10 a.m.-11:50 a.m.

PANEL

Salon G

An Anthropological/Archaeological Dig Through The Archival/Humor Files of Long-Time IR Practitioners (532)

Continued from previous time period.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Orleans - Tech

The Effect of Deferred Fraternity or Sorority Membership on Academic Performance (143)

LARRY D. MAYES (Author), Director of Assessment, University of North Carolina at Chapel Hill
 LYNN E. WILLIFORD (Author), Assistant Provost, University of North Carolina at Chapel Hill
 GEORGIA CHRISTENSEN (Facilitator), Director of Institutional Research, Viterbo University

The purpose of this study is to assess the effect on actual and perceived academic performance as a result of deferring sorority or fraternity membership from the freshman to sophomore academic year. Also explored will be the relationship between Greek membership and students' engagement in educationally effective practices and their overall satisfaction with college and advanced degree and career aspirations.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Vermont

Perceived Changes in Campus Climate for International Students Since 9/11 (168)

RUFUS L. CARTER (Author), Coordinator of Institutional Assessment, Marymount University
 M'HAMED LAHBABI (Author), Marymount University
 ROBERT OTTEN (Author), Associate Vice President for Academic Affairs and Professor, Literature and Languages, Marymount University
 SARA MCPHEE (Facilitator), Research Associate, American Association of Community Colleges

We plan to administer a survey, approximately 15-20 questions to our students. They will be asked to indicate whether or not they were enrolled during the 9/11 attack on the Pentagon in Washington, D.C. They will also be asked to identify their ethnic origin and their country of citizenship. The survey focuses on campus climate before 9/11, after 9/11 and before the current war with Iraq through today. We will also assess changes in students' involvement in campus activities. We hope to identify trends in campus climate that were experienced or observed by American students, international students, and faculty.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Provincetown

Using Web-Based Surveys to Measure Student Learning Outcomes (184)

CHRISTINA LUNCEFORD (Author), Graduate Student/Research Assistant, Michigan State University
 NANCY LANGE (Author), Assistant Director, Assessment, Research and Technology, Michigan State University
 BARBARA M. POOLE (Facilitator), Director of Research and Assessment, Bossier Parish Community College

How do we know if and how individual institutional departments affect students? Few departments and programs are able to empirically link student development and outcome achievement to services provided by their unit. The Department of Residence Life, which houses more than 12,000 students at a large research institution, conducted a yearlong assessment to measure department-generated student outcomes. The surveys were conducted online and were both qualitative and quantitative. Using Web-Based Surveys to Measure Student Outcomes explains the process of outcomes measurement, and presents the methodological approach and data from this study.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Maine

Race and Ethnicity in the American Professoriate: 2001-02 (226)

JENNIFER A. LINDHOLM (Author), Associate Director, Higher Education Research Institute
 KATALIN SZELENYI (Author), Research Analyst, University of California-Los Angeles
 ROBERT K. TOUTKOUSHIAN (Facilitator), Associate Professor, Indiana University

Using data from a recently completed national survey of college and university faculty, this presentation highlights racial/ethnic differences in the backgrounds, values, attitudes, and professional behaviors of men and women faculty. The following topics are addressed: background characteristics, views about undergraduate education, instructional and evaluation methods, tenure attitudes, diversity issues, institutional work life, personal goals, and affective reactions to work.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Simmons - Full Tech

When Disciplines Converge: Developing and Assessing an Interdisciplinary Arts and Engineering Curriculum (255)

JAMIE L. CROMACK (Author), Education Coordinator, Arizona State University
 CATHERINE E. WATT (Facilitator), Director of Institutional Research, Clemson University

Issues of pedagogy, student learning outcomes and assessment challenge educators in a single discipline; when disparate disciplines converge in a single program, the potential for ambiguity escalates. Education in either arts or engineering offers noteworthy challenges to faculty, and when students in both disciplines sit side-by-side in the classroom, adjustments to educational systems may prove necessary. This presentation will offer a case study of a graduate-level hybrid arts/engineering program's first semester with a full complement of courses, discussing curriculum, pedagogy and assessment, as well as recounting lessons learned and making suggestions for change.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Salon I - Tech

Connecting Employers' Training Needs to the College Curriculum: A Survey and Report on How Community Colleges Can Better Serve the Training Needs of Local Employers (356)

MARCIA M. LEE (Author), Director of Institutional Research and Planning, Westchester Community College
 NICOLAS A. VALCIK (Facilitator), Assistant Director for Strategic Planning and Analysis, University of Texas at Dallas

One of the prime missions of community colleges is to serve the educational training needs of the employers in the community. This paper describes the methodology used to survey over 600 businesses, local governments and not-for-profit agencies in Westchester County, New York. The purpose of the survey was to learn more about employee training needs, and what role, if any, the College might play in the future. Questions on methods of employee recruitment, skills required, and receptivity to working with the College also were included.

11:10 a.m.-11:50 a.m.

RESEARCH PRESENTATION

Salon C - Tech

A Study of Higher Education Instructional Expenditures: A Candid Discussion of the Relationship Between Price and Cost at Colleges and Universities (402)

MICHAEL F. MIDDAGH (Author), Assistant Vice President of Institutional Research and Planning, University of Delaware
 TOYCEE HAGUE-PALMER (Facilitator), Program Review Coordinator, The Ohio State University

The National Center for Education Statistics published "A National Study of Higher Education Expenditures" in 2003 as part of its response to a Congressional mandate for an analysis of price and cost at colleges and universities. The study's author will describe the results of that national study, and will offer definitive conclusions as to the relationship - or lack thereof - between price and cost at four-year colleges and universities.

11:10 a.m.-11:50 a.m.

SCHOLARLY PAPER

Boston College

Understanding Why Students Participate in Multiple Surveys: Who are the Hard-Core Responders? (107)

STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University
 MICHAEL E. WHITCOMB (Author), Assistant Director, Wesleyan University
 PAUL D. UMBACH (Facilitator), Project Manager and Research Analyst, Indiana University at Bloomington

What causes a student to participate in a survey? This paper looks at survey response across multiple surveys to understand who the hard-core survey responders and non-responders are. Students at a selective liberal arts college were administered four different surveys throughout the 2002-2003 academic year, and we use the number of surveys participated in to understand how student characteristics such as demographics and personality affect cooperation.

11:10 a.m.-11:50 a.m.

SCHOLARLY PAPER

Wellsley - Full Tech

Using Instructional Program and Administrative Unit Review to Accomplish Institutional Effectiveness (227)

TERRI M. MANNING (Author), Associate Vice President for Institutional Research, Central Piedmont Community College
 DENISE WELLS (Author), Central Piedmont Community College
 ALFRED B. CENEDELLA (Facilitator), Director of Institutional Effectiveness, International College

Instructional program or administrative unit review is one process used by colleges to accomplish institutional effectiveness. This program review process has become a requirement for all college units (instruction, students services and administration). The review addresses: unit functions, staffing, administrative objectives/student learning outcomes, strategies for change, needs, trends and future issues. Units have opportunities to develop surveys specific to their program or to submit questions for the annual faculty-staff survey. A one-year follow-up is required, insuring the use of results for improvement. This institutional effectiveness process has proven to be empowering and has encouraged an environment of assessment and improvement.

11:10 a.m.-11:50 a.m.

SCHOLARLY PAPER

Vineyard - Tech

A Longitudinal Investigation of Undergraduate Student Departure (353)

RONG CHEN (Author), Graduate Student, University of Michigan
 STEPHEN L. DESJARDINS (Author), Associate Professor, University of Michigan
 DAINA P. HENRY (Facilitator), Associate Director Institutional Research, College of William and Mary

Using a national longitudinal data set, we investigate how various factors affect student departure from college over the course of a student's academic career. Of particular interest is the examination of variables not often included in student departure studies. Given the temporal nature of student departure, we employ an empirical technique designed to investigate how the effects of these factors on college student departure change over time.

11:10 a.m.-11:50 a.m.

SCHOLARLY PAPER

Salon J - Tech

Learning Communities and the Connection to Increased First-Year Student Retention (395)

STEPHANIE LAYNE HOLLIMAN (Author), Graduate Student, University of Iowa
 FRANKIE SANTOS LAANAN (Facilitator), Assistant Professor, Higher Education, Iowa State University

Student retention literature shows that residential living by first-year students influences degree attainment, institutional satisfaction, and academic performance. Retention rates of true first-year students residing on campus at a large Midwestern university average about 84%, but students who reside in a themed-living environment have a retention rate between 90 and 95%. These numbers suggest that while students benefit from beginning their college career in a residential environment, a themed-living environment may provide benefits above those attributed to general residential placement. This study attempts to identify influences on student retention and the value-added effect of a learning community environment.

11:10 a.m.-11:50 a.m.

SCHOLARLY PAPER

Yarmouth

Generating Revenues for Community Colleges: Do Local Control States have an Advantage? (443)

ALICIA C. DOWD (Author), Assistant Professor, University of Massachusetts Boston
 JOHN L. GRANT (Author), Director, Institutional Research and Development, Cape Cod Community College
 REBECCA J. DRENNEN (Facilitator), Assistant Director of Institutional Research, Berkeley College

This study examines the impact of a local finance role on community college revenues. Local share states tend to have higher levels of revenue from public and private sources than colleges in states without a local role. They also have a slightly greater range of revenues per FTE. In comparison to states without a local role, these revenue disparities are more likely to disadvantage schools serving students with high financial need. This suggests that local-share states have greater success at revenue diversification, but this success may carry implications for finance equity.

11:10 a.m.-11:50 a.m.

SPECIAL EVENT

Salon E - Full Tech

International Gathering (004)

Continued from previous time period.

11:10 a.m.-11:50 a.m.

TABLE TOPIC

Brandeis

The National Study of Instructional Costs and Productivity: Data Gathering, and Usage of Results Within and Among Institutions (T08)

KATHRYN M. HAYDEN (Author), Faculty Workload Analyst, University of Connecticut

A table topic discussion of:

- How the data for this survey are being gathered and prepared
- How the data are being used by various institutions:
 - As an internal tool
 - As an external tool within peer institutional groups
- Matters relevant to the survey itself
- Benefits and issues of the survey's use as a benchmarking tool.

11:10 a.m.-11:50 a.m.

VENDOR DEMONSTRATION

Salon B - Full Tech

SAS Made Easy: An Introduction to Enterprise Guide (E15)

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

SUE WALSH (Presenter), Higher Education Consultant, SAS Institute Inc.

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

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Massachusetts

Australasian & South East Asia Associations for Institutional Research (AAIR & SEAAIR) (S01)

WENDY A. MARCHMENT (Convener), President, AAIR, The University of Adelaide

Current members and all those interested in learning more about the Australasian and South East Asia Associations for Institutional Research are invited to attend.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

New Hampshire

American Association of Universities Data Exchange (AAUDE) (S02)

JOHN L. WILSON (Convener), Director, Decision and Planning Support, 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.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Boston College

Alabama Association for Institutional Research (ALAIR) (S06)

DAN E. TENNIMON (Convener), Coordinator of Institutional Effectiveness and Research, Troy State University Montgomery

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

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Maine

College Board's Admitted Student Questionnaire (ASQ) (S07)

ELLEN A. KANAREK (Convener), Vice President, Applied Educational Research, Inc.

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.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Orleans - Tech

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Provincetown

Council for Christian Colleges and Universities (CCCU) (S18)

JERALD L. FINCH (Convener), Director of Institutional Research, Seattle Pacific University

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Salon A - Tech

European Association for Institutional Research (EAIR) (S20)

RODDY BEGG (Convener), Secretary to the University, 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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Yarmouth

Florida Association for Institutional Research (FAIR) (S23)

PATRICIA C. GORDIN (Convener), District Director of Institutional Effectiveness and Program Development, Edison Community College

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

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Simmons - Full Tech

Georgia Association for Institutional Research Planning Assessment and Quality (GAIRPQ) (S24)

JAMES E. PURCELL (Convener), Executive Director State System Research, Oklahoma State Regents for Higher Education

Current members and all those interested in learning more about the Georgia Association for Institutional Research Planning Assessment and Quality are invited to attend.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Vermont

Higher Education and Institutional Research Faculty: Who Are We and What Are We Doing? (S28)

LARRY G. JONES (Convener), Senior 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.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Vineyard - Tech

Microsoft ACCESS Users (S37)

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

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Suffolk - Full Tech

Mid-America Association of Institutional Research (MidAIR) (S38)

K. PATRICIA SUMNER (Convener), Information Analyst, Johnson County Community College

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Salon C - Tech

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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Northeastern

Rocky Mountain Association for Institutional Research (RMAIR) (S51)

WENDY L. MILEY (Convener), Research Specialist and Principal, University of Arizona

Members of RMAIR will conduct a business meeting and review plans for the next annual meeting.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Salon D - Tech

SPSS Users (S60)

DARRELL E. GLENN (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 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Salon H - Tech

Tennessee Association for Institutional Research (TennAIR) (S65)

ROY D. IKENBERRY (Convener), Director of Institutional Research, Belmont University

Issues of interest to Tennessee institutional researchers will be discussed.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Salon I - Tech

Virginia Association for Management Analysis and Planning (VAMAP) (S66)

DAINA P. HENRY (Convener), Associate Director Institutional Research, College of William and Mary

Current members and all those interested in learning more about the Virginia Association for Management Analysis and Planning are invited to attend.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Salon K - Tech

The Kansas Study of Community College Instructional Costs and Productivity (S72)

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

Participants and anyone interested in the FIPSE funded Kansas Study of Community College Instructional Costs and Productivity are encouraged to join in this discussion of the project's current status, pilot results, progress of Year 1 national implementation, and future plans. Opportunity will be provided to enroll as a project participant.

12:00 p.m.-12:50 p.m.

SPECIAL INTEREST GROUP

Salon J - Tech

Data Mining (S76)

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

This session will provide an open forum for those interested in discussing Data Mining.

12:00 p.m.-5:00 p.m.

COMMITTEE MEETING

Tufts

2004-2005 Board of Directors (085)

DENISE P. SOKOL (AIR President), Director of Institutional Research, Planning and Analysis and Interim Director of Human Resources,
University of Colorado at Denver
SANDRA K. JOHNSON (AIR Vice President), Associate Dean, Princeton University

Meeting of the 2004-2005 Board of Directors.

1:00 p.m.-1:40 p.m.

AIR GRANT PAPER

Salon H - Tech

AIR GRANT PAPER: Labor Market Outcomes of African American College Graduates (612)

LAMONT A. FLOWERS (Author), Assistant Professor, University of Florida
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional
Research

Data from the 1993/1997 Baccalaureate and Beyond Longitudinal Study were utilized to estimate the direct effects of factors influencing student development and educational outcomes on occupational status attainment, earnings, and job satisfaction for a nationally representative sample of African American college graduates. Racial differences in occupational status attainment were also estimated.

1:00 p.m.-1:40 p.m.

BEST PAPER/PRESENTATION SESSION

University of Massachusetts - Tech

SEAAIR Best Paper: Survey of Opinions on Competencies Standard in Dentistry for New Dental Graduates (632)

JANEJIRA THIRAWAT (Author), Assistant Professor, Chulalongkorn University
JOSEPHINE PALERMO (Facilitator), Institutional Research Advisor, RMIT University

This study assessed opinions of 101 clinical staff and 276 dental practitioners on the competencies standard for dental graduates of Chulalongkorn University. A questionnaire consisted of 115 competency statements of 15 clinical categories with Likert-like scale answer and space for additional opinions. Questionnaire's validity and reliability were ensured. Means ranged from 2.61 to 5.0 (Faculty staffs) and 2.61 to 4.93 (dental practitioners). Competency items rated as mostly agreed : agreed : moderately agreed were 40.87%:49.57%:9.56% (Faculty staffs) and 40.87%:54.78%:4.35% (general practitioners). Both groups relatively agreed in all but 3 major competencies. Results/opinions led to initiatives to ongoing Curriculum Reform.

1:00 p.m.-1:40 p.m.

BEST PAPER/PRESENTATION SESSION

Simmons - Full Tech

IAIR Best Paper: Using Human Capital Theory to Develop A Policy Approach Towards College Student Migration in the State of Illinois (633)

RYAN SMITH (Author), Dean of Institutional Effectiveness, Joliet Junior College
ANDREW F. WALL (Author), Doctoral Student, University of Illinois
MARILYN M. MARSHALL (Facilitator), Associate Director, University of Illinois

Research indicates college student migration rates have a significant impact on a state's ability to develop its human capital. Using IPEDS data and exploratory data analysis, an analysis of college student migration rates in Illinois suggests the state could be losing human capital. This study recommends that Illinois, in light of dramatic projected demographic shifts in population over the next 25 years, develop a policy approach towards college student migration through mission differentiation activities and enhancing the role of community colleges.

1:00 p.m.-1:40 p.m.

COMMITTEE MEETING

Tufts

2004-2005 Board of Directors (085)

Continued from previous time period.

1:00 p.m.-1:40 p.m.

DEMONSTRATION

Salon D - Tech

ePortfolio: Enhancement of University-Wide Student Learning and Assessment (198)

CAL EASTERLING (Author), Director of Institutional Research, Oral Roberts University

A discussion and demonstration of one university's implementation of an overall student learning-based assessment strategy. This session will address formulating an electronic portfolio for every undergraduate student in every program. All graduate programs will also participate. This university-wide ePortfolio program effectively links the university's mission with the implementation and achievement of learning outcomes. All faculty members are learning to use assessment rubrics and direct assessment measures, and all students are learning to upload artifacts which demonstrate competencies and proficiencies. Through user-friendly and intuitive technology, all assessment data can be aggregated or disaggregated to meet reporting, decision-making, and student advisement needs.

1:00 p.m.-1:40 p.m.

DEMONSTRATION

Salon K - Tech

The Dynamic Denominator: The Need for Standards of Practice in Defining Cohorts for Retention and Graduation Rates Reporting (521)

TODD J. SCHMITZ (Author), Director of Research and Reporting, Indiana University System
 LISA D. NEWLIN-BLACKWELL (Author), Management Reporting Analyst, Indiana University
 LINDA HEERDINK (Author), Indiana University

In student cohort tracking, the tacit assumption is that the denominator should be a constant. In reality and practice, this number is dynamic. While reporting bodies recognize a variety of exclusions (i.e. death, military or mission service), the actual process for accommodating these unusual circumstances can wreak havoc on the maintenance of databases and the creation of reports that reflect these complexities. This presentation will explore the myriad permutations involved in identifying and rectifying student exceptions in cohort tracking. By encouraging input and discussion, it is hoped that this topic can be elevated to a standards and practice document.

 1:00 p.m.-1:40 p.m.

DEMONSTRATION

Salon A - Tech

Profiling for Planning and Progress - Leveraging Web Technology in Building Academic Unit Profiles for Planning, Budget Support and Program Review Processes (523)

MEIHUA ZHAI (Author), Director of Institutional Research and Reporting, George Mason University
 DONNA KIDD (Author), Assistant Vice President for Budget and Institutional Research, George Mason University
 MAURICE SCHERRENS (Author), Senior Executive Vice President, George Mason University

The practice of publishing academic unit or departmental profiles is not new to many institutions. However, presenting such profiles in the form of multi-year trend analysis on the Web has yet to become common. This demonstration will show how one university leverages the Web technology in building a versatile on-line academic unit profile to aid planning, budget support and program review processes. It will also share with the audience how staff workloads are kept to the minimum by using advanced Visual Basic Application, SAS and Cold Fusion in automating the production process.

 1:00 p.m.-1:40 p.m.

RESEARCH PRESENTATION

Provincetown

A Reverse Look at Graduation and Its Impact on Admissions at a Public University (183)

PHYLLIS Y. EDAMATSU (Author), Director of Strategic Planning and Institutional Research, Delaware State University
 CHARLES D. FLETCHER (Author), Director Institutional Research, Delaware State College
 JAIME L. PHILLIPS (Facilitator), Strategic Planning Analyst, The Ohio State University

Retention research usually tracks students forward through time. Examples include using students' entering characteristics, SAT scores, high school performance, parental income and education, personal aspirations, and so forth, to predict success. Some studies also examine the effect of intervention strategies. This study tracks students backward in time. Beginning with the class of 2003, students earning baccalaureate degrees are traced backward. Students who graduated in various areas, such as Education, and the "reverse flow" to their entering majors, are shown. Implications for admissions policy are discussed.

 1:00 p.m.-1:40 p.m.

RESEARCH PRESENTATION

Maine

Assessment of Information Literacy and Technological Competence in Higher Education (221)

HOWARD R. MZUMARA (Author), Director of Testing Center, Indiana University Purdue University Indianapolis
 TIMOTHY A. DELICATH (Facilitator), Director of Institutional Analysis and Assessment, Logan College of Chiropractic

Educators at many colleges and universities are recognizing the importance of integrating information literacy and technological competence as a part of every student's educational experience. To facilitate success in higher education and to be prepared for a future characterized by constant change and increased use of technology, students must learn to make effective use of information resources and information technology for both personal and professional needs. This presentation will describe efforts of a campus-wide multidisciplinary committee to identify and articulate learning outcomes for an assessment program in information literacy and technological competence for undergraduate students at a large Midwestern University.

 1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Vermont

Generic Skills: Can They Be Measured (108)

ADELE BUTLER (Author), GSA Project Director, Australian Council for Educational Research
 LE LUC (Author), Research Fellow, Australian Council for Educational Research
 SAM HAMBUR (Author), Research Fellow, Australian Council for Educational Research
 ALFRED B. CENEDELLA (Facilitator), Director of Institutional Effectiveness, International College

The Graduate Skills Assessment Test has been developed to measure a number of key generic skills of university students in their first and final year of study. After consultation with universities and employer bodies, the skills chosen to be the components of this test are critical thinking, interpersonal understandings, problem solving and written communication.

Thirty universities across Australia have participated in one or more of the tests conducted since 2000. This paper will consider the trends from the results of the tests and provide some findings from the validity study completed in 2001.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Orleans - Tech

Linking Student Precollege Characteristics to College Development Outcomes: The Search for a Meaningful Way to Inform Institutional Practice and Policy (127)

JIALI LUO (Author), Higher Education Analyst, Duke University

DAVID W. JAMIESON-DRAKE (Author), Director of Institutional Research, Duke University

ROBERT F. DALY (Facilitator), Director of Analytical Studies and Information Management, University of California-Irvine

The purpose of this study is to explore the link between students' traits upon entering college and their college development outcomes in various areas at the exit point. Using a typological schema and other empirical measures to predict various aspects of student achievement, this study seeks to help institutional leaders reflect upon questions of alignment between institutional mission focus on the one hand and student aptitudes on the other: How well do various aspects of our programs meet the distinctive needs of different kinds of students? Whom do we serve well, and whom less well, and in what ways?

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Salon C - Tech

African American Students' Learning Experiences in Historically Black versus White Institutions (185)

MIKYONG MINSUN KIM (Author), Assistant Professor, University of Missouri-Columbia

LAWRENCE J. REDLINGER (Facilitator), Executive Director, University of Texas at Dallas

This study, using national data, examines African American students' learning experiences, involvements, and opportunities in historically Black versus White colleges and universities. Gender difference in learning experiences are explored across the institutions and within the type of institution. Students at historically Black and White institutions seem to have similar experiences in terms of formal academic requirements, activities, and curriculum formats. However, African American students at Black institutions tend to be more actively and deeply involved in the academic community and have greater informal contact with faculty.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Suffolk - Full Tech

Parental Notification: A Preliminary Report on a New Intervention (195)

JOHN W. MILLER (Author), Chancellor, University of Wisconsin - Whitewater

SABRINA L. ANDREWS (Facilitator), Director of Institutional Research, University of Central Florida

The Family Educational Right to Privacy Act and the addendum to the Higher Education Act of 1998 changed the way that colleges and universities view the rights of parents and their dependent children to access student educational records. This study presents a new approach for colleges and universities to use in determining whether to notify parents of students under the age of 21 on alcohol and substance abuse. Preliminary data on both participation levels and effects on the number of such incidents are presented.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Wellsley - Full Tech

College Choice Decision and Financial Aid Leveraging: An Econometric Analysis (324)

MINGSHENG ZHANG (Author), Institutional Research Manager, Colorado State University

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

The paper examines a series of relationships among financial aid, student attributes and college characteristics in a land-grant institution setting. Although a number of studies of college choices were conducted to better understand enrollment behaviors of admitted students at selective private colleges and research universities, few effects have occurred at land-grant universities. Given that college choice outcome is the result of a series of complicated decisions from such multiple players as students and colleges, mathematical equations representing the decision processes are constructed under utility maximization theory. Institution level data on student application, admission, enrollment, and financial aid is used in empirical models.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Salon J - Tech

Do Financial Resources Influence Student Experiences? An Exploration of Institutional Expenditures and Student Engagement (346)

JOHN RYAN (Author), Assessment Officer, Franciscan University of Steubenville

JANET L. NICKELS (Facilitator), Director of Institutional Research, Carroll Community College

Student engagement has emerged as an important construct in higher education research that focuses on assessment and the enhancement of student learning. However, the relationship of institutional resource decisions to various measures of the construct of engagement has not been investigated empirically. This study attempts to explore the relationship between expenditures and indicators of student engagement based on data obtained on over 180 colleges and universities from IPEDS, NSSE and The College Handbook. An ordinary least squares multiple regression model will test the hypothesis that expenditures in instruction and academic support have a positive and significant effect on student engagement.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Yarmouth

Does the Rising Cost of Tuition Affect the Socio-Economic Status of Students Entering University? (413)

WAYNE P. KELLY (Author), Analyst for the Office of Institutional Analysis, University of Calgary

DOUGLAS G. SHALE (Author), Academic Analyst, University of Calgary

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

As tuition fees increase universities need to be concerned whether fees have risen to a point where students from low-income families are being disproportionately excluded. This paper uses a novel methodology based on a national census data base and students' zip codes to develop indicators of socio-economic status for individual students. The study compares results from the freshmen cohorts of 1991 and 2002 to assess whether the socio-economic mix of the student body has changed and if this change might be due to increases in tuition fees.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Salon I - Tech

Economic Impact of A Higher Education Institution: Conceptual Modeling and Practical Estimation (419)

KUAN R. YANG (Author), Director of Institutional Research and Planning, Georgia Perimeter College

PO YANG (Facilitator), Research Assistant, Community College Research Center

This study applies established economic impact theories in conducting conceptual modeling and practical estimations of economic impact of a multi-campus college on its service region. Economic impact study of this nature is important to institutional planning and marketing. The study uses the final-demand multiplier approach of RIMS II model that produces regional I-O multipliers. The study develops an economic impact model to depict major components of an economic impact caused by expenditures of an institution. Based on the college's FY 2003 expenditures, capital projects funded, and estimated student spending, its total economic impact on the region is estimated and analyzed.

1:00 p.m.-1:40 p.m.

SCHOLARLY PAPER

Vineyard - Tech

Predicting Response to Direct Mail Campaigns: Do Multi-Level Models Make a Difference? (577)

DAVID BLOUGH (Author), Institutional Research Analyst, University of Wisconsin System

SHUQIN GUO (Facilitator), Director of Research and Assessment, University of Cincinnati

Colleges and universities conduct direct mail campaigns to generate inquiries for recruitment, but these campaigns cost money. Response rates can be predicted using logistic regression, but predictions may be inaccurate if geodemographics such as census data or lifestyle segments are used as inputs. Multilevel modeling offers a way to predict response based both on individual characteristics, such as gender, and on geodemographic characteristics, such as median household income. This paper analyzes a direct mail campaign among 45,000 high school juniors and their parents. Zip code and block group geodemographics are compared, as are different estimation methods in SAS.

1:00 p.m.-1:40 p.m.

TABLE TOPIC

Brandeis

Connecting the Faculty and Student Boxes (T09)

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

ERIC L. DEY (Author), Associate Dean for Research, University of Michigan

This table topic discussion seeks input from participants on the issues, research questions, and research designs necessary to connect faculty's image of the changing nature of their own disciplines/fields with (a) changes in the delivered curriculum, i.e. what students are studying and (b) changes in course behavior, i.e. what students experience in whatever environments courses are delivered. This is an immature area of inquiry that wants thought.

1:00 p.m.-1:40 p.m.

TABLE TOPIC

MIT

Measuring the Climate of the University: Getting Useful Information from Faculty, Staff, and Students (T20)

CID E. CONLEY (Author), Assistant Dean of Institutional Research, Florida Gulf Coast University

In AY 2001-2002, the University focused its efforts on faculty climate, in AY 2002-2003 the focus was on the staff and advisors, and in AY 2003-2004 the focus is now on students. Regarding the institutional climate, the University now has information from three separate groups that work together and exert tremendous influence in the retention and recruitment efforts of the institution.

We will discuss the collaborative development of instruments to measure staff, faculty, and student perspectives of the climate as well as the results from the instruments and interventions planned to promote systemic change in the institution.

1:00 p.m.-1:40 p.m.

VENDOR DEMONSTRATION

Harvard - Tech

I Survey, You Survey, We all survey with Pearson NCS! (E09)

JOHN FALATIC (Presenter), Project Manager, Pearson NCS

Surveys can provide critical information to education institutions in the areas of academic learning, student performance and research studies. Pearson NCS has worked with educational institutions offering survey products and services for applications such as: alumni surveys, course evaluations, institutional research projects, health-related issues on campuses and safety and drug and alcohol studies. This session will provide a quick overview of information on our survey products and a demonstration of how to design a survey, print a survey, scan a survey (online or paper based) in just 45 minutes. A demonstration copy of our software will be given at the end of the session.

1:00 p.m.-1:40 p.m.

VENDOR DEMONSTRATION

Salon B - Full Tech

Snap Surveys - The Survey Process that Allows You to Focus on Survey Results (E16)

STANLEY SMITH (Presenter), Senior Product Specialist, Snap Surveys

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

1:00 p.m.-2:30 p.m.

PANEL

New Hampshire

Investing in Good Times and Bad: A View from the Trenches (304)

JAMES W. FIRNBERG (Author), Consultant

JOHN S. SCHOTT (Author), Assistant Director of Institutional Research and Planning, University of Kansas-Lawrence

WILLIAM F. LASHER (Author), Professor, Higher Education Program, University of Texas at Austin

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

The past couple of years has not provided great investment returns for most individual investors. Disaster could have been avoided for those who planned properly. Those who fail to plan are destined to fail, and when this statement is applied to things financial, many of us get rather uncomfortable. Too often we put the important task of financial planning at the bottom of an ever expanding "to do" list. Four AIR members with extensive experience in financial planning and investing give the membership an opportunity to hear seasoned investors discuss the importance of long-term investing and financial planning.

1:00 p.m.-2:30 p.m.

PANEL

Salon E - Full Tech

IPEDS NEWS: New Data; New Tools; New Rules (567)

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

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

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

MOHAMAD A. SAKR (Author), Chief Architect, Innovative Solutions

This session will look at the recent data collection results and the new data items for 2004/05. In addition, panelists will review the new tools developed by IPEDS to aid institutional researches such as the "forms facsimile" function of the Peer Analysis System. Finally, race/ethnicity, compliance, and any new regulations will be discussed.

1:00 p.m.-2:30 p.m.

PANEL

Salon F - Tech

Identifying and Coping with Measurement and Reporting "Error" in Institutional Data Reporting (620)

DON A. DILLMAN (Panelist), Regents' Professor, Washington State University

RUSSELL S. KITCHNER (Panelist), Solutions Manager, Datatel

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

JOHN D. PORTER (Panelist), Associate Provost for Institutional Research and Analysis, State University of New York

MARY M. SAPP (Panelist), Assistant Vice President, Planning and Institutional Research, University of Miami

LYNDA T. CARLSON (Moderator), Director, National Science Foundation

Mismatches between what federal agencies ask to be reported and what institutions actually report are usually identified as measurement or reporting errors. This panel will discuss the source of such institutional data mismatches, whether they are motivated and what the motives may be, their relative inevitability, and how these mismatches differ from and are similar to respondent error in surveys. The panel will also discuss various measures for reducing mismatches through: communication among federal agencies, institutions and designers and suppliers of data bases; modifying institutional data base procedures; negotiating common data definitions among an institution's "data publics;" etc.

1:00 p.m.-2:30 p.m.

PANEL

Salon G

Institutional Research’s Role in the Globalization of Higher Education: Perspectives from Around the World (621)

RICHARD A. VOORHEES (Panelist), President, The Voorhees Group
SAMUEL S. PENG (Panelist), Professor, Center for Higher Education Research, National Tsing Hua University, Taiwan
MARTIN CARROLL (Panelist), Audit Director, Australian Universities Quality Agency
LEE HARVEY (Panelist), Director of the Centre for Research and Evaluation, Sheffield Hallam University
L.J. VAN DER WESTHUIZEN (Panelist), Head of Quality Assurance and Research, University of the Free State

Globalization and the promise of free economic trade pose some interesting opportunities and challenges for higher education that will define our collective future. The present demand for higher education tests the ability of governments to provide quality opportunities for citizens within its borders and even greater challenges as trans-border educational opportunities, driven by technology, continue to multiply. This panel explores the role of information for decision-making and the opportunities for institutional research to define quality within the global higher education marketplace including the experiences of Asia, North America, Europe, and South Africa.

1:50 p.m.-2:30 p.m.

AIR GRANT PAPER

Salon H - Tech

AIR GRANT PAPER: How Dimensions of High School and College Science Training Affect Adult Civic Science Literacy (611)

SUSAN C. LOSH (Author), Associate Professor of Educational Research, Florida State University
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

Using the Surveys of Public Understanding of Science and Technology from 1990 to 2001, this study tracks the effects of high school and college science exposure on elementary factual science knowledge and pseudoscience support in several national adult samples. High school science exposure has important effects, sometimes more so than college science experience, although both raise basic knowledge and lower pseudoscience acceptance. Since electing secondary school and college science classes rose over time, most time effects on knowledge or pseudoscience belief occur through increased science coursework. Respondent gender, age, labor force participation, and other demographic variables were controlled.

1:50 p.m.-2:30 p.m.

COMMITTEE MEETING

Tufts

2004-2005 Board of Directors (085)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

New Hampshire

Investing in Good Times and Bad: A View from the Trenches (304)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Salon E - Full Tech

IPEDS NEWS: New Data; New Tools; New Rules (567)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Salon F - Tech

Identifying and Coping with Measurement and Reporting “Error” in Institutional Data Reporting (620)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Salon G

Institutional Research’s Role in the Globalization of Higher Education: Perspectives from Around the World (621)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Salon C - Tech

The Role of Institutional Research: Connect Student Engagement and Faculty Expectations Through Campus Surveys (170)

JEAN CHI-JEN CHEN (Author), Assistant Director for Institutional Research, University of North Dakota
CARMEN J. WILLIAMS (Author), Director of Institutional Research, University of North Dakota
TOYCEE HAGUE-PALMER (Facilitator), Program Review Coordinator, The Ohio State University

The assessment study has been conducted at one Midwest doctoral university to investigate the benchmarks of institutional performance by

weaving together information from four national surveys to understand students' learning experience and faculty expectation while comparing them with their national counterparts on an array of attitudinal and engagement issues. Effects are also being made to explore the gender factor in the teaching and learning issues. This study also demonstrates that institutional research plays a very important role in gathering the benchmarks or responding to the accountability for the university strategic planning, educational policy studies, assessment, or accreditation process.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Salon D - Tech

The Impact of Living Environments on Undergraduate Experiences and Outcomes (191)

CHRISTINE MOKHER (Author), Graduate Student, Massachusetts Institute of Technology
 GREGORY HARRIS (Author), Research Analyst, Massachusetts Institute of Technology
 RICK GRESH (Author), Massachusetts Institute of Technology
 LYDIA S. SNOVER (Author), Assistant to Provost for Institutional Research, Massachusetts Institute of Technology
 MARGARET M. RYAN (Facilitator), Graduate Student, Boston College

How do different living environments impact the college experience and beyond? Are students who live in fraternities or sororities more engaged in academic and social activities than students who live in residence halls? Are career aspirations, ultimate career choice, and alumni giving rates affected by where students choose to live as undergraduates? This study will explore the impact of living environments on student experiences and outcomes, using survey data from several undergraduate and alumni surveys. Both institutional and peer data will be presented.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Salon I - Tech

Some Factors Affecting Retention at a Four-Year Hispanic University (252)

JAMIR CHOWHDURY (Author), Data Integrity Administrator, Office of Planning, Research and Institutional Effectiveness, Our Lady of the Lake University
 FITZPATRICK U. ANYANWU (Author), Chief Planning Officer, Our Lady of the Lake University
 R. STEPHEN RICHARDE (Facilitator), Director of Institutional Research, Virginia Military Institute

This study looked into a couple of pre-admission and a wide variety of factors that may affect the retention, particularly, among Hispanic American undergraduate students. This analysis was based on the data of first-time, full-time freshmen of fall 2002 at my University. A couple of logistic regression models were developed to identify factors that may be affecting low retention. The data were prepared to fit the logistics regression model for the best results.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Vineyard - Tech

A Longitudinal Assessment of Factors That Influence University Matriculation Choices (337)

JAMES DANIEL HOUSE (Author), Director of Institutional Research, Northern Illinois University
 DAWN R. KENNEY (Facilitator), Senior Research Analyst, Albuquerque Technical Vocational Institute

Institutions frequently need to assess accepted students to identify factors associated with their non-matriculation. This presentation describes procedures that have been used for an institutional assessment of student matriculation. In addition, longitudinal trends in the assessment results will be presented, including institutional and personal reasons for student choices and patterns seen for student needs for different academic majors. Quantitative and qualitative data are collected and examined during this assessment. We will examine how these assessment findings have been incorporated into enrollment management strategic planning, the improvement of first-year programs and services, and as part of the comprehensive university assessment plan.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Salon J - Tech

Contrasting Uses of the Delaware Data: A Multi-Institution Case Study (340)

CHRISTINE M. KELLER (Author), Senior Policy Analyst, University of Kansas
 DEBORAH J. TEETER (Author), University Director of Institutional Research and Planning, University of Kansas
 FRANCES L. DYKE (Author), Associate Vice President for Budget and Finance, University of Oregon
 CATHERINE L. FINNEGAN (Facilitator), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia

This case study describes how three different institutions utilize the data from the Delaware Study of Instructional Costs and Productivity to build peer comparisons and inform decisions regarding instructional workload and expenditures on their respective campuses. Included in the case study are contrasting examples of how the Delaware data are being used to build comparison metrics and how to make the comparisons both accessible and useful to decision makers. The importance of understanding the varying requirements of different levels of decision-makers is emphasized, as well as the need to provide multiple and flexible delivery options.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Salon A - Tech

Creation of a New Workforce Research and Analysis Group—The Challenges of Centralizing Systemwide Knowledge for Staff Workforce Planning (425)

CYNTHIA T. PEETE (Author), Statistician/Workforce Planner, University of California
 SUSAN B. THOMPSON (Facilitator), Research Associate in Student Affairs, Texas State University-San Marcos

During the next decade, many demographic, technological, and economic changes will impact the size and composition of the non-academic staff at this multi-campus, multi-medical center Doctoral/Research Extensive University. In order to maintain excellence in times of increasing enrollment demands, changing technological needs, and uncertain funding, careful planning regarding the institution's future staff workforce needs must be based on empirical evidence. To achieve this goal, a recent reorganization that joined the Systemwide Department of Human Resources and Systemwide Benefits Department included the formation of a Workforce Research and Analysis group to become a centralized clearinghouse for Universitywide information on the non-academic staff workforce.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Orleans - Tech

Is Eight Enough? A Longitudinal Look at the Progression of Community College Students Toward a Bachelor's Degree (441)

TARA G. GOODMAN (Author), Education Policy Director, Council for Education Policy Research and Improvement
 DAVID L. WRIGHT (Author), Senior Research Analyst, State Higher Education Executive Officers
 JUAN C. COPA (Author), Policy Analyst, Council for Education Policy Research and Improvement
 MARY BETH WORLEY (Facilitator), Support Analyst II, Dona Ana Branch Community College

This study presents the results from longitudinal tracking of a cohort of recent high school graduates who entered the community college system of a large southern state in Fall 1994. The presentation follows these students as they move through the community colleges, enter the university system, and complete associate and bachelor's degrees. The study examines student characteristics and student behavior/performance variables that have the greatest effect on the probability of degree completion. With respect to baccalaureate completion, the researchers look specifically at the effect of delayed transfer, the number of hours at transfer, and the student's proximity to a four-year university.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Salon B - Full Tech

Leveraging Information on Incoming Students: The Development of an Effective Knowledge Management System (559)

MELANIE A. RAGO (Author), Research Associate, Indiana University
 MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University Purdue University Indianapolis
 JERI V. KURTZ (Facilitator), Senior Budget and Research Analyst, South Dakota State University

One of the functions of Institutional Research is the sharing of data with stakeholders for assessment and planning purposes. As data disseminators are we providing stakeholders and program administrators with information that they can use? Do we know how, and if, the data is ever utilized? This presentation will discuss a one year project involving an academic unit and its use of Entering Student Survey results. The presenters will provide an overview of the previous knowledge sharing process, the evaluation of that process, and the subsequent changes in our data dissemination processes as a result of the evaluation.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Wellsley - Full Tech

GIS Applications in Institutional Research (580)

LAURA R. CRANE (Author), Director of the Office of Research, William Rainey Harper College
 JOSEPH BAUMANN (Author), Manager of Academic Research Services, William Rainey Harper College
 THOMAS J. SCHULTZ (Author), Academic Research Analyst, William Rainey Harper College
 LISA VEGA (Author), William Rainey Harper College
 SUSAN C. MARTIN (Facilitator), Coordinator of Enrollment Research, Johns Hopkins University

Geographic Information Systems (GIS) tools provide for a wide variety of applications. Everyone is familiar with maps that display population density or land use. However, GIS tools provide colleges with alternative ways to examine questions about student demographic composition or space utilization issues for example. The research conducted focuses on applications of interest to institutional planners. Specific applications are discussed in terms of advantages and disadvantages when compared with other more traditional methods.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

University of Massachusetts - Tech

The Effect of Student Characteristics and Student Affairs Interventions on College Retention: The Need for Frontloading Services (121)

JEFF E. HOYT (Author), Director of Institutional Research, Utah Valley State College
 MITCHELL LUNDELL (Author), Utah Valley State College
 JULIE ALIG (Facilitator), Director of Institutional Research, Saint Anselm College

This session features a research study utilizing a relatively new statistical technique, logistic regression, to examine the effect of several student service interventions on retention. The advantages and use of the procedure are discussed along with answers to the following questions: (1) What are the student inputs (risk factors) that affect retention rates on campus? (2) Which student service interventions have a positive impact on increasing student retention? and (3) Are relationships consistent across student subpopulations?

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Maine

High School Students' Intentions of Continuous Education, Forms of Further Education and Study Areas in Eleven Countries (130)

SHU-LING LAI (Author), Professor, Ling Tung College

KATHRYN SANCHEZ (Author), Assistant Superintendent, Houston Independent School District

RENMIN YE (Author), Graduate Student, Texas Tech University

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

This study compares and analyzes high school students' intentions of continuous education, forms of further education and study areas between Australia, Canada, Czech, France, Germany, Israel, Italy, Norway, Russia, South Africa, and United States. This study also explores differences of male and female students' intentions of continuous education, and reveals the relationships between student fathers, mothers, teachers and friends' attitudes and students' intentions of continuous education in each country. The findings provide meaningful information for the institution research and international educational comparisons.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Suffolk - Full Tech

Exploring Race Differences in Correlates of Seniors' Satisfaction with Undergraduate Education (149)

MARNE K. EINARSON (Author), Senior Research and Planning Associate, Cornell University

MICHAEL W. MATIER (Author), Director of Institutional Research and Planning, Cornell University

NANCY L. KINSEY (Facilitator), Director of Institutional Research and Planning, Kaskaskia College

This study employed multiple linear regression and decision tree analysis to examine the correlates of overall satisfaction with undergraduate education for three groups of seniors enrolled at a Doctoral/Research Extensive university: white, Asian American, and under-represented minority. Quality of the academic experience and various social integration measures were significant correlates of satisfaction for white and URM seniors. The satisfaction of Asian-American seniors was more strongly associated with academic achievement and perceived gains in development. Findings argue for adopting a variety of strategies to address the needs and preferences of different segments of the undergraduate population.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Provincetown

Assessing Academic Development and Achievement Among First-Year Students (173)

JENNIFER R. KEUP (Author), Director of Follow-Up Surveys, CIRP, UCLA Higher Education Research Institute

SERGE B. HERZOG (Facilitator), Director of Institutional Analysis, University of Nevada-Reno

This session presents a national perspective on how students' experiences and campus programs impact key academic outcomes of the first year. Specifically, the session will share the results of research utilizing a national longitudinal sample of almost 13,000 first-year students who returned both the 2001 CIRP Freshman Survey and the 2002 YFCY to evaluate various aspects of first-year academic development, including first-year GPA, self-reported gains in general knowledge and knowledge of a specific field or discipline, and self-reported gains in critical thinking skills. This presentation will close with a discussion of the practical and policy implications of these findings.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Simmons - Full Tech

A Study of Allied Health Faculty Scholarship through Comparisons to a National Sample of Post-Secondary Faculty (241)

JENNIFER N. LAPIN (Author), Senior Research Analyst, Thomas Jefferson University

KEVIN J. LYONS (Author), Associate Dean and Director of the Center for Collaborative Research, Thomas Jefferson University

DUANE AKROYD (Author), Associate Professor, North Carolina State University

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

Scholarship is a major component of academic life. Faculty in allied health have a limited scholarly tradition. Goals can be set for increasing allied health scholarship by comparing their productivity to a comparable national sample of non-allied health faculty. A survey, based on the NSOPF, was developed and sent to faculty in 11 selected allied health disciplines located in the 105 institutions. Focus groups were conducted to determine barriers to scholarly production. This presentation will present the detailed differences between allied health and non-allied health faculty. It will also make recommendations regarding steps to improve allied health scholarly productivity.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Yarmouth

"The New Depression in Higher Education" Revisited (351)

DAVID W. LESLIE (Author), Professor of Education, College of William and Mary

MICHAEL STUMP (Author), The College of William and Mary

ERIKA I. KNUDSEN (Facilitator), Data Management Analyst, Indiana University at Bloomington

In a time of increasing financial stress and demand for higher education, public concern for the price of higher education has grown. Private colleges must charge tuition at levels exceeding that charged by public institutions. Their financial viability depends on tuition and fees as well endowment, private gifts, operational efficiency, quality, reputation, and numerous financial aid programs. In this paper, we explore IPEDS data using cluster analysis to assess models for comparing financial viability among private liberal arts colleges – as a prelude to wider application of these same methods to other strata of institutions.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Vermont

Report of Research on Model for Macro-Regulation of China's Postsecondary Education Expansion Level (442)

ZUOXU XIE (Author), Professor, Institute of Higher Education

RONGTAN HUANG (Author), Xiamen university

SARAH B. LINDQUIST (Facilitator), Assistant Dean of the Graduate College, Arizona State University Main

This thesis is a research on the strategy of China's mainland postsecondary education expansion from the quantitative perspective. Based on the theory of Wave Cycle & Amplitude and other data, a model describing the historical process of China's mainland postsecondary education expansion is outlined, and the fixed cycle, amplitude and trend of this model are computed. An analysis of the relation between China's mainland postsecondary education expansion and economic growth is also carried out, and a macro-regulation model, which is in fact, a certain range that China's mainland postsecondary education expansion should be kept within is constructed. Based on the analysis of the trend over the past five decades, a prediction on the trend of China's mainland postsecondary education expansion in the future twenty years is made, which could be taken by policy makers as a reference.

1:50 p.m.-2:30 p.m.

TABLE TOPIC

MIT

The Student Evaluation of Faculty: a Discussion of the Increasing Use of On-Line Instruction Resulting in a Changing Survey Instrument for Student Evaluation of Faculty: The Pros and Cons Surrounding the Two Types of Evaluations (T03)

CHERYL H. WILLIAMS (Author), Administrative Services Specialist, University of Connecticut

With increased numbers of Web enhanced and completely on-line classes being taught, how can the instruction be properly evaluated by students who have had no direct contact with their instructor?

1:50 p.m.-2:30 p.m.

TABLE TOPIC

Brandeis

Institutional Electronic Portfolio for a Community College (T11)

FLORA B. YEN (Author), Director of Institutional Effectiveness, Cascadia Community College

A two-year community college has embarked on a journey to create an institutional electronic portfolio for assessment, for community sharing of information, and to serve as a data warehouse of institutional learning and growth. The focus of the table topic session is to share ideas and experiences in the ongoing development of an institutional electronic portfolio, especially within the context of accreditation and community colleges.

1:50 p.m.-2:30 p.m.

VENDOR DEMONSTRATION

Harvard - Tech

Remark Product Demonstration (E10)

VICTOR BERUTTI (Presenter), Vice President Products, Principia Products

Principia will demonstrate and discuss the popular Remark Office OMR and Remark Web Survey products. See how to convert your scannable forms into Web surveys to give your subjects multiple ways to complete your surveys.

1:50 p.m.-2:30 p.m.

VENDOR DEMONSTRATION

Salon K - Tech

National Survey of Student Engagement (E14)

JOHN MOORE (Presenter Project Associate, National Survey of Student Engagement (NSSE), Indiana University

JENNIFER BUCKLEY (Presenter), Project Associate, National Survey of Student Engagement (NSSE), Indiana University

Now in its sixth year, the National Survey of Student Engagement (NSSE - pronounced "nessie") is an assessment tool used by over 830 different colleges and universities. The results of the survey yield useful information about the quality of the undergraduate experience. NSSE helps institutions refocus the way they think and talk about the teaching and learning process. NSSE results are used in many different ways including: assessment and improvement, accreditation, benchmarking, faculty development, first-year experience, recruitment and promotion, and various accountability efforts. This session will be most valuable for first time users and institutions that have not participated in the past.

1:50 p.m.-3:20 p.m.

COMMITTEE MEETING

Massachusetts

The Community College Student Success Project (CCSSP) (079)

The Community College Student Success Project Advisory Council meeting.

2:40 p.m.-3:20 p.m.

COMMITTEE MEETING

Massachusetts

The Community College Student Success Project (CCSSP) (079)

Continued from previous time period.

2:40 p.m.-3:20 p.m.

COMMITTEE MEETING

Tufts

2004-2005 Board of Directors (085)

Continued from previous time period.

2:40 p.m.-3:20 p.m.

DEMONSTRATION

Simmons - Full Tech

Strategic Benchmarking Information Service Demonstration (428)

MERRILL P. SCHWARTZ (Author), Director of Special Projects, Association of Governing Boards of Universities and Colleges
 WILLIAM R. FENDLEY (Author), Director of Institutional Research, The University of Alabama
 MARY ANN COUGHLIN (Author), Assistant Vice President for Academic Affairs and Associate Professor of Research and Statistics,
 Springfield College
 DAVID MORGAN (Author), President, Peerfocus

The Strategic Benchmarking Information Service will provide online, customized, strategic planning and benchmarking information using IPEDS and other publicly available databases. This new service will enable institutional research staff and administrators of colleges and universities to easily access selected data for multiple years, from multiple surveys and sources, for self-selected peer institutions. Moreover, users will be able to generate a choice of graphic displays and can easily import tables and charts into Excel or PowerPoint. Attendees will see an online demonstration of the full service and be able to ask questions of the service providers.

2:40 p.m.-3:20 p.m.

DEMONSTRATION

Suffolk - Full Tech

A Demonstration of a Statewide Teacher Data Warehouse (431)

IRA W. LANGSTON (Author), Research and Policy Analyst, University of Illinois
 ELBERT L. GENTRY (Author), Management Methods Analyst, University of Illinois

The presenters will describe the construction of and demonstrate a statewide Teacher Data Warehouse (TDW): a voluntary collaborative effort of the State Board of Education, the Board of Higher Education and the colleges and universities in the state with teacher training programs. The TDW compiles data providing information on teacher education (enrollment and degree information), teacher certification, and employment in public schools in the state, as needed by the colleges and universities for management and reporting. The TDW also makes data available to the State Board of Education for use in projecting the future supply of new teachers.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Orleans - Tech

Students and Cultural Awareness: Examining the Relationship between Interaction with Diverse Peers and Cultural Awareness Development (129)

SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
 SHIRLEY GREENE (Author), Graduate Research Associate, University of Michigan
 JAMILLAH BOWMAN (Author), Graduate Research Associates, University of Michigan
 BRIGHID DWYER (Author), Graduate Research Associates, University of Michigan
 AMANDA KIM (Author), Post-Doctoral Fellow, University of Michigan
 ANN DEBIAK (Facilitator), Principal Planning Analyst, Arizona State University West

Over the past few decades, ethnic and racial demographics of students on college campuses have changed significantly and campuses are now more ethnically and culturally diverse. It is because of these changes that examining cultural awareness is an important aspect of higher education to study. Numerous studies have examined the impact of interaction with diverse peers on outcomes such as cultural awareness (Antonio, 2001; Hurtado, 1992, 1994). With these past works in mind, the question we explore in this study is: How does interaction with diverse peers (IDP) in a college environment influence the development of cultural awareness?

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Salon I - Tech

Redesigning an Assessment Program: Connecting the Dots for Self-Study Review (217)

KATHRYN DOHERTY (Author), Director of Learning Outcomes Assessment, Howard Community College of Baltimore County
 MARY BETH WORLEY (Facilitator), Support Analyst II, Dona Ana Branch Community College

This session will present one institution's response to newly-revised regional accreditation guidelines for learning outcomes assessment. This community college has had a successful outcomes assessment program for more than ten years; however, much of the assessment program is course-based and is less strong in connecting assessment to institutional goals and strategic initiatives. Using a new regional accreditation handbook as a guide, the college began in the Spring 2003 semester to revamp its assessment program to "connect the dots," to link strategic planning, institutional assessment, and program review to course-based assessment and student learning outcomes.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Salon D - Tech

Text Analysis to Examine Open-Ended Survey Questions to Respond to Institutional Needs and Concerns (314)

PATRICIA B. CERRITO (Author), Professor of Mathematics, University of Louisville

CATHERINE LUMSDEN (Author), Program Manager, Higher Education, SAS Institute Inc.

DEBORAH B. DAILEY (Facilitator), Associate Director of Planning and Institutional Research, Georgetown University

Institutions frequently use surveys to investigate the quality of programs and services. Surveys are also used to evaluate classroom teaching. Although most of the survey questions have restricted responses, space is often made available for the respondents to make open-ended comments. Because of the difficulties involved, these comments are rarely analyzed; only read. Therefore, information contained within these comments is frequently ignored. It is the purpose of this paper to demonstrate a method of text analysis that can be used to find meaningful patterns in open-ended responses. Examples will be provided to demonstrate the value of the technique.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Vineyard - Tech

Managing Through Uncertainty: "Marshaling Evidence on Effectiveness" (318)

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

SHANNA E. LITTLE (Author), Interim Assistant Vice President for Academic and Student Affairs, Southern University System

HEATHER K. ISAACS (Facilitator), Institutional Research Analyst, University of Delaware

Our Institutional Research program has evolved into a pro-active organizational component facilitating operational efficiency and institutional effectiveness. Success is attributed to qualitative planning, collaboration, evaluation and reporting. IR has implemented an academic unit performance tracking system designed to assess enrollment, retention, course completion, faculty professional development and graduation rates. Specifically, this reporting system is expected to increase IR's ability to evaluate academic policies/ procedures, goal attainment, resource utilization and funding priorities. This paper will discuss employed processes for system implementation, technology implications and affect on university shared governance. This system provides a credible institutional effectiveness framework acceptable to accreditation mandates.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Wellsley - Full Tech

Using Peer Group Data to Set Targets and Drive Improvement (341)

NANCY P. GOLDSCHMIDT (Author), Associate Vice Provost, Oregon Health and Science University

DENNIS HOCEVAR (Author), Clinical Professor, University of Southern California

MIKE ELLISON (Facilitator), Systems Analyst, University of Nevada, Las Vegas

The purpose of this proposed session is to describe how the University's Provost Office has mapped institutional data to institutional strategy. Much of what the University does is done throughout the United States, but a key element, the Binary Graphic Display (BGD), makes Oregon's improvement oriented accountability system distinct from other accountability systems. In the BGD, outputs (Y) are regressed on performance drivers (X). A strong positive slope for the regression of Y on X indicates that changing X might change Y. A zero or near zero slope indicates that changing X likely will not change Y.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Boston College

Echoes from the Boom: The Impact of Population Growth on One State's Higher Education (416)

MICHELLE S. APPEL (Author), Senior Research and Policy Analyst, University of Maryland

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

DENISE D. NADASEN (Author), Associate Director for Institutional Research and Planning, University System of Maryland

NANCY L. OCHSNER (Author), Director of Institutional Research, University of Maryland Baltimore County

BARBARA ASH (Author), Research Director, Maryland Association of Community Colleges

MONA LEVINE (Author), Montgomery College

MARK P. CHAMPION (Facilitator), Information Analyst, Grand Rapids Community College

Facing budget cuts and burgeoning enrollment demands, members from public higher education segments within the state collaborated to better understand the expected enrollment demand, access and capacity issues. Ultimately all higher education segments were invited to participate in a workgroup that reported findings to the General Assembly, though participation varied.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

University of Massachusetts - Tech

What Happened to the Other Half? Strategies for Communicating with the Public and Policymakers about Postsecondary Graduation Rates (436)

NATHANIEL JOHNSON (Author), Director of Data Analysis and Institutional Research, State University System of Florida

CHARLENE COLES (Author), Systems Program Administrator, State University System of Florida

KATHLEEN N. THOMAS (Author), Education Policy Consultant, State University System of Florida

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

You work at a public institution with a six-year graduation rate of 50%. There are two questions you probably get when a reporter, legislator, or trustee hears this statistic. One: what happened to the other 50%? And two: Why should it take six years when your university is supposedly a

four-year institution? Participants will benefit from specific suggestions on communicating graduation rate-related data and will receive a worksheet to help apply these strategies to their own institutions.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Salon G

Lessons from Recent Web Surveys at Harvard University (507)

RENA CHESKIS-GOLD (Author), Consultant, Demographic Perspectives
 BARBARA CARROLL (Author), Director, Office of Instructional Research and Evaluation, Harvard University
 ELIZABETH SHEPARD-RABADAM (Author), Assistant Director, Harvard Planning and Allston Initiative, Harvard University
 RUTH LOESCHER (Author), Institutional Research Coordinator, Harvard Office of Budgets, Financial Planning and Institutional, Harvard University
 ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

This session provides an overview of the entire process necessary to developing a university-wide Web survey, from the community-building process for creating support for the survey and determining the questions, to the specific tasks necessary for designing and administering an efficient Web product.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Salon K - Tech

A Case Study: Applying Data Mining Technology in Modeling and Predicting Admissions Yield in Higher Education (518)

LIN CHANG (Author), Director of Institutional Research and Analysis, Colorado State University - Pueblo
 BARBARA MCNEICE-STALLARD (Facilitator), Director of Research and Institutional Effectiveness, Mount San Antonio College

The proposed study is to apply data mining modeling and predictive capability to increase the understanding of the admitted applicants to further enhancing the enrollment management strategies. Admissions data will be explored to answer the following questions. (1) Do admitted applicants enroll randomly, and no significant patterns exist from one year to another? (2) Are there certain types or groups of admitted applicants who tend to enroll in the studied university, and future enrollment can be predicted? The Data Mining and modeling process using Clementine will be evaluated. Results will be interpreted and, if applicable, applied to future prediction.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Salon C - Tech

National Survey of Student Engagement Responses: Differences among Academic Colleges, but No Gender or Class Differences, and No Interactions (124)

WILLIAM D. SLANGER (Author), Director of Institutional Research and Analysis, North Dakota State University
 SHEILA D. CRAFT (Facilitator), Strategic Planning Analyst, The Ohio State University

National Survey of Student Engagement was presented to every freshman and senior spring 2002. With 745 freshmen and 574 seniors responding (48% overall response rate), each combination of class, college, and gender was well represented. Logistic regression analysis tests for equality among colleges was rejected at the $P < .05$ level for 61% of the 75 items. Analogous tests for class and gender differences and tests for zero interactions were statistically significant ($P < .05$) much fewer times. These results encourage institutional change; because they suggest large, consistent differences among academic units and that the response to change is additive.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Provincetown

Direct versus Derived Measures of Importance in Satisfaction Surveys (167)

MARK A. PAVELCHAK (Author), Director of Student Outcomes Research, University of Southern California
 WENDELL G. LORANG (Facilitator), Director of Institutional Research, State University of New York at Albany

Attribute importance is often a focus of student satisfaction surveys, notably Noel-Levitz' Student Satisfaction Inventory. The underlying assumption is that administrators should shift resources to important but under-performing aspects of the undergraduate experience. The key issue discussed in this paper is that the direct measurement of importance by survey respondents may be a waste of time at best and strategically misleading at worst. Evidence is presented for the superiority of an indirect "derived" measure of importance.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Salon E - Full Tech

Student Effort at the Course Level (179)

RAYMOND WALLACE (Author), Institutional Research Analyst, University of Idaho
 STEPHEN TUELLER (Author), Institutional Research Analyst, University of Idaho
 CHAI-HAN TSAI (Author), University of Washington
 VANCE A. NIELSEN (Facilitator), Director of Institutional Research, New Mexico State University-Carlsbad

One of the decisive elements in promoting positive college outcomes is the time and energy students put into academic and other activities. Researchers use different terms for this, such as student effort, involvement, integration and engagement. Using an online form integrated with the operational database, we have collected over 30,000 records of reported student effort at the course level. Findings show differential effort based on the following variables: GPA, class standing, residency, course level, gender, new vs traditional core courses and congruency between course and major. These results have direct implications for quality improvement and accountability reporting of student learning.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Salon H - Tech

Enhancing Higher Education's Effectiveness through Alumni Research (210)

ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College
 ALAN J. STURTZ (Facilitator), Director of Institutional Research and Planning, Connecticut State University

Based on a recently completed alumni study of 522 graduates at a private college in the northeastern United States, this paper presents a model of research designed to assess a college's effectiveness in preparing graduates for rewarding careers and enriching lives after graduation. Results revealed substantial variation in alumni evaluation. While many thought their education prepared them greatly for their careers and graduate school, few thought their education greatly prepared them for interpersonal relationships, family living, and social and civic involvement. Significant differences were found by gender, citizenship and year of graduation.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Salon J - Tech

The Relative Influences of Parents and the Web on a Southern Private University's (SPU) Freshmen Decisions to Enroll (381)

DANIEL TEODORESCU (Author), Director of Institutional Research, Emory University
 VINCENT CARTER (Author), Information Analyst II, Emory University
 PRUDENCE A. WIDLAK (Facilitator), Research Associate, College of Du Page

This paper examines the relative influences of parents and the Web on students' choice of a Southern Private University (SPU). We assessed the extent of parental influence on freshmen's decisions to apply to and attend SPU. We asked whether students' parents visited SPU's Web site before they applied, and how useful they thought the Web site was to their parents. We asked whether freshmen themselves visited SPU's Web site. We also asked them how useful they thought SPU's Web site was. Findings indicate that parental influence varies by region and demographics, and that the Web is influencing the decisions of both students and parents.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Yarmouth

A Quasi-Experiment on the Tuition Elasticity of Undergraduate Enrollment at a Research University (383)

BRUCE D. BECK (Author), Senior Policy and Planning Analyst, University of Wisconsin-Madison
 HUIMING MING WANG (Facilitator), Director of Institutional Research and Planning, Clayton College & State University

During 1988 to 1998, non-resident undergraduate tuition at the university increased at approximately the same rate as resident undergraduate tuition. Since 1998, non-resident tuition began increasing much more rapidly than resident tuition. This paper examines the impact of recent differential tuition increases upon the composition of undergraduate enrollments. Analyses of trends in total enrollment, newly enrolling students, enrollments by ethnic category, retention rates and college entrance examination test scores all suggest the differential tuition increases have had little or no impact on the composition (e.g. in-state vs. out-state mix) of the undergraduate population. Possible explanations are explored.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Salon B - Full Tech

Exploring Faculty Retirement Issues in Public 2-year Institutions (384)

VALERIE M. CONLEY (Author), Assistant Professor of Higher Education Counseling and Higher Education, Ohio University
 WILLIAM MICHAEL WOOD (Facilitator), Associate Director of Institutional Research and Reporting, George Mason University

As the age of the population increases, conversations regarding faculty retirement are becoming more central to campus-level planning and management. Academic planners and senior administrators recognize that there are positive, negative, and unintended consequences associated with various retirement programs and policies, whether they are early retirement incentive programs or policies that stipulate standard program benefits that accrue to individuals who retire. Much of the research that sets the tone for these conversations focuses on 4-year institutions (e.g., Lozier & Dooris, 1991; Montgomery, 1989; Rees & Smith, 1991). This study focuses on faculty retirement issues in public 2-year institutions.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Salon A - Tech

Targeted Merit Aid and the Tennessee Education Lottery Scholarship Program (434)

BRIAN NOLAND (Author), Associate Executive Director, Tennessee Higher Education Commission
 ERIK C. NESS (Author), Tennessee Higher Education Commission
 MELODIE E. CHRISTAL (Facilitator), Director of Institutional Research, Washburn University

This research provides an overview of the Tennessee Education Lottery Scholarship program. This research reviews the development of the program and provides a description of House bill 787. The research also provides baseline data on higher education in Tennessee. Information related to enrollments, graduates, student-faculty ratios, and tuition-fee rates is provided. This data provides a baseline from which future studies on the impacts of the Tennessee program can be based. The Tennessee experiment provides a unique opportunity for researchers to evaluate the impact of public policy on educational outcomes.

2:40 p.m.-3:20 p.m.

TABLE TOPIC

Brandeis

The AAUP Faculty Compensation Survey (T12)

JOHN W. CURTIS (Author), Director of Research, American Association of University Professors

This session will provide participants with information regarding participation in, and the availability of data from, the AAUP Faculty Compensation Survey (the "Salary Survey"). The survey is used by many institutions for budgetary planning and peer comparisons, and is also the source for publications such as The Chronicle of Higher Education, US News, and Barron's. Participants will have the opportunity to discuss how the data is submitted and analyzed, and to give input on potential changes to the survey.

2:40 p.m.-3:20 p.m.

VENDOR DEMONSTRATION

Harvard - Tech

Unique Issues – Unique Solutions (E11)

MICHELLE STEINOWICZ (Presenter), Consultant, Runzheimer International

Michelle has worked with a number of universities to provide resources to campus-level administrators striving to address student, faculty and staff, and departmental research issues. This session will introduce you to the skills, strengths and data bases offered by Runzheimer International, as well as some of their recent applications to student loan issues, faculty and staff recruitment and retention, and economic research.

2:40 p.m.-4:10 p.m.

PANEL

Salon F - Tech

A Common Data Set Update: Get the Lowdown on the Year Ahead (403)

RENEE L. GERNAND (Author), Senior Director of Guidance Services, College Board

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

MARK A. ZIDZIK (Author), Director of Research Development, Peterson's

The Common Data Set publishers will describe changes to the Common Data Set for Fall 2004. The admission section has undergone a thorough review, so come learn what that means for your institution. The publishers will also ask for feedback about all items and allow for extensive questions and answer. Newcomers to AIR are strongly urged to attend

3:30 p.m.-4:10 p.m.

COMMITTEE MEETING

Tufts

2004-2005 Board of Directors (085)

Continued from previous time period.

3:30 p.m.-4:10 p.m.

DEMONSTRATION

Suffolk - Full Tech

Web-Based Unit Planning and Assessment (379)

BETH PATRICK (Author), Vice President for Planning and Technology, Morehead State University

ANDREA CORNETT (Author), Director of Institutional Research and Computer Applications, Morehead State University

SHERI WHITE (Author), Associate Director of Institutional Research, Morehead State University

This presentation will demonstrate our Web-based unit planning and assessment system. The traditional paper method was resulting in inconsistencies in format and in problems with reporting and data analysis. The Web-based system necessitates a consistent format for data entry and provides the ability for unit heads to do ad hoc reporting and analysis on their unit plan and assessments. In addition, up-line supervisors have inquiry access to their areas unit plans, via the Web, prior to and after final submission to the Planning Office.

3:30 p.m.-4:10 p.m.

DEMONSTRATION

Salon A - Tech

Using Business Intelligence Software Tools for Institutional Research (538)

DAVID R. MAJKA (Author), Director of Institutional Research, Robert Morris University

GARY A. DAVIS (Author), Robert Morris University

Many institutional researchers must work with transactional database systems that were primarily designed for data entry and accumulation rather than management reporting. These systems hinder, rather than further, IR data-gathering and analysis. Recently a new class of management information software tools, called business intelligence systems, have been developed. These tools are designed to enable end-users of data to easily gather, characterize, sort and report data at different levels of aggregation. These applications are ideal for IR and should substantially ease data access and research productivity.

3:30 p.m.-4:10 p.m.

INVITED PAPER

Salon D - Tech

Can Education Add Value to Values? A Longitudinal Study of Law Students (626)

JOSEPHINE PALERMO (Author), Institutional Research Advisor, RMIT University

In the global market place the value of education takes on many meanings. In transnational education forums it relates to the markets assessment of the value (in dollar terms) of a qualification. In countries such as South Africa it relates to a reformist agenda and the inculcation of generic value laden attributes. And in other OECD countries like the USA, Australia and Europe it relates to a mechanism of social change whereby students achieve a 'ticket' to assist them in their rise to more affluent social strata. But can we measure the value-addedness of tertiary education in existential terms? Can we measure the value to social capital that tertiary education provides to the enhancement of societies as a whole?

3:30 p.m.-4:10 p.m.

PANEL

Salon F - Tech

A Common Data Set Update: Get the Lowdown on the Year Ahead (403)

Continued from previous time period.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Salon H - Tech

Journey of the Student: An Integrated Approach to Measuring Student Learning Outcomes and Program Effectiveness (118)

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

MARTHA ALCOCK (Author), Endowed Professor of Education, Capital University

JULIA TODUTKA (Author), Associate Provost, Capital University

GARY L. BEACH (Facilitator), Director of Institutional Research, Oregon State University

This case study describes an approach of building an integrated model of assessment focusing on "Journey of the Student" as a metaphor to integrate the assessment of student learning outcomes and measurement of institutional effectiveness. This approach towards integration solves a major impediment in connecting bifurcated efforts in data collection between academic and administrative components of a university. This integrative model shows promise in providing usable comparative information to drive decisions for program improvement purposes.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Provincetown

Effects of Freshmen Experience Courses and Instructor Status/Rank on Overall Student Academic Achievement and Retention in Urban Universities (169)

HASINA KHANOM (Author), Research Analyst, Cleveland State University

WENDY L. MILEY (Facilitator), Research Specialist and Principal, University of Arizona

The proposed paper looks at the interrelationships between academic achievement, freshmen courses (remedial vs. regular), successful completion of orientation courses, and instructor attributes. It is expected that students who take freshmen orientation courses are better equipped to cope with the initial stressors of entering university life, and therefore can be expected to perform better than those who may be unable or less able to cope with the same. An adjunct factor to this relationship is the status of the instructor and their teaching style. A survey instrument and university enrollment data will be used to test these contentions. Both descriptive and correlational statistics will be used.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Maine

Productivity and Satisfaction of Part-time Faculty: A Comparison of Higher Education Faculty from NSOPF:88, 93 & 99 (230)

WENFAN YAN (Author), Professor, Indiana University of Pennsylvania

KARLEEN R. GOUBAUD (Author), Assistant Professor, Long Island University

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

Policy issues related to part-time faculty's productivity and satisfaction are particularly relevant in view of the current impetus in education for higher standards and greater accountability. This study will examine part-time faculty issues using the National Study of Postsecondary Faculty (NSOPF:88, 93 & 99), a nationally representative sample of higher education faculty. Data from NSOPF will be used to disaggregate academic discipline and type of institution to examine the effects of these structural components. The findings of this study will provide policy implications for creating the type of supportive environment where part-time faculty can be productive in their faculty roles.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Salon J - Tech

Strategic Information for Administrators and Boards of Trustees: In Search of the Holy Grail (388)

MICHAEL G. DOLENCE (Author), 1998 AIR Forum Keynote Speaker, Michael G. Dolence and Associates

MERRILL P. SCHWARTZ (Author), Director of Special Projects, Association of Governing Boards of Universities and Colleges

KAREN WEBBER BAUER (Facilitator), Director of Institutional Research, University of Georgia

In order to discharge their fiduciary responsibility administrators and trustees need strategic information upon which to base their judgments and decisions. This paper presents a practical guide to establishing a base of strategic information. Topics will include defining and tracking core indicators, establishing 'red zone' limits, setting targets and aligning plans, embedding synergies with the strategic plan and accreditation standards, and achieving and maintaining data integrity. The session also addresses the role of information systems providers and offers guidelines for maintaining a healthy relationship. Participants will gain a practical approach for steering their institution toward better strategy through better information.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Boston College

How State Systems of Higher Education Can Find Appropriate Peers and Role Models (404)

PHILIP L. BEARDSLEY (Author), Independent Consultant,
CHARLES H. PARKER (Facilitator), Director of Academic Planning and Reporting, Midlands Technical College

This paper presents a methodology for simultaneously ranking and finding clusters of higher education systems. State coordinating bodies can use this methodology for determining (1) how their state is doing overall as compared to other states and (2) which of the other states most resemble the state in question. The method identifies both "actual" and "aspirational" peers. With the partial exception of Measuring Up, very little work of this sort has been done on the system level.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Salon B - Full Tech

Definitions, Interpretations, Data: Grading and Grade Inflation at a Research University (539)

SANDRA BRAMBLETT (Author), Director of Institutional Research and Planning, Georgia Institute of Technology
LESLEY HAMM (Author), Institutional Research Analyst, Georgia Institute of Technology
STEVEN USSELMAN (Author), Georgia Institute of Technology
MIROSLAV BEGOVIC (Author), Georgia Institute of Technology
KIMBERLY E. KURTIS (Author), Georgia Institute of Technology
WILLIAM JOHNSON (Author), Georgia Institute of Technology
PATRICIA A. DEWITT (Facilitator), Director of Institutional Planning and Research, Shorter College

The danger of grades losing their value and the difficulty in using grades to distinguish the stellar students from the good students have been the subject of recent campus debate across the country. Are students improving academically? Is it grade inflation or grade compression? This study included an in-depth analysis of 30 years of institutional data as well as studies at other universities. Factors such as student achievement, grade distributions by department and student level, and grading patterns by tenure status were analyzed in-depth and recommendations were made to address concerns about grading and grade inflation by the faculty.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Salon K - Tech

What is Management Reporting from a Data Warehouse and What Does It Have to Do with Institutional Research? (568)

EMILY H. THOMAS (Author), Director of Planning and Institutional Research, State University of New York at Stony Brook
RENEE' N. GALLOWAY (Facilitator), Director of Institutional Research, Randolph-Macon College

New technology has been changing the ways colleges and universities do business, collect data about their business, and turn those data into information. They are installing new transaction processing systems, building data warehouses, and developing Web-based information delivery. Improved management reporting is a goal of this process, but planning for improvement is frequently confused by the participants' differing understanding of what management reporting is. This presentation aims to reduce the confusion and describe a new role for institutional research in management reporting. A reporting typology is proposed to define the elements of a comprehensive institutional reporting program.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Orleans - Tech

College Diversity Experiences and Academic Achievement (128)

NICHOLAS A. BOWMAN (Author), Doctoral Student, University of Michigan
RONG CHEN (Author), Graduate Student, University of Michigan
SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
LUIS PONJUAN (Author), Research Assistant, University of Michigan
MARY A. DAY (Facilitator), Director of Research, Planning and Development, Chandler-Gilbert Community College

Colleges and universities have increasingly been called upon to articulate the benefits of diverse campuses. While research has focused primarily on the interpersonal and societal benefits, few studies have investigated the relationship between college diversity experiences and academic achievement. This paper uses a sample of over 2,700 students at six public universities to explore this relationship. In addition, to account for disparate grading practices and contextual effects of diversity experiences among disciplines, hierarchical linear modeling (HLM) is proposed as an alternative statistical technique to ordinary least squares multiple regression.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Wellsley - Full Tech

Student Experiences with Information Technology and their Relationship to Other Aspects of Student Engagement (174)

THOMAS F. NELSON LAIRD (Author), Research Analyst, Indiana University
GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington
DANIEL K. PAULIEN (Facilitator), President, Paulien & Associates

At many campuses across the country, considerable efforts have been undertaken to get students to use information technology for educational purposes. This study uses data from the 2003 administration of the National Survey of Student Engagement (NSSE) to investigate the relationships between student uses of information technology and other forms of student engagement. The results suggest that there is a strong positive relationship between engaging information technology for educational purposes and other forms of engagement including student-faculty interactions and academic challenge.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

New Hampshire

Student, Institutional, and State Policy Effects upon Time to Bachelor's Degree Attainment (313)

WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University
 CHARLES H. HAWKINS (Facilitator), Director of Institutional Research and Planning, North Georgia College & State University

Tuition sensitivity and concern over efficient use of institutional resources point to the need for decreasing students' time to bachelor's degree attainment. This presentation enlarges upon an earlier study; it investigates the effects of state- and institutionally-sponsored policies that were designed to decrease time-to-degree, and also some additional factors such as student participation in learning communities and first year programs. Time-to-degree decreased substantially in four years since the previous study. Participation in a tuition discount program, total student credit hours earned, average credit hour load per semester, and student credit hours transferred were among the strongest predictors of time-to-degree.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Salon C - Tech

Quality, Equity and Justice in A Developing Higher Education Context: Lessons and Challenges Identified through Research (345)

LOUIS VAN DER WESTHUIZEN (Author), Head: Quality Assurance and Research, University of the Free State
 HONG GAO (Facilitator), Institutional Researcher, Loras College

The implementation of quality assurance across the higher education system is dependent on capacities (experience and expertise), as well as resources which are more readily available at some institutions - resulting in uneven implementation across the system.

This presentation will report on the results of a research project to develop research and development capacities in quality assurance and management at 14 universities (mostly historically disadvantaged).

The presentation will briefly: review the national higher education quality assurance policies; refer to 14 case studies; analyzing tensions; focuses on lessons learned and a solution to ease the tension among the aspects of quality, equity and justice.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Salon I - Tech

Reverse Transfers at an Urban Community College District (411)

KEVIN LI (Author), Associate Director of Research and Evaluation, City Colleges of Chicago
 ANTONIO GUTIERREZ (Author), Associate Vice Chancellor of Planning and Research, City Colleges of Chicago
 SARA MCPHEE (Facilitator), Research Associate, American Association of Community Colleges

For many years, community colleges have been consistently serving a group of students that often is overlooked: reverse transfers from 4-year institutions. Very often community colleges receive modest recognition mainly due to the limited awareness of this student group.

The lack of accurate data has always been the greatest challenge of quantifying the reverse transfer experience. As opposed to the typical data collection process of conducting survey research, this study combines a new methodology with a reliable data source to effectively document the number of incoming transfers and to gain a better understanding of the needs of these students.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Vermont

The Use of Performance Indicator Systems in U.S. Public Higher Education (429)

JOHN M. DAVIS (Author), Director of Institutional Research, Regent University
 GEORGIA I. GUDYKUNST (Facilitator), Director of Institutional Effectiveness, Maricopa Community College District

The use of Performance Indicator Systems (PINS) grew significantly during the 1990s. State Higher Education Finance Officers (SHEFO) were surveyed to determine the degree to which PINS affected state appropriations and how well measures used within PINS conformed to standards set forth in the literature.

Findings suggested that the majority of states are engaged in various forms of PINS. However, these forms do not readily conform to the findings within extant literature. PINS seem to have very little impact on state appropriations. In light of this finding other theories might better explain changes in budget appropriations.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

University of Massachusetts - Tech

Tuition Effects on Student Enrollment: Differences between Academic Disciplines (435)

JUNG-CHEOL SHIN (Author), Assistant Minister, South Korea Ministry of Education
 SANDE D. MILTON (Author), Professor, Florida State University
 ISA JOSEPH (Facilitator), Director of Compliance and Institutional Effectiveness, American Intercontinental University

A critical issue facing higher education policy-makers is the effect of tuition increases on college enrollment. Although there have been many studies elaborating this relationship, few researchers have studied whether tuition effects vary by academic discipline. This uses causal modeling to estimate the effects of tuition increases on student enrollment between four general disciplines: education, business, engineering, and the sciences.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Vineyard - Tech

Because the Numbers Matter: Transforming Postsecondary Education Data on Student Race and Ethnicity to Meet the Challenges of a Changing Nation (586)

CHRISTINA LUNCEFORD (Author), Graduate Student/Research Assistant, Michigan State University

KRISTEN RENN (Author), Assistant Professor, Michigan State University

JUDI E. KNUTZEN (Facilitator), Associate Dean, Columbia Basin College

The ability to track racial/ethnic data is complicated by the 1997 Office of Management and Budget Directive 15, which mandated changes in federal racial categories and inclusion of an option to indicate more than one race per person. How institutions collect, aggregate, report, and compare data under the "old" system is unresolved and contested. We present the importance of collecting, reporting, and comparing data across time and institutions, the policy context of these changes, and the complications for higher education. We make recommendations for policy and practice in the area of postsecondary racial and ethnic data collection, aggregation, reporting, and comparisons.

3:30 p.m.-4:10 p.m.

TABLE TOPIC

Brandeis

Delaware Cost Study: A Discussion of Data Summary Enhancement (T13)

LINDA GRAHAM (Author), Project Manager, University of Delaware

This table topic will give the Delaware Cost Study participants the opportunity to suggest possible enhancements regarding the manner in which the survey results are presented. Suggestions should focus on making institutional data summarization more efficient and effective. Participants to the session are requested to bring copies of examples of their own data summary prepared for decision-making that they can share with others.

3:30 p.m.-4:10 p.m.

VENDOR DEMONSTRATION

Harvard - Tech

Where are They Now? (E12)

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

We admitted them but they did not enroll, where did they go? They enrolled but left before graduation, did they go somewhere else and did they graduate from there? After graduating from us did they go on to the next level (4 year or graduate school) and did they graduate from there? EnrollmentSearch from the National Student Clearinghouse can help in your assessment responsibilities by answering these questions and hundreds more. Come see if EnrollmentSearch is right for you.

3:30 p.m.-5:00 p.m.

PANEL

Yarmouth

First-Generation College Students: Updates on Recent and Current Research (104)

MICHAEL B. DUGGAN (Author), Director of Enrollment, Research and Planning, Suffolk University

PATRICIA SOMERS (Author), Associate Professor of Higher Education, University of Missouri-Saint Louis

JOAN B. MCDONALD (Author), Director of Institutional Research and Strategic Planning, Wilkes University

JIM S. SETTLE (Author), Director of Residence Life, Texas State University

TIM MARTIN (Author), Coordinator of Secondary Education, University of Arkansas at Fort Smith

This session will start with a discussion of first-generation college students, how they differ from other students, and why they are an important group to study. Next, each panelist will discuss their recent work as well as works in progress in the area of first-generation students. Two of the presenters used the Beginning Postsecondary Student database from the National Center for Education Statistics for their research. One presenter used NPSAS 96 for her study and is replicating the results using NPSAS 2000. The fourth panelist will discuss her dissertation exploring the relationship between unmet financial need and first-year retention.

3:30 p.m.-5:00 p.m.

PANEL

Salon G

YFCY: Using Assessment Data to Enhance the First-Year Experience (152)

JENNIFER R. KEUP (Author), Director of Follow-Up Surveys, CIRP, UCLA Higher Education Research Institute

ROBERT I. SPRINGER (Author), Director of Institutional Research, Elon University

STEPHANIE R. WERNIG (Author), Associate Vice President of Student Services, Creighton University

BEVERLY ROLLINGS (Author), Central Missouri State University

In order to efficiently and effectively respond to demands for assessment and accountability data, institutions often participate in national surveys. This session focuses on one of these national instruments: Your First College Year (YFCY), the newest survey offered by the Higher Education Research Institute (HERI), which collects institutional, comparative, and longitudinal data on a broad range of academic and co-curricular aspects of the first-year experience. Representatives from institutions that utilize the YFCY instrument will discuss the uses and implications of these data to strengthen first-year student assessment efforts and to enhance programs, policies, and pedagogies designed for entering students.

3:30 p.m.-5:00 p.m.

PANEL

Salon E - Full Tech

Foundations of Excellence in the First College Year: An Aspirational and Measurement Model for State Colleges and Universities (245)

WILLIAM BLANCHARD (Moderator), Director of Institutional Research and Assessment Services, University of Wisconsin-Parkside
 NICK M. MATHIS (Author), Director of Institutional Research, Plymouth State University
 LILLIAN Y. ZHU (Author), Director of Institutional Research, State University of New York College at Brockport
 WILLIAM E. ROWETON (Author), Director of Institutional Research, Chadron State College
 DORIS C. WITHERS (Author), Vice President of Institutional Assessment and Accountability, City University of New York Medgar Evers College

This presentation is about a collaboration between a national research/policy center and institutional members from an organization of state-supported higher education institutions which established an aspirational model for excellence in the first college year and method to measure achievement of the model. Panel members, representing 125 participating campuses, will explain how they are using the model and standardized assessment tools to evaluate their first college year. The process to be explored will be specifically focused on evaluating and improving the first year of college at moderately selective public institutions.

3:30 p.m.-5:00 p.m.

PANEL

Simmons - Full Tech

Best Visual Presentations: What Makes and How to Create Excellent Visual Presentations (609)

TRUDY H. BERS (Author), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College
 JANICE E. KELLY-REID (Author), Senior Survey Director, RTI International
 SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics
 MARTIN CARROLL (Author), Audit Director, Australian Universities Quality Agency

This panel is composed of the winner and honorees for the Best Visual Presentation Award from the AIR 2003 Forum. This award, initiated in 2003, recognizes an outstanding visual presentation of data/information in a format other than a traditional scholarly manuscript. Panelists will present parts of their award-winning presentations and discuss why and how they used design elements, formats, etc. Members of the audience will then be invited to participate in a general discussion of what makes a good visual presentation.

4:20 p.m.-5:00 p.m.

COMMITTEE MEETING

Tufts

2004-2005 Board of Directors (085)

Continued from previous time period.

4:20 p.m.-5:00 p.m.

DEMONSTRATION

Suffolk - Full Tech

Delivering Decision Support Information to Departmental Units through a Management Portal (398)

RYAN M. CHERLAND (Author), Associate Director, University of Kansas

This demonstration session focuses on a decision support system that was developed by an institutional research office that delivers management information over a campus intranet. The system provides departmental administrators with point-and-click access to a wide variety of information about their units. The information includes items such as student enrollment trends, departmental finance and payroll, and space allocations. What a given individual user can access can be controlled and maintained by a central security layer. Users of the system range from the provost of the university to departmental accountants, all getting the information that they need when they need it.

4:20 p.m.-5:00 p.m.

DEMONSTRATION

Vineyard - Tech

How "Good" is Your Retention Rate? Using Freshman Survey Data to Predict Undergraduate Persistence (517)

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

This national study of degree completion rates is based on longitudinal retention data provided by 262 baccalaureate-granting institutions that are participants in a nationwide survey of entering college freshmen. The data were used to (1) analyze four and six-year degree completion rates by a variety of incoming student characteristics; (2) identify predictors of retention utilizing both student and institutional variables; and (3) generate formulas that institutions can use to calculate "expected" retention rates for their institution. These expected degree completion rates can be compared with actual retention rates in order to gauge the institution's effectiveness at retaining students.

4:20 p.m.-5:00 p.m.

PANEL

Yarmouth

First Generation College Students: Updates on Recent and Current Research (104)

Continued from previous time period.

4:20 p.m.-5:00 p.m.

PANEL

Salon G

YFCY: Using Assessment Data to Enhance the First-Year Experience (152)

Continued from previous time period.

4:20 p.m.-5:00 p.m.

PANEL

Salon E - Full Tech

Foundations of Excellence in the First College Year: An Aspirational and Measurement Model for State Colleges and Universities (245)

Continued from previous time period.

4:20 p.m.-5:00 p.m.

PANEL

Simmons - Full Tech

Best Visual Presentations: What Makes and How To Create Excellent Visual Presentations (609)

Continued from previous time period.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Salon I - Tech

Using Indexes of Learning to Develop OIndex and Typologies of Learning - A Data Mining-Based Approach (114)

JING LUAN (Author), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College
 JENNIE BLANKERT (Facilitator), Research Assistant, Purdue University

Establishing typologies of learning will help institutions better understand learners as well as improving the delivery of learning, and ultimately, the outcomes of learning. This session shows methods of identifying learning indexes (the OIndex) and presents the results of classifying students using the indexes. It covers the concept of establishing typologies of student learning. The technologies for the work include data mining algorithms and a data warehouse. The session will proceed from a brief introduction of clustering and classification techniques to discussions of potential typologies that can be validated within and across algorithms.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Provincetown

Listening to Students: First-Year/Sophomore Experience Survey (155)

ANGELA DETLEV (Author), Research Analyst, University of Richmond
 SUZANN M. KOLLER (Facilitator), Associate Director, University of Wyoming

During spring 2003, the university administered an on-line survey to all first-year and sophomore students. The survey, entitled First-Year/Sophomore Experience Survey (FYSS) examined student satisfaction with their academic experiences, campus facilities, residential life, and social life and activities; the college transition process, and student campus involvement. Data from the survey was given to relevant departments within student affairs to inform the planning process in order to increase student retention and satisfaction.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Maine

Teaching Through the Internet in Specialized Schools of Business: The Role of Organizational Culture in Innovation Adoption (205)

STEPHEN R. BALL (Author), Doctoral Candidate, University of Michigan
 BRIAN L. SHUPPY (Facilitator), Manager of Institutional Research, Weber State University

The internet has become increasingly important for teaching, and yet the diffusion of this innovation, as influenced by organizational cultures of business schools, is not well understood. The synthesis of Rogers' innovation diffusion model with Cameron and Ettington's organizational culture model has the potential to further our understanding of the diffusion of innovation within those institutions that specialize in business education, an important segment of business education that is (a) quite different from large university business schools and (b) is rarely studied, although these institutions are increasingly important in business education. Preliminary results of recent research will be presented.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Salon H - Tech

Modeling Scholarship Expenditures and Future Dollar Needs (303)

MARK P. CHISHOLM (Author), Director of Institutional Research, University of New Mexico
STEPHEN L. DESJARDINS (Facilitator), Associate Professor, University of Michigan

Scholarships are often funded by University-controlled endowments and other institutional funds. With the recent decline in stock values, and the possibility of reduced state-funding, it is critical that institutions plan carefully for their long-term scholarship commitments. It is especially important that institutions keep in mind that a scholarship commitment obligates them for up to eight semesters. This demonstration illustrates the methodology used by a large research university to model its major scholarship programs and funding sources. The model also allows for alternative scenarios to be run so that the effects of changes in funding and award strategies can be explored.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Boston College

The Use of Comparative Cost of Living Analysis to Assess Need-Based Student Aid Policy (401)

MARTIN D. ENGLAND (Author), Assistant Vice Provost, Strategic Planning, University of Toronto
ANN DEBIAK (Facilitator), Principal Planning Analyst, Arizona State University West

Need-based student financial assistance programs, both those administered by governments and those administered by institutions themselves, typically apply a standard means test to the applicant. The means test, generally speaking, comes in two parts: an assessment of student costs and an assessment of family income. In this presentation the authors will describe the results of an analytical project undertaken jointly with a private consulting firm, the results of which demonstrate the need for modification of student need assessment to take account of differential cost of living in different locations.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

University of Massachusetts - Tech

Measuring Workplace Retention and Wages of Postsecondary Career and Technical Education Graduates (444)

JANG WAN KO (Author), Research Analyst, University of Missouri-Columbia
M. EHLERT (Author), University of Missouri
LAURA E. KEHOE (Facilitator), Research Analyst, Roosevelt University

The purpose of the study is to examine students' workplace outcomes using retention measures. This study concluded that a) workplace retention in Missouri exceeds the state adjusted performance levels based on retention indicator in all three years; B) retention rates for overall special populations were only slightly lower than the retention rate for the overall population; c) male, white, economically disadvantaged, and adult program graduates more likely retained in workplace than other subgroups.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Wellsley - Full Tech

Data Integrity: Bridging the Information Revolution (566)

CHRISTINE M. GOODWIN (Author), Associate Director of Institutional Research, St. John's University
CLOVER W. HALL (Author), Assistant Vice President of Institutional Research, St. John's University
ANNE L. FULKERSON (Facilitator), Research Associate, University of Toledo

With the proliferation of computer technology and continuing decentralization of data-entry, access, and reporting at many higher education institutions, the need to focus on data integrity issues is becoming increasingly critical. This research presentation will discuss the leadership role and strategies undertaken, and demonstrate the tools used at one institution to facilitate a university-wide data integrity process. Collaboration and communication with all sectors of the university continue to be key elements in our approach. This presentation will be an extension of the data integrity aspect of our AIR 2003 presentation.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Salon K - Tech

But I Need to Know Now: How We Use Regression Techniques in April for Better Guesses of Fall New Student Enrollment (579)

DOUGLAS K. ANDERSON (Author), Senior Research Analyst, Indiana University at Bloomington
JOHN M. KALB (Facilitator), Director of Institutional Research, Southern Methodist University

Responding to calls for earlier and more accurate projections of fall new student enrollment, we developed a system based on a series of regression models. These allow us to discard several untenable assumptions that were implicit in our previous methods, thus producing more accurate projections. The new system also allows us to more clearly quantify our uncertainty. Finally, improved graphical displays communicate more effectively to multiple audiences.

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

Salon F - Tech

A Study of the Adjustment of International Graduate Students at American Universities, Including Both Resilience Characteristics and Traditional Background Factors (106)

JING WANG (Author), Assistant Professor, Allegheny College

LOUIS C. ATTINASI (Facilitator), Director of Institutional Research, Pima County Community College District

This research is related to the adjustment of international graduate students studying at American universities. The purposes of the study were to explore relationships among resilience characteristics and background factors, determine relationships among resilience characteristics and adjustment problem areas, and evaluate relationships among adjustment problem areas and background factors. Statistical analyses revealed that: resilience characteristics were moderately correlated with background factors, highly negatively correlated with adjustment problem areas, and better correlated with adjustment problem areas than were background factors. Based on the statistical results, recommendations were made to international graduate students and universities toward the improvement of international student adjustment.

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

Salon D - Tech

Prioritizing Student Advising Needs (112)

JOSEPH W. FILKINS (Author), Senior Research Associate, DePaul University

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

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

As colleges and universities continue to grapple with providing the best advising services, little attention is given to studying student advising needs, relative to other aspects. Using data from the 2003 administration of a standardized questionnaire about students' advising experiences at a large, private, urban university, with national comparison data, a first attempt is made here to prioritize advising needs. We identified four categories of need ranging from course management to interpersonal support, and our analyses suggest an ordering to these categories in terms of total need from more traditional advising roles (course management) to less traditional roles (interpersonal support).

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

Salon C - Tech

Employment and Earning Differences for Community College Graduates: Intersection of Equity Status and Gender (117)

JAMES D. GOHO (Author), Director, Research and Planning, Red River College

PATRICIA A. HARVEY (Facilitator), Director of Institutional Effectiveness, Richard Bland College

The economic benefits of postsecondary education have been established. However, there appears to be differences in employment rates or earnings for certain disadvantaged groups. This research examined employment outcome differences at the intersection of gender and equity status for recent graduates. Data were derived from a graduate survey and institutional records from a comprehensive community college. The influence of explanatory variables on employment and earnings were assessed through various statistical techniques. Initial findings suggest women equity graduates have lower employment rates and earn less. This research supports studies that propose human capital theory alone does not explain differential occupational outcomes.

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

New Hampshire

Intercollegiate Athletes and Effective Educational Practices: Winning Combination or Losing Effort? (135)

MEGAN M. PALMER (Author), Instructional Design Specialist, Indiana University Purdue University Indianapolis

PAUL D. UMBACH (Author), Project Manager and Research Analyst, Indiana University at Bloomington

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

STEPHANIE HANNAH (Author), Director of Enforcement, National Collegiate Athletic Association

MARNE K. EINARSON (Facilitator), Senior Research and Planning Associate, Cornell University

Scrutiny of intercollegiate athletics has intensified. Previous studies about the experience of student-athletes show that participation in intercollegiate sports has little influence on desirable outcomes of college. However, concerns remain that student-athletes may be socially isolated. This study examines engagement of student-athletes with those of non-athletes in effective educational practices. Findings reveal that student-athletes appear to be more engaged than their non-athlete peers, female student-athletes are more likely than their male counterparts to report high levels of engagement, and differences in student engagement exist among student-athletes by level of competition.

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

Salon J - Tech

Measuring Up on What Matters to the Market: The Market Attribute Assessment (349)

LIZ SANDERS (Author), Director of Enrollment and Marketing Research, DePaul University

SUSAN STACHLER (Author), Senior Research Associate, DePaul University

MATTHEW KOWAL (Author), Director of Integrated Marketing Strategy, Marketing Strategy, DePaul University

EDWARD SCHAEFER (Author), Application Developer, Enrollment and Marketing Research, DePaul University

KRISTEN SZEWCZYK (Author), Student Technical Research Assistant, Enrollment and Marketing Research, DePaul University

ALICIA L. WILSON (Facilitator), Coordinator, Computer Applications, University of Central Florida

The Enrollment Management Division at one urban Midwest institution has in its toolkit the Market Attribute Analysis (MAA), a process that collects current market preference and perception to assess market position. The MAA combines qualitative and quantitative methods (namely

Choice-Based Conjoint Analysis and Perceptual Mapping) to discover the market attributes that are most influential in driving a prospect's decision to choose a particular education program. We will discuss how we used the MAA to discover what students bound for law school and those currently enrolled want in a law program, and how we, along with our peers, measure up.

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

Orleans - Tech

Darkest Before Dawn: Organizational Culture and Climate in a Changing Institution (365)

CHARLENE H. HERREID (Author), Coordinator of Institutional Research, University of South Florida
 MARIBETH DURST (Author), Dean of the School of Education and Social Services, Saint Leo University
 ARTHUR F. KIRK (Author), President, Saint Leo University
 JEANNE M. ROBERTS (Author), Director of Institutional Research, Saint Leo University
 ERIKA M. NEWCOMER (Facilitator), Research Associate, Higher Education Data Sharing Consortium

Organizational climate and culture were assessed in 1998, 2000, and again in 2002 at an institution of higher education undergoing rapid change. Perceived quality of the institution's organizational climate and culture declined from 1998 to 2000, but improved overall from 1998 to 2002. Implications for future change efforts are discussed.

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

Vermont

Policy Implications of High School Graduate Projections (439)

JACQUELYN STIRN (Author), Consultant
 LISA A. PETRIDES (Facilitator), President, ISKME

This paper will explore several policy implications from a recent publication providing projections of high school graduates. Among these new developments are the No Child Left Behind Act, use of high stakes tests for graduation requirements, and the increasing exodus of students from public schools to private schools and home schooling. Included in the projections are totals for public and nonpublic school as well as public school graduates by race ethnicity and public school graduates by family income.

4:20 p.m.-5:00 p.m.

TABLE TOPIC

MIT

Discussion-Strategic Information for Administrators and Boards of Trustees: In Search of the Holy Grail (T10)

MICHAEL G. DOLENCE (Author), 1998 AIR Forum Keynote Speaker, Michael G. Dolence and Associates
 MERRILL P. SCHWARTZ (Author), Director of Special Projects, Association of Governing Boards of Universities and Colleges

This table topic provides formal opportunity for feedback and discussion following the research presentation by the same name.

4:20 p.m.-5:00 p.m.

TABLE TOPIC

Brandeis

"Missing" Race/Ethnicity: Prevalence, Trends, and Implications (T14)

JOAN S. BURRELLI (Author), Senior Analyst, National Science Foundation

National data on enrollments and degrees show increased nonresponse to race/ethnicity on student records. How prevalent is this? Is this increase only in certain states, certain types of schools? This session will bring together people to discuss what trends are occurring, why, and what effect they have on institutional policies and practices.

4:20 p.m.-5:00 p.m.

VENDOR DEMONSTRATION

Harvard - Tech

Results-Based Reporting: Strengthening the Link between Data Management and Decision-Making (E13)

RUSSELL S. KITCHNER (Presenter), Solutions Manager, Datatel

Results-based reporting refers to the implementation of a logical research design that strives to link resource allocation to desired outcomes. The effectiveness of this, or any comparable approach to academic program evaluation is the integrity of the measurement process. In short, is there an effective reporting strategy in place to ensure that there is a measurable and meaningful correlation between resource investment and institutional mission? This session will offer an overview of the rationale for this approach, as well as providing participants with a coherent process for implementation.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Brandeis

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.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Northeastern

California Association for Institutional Research (CAIR) (S11)

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

Current members and anyone interested in learning more about the California Association for Institutional Research are encouraged to attend an informal exchange of ideas and discuss current IR issues.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Salon F - Tech

Canadian Institutional Research and Planning Association (CIRPA-ACPRI) (S15)

ROBERT SCHULTZ (Convener), Director, Institutional Analysis, University of Saskatchewan

Delegates are invited to attend this session to discuss issues of relevance in a Canadian context. The agenda will be developed at the meeting or with items that are forwarded to the convener prior to the meeting.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Orleans - Tech

Maryland AIR (MdAIR) (S34)

DENISE D. NADASEN (Convener), Associate Director for Institutional Research and Planning, University System of Maryland

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.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Provincetown

Louisiana Association for Institutional Research (S35)

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

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

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Salon B - Full Tech

Common Data Set Exchange (CDSX) Meeting (S39)

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

The Common Data Set eXchange (CDSX) was recently announced as a new way for all types of institutions to confidentially share their online CDS data. After a brief presentation about the CDSX and its partnership with The Carnegie Foundation for the Advancement of Teaching, members of the steering committee will meet to discuss the project. This session is open to the public for questions, comments, and ideas.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Boston College

Overseas Chinese Association of Institutional Research (OCAIR) (S46)

MINDY WANG (Convener), Director of Planning and Institutional Research, Catholic University of America

This session is open to all individuals interested in the Chinese culture and who are involved in or interested in research, planning, and assessment in postsecondary education within or outside the United States, and will provide a forum for discussion on topics of common interest. OCAIR is the first professional affiliation of AIR that utilized electronic communication methods for its business. It operates entirely on the Internet – a true virtual organization. In this open and welcoming session, OCAIR members convene to exchange professional information and to conduct organizational business. Participants are welcome to make suggestions for the development of the Association.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Maine

Pacific Northwest Association for Institutional Researchers and Planners (PNAIRP) (S47)

GARY L. BEACH (Convener), Director of Institutional Research, Oregon State University

This session will provide an opportunity for members of PNAIRP to get together to converse, have a bite to eat, and make plans for going out to dinner. All PNAIRP members are encouraged to attend and connect with your regional colleagues.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Salon A - Tech

Utah Association for Institutional Research (S59)

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

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

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

New Hampshire

Southern University Group (SUG) (S61)

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

SUG members will discuss items of interest from their institutions as well as their annual data exchange and other matters of mutual interest and concern.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Yarmouth

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.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Salon C - Tech

Peoplesoft Users (S77)

NANCY C. MCNERNEY (Convener), Assistant Vice President, College of Lake County

This session will provide an open forum for those interested in discussing Peoplesoft.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Salon H - Tech

Expanded Delaware Study (S79)

HEATHER KELLY ISAACS (Convener), Institutional Research Analyst, University of Delaware

MICHAEL F. MIDDAUGH (Convener), Assistant Vice President of Institutional Research and Planning, University of Delaware

This session will provide an open forum for those interested in discussing the Expanded Delaware Study.

5:10 p.m.-5:50 p.m.

TABLE TOPIC

Massachusetts

AIR-CIC Data and Decisions Workshop (T26)MARY ANN COUGHLIN (Convener), Assistant Vice President for Academic Affairs and Associate Professor of Research and Statistics,
Springfield CollegeMICHELLE GILLIARD (Convener), Vice President for Planning and Evaluation, and Executive Director of CAPHE, Council of Independent
Colleges

The Data and Decisions Workshop is a collaborative effort between AIR and the Council of Independent Colleges. The workshop provides training on the use of national data for strategic decision making. In this session, AIR members interested in the workshop will have an opportunity to ask questions about the curriculum, schedule, and benefits of attending the workshop. Past workshop participants are invited to come and share their experiences with implementing what they learned at the workshop.

7:30 a.m.-8:20 a.m.

COMMITTEE MEETING

Boston College

Forum Publications Editorial Advisory Committee (095)

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

Meeting of the members of the Forum Publications Editorial Advisory Committee.

7:30 a.m.-12:00 p.m.

COMMITTEE MEETING

Falmouth

Best Visual Presentations Committee Meeting (084)

TRUDY H. BERS (Committee Chair), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College

Best Visual Presentations Committee Meeting

7:30 a.m.-8:20 a.m.

SPECIAL INTEREST GROUP

MIT

Coordinating Agencies and Boards (CABS) (S10)

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

AIR members who work for or with Coordinating Agencies and Governing Boards are encouraged to join in this discussion of mutual data and policy issues. Participants also will focus on the impact of recent state and federal legislation on institutional researchers in such settings.

7:30 a.m.-8:20 a.m.

SPECIAL INTEREST GROUP

Suffolk - Full Tech

Environmental Scanning (S22)

MARK P. CHAMPION (Convener), Information Analyst, Grand Rapids Community College

At this SIG session, environmental scanning networking and the exchange of environmental-scanning techniques and problems will be facilitated. Participants will have the opportunity to describe environmental-scanning activities at their institutions or improving an environmental-scanning program.

7:30 a.m.-8:20 a.m.

SPECIAL INTEREST GROUP

Provincetown

Intercollegiate Athletics (S30)

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

This SIG is intended as an opportunity to discuss issues related to intercollegiate athletics. Recent research will be discussed as well as new reporting requirements.

7:30 a.m.-8:20 a.m.

SPECIAL INTEREST GROUP

Vineyard - Tech

New Jersey Association for Institutional Research (NJAIR) (S43)

ELEANOR C. SWANSON (Convener), Director of Institutional Research, Monmouth 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 a.m.-12:00 p.m.

SPECIAL EVENT

Yarmouth

Forum Evaluation Survey (Invitational Event) (086)

ANN ALEXANDER (Associate Committee Chair), Research Analyst, Grand Rapids Community College

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

Forum Evaluation Survey (Invitational Event) #2

7:30 a.m.-12:00 p.m.

SPECIAL EVENT

Orleans - Tech

Forum Evaluation Survey (Invitational Event) (087)

ANN ALEXANDER (Associate Committee Chair), Research Analyst, Grand Rapids Community College

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

Forum Evaluation Survey (Invitational Event) #3

7:30 a.m.-12:00 p.m.

SPECIAL EVENT

Northeastern

Forum Evaluation Survey (Invitational Event) (091)

ANN ALEXANDER (Associate Committee Chair), Research Analyst, Grand Rapids Community College
 LLOYD H. BYRD (Associate Committee Chair), Director of Institutional Research, Virginia Commonwealth University

Forum Evaluation Survey (Invitational Event)

8:30 a.m.-9:10 a.m.

BEST PAPER/PRESENTATION SESSION

Salon A - Tech

MdAIR Best Paper: Tracking the Persistence of Ph.D. Students to Determine Factors Associated with Attrition at UMBC (644)

CONSTANCE A. PIERSON (Author), Coordinator of Analytical Studies, University of Maryland Baltimore County
 WILLIAM W. HUGHES (Facilitator), Senior Programmer Analyst, The University of Alabama

Concern over seemingly low rates of Ph.D. student retention and completion, as well as programmatic differences in rates, led to this detailed study of enrollment and degree history at the individual level. Individuals entering UMBC as Ph.D.-seeking students (n=1271) in the fall semesters from 1990 to 2001 are tracked to determine enrollment status and degree attainment up to the spring 2002 semester. Student outcomes are identified and Binary Logistic Regression is used to determine the factors associated with attrition. Factors examined include race, gender, age, international status, program area, and graduate assistantship status.

8:30 a.m.-9:10 a.m.

COMMITTEE MEETING

Falmouth

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

8:30 a.m.-9:10 a.m.

DEMONSTRATION

Salon B - Full Tech

AIRUM Best Paper: Supporting Strategic Planning (630)

CARMEN J. WILLIAMS (Author), Director of Institutional Research, University of North Dakota
 CAROL L. DRECHSEL (Author), Information Technology Specialist, University of North Dakota

Institutional strategic planning and accountability are becoming a reality in many Institutional Research offices (OIR). This session aims to share tools and resources of how an OIR office can provide support for these important functions. We'll present the Web site that we have developed, the layout of the core data as well as a number of other reports, demonstrate the powerful use of Excel pivot tables, display how a given department would submit its report electronically, and demonstrate how quickly and easily we can produce institution-wide information based on the departments' reports.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Maine

What Factors are Important for High School Seniors' College Choice (125)

KATHRYN SANCHEZ (Author), Assistant Superintendent, Houston Independent School District
 RENMIN YE (Author), Graduate Student, Texas Tech University
 SHU-LING LAI (Author), Professor, Ling Tung College
 PATRICIA A. DEWITT (Facilitator), Director of Institutional Planning and Research, Shorter College

This study investigated and analyzed the factors of high school senior students' college choice in the United States using national database. The study compared 18 factors of college choice between student gender, race/ethnicity, and school types, and revealed the influences of students' family SES, school location and academic achievement on the students' college choice. The results would provide meaningful information for college's admissions, enrollment and institution research.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Salon H - Tech

Benchmarking Academic Programs: Methods and Examples (238)

ROBERT L. ARMACOST (Author), Director, University Analysis and Planning Support, University of Central Florida
 ALICIA L. WILSON (Author), Coordinator, Computer Applications, University of Central Florida
 PATRICIA A. HARVEY (Facilitator), Director of Institutional Effectiveness, Richard Bland College

Benchmarking is an important tool for assessing the current status of academic programs at an institution. This metropolitan research institution is interested in applying benchmarking methods to identify potential breakthrough areas for improvement and recognition of academic programs. This presentation will discuss a generic benchmarking process and several alternative methodologies used to benchmark undergraduate and graduate programs. The presentation will include program and variable selection, data collection, methods of analysis, and use of the results, as well as the difficulties faced during the implementation of the benchmarking methods.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Suffolk - Full Tech

Use of Structured Query Language (SQL) to Solve Five Common Data Querying Problems (562)

ERIKA M. NEWCOMER (Author), Research Associate, Higher Education Data Sharing Consortium
 MELISSA PUPECK (Author), Research Associate, Higher Education Data Sharing Consortium
 JASON P. CASEY (Author), Director of HEDS Consortium, Higher Education Data Sharing Consortium
 MARTIN B. FORTNER (Facilitator), Institutional Researcher, Southern University at New Orleans

Increasingly, institutional researchers find themselves querying relational databases to extract information for analysis and reporting. Although tools exist for this purpose, they are not always available or affordable to the small office. Even when these tools are available, it is advisable that users understand the mechanics of the generated queries.

In this presentation, we will demonstrate the use of Structured Query Language (SQL) to solve five common problems often encountered when extracting and transforming relational data.

This session is relevant to researchers with basic knowledge of relational databases and their assumptions and is targeted for those using queries.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

University of Massachusetts - Tech

Effective Graphical Representation of Institutional Research Data (571)

DAVID R. GONZALEZ-BARRETO (Author), Institutional Research Coordinator, University of Puerto Rico-Mayaguez Campus
 ANTONIO A. GONZALEZ-QUEVEDO (Author), Director of Institutional Research and Planning, University of Puerto Rico-Mayaguez Campus
 DENISE C. GARDNER (Facilitator), Associate Director of Institutional Research and Planning, Georgia Institute of Technology

The large amount of information obtained from institutional research studies can be effectively represented by graphical means. Modern graphics methods provide powerful tools to represent many different variables in one easy to understand graph. If we try to communicate this information in tabular form, the reader will not fully understand the message. This paper presents, through an example, results of a study about the GPA and entrance exam scores of the freshmen class of our university in a ten year period. The study provides these results geographically, as a function of gender and divided into public and private high schools.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Salon C - Tech

Documenting Mission-Critical Functions (574)

MARY KORFHAGE (Author), Senior Associate, University of Louisville
 ALADDIN FOUAD (Author), Research Analyst, University of Louisville
 ARNOLD L. HOOK (Author), Institutional Research Analyst II, University of Louisville
 SARAH MATTINGLY (Author), Research Analyst Office of Planning and Budget, University of Louisville
 LISA K. HORN (Author), University of Louisville
 SUSAN R. GRIFFITH (Facilitator), Director of Institutional Research, University of Texas-Pan American

Documentation of mission-critical functions is essential to the effective functioning of the Institutional Research Office. Our university shares its experience with a focused effort to document the functions most central to its institutional research office. The rationale for undertaking this work; the processes used to design, develop, and deploy the documentation; the benefits that have accrued to the office; and tips for other offices considering a similar initiative will be addressed.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Salon D - Tech

Need for Remediation and Steps to Improve Success at a Large Urban Community College (161)

PENELOPE A. PARMER (Author), Project Analyst, Sinclair Community College
 JARED C. CUTLER (Author), Project Analyst Institutional Planning and Research, Sinclair Community College
 ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

Developmental education is increasingly a topic of discussion in higher education. Traditionally higher education's first contact with under-prepared students was at the time of college enrollment. Now there is increasing awareness that successful strategies for improving student success must begin earlier. Two strategies of proactive intervention are underway at our institution, in cooperation with the College and Careers Transition Initiative. Implementation of these strategies and assessment of their impact on student success will be discussed. Research at our institution has revealed some factors that increase the success of remedial students after they enroll here. This paper discusses some of these findings regarding "best practices".

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

New Hampshire

Three Portrait Models of Traditional-Age Community College Populations: An Inductive Approach to Academic Behavior (193)

CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education
 TERRICITA E. SASS (Facilitator), Director of Institutional Research, Norfolk State University

Using the NELS:88/2000 transcript files, this paper proposes three models for describing community college students based on their academic histories: (1) proportional work/attainment that compares what they do in community colleges versus other types of institutions; (2) community college "dominant," that isolates students who earn at least 30 credits from community colleges, and (3) a "differential attainment configuration" that distinguishes occupationally-oriented from academic students. It ultimately asks which of these models is most helpful to enrollment management.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Provincetown

Mapping the Route through Interdisciplinarity: A Saga Trip with Undergraduate Students (246)

PRISCILLA NEGRON-MORALES (Author), Acting Director, University of Puerto Rico-Rio Piedras Campus
 ISABEL VAZQUEZ-RODRIGUEZ (Author), Researcher, University of Puerto Rico-Rio Piedras Campus
 ANNETTE DE LEON (Author), Assistant Researcher, University of Puerto Rico-Rio Piedras Campus
 SUSAN C. MARTIN (Facilitator), Coordinator, Enrollment Research, Johns Hopkins University

This research explores students' areas of interest in selecting elective courses and how these are classified in terms of interdisciplinary context. Records of graduates from Natural Sciences, Business Administration and Social Sciences colleges drawn from a Campus data warehouse (SAGA) will be analyzed. Content analysis, course ranking, and map design will be used to analyze students' records, course descriptions and syllabi, to identify connections among disciplines through their elective courses selections. Findings will contribute to the development of academic policies; refocus academic planning; and establish models for academic offerings' analysis to guide curricular revisions.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Salon I - Tech

Systemwide Planning for a Statewide System (336)

CAMERON L. FINCHER (Author), Regents Professor of Higher Education and Psychology, University of Georgia
 GLENN W. JAMES (Facilitator), Director of Institutional Research, Tennessee Technological University

This proposed paper critically discusses the planning process developed by one statewide system of public higher education in addressing institutional needs and aspirations, as related to public demands and expectations, state goals and priorities, institutional resources and capabilities, student access and equity, and systemwide possibilities in recasting the role and responsibilities of institutions and programs functioning as "a unit of the whole."

The paper also assesses the effectiveness of using mission statements developed by a single governing board, a chancellor serving at the pleasure of the board, his central staff, and 34 aspiring, diverse institutions developing their own mission statements.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Salon J - Tech

Factors Related to Persistence of Freshmen, Freshman Transfers, and Nonfreshmen Transfer Students (362)

YELENA PERKHOUNKOVA (Author), Research Associate, ACT, Inc.
 GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University
 JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.
 CLOVER W. HALL (Facilitator), Assistant Vice President of Institutional Research, Saint John's University

This study looks at first-term and one-year retention of freshmen and nonfreshman transfer students from a large, urban, private university. The predictor variables include local and standardized academic skills measures and non-achievement measures collected on the ACT Assessment. Logistic regression models were developed to identify variables predicting first-term and first-year retention separately for 6,054 freshmen and 2,733 nonfreshman transfer students. The results support the use of academic skills measures for predicting retention for both student populations. Moreover, non-achievement variables increase accuracy in predicting retention. Variables that predict retention for freshmen also predict retention for transfer students.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Simmons - Full Tech

K-20 Accountability: Implementing an Integrated State System (412)

GITA W. PITZER (Author), Assistant Vice President of Academic Affairs, Florida A & M University
 DUANE L. WHITFIELD (Author), Senior Educational Program Director, Florida Department of Education
 JAY PFEIFFER (Author), Director of Education Information and Accountability, Florida Department of Education
 GHASWAN LUTFI (Author), Associate Professor, Florida A&M University
 DENISE D. NADASEN (Facilitator), Associate Director for Institutional Research and Planning, University System of Maryland

Elected officials and the public continue to press for evidence of effectiveness and efficiency in education. Resulting accountability issues have

swept across all sectors of education, including public schools, vocational/technical education, community colleges and universities. One state is implementing a K-20 accountability system that cuts across all education sectors. The system includes performance measures on which 10% of the base state funds for public education will be predicated. The proposed paper will examine this emerging system, its goals, measures and baseline data. It will also outline the possible value and challenges in viewing accountability across the entire spectrum of education.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Harvard - Tech

The Funding Formula as a Higher Education Policy Tool in Tennessee (417)

RUSS DEATON (Author), Director of Fiscal Analysis, Tennessee Higher Education Commission
 JERI V. KURTZ (Facilitator), Senior Budget and Research Analyst, South Dakota State University

States have used funding formulae for several decades as a means for infusing methodology and analysis to the process of determining higher education budgets. Yet, one of the acute challenges policy makers face today is constructing a formula design that adequately reflects statewide higher education policy and goals. States must ensure that higher education priorities align with formula methodologies. Inconsistencies between formula structure and higher education master planning lead to an inadequate formula model and can erode faith in formula methodology. It is imperative to review the effectiveness and adequacy of the Tennessee funding formula as a tool to reflect statewide policy.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Vermont

Managing for Sustainability: the Global Reporting Initiative and Higher Education (423)

LARRY H. LITTEN (Author), Director of Research, Dartmouth College
 DAVID NEWPORT (Author), Director, Office of Sustainability, University of Florida
 CHRISTINE M. GOODWIN (Facilitator), Associate Director, Institutional Research, St. John's University

Concern about the well-being of our natural environment, social/political stability, and economic progress are converging in the development of management techniques that focus on sustainability for both institutions and society. Corporations have used their considerable resources to pioneer indicators for monitoring and reporting on sustainable organizational behavior. Trustees, many of whom come from the corporate world, and others are beginning to expect higher education to engage in the collection, analysis and reporting of sustainability information. This paper examines the concepts associated with sustainability, including security, transparency, and accountability, and various types of sustainability indicators that are appropriate for higher education.

8:30 a.m.-9:10 a.m.

SPECIAL EVENT

Yarmouth

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

8:30 a.m.-9:10 a.m.

SPECIAL EVENT

Orleans - Tech

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

8:30 a.m.-9:10 a.m.

SPECIAL EVENT

Northeastern

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

8:30 a.m.-9:10 a.m.

TABLE TOPIC

MIT

Using Geographic Information Systems and Making Maps in Institutional Research (T15)

JENNIFER S. MINNER (Author), Research Associate, The Evergreen State College

Geographic Information Systems (GIS) can enhance the ability to display and analyze geographic relationships that can inform enrollment decisions, institutional research, communication of information and marketing, and alumni services at colleges and universities. This session will include an introductory discussion of GIS, a forum for discussing ideas for displaying data on maps and analyzing geographic relationships, and an opportunity to share issues and strategies in the use of GIS software. This table topic session will be flexible enough to focus on topics that are appropriate to the level of familiarity of participants.

8:30 a.m.-10:00 a.m.

PANEL

Salon K - Tech

The Role of Institutional Research in Economic Development (406)

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

RICHARD A. VOORHEES (Author), President, The Voorhees Group

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University

VINCENT P. M. VENDEL (Author), Senior Research Associate, University of Amsterdam

Global economic competition has driven many of the changes in postsecondary education in recent years either directly or indirectly. Given this dynamic environment, what is the proper role of institutional research as related to an issue such as economic development? The role can be a vital, central one, since success in such a fast changing world often depends on such factors as reliable data, assessment and evaluation, and strategic planning, all areas where institutional research has a central role to play.

The panel consists of four long-time institutional research professionals who also have experience in the field of economic development.

8:30 a.m.-10:00 a.m.

PANEL

Salon E - Full Tech

Ethical Dramas Illustrating AIR's Code of Ethics, Focusing on Ethics and Best Management Practices (540)

SANDRA J. PRICE (Author)

MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami

TIMOTHY R. SANFORD (Author), Academic Programs, University of North Carolina at Chapel Hill

SUSAN B. JONES (Author), Senior Analyst (Retired), University of Wyoming

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

MICHAEL WILLIFORD (Author), Director of Institutional Research, Ohio University

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

ALICE M. SIMPKINS (Author), Director of Institutional Research, Paine College

AIR's Code of Ethics, adopted in 1992, has been revised by the Task Force on Ethics. In addition, there is a new preamble and appendices. The Task Force has been working on guidelines for avoiding ethical dilemmas and will present skits depicting situations on this topic, focusing on the relationship between best management practices and ethics. The skits will be followed by discussion and a review of the proposed guidelines for avoiding dilemmas. Participants are also encouraged to submit their own ideas for skits (anonymously) and for avoiding ethical dilemmas.

8:30 a.m.-10:00 a.m.

PANEL

Wellsley - Full Tech

Reaching the Students: A Methodological Report and Evaluation of Two Large Scale Assessments of Student Activities, Behaviors, and Perspectives (561)

PAOLO GARDINALI (Author), Associate Director, University of California, Santa Barbara

SCOTT L. THOMAS (Author), Associate Professor of Higher Education, University of Georgia

KYRA CASPARY (Author), University of California

MATTHEW YURDIN (Author), University of California

This panel provides an assessment of two large scale surveys of the undergraduate student body at the University of California's 8 undergraduate campuses. Both surveys represent extensive cross-campus evaluations of crucial aspects of student life. The panel is comprised of project representatives from UC Office of the President, the UC Santa Barbara Social Science Survey Center, and affiliated faculty.

Panelists will discuss the interests and challenges associated with working on such large-scale, multi-campus projects, evaluate different approaches to structuring research projects in large university systems, provide a cost-benefit analysis of the two different approaches used, and consider best next steps.

8:30 a.m.- End

COMMITTEE MEETING

Brandeis

Forum Evaluation Committee Working Session (090)

ANN ALEXANDER (Associate Committee Chair), Research Analyst, Grand Rapids Community College

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

Forum Evaluation Committee Working Session.

8:30 a.m.-12:00 p.m.

COMMITTEE MEETING

Massachusetts

RHE Best Paper Committee (098)

The RHE Best Paper Committee meeting.

9:20 a.m.-10:00 a.m.

BEST PAPER/PRESENTATION SESSION

Salon A - Tech

PNAIRP Best Paper: Native and Community College Transfer students: Patterns of Academic Performance at the Four-Year Institution (645)

LINA LU (Author), Research Analyst, Portland State University

GARY L. BEACH (Facilitator), Director of Institutional Research, Oregon State University

This comparative study of native and community college transfer students at the four-year institution investigated their academic performance from the time of entry to the institution until the time of graduation. The results showed that compared to native students, community college transfer students earned lower graduation GPA but more credit hours at graduation; that community college transfer students needed longer time to graduate with lower graduation rates; and that like native students, more transfer students with professionally oriented majors at application changed majors before/at graduation. Implications for policymakers and practitioners were also discussed.

9:20 a.m.-10:00 a.m.

COMMITTEE MEETING

Falmouth

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

COMMITTEE MEETING

Brandeis

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

COMMITTEE MEETING

Massachusetts

RHE Best Paper Committee (098)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

DEMONSTRATION

Salon B - Full Tech

Using a Centralized Data Repository to Enhance Planning, Budgeting and Accountability Reporting (531)

ANGELA ENGEL (Author), Planning Specialist, Illinois State University

ARI TURETZKY (Author), Computer Programmer II, Illinois State University

JEFF WEIDNER (Author), Lead Developer, Illinois State University

Our presentation will demonstrate a centralized repository developed to streamline university accountability reporting and to support campus-wide planning and budgeting processes. Key features include a custom interface for data management by individual users, XML and Microsoft .NET technologies for dynamic Web pages, and a model that encourages autonomy of data elements. These features allow for flexible and comprehensive reporting. This session will demonstrate the benefits from the perspective of an Institutional Research office responsible for accountability reporting on behalf of the institution.

9:20 a.m.-10:00 a.m.

DEMONSTRATION

Simmons - Full Tech

New Tools for Using IPEDS Data (535)

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

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

MOHAMAD A. SAKR (Author), Chief Architect, Innovative Solutions

New Tools for Using IPEDS Data will spotlight some new on-line tools that make using IPEDS data easier than ever. In this session we will demonstrate enhancements to the Peer Analysis System, and show how to construct recursive calculated variables, how to produce some useful packaged reports using the new report templates, and how to print out IPEDS data reports in concise tabular formats using the forms facsimile utility.

9:20 a.m.-10:00 a.m.

PANEL

Salon K - Tech

The Role of Institutional Research in Economic Development (406)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

PANEL

Salon E - Full Tech

Ethical Dramas Illustrating AIR's Code of Ethics, Focusing on Ethics and Best Management Practices (540)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

PANEL

Wellsley - Full Tech

Reaching the Students: A Methodological Report and Evaluation of Two Large Scale Assessments of Student Activities, Behaviors, and Perspectives (561)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Maine

Bridge from Past to Future for College Freshmen: A Unique Survey Project (109)

DONALD R. WHITAKER (Author), Director of Institutional Research and Academic Assessment, Ball State University
 SHERRY A. WOOSLEY (Author), Senior Analyst, Ball State University
 LARRY T. HUNTER (Facilitator), Senior Institutional Research Specialist, Columbus State Community College

Making Achievement Possible (MAP) is a unique survey project that helps entering freshmen bridge the gap between high school and college. Survey results and other helpful information are sent directly and expediently to students, their academic advisors, and their hall directors. This session includes a general description of the MAP project, an outline of the information provided to different audiences, and an overview of the collaborative efforts used to accomplish the project. The session also includes results and implications of research projects related to the MAP process.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Salon C - Tech

Undergraduate Participation in Research: Is It A Good Thing? (156)

GREGORY HARRIS (Author), Research Analyst, Massachusetts Institute of Technology
 LYDIA S. SNOVER (Author), Assistant to Provost for Institutional Research, Massachusetts Institute of Technology
 NANCY WONG (Author), Graduate Student, Massachusetts Institute of Technology
 MARLENE S. KUHTMANN (Facilitator), Doctoral Student, Boston College

Our institution is committed to providing undergraduates with opportunities to collaborate with faculty on research-based projects. Do these collaborations enhance the educational experiences of students? This presentation examines undergraduate research participation and how those who participate in research may have different experiences than those who do not. Data are drawn from two Web-based undergraduate surveys and semi-structured interviews with students who participated in research projects with faculty.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Salon D - Tech

Is Everybody Happy? Benchmarking Full-Time Community College Faculty Workload (218)

LOUIS C. ATTINASI (Author), Director of Institutional Research, Pima County Community College District
 WILLIAM E. KNIGHT (Facilitator), Director of Planning and Institutional Research, Bowling Green State University

This presentation reports the findings of an extensive telephone survey of 16 community colleges from across the United States regarding their full-time faculty workload policies and practices. The Ad Hoc Committee to Study Faculty Loading and Workload at a Community College conducted the survey during the 2001-2002 academic year with assistance from the Institutional Research Office. The survey inquired about contractual and extra-contractual instructional and non-instructional load requirements and options as well as formulae for calculating instructional load. The survey findings provided the committee with a context for evaluating the Community College's full-time faculty workload policies and practices.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Provincetown

Reporting the Success of New Freshman Students on a State, Higher Education Institution, and High School Level (397)

ROBERT L. LOVERIDGE (Author), Senior Research Analyst, Utah Valley State College
 JAMES E. MAXEY (Author), Senior Research Scientist, ACT, Inc.
 MARSHA LICHTENSTEIN (Facilitator), Senior Institutional Researcher, University of New Mexico

Over the past five years Utah Colleges and the National ACT Office have collaborated on a project providing information back to high schools on the success of their students after finishing the fall semester after graduation. Reports show the performance of graduates on selected measures including GPA, credit load, effects of taking the ACT core curriculum, and remediation indicators at each college. Statewide profiles for each college are detailed. Participating colleges are also provided with a detailed report on all schools feeding their school institution. Reports are distributed to each high school, school district, college and state office of education.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Harvard - Tech

Academic Space Management: The SPACE ConsortiumSM Shares Tools and Initial Reports (447)

CATHERINE E. WATT (Author), Director of Institutional Research, Clemson University
 THOMAS B. HIGERD (Author), Associate Provost, Medical University of South Carolina
 RONNIE CHRESTMAN (Author), Statistician and Research Analyst, Clemson University
 JULIA W. CARPENTER-HUBIN (Facilitator), Director of Institutional Research and Planning, The Ohio State University

The SPACE ConsortiumSM is chartered to assist institutions in improving management of space allocation. To this end, the founding members have shared their facilities information with the goal of establishing a common data framework and sharing Web-based open source tools. A unique feature of the Consortium is the ability to use a member's facilities information in its present form, and to minimize the challenge of having data conform to rigid conditions. This presentation will share the results of initial space analyses, offer tools to assist institutions in improving management of space, and present the Consortium's goals for potential members.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Salon J - Tech

Understanding Students Where They Live: Developing a Geo-Demographic System for Enrollment Management and Analysis at Prince George's Community College (528)

KARL BOUGHAN (Author), Program Director of Institutional Research, Prince George's Community College
 WILLIAM R. FENDLEY (Facilitator), Director of Institutional Research, The University of Alabama

Using Census 2000 tract data, the institutional research office of our college recently completed the development of a county level geo-demographic analysis and targeting system we call PGTRAK2000, one similar to Claritas Corporation's national PRIZM system. In this presentation, we will discuss the theory and methodology of geo-demographic analysis, walk through the data collection and cluster-analytic techniques employed in the creation of PGTRAK2000, describe the resulting neighborhood typology which embodies the sociology of our service area, and illustrate the system's utility by applying it in an enrollment analysis of fall 2003 entering students.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

University of Massachusetts - Tech

Organizing the Opportunities of Surveys and Reports (584)

PRAGATHI SHETTY (Author), Research Analyst, DePaul University
 CONNIE L. SMITH (Author), Assistant Research Analyst, DePaul University
 VERA REMENNIK (Author), Applications Developer, DePaul University
 GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University
 JAMES F. TRAINER (Facilitator), Director of Planning and Assessment, Villanova University

One of the major core competencies of Institutional Research (IR) has been to respond to surveys and reports in a timely and consistent manner. Reporting can be time-consuming and if combined with even a modest data management function, our offices can simply become a data mart with no resources to do "real" IR. This work proposes to look at how an IR Office can manage and streamline this process and from time to time take advantage of its role.

9:20 a.m.-10:00 a.m.

SCHOLARLY PAPER

New Hampshire

College Student Persistence in Teacher Education Program: An Analysis of Individual and Institutional Factors Using BPS: 90/94 (182)

YI GONG (Author), Doctoral Student, Indiana University of Pennsylvania
 QIHAO XU (Author), Graduate Student, Indiana University of Pennsylvania
 WENFAN YAN (Author), Professor, Indiana University of Pennsylvania
 LISA A. PETRIDES (Facilitator), President, ISKME

This study examines the impact of individual and institutional characteristics on college students' persistence in teacher education programs, using 1990-1994 Beginning Postsecondary Students Longitudinal Study (BPS: 90/94). Individual characteristics (e.g., demographic data, high school academic performance, and college academic performance), institutional characteristics (e.g., type, financial aid, work study), and their interaction (e.g., satisfaction with cost, curriculum, social life) are first analyzed using OLS regression. A following SEM analysis using AMOS establishes the persistence model for college students in teacher education programs.

9:20 a.m.-10:00 a.m.

SCHOLARLY PAPER

Salon H - Tech

Attracting Women to the Computer Science Major (231)

HEATHER K. TILLBERG (Author), Doctoral Student, University of Virginia
 JOANNE MCGRATH COHOON (Author), Assistant Professor, University of Virginia
 CHRISTINE M. KELLER-WOLFF (Facilitator), Research Analyst, University of Kansas

Attraction to the computer science major is explored through analysis of focus-group data at 16 institutions across the U.S. One hundred seventy-eight students in 31 focus groups described what attracted them to computer science and how they selected a computer science department. Men and women sought many similar departmental characteristics; however, women specifically mentioned welcoming and supportive faculty, program size, and relevant curriculum including honors programs as motivators. These gender differences offer insight into how institutions could meet the growing demand to increase women's participation in science, engineering and technology disciplines.

9:20 a.m.-10:00 a.m.	SPECIAL EVENT	Yarmouth
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Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

9:20 a.m.-10:00 a.m.	SPECIAL EVENT	Orleans - Tech
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Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

9:20 a.m.-10:00 a.m.	SPECIAL EVENT	Northeastern
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Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

9:20 a.m.-10:00 a.m.	TABLE TOPIC	MIT
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AIR Grant Programs (T16)

JOHN TSAPOGAS (Presenter), Senior Analyst, National Science Foundation
 BRENDA N. ALBRIGHT (Presenter), Executive Director, National Postsecondary Education Cooperative
 TERRENCE R. RUSSELL (Presenter), Executive Director, Association for Institutional Research
 ALICIA D. TREXLER (Presenter), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

Participants discuss the AIR grant programs.

10:10 a.m.-10:50 a.m.	BEST PAPER/PRESENTATION SESSION	Vineyard - Tech
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AAIR Best Paper: Using Institutional Research to Influence University Policy (652)

WENDY A. MARCHMENT (Author), President, AAIR, The University of Adelaide
 ROBERT C. BERGMANN (Facilitator), Institutional Research Analyst, Iowa State University

For most of us in Australia, institutional research amounts to little more than meeting external reporting requirements and dealing with ad hoc enquiries. When institutional researchers do have the opportunity to craft an insightful analysis, it is assumed that the link between the evidence and changes to university policy will naturally occur. In reality, the research usually has no discernable effect on policies or programs.

This presentation will assess current strategies pursued by a case study university using a framework developed to analyze the interplay between interventions to promote research use, underlying theories about research use and institutional policy cycles.

10:10 a.m.-10:50 a.m.	COMMITTEE MEETING	Falmouth
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Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

10:10 a.m.-10:50 a.m.	COMMITTEE MEETING	Brandeis
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Forum Evaluation Committee Working Session (090)

Continued from previous time period.

10:10 a.m.-10:50 a.m.	COMMITTEE MEETING	Massachusetts
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RHE Best Paper Committee (098)

Continued from previous time period.

10:10 a.m.-10:50 a.m.	DEMONSTRATION	Wellsley - Full Tech
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NPEC ANSWERS Web Site Demonstration (512)

JOHN H. MILAM (Author), Managing Director, HigherEd.org, Inc.
 MICHAEL ROMA (Author), Partner and Research Associate, HigherEd.org

The NPEC ANSWERS Web site is your guide to finding information about hundreds of national datasets in postsecondary education, including institutional data and NCES & NSF sample surveys. Its online tools will help you quickly find and learn to use the surveys and data you need for institutional research, policy analysis, and other studies. This demonstration will highlight new features and tools on the site, which is available at: <http://nces.ed.gov/npec/answers>.

10:10 a.m.-10:50 a.m.

DEMONSTRATION

University of Massachusetts - Tech

Marketing an IR Office: One Institute's Success! (537)

MARK E. SCHAWITSCH (Author), Research and Assessment Analyst, Rose-Hulman Institute of Technology

Customer service, marketing, branding and communication strategies? These sound as if they are skills needed to run a successful advertising agency or market research company. They are also beneficial skills to have in your IR office. This presentation will demonstrate how an ex-advertising executive turned institutional researcher improved our customer service, project management, report writing, presentations and the promotion of our data to the institute. Examples of marketing materials will include our posters, table tents, newsletter and Web page.

10:10 a.m.-10:50 a.m.

DEMONSTRATION

Salon E - Full Tech

Getting the Data into the Hands of Decision-Makers: Deployment of Custom Web Applications Powered by SPSS (550)

SHERRI L. SAHS (Author), Decision Support Systems Manager/Research Analyst, Embry-Riddle Aeronautical University

In order to provide university decision-makers will better access to IR data, an initiative was undertaken to move from static Web data views and hard copy reports to dynamic access to the actual data through a Web environment.

SPSS WebApp allows users to analyze data (from relational database or native SPSS formats), stored on a server, via a Web browser without use of additional plug-ins or other proprietary applications.

Customized interfaces allow successful deployment of canned, interactive and ad-hoc analyses and reports. This demonstration will showcase different applications built including summary data views and ad-hoc queries powered by SPSS analytics.

10:10 a.m.-10:50 a.m.

DEMONSTRATION

Simmons - Full Tech

Web-Based Data Collection for a Statewide Data Warehouse (558)

TOD R. MASSA (Author), Director of Institutional Research, State Council of Higher Education for Virginia

The session will demonstrate the Web tools developed by a Southeastern SHEEO agency as a key component of its data warehouse. The demonstration will include a discussion of the technologies used (SQL, Active Server Pages, and Data Transformation Services) and the development process.

10:10 a.m.-10:50 a.m.

RESEARCH PRESENTATION

Salon K - Tech

Acculturation: Measuring Changes in Attitudes and Perceptions (145)

RANDY BLISS (Author), Chief, Institutional Research and Assessment Division, Joint Forces Staff College

DAVID A. BREWSTER (Author), Educational Assessment Analyst, Joint Forces Staff College

HONG GAO (Facilitator), Institutional Researcher, Loras College

The College has developed a specialized instrument to measure attitudinal and perception change as a result of an intensive acculturation process that occurs during a twelve-week course that officers in the United States military undertake midway through their careers. It is intended that the acculturation they experience through direct contact with other service members will result in a change in attitude, which will lead to cooperation with and appreciation for the other Services. Instrumentation was developed to measure that change. This presentation will include a discussion of the instrument, its development, the dimensions of interest, and the change it measures.

10:10 a.m.-10:50 a.m.

RESEARCH PRESENTATION

Provincetown

The First Year: Working to Put a Tiered Course Evaluation System Online (211)

KATHARINE J. MASON (Author), Doctoral Candidate, University of Michigan

CONNIE W. CAREY (Author), Research Associate, St. Edward's University

DANICA D. FRAMPTON (Author), Senior Research Associate, St. Edward's University

DENISE P. SOKOL (Facilitator), Director of Institutional Research, Planning and Analysis and Interim Director of Human Resources, University of Colorado at Denver

While teaching practice has been undergoing a reformation, the way in which institutions assess the quality of teaching has changed little since course evaluations began to be used. With the goal of improving teaching through assessment, we began to use an online tiered survey tool. The faculty, department, and university all have a layer of questions on the student feedback form, but only the owner of the layer gets the results from that layer. It has been an interesting experience to try to gain acceptance from various campus constituencies as well as get the system up and running.

10:10 a.m.-10:50 a.m.

RESEARCH PRESENTATION

Salon I - Tech

The Key Role of an Enrolled Student Survey in Admissions and Institutional Planning (368)

ERICA MOHR (Author), Lieutenant, Coast Guard Academy

ROBERT KISTNER (Author), Lieutenant Junior Grade, Coast Guard Academy

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

The competition for a limited number of qualified and interested applicants continues to increase among university admissions programs. To gain a competitive advantage, colleges and universities must design marketing and recruiting programs that maximize resources, and target students' needs and desires. The institution designed an enrolled student survey instrument that provided results indicating how to best focus its resources and programs, including, but not limited to, identifying how prospective students hear about the institution, measuring the effectiveness of different marketing campaigns, targeting applicants of various demographics, and how to allocate limited admissions marketing and institutional improvement resources.

10:10 a.m.-10:50 a.m.

RESEARCH PRESENTATION

Salon D - Tech

Why Are so Many Students Logging Off? Student Persistence and Distance Learning (376)

SHARI S. LISNOV (Author), Research Analyst, Oakland Community College

NANCY C. SHOWERS (Author), Director of Institutional Research, Oakland Community College

BRIAN G. MOSS (Author), Sociology Faculty, Oakland Community College

BARBARA M. POOLE (Facilitator), Director of Research and Assessment, Bossier Parish Community College

The prevalence of online distance learning within postsecondary education is rapidly increasing. Some preliminary studies have shown that attrition rates are substantially higher for online courses than their in-class counterparts. This presentation will explore a variety of differences between online course-completers and non-completers, as well as possible disparities between online students and traditional students. In addition, the analysis includes an examination of predictors of online-student dropout. Understanding the factors that contribute to high student dropout and course completion of online courses is becoming more important as administrators and faculty attempt to address these unfolding issues.

10:10 a.m.-10:50 a.m.

RESEARCH PRESENTATION

Salon C - Tech

Inter-Institutional Compacts to Widen Participation in Higher Education in the Arts in the United Kingdom – Institutional Research in Progress (418)

DAFYDD I. THORNE (Author), University of the Arts, London

SHEILA SOUL-GRAY (Author), Director of Further Education and Widening Participation, University of the Arts, London

JOHN D. PORTER (Facilitator), Associate Provost for Institutional Research and Analysis, State University of New York

This research presentation describes the use of institutional research techniques to identify critical success factors within an innovative approach to widening participation in degree level education. One college within a collegiate UK University has successfully piloted a 'compact' scheme linking the college with local colleges of further education and providing early access to the recruitment and selection process to their students. This paper concerns the finding of institutional research activities which are being undertaken to establish how this initiative could best be replicated across the other institutions that make up the university.

10:10 a.m.-10:50 a.m.

RESEARCH PRESENTATION

Salon H - Tech

IRBs: Friend or Foe? (565)

PATRICIA SOMERS (Author), Associate Professor of Higher Education, University of Missouri-Saint Louis

LAWRENCE W. WESTERMEYER (Author), Director, Institutional Research, University of Missouri-Saint Louis

YUN K. KIM (Facilitator), Columbia College Chicago

Reports of shredded data, rejected dissertations, and 14-page consent forms for the proverbial "interview a relative" essay for Composition 101 courses are enough to scare any researcher. Recent changes to federal law concerning federally-funded research have subjected all research on campus to new scrutiny. In this session we will discuss the history of research ethics, the new federal mandates, and a survey of IRBs. The focus is on the impact of these changes on Institutional Research.

10:10 a.m.-10:50 a.m.

RESEARCH PRESENTATION

Salon B - Full Tech

Building an On-Line Attrition Monitoring System to Assist Intervention Efforts (572)

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

YE JI (Author), Research Associate, Kean University

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

CHARLES C. GILBERT (Facilitator), Director, Western Illinois University

In an attempt to help the university in its efforts to minimize attrition and enhance student retention, this IR office has built an on-line attrition monitoring system to assist the Provost's office in its intervention efforts. The system keeps track of first-time full-time freshman cohorts and monitors them during the period of their second and third semester registration. Authorized offices use the system to obtain detailed information about students who dropped out to make informed decisions and develop retention intervention strategies.

10:10 a.m.-10:50 a.m.

SCHOLARLY PAPER

New Hampshire

Faculty Do Matter: The Role of College Faculty in Student Learning and Engagement (158)

PAUL D. UMBACH (Author), Project Manager and Research Analyst, Indiana University at Bloomington
 MATTHEW R. WAWRZYNSKI (Author), Assistant Professor of Higher, Adult and Lifelong Education, Michigan State University
 PETER C. LIU (Facilitator), Research Analyst, University of Miami

This study uses two national data sets to explore the relationship between faculty practices and student engagement. Our findings suggest that students report higher levels of engagement and learning at institutions where faculty members use active learning techniques, engage students in collaborative experiences, and employ higher-order thinking activities in the classroom. Faculty emphasis on diversity also has a positive relationship with many engagement and learning outcomes.

10:10 a.m.-10:50 a.m.

SCHOLARLY PAPER

Salon J - Tech

Using Self-Efficacy and Developmental Level to Predict Achievement in College Biology (197)

TONY LAWSON (Author), Professor of Biology, Arizona State University
 DEBRA L. BANKS (Author), Director of Assessment and Evaluation, Arizona State University Main Campus
 PATRICIA B. MURPHY (Facilitator), Director of Institutional Research, Dickinson College

The primary purpose of this study was to compare the influence of self-efficacy and developmental level (i.e., scientific reasoning skill) on achievement in college biology. The central predictions were: that developmental level would be more strongly correlated with achievement than self-efficacy and that a significant positive relationship would be found between student developmental levels and their stated degree of confidence to complete biological tasks. The study involved pre- and post-testing of 459 introductory biology students at a Carnegie Level I University in Spring 2002. The analyses included Z-tests, Pearson correlations, and stepwise multiple regressions. The preliminary findings supported both predictions.

10:10 a.m.-10:50 a.m.

SCHOLARLY PAPER

Harvard - Tech

Out-of-Classroom Faculty Activity Study: A Discussion of the Results, Utilization, and Lessons Learned (214)

HEATHER K. ISAACS (Author), Institutional Research Analyst, University of Delaware
 MICHAEL F. MIDDAUGH (Author), Assistant Vice President of Institutional Research and Planning, University of Delaware
 MARVIN A. TITUS (Facilitator), Assistant Professor of Higher Education, North Carolina State University

The Delaware Study of Instructional Costs and Productivity recently expanded to address out-of-classroom demands on faculty time. The purpose of the Out-of-Classroom Faculty Activity Study is to demonstrate faculty outputs that are a result of faculty spending time outside the classroom on non-instructional activities. The goal of this study is to provide evidence regarding program productivity, as well as the means to encourage more effective management in higher education. This paper will discuss the results of the first full data collection cycle, how the data may be best utilized, and lessons learned.

10:10 a.m.-10:50 a.m.

SCHOLARLY PAPER

Salon A - Tech

The History of Western Higher Education Paradigms: Recognizing and Addressing Their Impact on Institutional Research (543)

MARTIN CARROLL (Author), Audit Director, Australian Universities Quality Agency
 RICHARD A. VOORHEES (Facilitator), President, The Voorhees Group

A major challenge for institutional researchers is to be aware of the values, methods and practices inherent in the current paradigm of higher education, and to factor this awareness into their data collection, analysis, interpretation and reporting. This paper helps develop an awareness of the current paradigm by journeying through the major paradigm shifts in the history of the western tradition of higher education, from the sophists of ancient Athens to the technology-aided globalization of the present day. This fascinating trip through history provides learned insights into the contemporary construct of higher education and its potential impact on institutional research.

10:10 a.m.-10:50 a.m.

SPECIAL EVENT

Yarmouth

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

10:10 a.m.-10:50 a.m.

SPECIAL EVENT

Orleans - Tech

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

10:10 a.m.-10:50 a.m.

SPECIAL EVENT

Northeastern

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

10:10 a.m.-10:50 a.m.

TABLE TOPIC

MIT

Using the Intercultural Development Inventory as an Assessment Instrument in Study Abroad Program Evaluation (T17)

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

Few externally validated, quantitative measurements exist to assess the development of intercultural skills. As diversity grows on college campuses and educators seek ways of preparing their students for study abroad in the new global reality, institutions require new tools to evaluate the effectiveness of intercultural counseling and training programs. The Intercultural Development Inventory (IDI) is a self-assessment instrument based on Milton Bennett's Developmental Model of Intercultural Sensitivity. The "group profile" feature of the IDI will be demonstrated and its potential application as an assessment tool to measure growth in intercultural competence among students in study abroad programs will be discussed.

10:10 a.m.-10:50 a.m.

TABLE TOPIC

Vermont

Conversation with Higher Education Data Policy Committee (HEDPC) (T22)

MARGARET K. COHEN (Convener), Assistant Vice President of Institutional Research, George Washington University
 MARSHA HIRANO-NAKANISHI (Convener), Assistant Vice Chancellor for Academic Research, California State University System

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.

10:10 a.m.-11:40 a.m.

PANEL

Suffolk - Full Tech

The Community College Strategic Planner (CCSP): A Sophisticated Software Tool (339)

ROBERT H. THORNTON (Author), Dean of Outreach Services, Housatonic Community College
 REYNALDO R. (REY) GARCIA (Author), Executive Director, Texas Association of Community Colleges
 HANK ROBISON (Author), Co-Principal and Senior Economist, CCbenefits, Inc.
 ANDREW P. CRAPUCHETTIES (Author), Director of Software Development and Informational Technology, CCbenefits, Inc.

Having trouble with legislators mandating program accountability measures?

What? You don't have a farm of servers - and the free time and assistants - to merge and crunch 24 federal and private databases comparing numbers for every SIC code? CIP code? SOC code?

You can't instantly get these job and occupational figures, yearly through 2017, for your specific counties? your state? the nation?

Having difficulty getting data for strategic planning? current program analyses? new academic program development?

Come see how economists, a community college system, community college managers, informational technology directors, and institutional researchers successfully addressed such concerns.

11:00 a.m.-11:40 a.m.

BEST PAPER/PRESENTATION SESSION

Salon A - Tech

SAAIR Best Paper: The SAAIR Research Project on Student Retention in Higher Education in South Africa (647)

AMANDA LOURENS (Author), Director: Research and Development Strategic Information and Planning, Technikon Pretoria
 MATTHYS J. LOURENS (Facilitator), Director Management Information, Tshwane University of Technology

Retention of students is regarded internationally as one of the most important criteria of efficiency and effectiveness in an institution of higher education. The main purpose of an institution of higher education is to produce graduates who can contribute to the socio-economic well-being of society. A SAAIR retention project was initiated with an overall aim to assist individual institutions to improve their capacities in terms of the principles and methodologies of retention studies. The initial results and proposed definitions from the SAAIR national survey will be presented. Furthermore, some related results from a retention study conducted at a Higher Education Institution in South Africa will also be discussed.

11:00 a.m.-11:40 a.m.

COMMITTEE MEETING

Falmouth

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

COMMITTEE MEETING

Brandeis

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

COMMITTEE MEETING

Massachusetts

RHE Best Paper Committee (098)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Salon D - Tech

Allocating Instructional Resources in Hard Times: A Model for Equitable Distribution (322)

MICHAEL D. RICHARDS (Author), Associate Provost, Southern Utah University

This session will demonstrate, using MS Excel, a budgeting formula for allocating instructional dollars at a comprehensive university. After implementing a 6% budget cut in academics, a mechanism for equitable allocation of funds and reducing entitlements prompted development of a budget formula based on Student Credit Hours (SCH), optimum class sizes, and computed FTE faculty in each department. Still a work in progress, the model has made allocations fair this fiscal year and made academic deans more accountable for implementation. In addition to the demonstration and collegial discussion, a copy of the model will be provide to attendees.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Simmons - Full Tech

Dynamic Web-Based Reporting with SAS/IntrNet (501)

CHRISTOPHER J. MAXWELL (Author), Research and Planning Analyst, Purdue University

SAS/IntrNet software provides a framework enabling the output of SAS programs to be Web published via a thin-client, browser-only interface. Existing SAS logic can be converted to Web applications with the addition of code to point output to HTML and adding macro variables to provide "drill down" ability. IR professionals who are familiar with Base SAS, SAS macros and macro variables, and Web forms have all the skills needed to publish SAS/IntrNet solutions. The process of developing a SAS/IntrNet solution will be demonstrated with an application that provides faculty and staff diversity data at the unit level.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Salon E - Full Tech

ODBC and SAS PROC SQL Applied in Retrieving Data Directly from a Variety of DBMSs or Spreadsheets (514)

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

Very often institutional researchers have to deal with data collected in different formats. The technology of ODBC and SAS PROC SQL makes it possible to retrieve the needed data for analysis or report directly from a variety of DBMSs or spreadsheets. This demonstration will display how to use ODBC Data Source Administrator to add data sources such as Paradox, dBASE, Access, Excel, etc., and how PROC SQL retrieves/combines the necessary data from different formatted files. The technology of ODBC and PROC SQL applied in an IR routine project, the Delaware Study, will be presented in the demonstration.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Salon B - Full Tech

Documenting Assessment and Change: The Institutional Effectiveness Tracking System (536)

HOUSTON D. DAVIS (Author), Assistant Vice President for Academic Affairs, Austin Peay State University

A new Web-based Institutional Effectiveness Tracking System (IETS) is presented that ties day-to-day unit activities with institutional and statewide goals. With each annual objective identified, each unit must outline clear assessment criteria for determining progress toward the objective, document the results of that assessment, and identify changes made (or planning to be made) as a result of this assessment. What is achieved is a better sense of progress made toward meeting goals associated with university planning, performance funding and statewide planning and – most importantly - a greater emphasis on making incremental or substantive adjustments to institutional programs, services, and activities.

11:00 a.m.-11:40 a.m.

PANEL

Suffolk - Full Tech

The Community College Strategic Planner (CCSP): A Sophisticated Software Tool (339)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

RESEARCH PRESENTATION

Harvard - Tech

How Women at Zayed University (United Arab Emirates) are Responding to a Western Style Education (148)

THOMAS F. DAVIES (Author), Director of Institutional Research and Planning Support, Zayed University, United Arab Emirates
 ELIZABETH C. STANLEY (Author), Assistant to the Provost, Zayed University, United Arab Emirates
 JENNIFER R. KEUP (Facilitator), Director of Follow-Up Surveys, CIRP, UCLA Higher Education Research Institute

This research presentation will describe how women at one Middle Eastern university are responding to a western style education based on American curriculum models. Institutional research plays an important role in describing students to largely western faculty who share little in their background with the students, in assessing whether the American curriculum is working, and evaluating student satisfaction with the western style educational experience. The results of entering student surveys and graduating senior surveys administered in 2002 and 2003, results of learning outcomes assessments, and graduate employment data will be used to evaluate the educational model's effectiveness in this environment.

11:00 a.m.-11:40 a.m.

RESEARCH PRESENTATION

Salon K - Tech

Leadership in Strategic Planning: Pharaoh vs. Deming - Round 1 (301)

NICOLAS A. VALCIK (Author), Assistant Director for Strategic Planning and Analysis, University of Texas at Dallas
 SHARRON L. RONCO (Facilitator), Assistant Provost, Florida Atlantic University

In strategic planning and institutional research offices at higher education institutions, leadership and management often do not use the most advantageous tools or principals of good management. In this age of higher technology, decisions are made faster than ever before and in order for organizations to be highly effective, they must develop the critical skills and agility to harness that speed with accuracy.

The paper will highlight the effects of personnel issues, organizational function/hierarchy and performance evaluation on the organization. In addition, the paper will define core competencies/characteristics of a good leader or manager within a dynamic institutional environment.

11:00 a.m.-11:40 a.m.

RESEARCH PRESENTATION

Provincetown

Using Scholarship Management Research to Optimize the Impact of Scholarship Funds (367)

GLENN W. JAMES (Author), Director of Institutional Research, Tennessee Technological University
 TOD R. MASSA (Facilitator), Director of Institutional Research, State Council of Higher Education for Virginia

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

11:00 a.m.-11:40 a.m.

RESEARCH PRESENTATION

University of Massachusetts - Tech

A Place for Everything and Everything in Its Place: Using the Matrix to Monitor the Market (546)

LIZ SANDERS (Author), Director of Enrollment and Marketing Research, DePaul University
 SUSAN STACHLER (Author), Senior Research Associate, DePaul University
 DOUGLAS K. ANDERSON (Facilitator), Senior Research Analyst, Indiana University at Bloomington

The Enrollment Management Research Office at one institution describes how it uses a Market Matrix to provide focus to the deluge of data that is created and reviewed during the annual marketing planning cycle. Using the Matrix's three dimensions of 1) External/Internal Focus, 2) Pyramid Layer, and 3) Methodology, we will discuss how we deconstruct information for the Matrix and use it to determine priorities. We will also discuss how this Matrix serves as a living library of information about market position and prominence and can be used to provide the situation analysis for marketing planning at the college level.

11:00 a.m.-11:40 a.m.

RESEARCH PRESENTATION

Salon H - Tech

A Systems Approach to Constructing a Fact Book Information System (547)

NICK ROBERTS (Author), Assistant Director, Kennesaw State University
 SOHAM BHATT (Author), Data Warehouse Specialist, George Mason University
 DAINA P. HENRY (Facilitator), Associate Director Institutional Research, College of William and Mary

One of the major responsibilities of a typical Institutional Research office is to publish the annual fact book, either online, in-print or both. The process of collecting the data from various sources, organizing it in meaningful reports and tables, and eventually designing the layout for publishing is tedious, time consuming and error-prone. This case study describes a systems development life cycle (SDLC) approach for designing and implementing an automated Fact Book Information System that is user-friendly, guarantees high level of data integrity and provides maximum design flexibility.

11:00 a.m.-11:40 a.m.

SCHOLARLY PAPER

Maine

Surviving College: A Longitudinal Investigation of College Completion of Minority Students (122)

PO YANG (Author), Research Assistant, Community College Research Center

LEON HILL (Facilitator), Director of Institutional Research and Assessment, Montgomery County Community College

Using data from National Education Longitudinal Survey 88 (1988-2000), the paper introduces the baseline hazard model and competing risks model to estimate the probability of minority student's college completion. Applying a technique specifically designed to study temporal process, it allows us to construct the attendance pattern of these disadvantaged students and evaluate the changing impacts of student's cumulative remedial credits and GPA, annual financial aid, in-state tuition and college wage premium on degree completion. Econometric issues related to application of this method in college completion study and policy implications based on empirical results will also be discussed.

11:00 a.m.-11:40 a.m.

SCHOLARLY PAPER

Salon I - Tech

Cultivating Organizational Excellence within an Established Institutional Culture (394)

RICHARD A. LHEUREUX (Author), Mountain State University

MEETA B. GOEL (Author), Senior Officer for Institutional Effectiveness, Mountain State University

JACQUELYN STIRN (Facilitator), Consultant

With changing expectations regarding accountability, institutional agility, management, leadership, and data based decision-making, cultivating organizational excellence has become critical to the survival of higher education institutions. Although future success is dependent on such improvement, such a profound cultural and attitudinal change is complex and fraught with many unanticipated challenges. Can a 70-year-old college turned university maximize success and unlearn inefficient practices through training in continuous process improvement? The present paper will examine changes in organizational performance through implementation of a planning process and survey questions designed to reflect the 7 Baldrige criteria and principles of high performance organizations.

11:00 a.m.-11:40 a.m.

SCHOLARLY PAPER

Salon J - Tech

Using Qualitative and Quantitative Approaches in Assessing First-Year Programs (551)

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

SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis

JOSEPH JURCZYK (Facilitator), Research Analyst, Cleveland State University

This paper discusses the use of quantitative and qualitative approaches to assess the impacts of a myriad of first-year academic and support programs housed in one academic unit: University College (UC). UC has faced pressure to prove and improve the effectiveness of first-year programs. As such, qualitative and quantitative approaches have been employed to comprehensively assess the impacts of dynamic and complex programs. These two approaches have been employed — not as two independent strands of inquiry and research, but as complementary techniques. The paper will describe how these approaches can work best in a dialogue.

11:00 a.m.-11:40 a.m.

SPECIAL EVENT

Yarmouth

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

SPECIAL EVENT

Orleans - Tech

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

SPECIAL EVENT

Northeastern

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

TABLE TOPIC

MIT

Alcohol and Other Drug Use Among Community College Students: Trends, Consequences, and Outcomes (T18)

FRANKIE SANTOS LAANAN (Author), Assistant Professor, Higher Education, Iowa State University

Alcohol and drug abuse among college students has been described as the most pressing public health concern on college campuses. Recently, researchers have examined students attending two-year colleges and patterns of alcohol assumption. Using data from the Core Alcohol and Other Drug survey administered at 12 community colleges in Illinois in 2000 and 2002 this study will describe patterns of student use, alcohol use in association with academic performance, and the key environmental factor associated with alcohol consumption among students attending two-year colleges.

11:00 a.m.-12:30 p.m.

PANEL

Boston College

Foundations of Excellence in the First College Year: An Aspirational and Measurement Model for Private Colleges (242)

KATHLEEN MICHELLE MORLEY (Author), Assistant to the Provost for Institutional Research, Franklin Pierce College
 MARTHA P. CRAIG (Author), Associate Dean, Maryville College
 ELLEN BOYLAN-FICK (Author), Assistant Director of Institutional Research, Marywood University

This presentation reports results from a national collaboration of institutional members of the Council of Independent Colleges which established an aspirational model for excellence in the first college year and method to measure achievement of the model. Panel members, representing 94 participating campuses, will explain how they used the model and standardized assessment tools to evaluate their first college year. The process to be explored will be specifically focused on evaluating and improving the first year of college at private institutions.

11:00 a.m.-12:30 p.m.

PANEL

Wellsley - Full Tech

Using Technology to Create a Decisionmaking System that Empowers Faculty, Administrators, and Staff (311)

SUSAN STARRFIELD (Author), Director of Institutional Assessment and Planning, South Mountain Community College
 JAN BINDER (Author), Director of Research, Planning and Development, Scottsdale Community College
 RENE G. WILLEKENS (Author), Director of Institutional Planning and Research, Estrella Mountain Community College
 LINDA J. HAWBAKER (Author), Director of Planning and Assessment, Glendale Community College
 GEORGIA I. GUDYKUNST (Author), Director of Institutional Effectiveness, Maricopa Community College District
 MARY A. DAY (Author), Director of Research, Planning and Development, Chandler-Gilbert Community College

The Decision Support System (DSS) is a self-service information database with graphics whose intended users are administrators, faculty and staff. DSS is an extension of data warehouse technology; however, its use has been simplified so more people can access college accurate data from their desktops. The panelists will demonstrate the screens, generate sample reports, graphics, and trends that answer research questions, and highlight some implications of the data for college planning efforts. The DSS, which was developed in-house, is an excellent model for cooperative development of a functional, homegrown, districtwide data system.

11:00 a.m.-12:30 p.m.

PANEL

New Hampshire

Aligning Graduate School Surveys (449)

MARGARET K. COHEN (Author), Assistant Vice President of Institutional Research, George Washington University
 JAIME GALINDO (Author), Data Resource Analyst, Michigan State University

At the 2003 Forum, there was a panel discussion of graduate surveys and any communalities that might exist among them. Following the session, a Graduate Common Data Set working group was formed consisting of representatives from many of the major "surveyors" as well as experienced IR practitioners. The group has reviewed the various surveys of graduate programs and identified "core" data elements that are common to many of the surveys. At this session, members of the working group will present the results so far for discussion and feedback from interested parties.

11:50 a.m.-12:30 p.m.

BEST PAPER/PRESENTATION SESSION

Salon A - Tech

OCAIR Best Paper: Initial Validation of an Instrument to Measure Community College Student Satisfaction (648)

LIJUAN A. ZHAI (Author), Research and Planning Analyst, San Diego Community College District
 MEIHUA ZHAI (Author), Director of Institutional Research and Reporting, George Mason University
 MINDY WANG (Facilitator), Director of Planning and Institutional Research, Catholic University of America

This article reports the development and validation of a survey instrument to measure community college students' satisfaction with their educational experiences. The initial survey included 95 questions addressing community college student experiences. Data were collected from 558 community college students during spring of 2001. An exploratory factor analysis was performed to classify the survey items, and 11 factors were retained. The final instrument contains 60 questions representing students' satisfaction with a full range of their community college experiences. Reliability coefficients for the survey ranged from 0.72 to 0.92. Limitations and future research directions are also discussed.

11:50 a.m.-12:30 p.m.

COMMITTEE MEETING

Falmouth

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

11:50 a.m.-12:30 p.m.

COMMITTEE MEETING

Brandeis

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

11:50 a.m.-12:30 p.m.

COMMITTEE MEETING

Massachusetts

RHE Best Paper Committee (098)

Continued from previous time period.

11:50 a.m.-12:30 p.m.

DEMONSTRATION

Simmons - Full Tech

Web-Based Strategic Planning (325)

MICHAEL F. BILLINGS (Author), Associate Vice President for Institutional Effectiveness and Strategic Management, Brevard Community College

Successful implementation of institutional effectiveness is accomplished through performance-based planning and activity-based budgeting using an innovative, intuitive Web-based process.

It allows concentration of planning / budgeting by linking objectives, strategies, and budgets to key performance indicators, college goals, and State Board of Education goals. This is achieved by navigation through a series of sequential screens. The system has excellent features for accountability, reporting, and updating through quarterly input of accomplishments.

The program was successfully implemented at this educational institution in July, 2002. Demonstration of the functionality of this dynamically driven planning tool was also well-received at CQIN's summer CEO Conference.

11:50 a.m.-12:30 p.m.

DEMONSTRATION

Suffolk - Full Tech

Honing in on Quality: Designing, Building and Implementing an Online, Dynamic Quality Planning and Reporting System that Every Member of the Institution Can Use and Understand (380)

J. R. BREY (Author), Director of Institutional Research and Assessment, Cardinal Stritch University
MARK E. HERRIED (Author), Research Assistant, Cardinal Stritch University

Bertrand Russel in 1872 wrote, "Too little liberty brings stagnation and too much brings chaos." Assessment plan reporting before fall of 2003 lacked order. Department personnel used their own format to report strengths and weaknesses in their academic settings. The static paper reporting method made it difficult to track the actions taken by departments to adeptly resolve areas of concern. Also, this plan did not quantitatively evaluate capability and attainment of each department's defined quality standards. A need existed to develop a standardized, interactive, and electronic Quality Effectiveness Plan application for all departments, academic and non-academic, at this institution.

11:50 a.m.-12:30 p.m.

DEMONSTRATION

Vermont

Students on the Move (505)

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

Student transition is a collegiate constant but colleges often do not know where students go. Do they transfer out or drop out? Do they graduate after leaving us? Do our graduates go on to graduate school and if so, where? What happens to TRIO students? Where do our admitted but non-enrolled students actually attend? Let the National Student Clearinghouse provide factual answers to questions you cannot ask students who are not there.

11:50 a.m.-12:30 p.m.

DEMONSTRATION

Salon B - Full Tech

The Common Data Set Exchange (CDSX) (513)

JOHN H. MILAM (Author), Managing Director, HigherEd.org, Inc.
MICHAEL ROMA (Author), Partner and Research Associate, HigherEd.org

The Common Data Set eXchange (CDSX) is a new way for all types of institutions to confidentially share their online CDS data. After a brief presentation about the CDSX and its partnership with The Carnegie Foundation for the Advancement of Teaching, members of the steering committee will meet to discuss the project. This session is open to the public for questions, comments, and ideas about the CDSX and how it can best serve institutions.

11:50 a.m.-12:30 p.m.

DEMONSTRATION

Salon E - Full Tech

WebCASPAR: The Next Generation (544)

TERESA GRIMES (Author), WebCASPAR Project Director, QRC Division of Macro International, Inc.
LAURA WILLIAMS (Author), QRC Division of Macro International Inc.

The WebCASPAR database provides easy access to a over thirty years of statistical data resources dealing with science and engineering (S&E) at U.S. academic institutions. WebCASPAR focuses primarily on S&E, but its data resources also provide information on non-S&E fields and higher education in general. WebCASPAR has undergone a major interface redesign that is scheduled to be released in June 2004. This presentation will provide a demonstration of the new interface. Several sample tables will be created to demonstrate the data available, the steps involved in creating a table, and the features of the system.

11:50 a.m.-12:30 p.m.

PANEL

Boston College

Foundations of Excellence in the First College Year: An Aspirational and Measurement Model for Private Colleges (242)

Continued from previous time period.

11:50 a.m.-12:30 p.m.

PANEL

Wellsley - Full Tech

Using Technology to Create a Decisionmaking System that Empowers Faculty, Administrators, and Staff (311)

Continued from previous time period.

11:50 a.m.-12:30 p.m.

PANEL

New Hampshire

Aligning Graduate School Surveys (449)

Continued from previous time period.

11:50 a.m.-12:30 p.m.

RESEARCH PRESENTATION

Salon K - Tech

Diversity on Campus and in the Classroom: The Impact on Undergraduate Students' Experiences and Learning Outcomes (144)

MARTHA L.A. STASSEN (Author), Director of Assessment, University of Massachusetts

ELIZABETH A. WILLIAMS (Author), Associate Director for Research, SAREO, University of Massachusetts Amherst

ETHAN A. KOLEK (Author), Research Associate, SAREO, University of Massachusetts Amherst

ANNE E. FOLEY (Facilitator), Assistant Vice President, Columbia College Chicago

As a part of a public research university's multi-level assessment of campus responsiveness to issues of community, diversity, and social justice, we surveyed undergraduates about their course-related experiences with diversity and their perceptions of the general institutional climate for diversity. The high response rate for all racial/ethnic groups (over 65 percent) makes this study particularly useful in examining variation in students' experiences by race/ethnicity and provides an important lens on issues of pedagogy and student development. The fact that it is directly linked to a campus-wide initiative offers the opportunity to use the results to inform and improve institutional practice.

11:50 a.m.-12:30 p.m.

RESEARCH PRESENTATION

Salon C - Tech

Disparity between Expectations and Experience: Voices of First-Year Students (192)

RUTH A. LIU (Author), Director, Institutional Research, Southern Adventist University

DENISE DUNZWEILER (Author), Professor, Education and Psychology, Southern Adventist University

MELANIE A. RAGO (Facilitator), Research Associate, Indiana University

This qualitative study explored disparities between the expectations and actual experience of first-year students at a small private university. Data were obtained from three different sets of focus groups twice during the 2002-03 academic year. Based upon modified grounded theory, the primary method of analysis was the constant comparative procedure. Findings revealed the greatest disparities emerging along the following themes: 1) academic rigor, 2) personal development, 3) expanded social perspective, and 4) transition issues. Although corroborating with extant research on difficulties in the first year, this study provided an added dimension by using the lived-and-voiced experiences of the participants.

11:50 a.m.-12:30 p.m.

RESEARCH PRESENTATION

Salon I - Tech

Using Strategic Funding to Influence Faculty Hiring (247)

MARGARET N. HARRIGAN (Author), Policy and Planning Analyst, University of Wisconsin-Madison

DEBORAH B. DAILEY (Facilitator), Associate Director of Planning and Institutional Research, Georgetown University

A major research university identified areas of strategic importance in hiring faculty: increasing minority faculty, women in science, and faculty in interdisciplinary fields. Central university funds were allocated to encourage departments to make these strategic hires. This paper describes the strategic hiring programs adopted by the university. We examine the types of faculty hired over a twenty-year period, including years when central funds were available and when they were not. In particular, this paper focuses on the impact of central funds on hiring minority faculty. Our results show that strategic hiring programs can have an impact on faculty hiring.

11:50 a.m.-12:30 p.m.

RESEARCH PRESENTATION

Salon H - Tech

Experiences With and Perceptions of Mentoring: Insights from Junior Faculty and Administrators (254)

THOMAS E. PERORAZIO (Author), Doctoral Candidate, University of Michigan-Ann Arbor

NANCY BIRK (Author), Doctoral Student, University of Michigan-Ann Arbor

CATHERINE E. WATT (Facilitator), Director of Institutional Research, Clemson University

This session will share findings from a study by an academic committee of how junior, tenure-track faculty and administrators perceive and experience mentoring at a large research university. Separate surveys were administered to examine the mentoring practices that currently exist, how they connect with the work experiences of faculty, and the degree to which such practices are institutionalized. The surveys were designed to elicit both quantitative ratings and open-ended responses from the faculty and administrators to enable comparisons across common items and to obtain levels of detail about elements of interest to the respondents.

11:50 a.m.-12:30 p.m.

RESEARCH PRESENTATION

Salon D - Tech

Evaluation of Content-Validity and Measurement Costs of Initiatives Concerning Students at a High Profile Liberal Arts Institution (309)

DEBORAH SUZZANE (Author), Director of Institutional Research, State University of New York College at Geneseo
LARRY G. JONES (Facilitator), Senior Public Service Associate, University of Georgia

In this session, the presenter demonstrates the use of a model utilized to select instruments to measure initiatives of educational excellence and student engagement. Content-related validity and fundamental cost are the evaluative criteria for determination of appropriateness. Content-related validity is evaluated by cross-referencing the content of specific items with distinct initiatives. Fundamental cost is evaluated by cross-referencing cost elements (e.g., salaries, supplies, instruments, space, and students) with departments. Participants will have the model to utilize at their campus.

11:50 a.m.-12:30 p.m.

RESEARCH PRESENTATION

Harvard - Tech

A Comparison of Time Horizon Models to Forecast Enrollment (508)

LAWRENCE J. REDLINGER (Author), Executive Director, University of Texas at Dallas
STANLEY GORDON (Author), Assistant Director, The University of Texas at Dallas
MARNE K. EINARSON (Facilitator), Senior Research and Planning Associate, Cornell University

This presentation compares and contrasts three alternative statistical models that can be used to forecast enrollment: Box-Jenkins, Regression, and Markov Chain models. We discuss the "forecast horizon"—short to long—for which each model seems best suited. The short-range forecast horizon includes one-semester-ahead forecasts through three semesters (fall, spring, summer). The alternative enrollment models are characterized by the amount of additional information used apart from enrollment history but excluding applications and admissions data (students in the pipeline).

11:50 a.m.-12:30 p.m.

RESEARCH PRESENTATION

Salon J - Tech

The Evolution of Technology and Reporting in a New IR Office (545)

MIKE ROGERS (Author), Assistant Director for Institutional Research, University of the Pacific
DOROTHY S. CHEAGLE (Facilitator), Director of Planning and Governmental Relations, Morris College

This presentation describes the start of a new IR office and the evolution of reporting and technology that occurred. Distinct stages of the office's formation and technical evolution will be discussed. The presenter will help attendees identify what stage their office is in and how to improve technology and reporting. Anyone starting a new IR office, new to the field, or interested in upgrading current technologies and reporting in their office will find this presentation useful.

11:50 a.m.-12:30 p.m.

SCHOLARLY PAPER

Maine

The Millennial Generation (born 1982-1999): The Next Great Generation in College Enrollment (160)

TERRI M. MANNING (Author), Associate Vice President for Institutional Research, Central Piedmont Community College
BOBBIE FIELDS (Author), Central Piedmont Community College
CLIFFORD ADELMAN (Facilitator), Senior Research Analyst, United States Department of Education

The Millennium Generation has begun entering college and will be entering the workforce in 2-5 years. Much is known about their general characteristics but not much has been done in the area of educational impact and workforce issues. Since Gen Y will be moving into positions currently held by retiring baby-boomers, there is an increasing need to understand their interests and expectations revolving around the educational expectations and the world of work. What types of jobs will this generation be interested in, what will attract them to various cities or areas of the country, what are their expectations in regard to employment?

11:50 a.m.-12:30 p.m.

SCHOLARLY PAPER

Provincetown

Examining and Analyzing Course-Embedded Assessment Methods (236)

ELIZABETH A. JONES (Author), Associate Professor, West Virginia University
SUSAN L. ALOI (Author), Graduate Student, West Virginia University
ROBERT K. TOUTKOUSIAN (Facilitator), Associate Professor, Indiana University

The purpose of this study is to determine how frequently faculty utilize different course-embedded assessment methods and the extent to which these approaches reflect authentic elements requiring students to demonstrate what they know and can do with their knowledge. Significant differences by class size (small, medium, and large), faculty rank (assistant, associate, and full professors), and course level (graduate versus undergraduate) will be reported. Implications for institutional researchers will be discussed and how this information can be used to improve practice will be highlighted.

11:50 a.m.-12:30 p.m.	SCHOLARLY PAPER	University of Massachusetts - Tech
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Measuring Service Quality In A Nontraditional Institution Using Importance-Performance Gap Analysis (438)

MRINAL MUGDH (Author), Director of Institutional Research, State University of New York Empire State College
 SUZANN M. KOLLER (Facilitator), Associate Director, University of Wyoming

Adult “nontraditional” learners are the new undergraduate majority in the United States. The changing profile of contemporary college students has presented a new challenge to nontraditional institutions in addressing the different needs and wants of their students. As one of the model adult learner focused institutions, the College surveyed its students in Fall 2002 to measure adult students’ satisfaction with a wide range of college experiences. The paper investigates response data from the pilot project using importance-satisfaction gap analysis, factor analysis and quadrant analysis to study important dimensions of service quality for assessment and quality improvement initiatives.

11:50 a.m.-12:30 p.m.	SPECIAL EVENT	Yarmouth
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Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

11:50 a.m.-12:30 p.m.	SPECIAL EVENT	Orleans - Tech
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Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

11:50 a.m.-12:30 p.m.	SPECIAL EVENT	Northeastern
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Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

11:50 a.m.-12:30 p.m.	TABLE TOPIC	MIT
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Wrangling with the Rankings: Addressing the Gap Between the Mission and Ranking of Public Urban Research Universities (T19)

ELIZABETH A. BARLOW (Author), Executive Director of Institutional Research, University of Houston

University ranking systems are problematic from all sides, and there are no easy solutions given the diversity of institutions and the problem of reliable, commonly defined data. The focus of the discussion will be how institutions of various types might provide ranking agents with tools to better represent what we do and how well we do it. The facilitator will share a proposal made to U.S. News & World Report for a supplementary ranking system designed to better reflect the mission of public urban research universities.

12:45-2:45 pm	COMMITTEE MEETING	Brandeis
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Forum Evaluation Committee Working Session (090)

Continued from previous time period.

12:45-2:45 pm	SPECIAL EVENT	Salons F and G
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Awards Luncheon (011)

FRED LILLIBRIDGE (Convener), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College
 STEPHEN L. CHAMBERS (Convener), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

Please plan to join your friends and colleagues on this very special occasion when the AIR Board of Directors and Committee members acknowledge the many individuals who have made special contributions to the Association.

2:55 p.m.-3:55 p.m.

BEST PAPER/PRESENTATION SESSION

Salon E - Full Tech

AIR Best Paper: Student Experiences with Diversity at Liberal Arts Colleges: Another Claim for Distinctiveness (629)

PAUL D. UMBACH (Author), Project Manager and Research Analyst, Indiana University at Bloomington
 GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington
 ANNE MARIE DELANEY (Facilitator), Director of Institutional Research, Babson College

While the evidence of the impact of diversity on educational outcomes is promising, we know relatively little about the factors and institutional conditions that promote and enhance students' experiences with diversity. This study uses data from the 2002 administration of the National Survey of Student Engagement (NSSE) to explore the impact of organizational and individual characteristics on student experiences with diversity-related activities. In addition, this study examines how diverse experiences interact with other student outcomes such as personal and educational growth, satisfaction, and participation in active and collaborative learning activities.

2:55-3:55 p.m.

COMMITTEE MEETING

Brandeis

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

4:00 p.m.-5:00 p.m.

COMMITTEE MEETING

Brandeis

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

4:00 p.m.-7:30 p.m.

COMMITTEE MEETING

Salon C - Tech

2005 Forum Committee (096)

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

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

Meeting of the 2005 Forum Committee.

7:00 p.m. - Until

COMMITTEE MEETING

Brandeis

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

7:00 p.m. - Until

SPECIAL EVENT

Salon A - Tech

Forum Wind-Up Party (009)

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

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

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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Room	8:00-8:59 am	9:00-9:59 am	10:00-10:59 am	11:00-11:30 am	11:30-12:30 pm	12:30-1:00 pm	1:00-1:59 pm	2:00-2:59 pm	3:00-3:59 pm	4:00-4:59 pm	5:00-6:00 pm	6:15-7:20 pm	7:30-Until
Boston College						W02	W02	W02	W02				
Brandeis													
Falmouth - Employment Clearinghouse					099	099	099	099	099	099			
Grand Ballroom Foyer Area, 4th Floor													
Harvard - Tech													
Maine													
Massachusetts													
MIT													
New Hampshire													
Northeastern													
Northeastern University - Room 013	W11	W11	W11	W11	W11	W11	W11	W11	W11				
Northeastern University - Room 014	W18	W18	W18	W18	W18	W18	W18	W18	W18				
Northeastern University - Room 035						W31	W31	W31	W31				
Northeastern University - Room 036	W10	W10	W10	W10		W17	W17	W17	W17				
Northeastern University, Curry Student Center													
Orleans - Tech Monday													
Provincetown													
Salon A - Tech													
Salon B - Full Tech	W30	W30	W30	W30									
Salon C - Tech													
Salon D - Tech													
Salon E - Full Tech/Split													
Salon F, 4th Floor - Tech													
Salon G - No Wed													
Salon H - Tech	W20	W20	W20	W20	W20	W20	W20	W20	W20				
Salon I - Tech						W06	W06	W06	W06				
Salon J - Tech	W07	W07	W07	W07		W09	W09	W09	W09				
Salon K - Tech	W29	W29	W29	W29	W29	W29	W29	W29	W29				
Salons E, F & G, 4th Floor													
Salons F and G, 4th Floor											001		
Salons G, H, I, J, K													
Simmons - Full Tech													
Suffolk - Full Tech	W24	W24	W24	W24		W04	W04	W04	W04				
Third Floor Atrium													
Tufts		005	005	005	010	010	010	010	010	010			
University of Massachusetts - Tech													
Vermont										015			
Vineyard - Tech													
Wellesley - Full Tech													
Yarmouth													

SUNDAY MATRIX

Room	8:00-8:59 am	9:00-9:59 am	10:00-10:59 am	11:00-11:30 am	11:30-12:30 pm	12:30-1:00 pm	1:00-1:59 pm	2:00-2:59 pm	3:00-3:59 pm	4:00-4:59 pm	5:00-6:00 pm	6:15-7:20 pm	7:30-Until	
Boston College	W13	W13	W13	W13					S12					
Brandeis					035	035	035	035	035	S49				
Falmouth - Employment Clearinghouse					099	099	099	099	099	099				
Grand Ballroom Foyer Area, 4th Floor														
Harvard - Tech								S58	S71					
Maine									S05					
Massachusetts								S93	S94					
MIT	040	040	040	040	040	093	093	093	S55					
New Hampshire			045	045					S19					
Northeastern									S41					
Northeastern University - Room 013														
Northeastern University - Room 014						W05	W05	W05	W05					
Northeastern University - Room 035	W31	W31	W31	W31	W26	W26	W26	W26	W26					
Northeastern University - Room 036	W34	W34	W34	W34	W01	W01	W01	W01	W01					
Northeastern University, Curry Student Center														
Orleans - Tech Monday	025	025	025	025	025				S50					
Provincetown									S25					
Salon A - Tech	050	050	050	050	050									
Salon B - Full Tech														
Salon C - Tech						W03	W03	W03	W03					
Salon D - Tech														
Salon E - Full Tech/Spit													002	
Salon F, 4th Floor - Tech	020													
Salon G - No Wed														
Salon H - Tech	W35	W35	W35	W35					S70					
Salon I - Tech	W32	W32	W32	W32	W19	W19	W19	W19	W19					
Salon J - Tech	W09	W09	W09	W09										
Salon K - Tech			070	070				094						
Salons E, F & G, 4th Floor														
Salons F and G, 4th Floor												017		
Salons G, H, I, J, K														
Simmons - Full Tech	W14	W14	W14	W14	W14	W14	W14	W14	W14					
Suffolk - Full Tech	W25	W25	W25	W25	W28	W28	W28	W28	W28					
Third Floor Atrium														
											338 202 146 315 582 390 364 371 430 259 244 420 533 350 234 176 239 151 212 306 405 504 237 249 203 105 164 529 102 220 334 370 363 421 342 576 575 392 251 393 196 516 525 527 619 617 618 615 616			
Tufts														
University of Massachusetts - Tech														
Vermont	030	030	030	030	030						031			
Vineyard - Tech														
Wellesley - Full Tech							W27	W27	W27	065				
Yarmouth	089	089	089	089			W27	W27	W27					

Room	7:30-8:20 am	8:30-9:30 am	9:40-10:20 am	10:30-11:00 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-Until
Boston College	S09		399		603	S31	409	372		258			
Brandeis			T01			S92	T21	080		T05	T06		
Falmouth - Employment Clearinghouse	099	099	099	099	099	099	099	099	099	099	099		
Grand Ballroom Foyer Area, 4th Floor				081					082				
Harvard - Tech	S17		606	E02	S63	605	E04		E05	E06			
Maine				132	S33	541	511		570	321			
Massachusetts	S04				S13								
MIT	S03				088	075				S81	S81		
New Hampshire	S45		253		257	S36	216	219		623			
Northeastern						S42							
Northeastern University, Curry Student Center													003
Orleans - Tech Monday			639		165	S57	386	133		316	638		
Provincetown	S54		343		153	S29	159	110		113	640		
Salon A - Tech	097		578		424	S53	308	308		359	359		
Salon B - Full Tech			307		366	S67	563	187		352	440		
Salon C - Tech	S21		414		327	S52	319	036		140	136		
Salon D - Tech			213		180		115	323		150	150	S73	
Salon E - Full Tech/Split			240		555	006	006	560		520	520		
Salon F, 4th Floor - Tech					243		137	137		101	101		
Salon G - No Wed			119		657		625	625		312	312		
Salon H - Tech			448		445		437	186		228	407		
Salon I - Tech			587		573		553	548		542	524		
Salon J - Tech			369		354		556	335		330	347		
Salon K - Tech			375		377		378	320		302	387		
Salons E, F & G, 4th Floor		012											
Salons F and G, 4th Floor													
Salons G, H, I, J, K													
Simmons - Full Tech			581		588		189	189		557	557		
Suffolk - Full Tech			305		361		564	116		225	142		
Third Floor Atrium												627	
Tufts													
University of Massachusetts - Tech			628		120						624		
Vermont	S91		636		637	S48	427	427		209	201		
Vineyard - Tech			569		604	S62	141	126		601	223		
Wellsley - Full Tech					329		552	111		181	E03		
Yarmouth	S26					S27		092		T25	T23		

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	2:40-3:20 pm	3:30-4:10 pm	4:20-5:00 pm	5:10-5:50 pm	6:00-Until
Boston College					107	S06			416	404	401	S46	
Brandeis				T24	T08		T09	T11	T12	T13	T14		
Falmouth - Employment Clearinghouse	099	099	099	099	099	099	099	099	099	099	099		
Grand Ballroom Foyer Area, 4th Floor			083										
Harvard - Tech				E07	E08		E09	E10	E11	E12	E13		
Maine				510	226	S07	221	130		230	205	S47	
Massachusetts						S01						T26	
MIT				077	077		T20	T03			T10	S08	
New Hampshire				422	422	S02	304	304		313	135	S61	
Northeastern						S51						S11	
Orleans - Tech Monday				154	143	S14	127	441	129	128	365	S34	
Provincetown				194	184	S18	183	173	167	169	155	S35	
Salon A - Tech				317	634	S20	523	425	434	538		S59	
Salon B - Full Tech	016			583	E15		E16	559	384	539		S39	
Salon C - Tech				177	402	S44	185	170	124	345	117	S77	
Salon D - Tech				408	408	S60	198	191	314	626	112		
Salon E - Full Tech/Split				004	004		567	567	179	245	245		
Salon F, 4th Floor - Tech				655	656		620	620	403	403	106	S15	
Salon G - No Wed				532	532		621	621	507	152	152		
Salon H - Tech				607	608	S65	612	611	210	118	303	S79	
Salon I - Tech				310	356	S66	419	252	217	411	114		
Salon J - Tech					395	S76	346	340	381	388	349		
Salon K - Tech				369		S72	521	E14	518	568	579		
Salons E, F & G, 4th Floor		013											
Salons F and G, 4th Floor													
Salons G, H, I, J, K													
Simmons - Full Tech				534	255	S24	633	241	428	609	609		
Suffolk - Full Tech				635	355	S38	195	149	431	379	398		
Third Floor Atrium													
Tufts						085	085	085	085	085	085		
University of Massachusetts - Tech				360	631		632	121	436	435	444		
Vermont				389	168	S28	108	442		429	439		
Vineyard - Tech				502	353	S37	577	337	318	586	517		
Wellsley - Full Tech				585	227		324	580	341	174	566		
Yarmouth				385	443	S23	413	351	383	104	104	S64	

Room	7:30-8:20 am	8:30-9:10 am	9:20-10:00 am	10:10-10:50 am	11:00-11:40 am	11:50-12:30 pm	12:45-2:45 pm	2:55-3:55 pm	4:00-5:00 pm	7:00-Until
Boston College	095				242	242				
Brandeis		090	090	090	090	090	090	090	090	090
Falmouth - Employment Clearinghouse	084	084	084	084	084	084				
Grand Ballroom Foyer Area, 4th Floor										
Harvard - Tech		417	447	214	148	508				
Maine		125	109		122	160				
Massachusetts		098	098	098	098	098				
MIT	S10	T15	T16	T17	T18	T19				
New Hampshire		193		158	449	449				
Northeastern	091	091	091	091	091	091				
Orleans - Tech Monday	087	087	087	087	087	087				
Provincetown	S30	246	397	211	367	236				
Salon A - Tech		644	645	543	647	648				009
Salon B - Full Tech		630	531	572	536	513				
Salon C - Tech			156	418		192			096	096
Salon D - Tech		161	218	376	322	309				
Salon E - Full Tech/Split		540	540	550	514	544		629		
Salon F, 4th Floor - Tech										
Salon G - No Wed										
Salon H - Tech		238	231	565		254				
Salon I - Tech		336		368	394	247				
Salon J - Tech		362	528	197	551	545				
Salon K - Tech		406	406	145	301	144				
Salons E, F & G, 4th Floor										
Salons F and G, 4th Floor							011			
Salons G, H, I, J, K										
Simmons - Full Tech										
Suffolk - Full Tech		412	535	558	501	325				
Third Floor Atrium	S22	562	547	339	339	380				
Tufts										
University of Massachusetts - Tech		571	584	537	546	438				
Vermont		423		T22		505				
Vineyard - Tech	S43	650	651	652	653	654				
Wellsley - Full Tech		561	561	512	311	311				
Yarmouth	086	086	086	086	086	086				

Mark your calendars now for May 29th through June 1st, 2005! Join your colleagues at the 2005 AIR FORUM in family friendly San Diego, "America's Finest City!" The 2005 AIR FORUM will be jam-packed with opportunities to network with new and long-time AIR members inbetween making tough choices over which tantalizing workshops, informative paper presentations, stimulating panel discussions, thought-proving speaks, and state-of-the-art demonstrations to attend.

Along with the host of professional opportunities that will be available, keep in mind that San Diego is the seventh-largest city in the nation, with a year-round temperate climate, 70 miles of beautiful beaches, and a tempting array of family attractions, including the San Diego Zoo and Wild Life Park, SeaWorld Adventure Park, and LEGOLAND California.

The downtown area just north of the Convention Center has undergone a dramatic revival in recent years. The Victorian-style Gaslamp Quarter is a National Historic District, with over 90 restaurants, clubs, boutiques, and galleries. Balboa Park, north of the downtown areas and adjacent to the San Diego Zoo, is one of the largest urban cultural parks in the U.S., with 15 museums, numerous art galleries, beautiful gardens, and the Glode Theatres.

Outdoor activities make San Diego a favorite tourist destination. San Diego Bay and the Pacific Ocean offer sport fishing, surfing, sea kayaking, sailing, and scuba diving. On land, enjoy biking, hiking, running, tennis, or skating. There are over 90 golf courses in the region.

Opportunities for shopping abound! Horton Plaza, next to the Gaslamp Quarter, hosts over 100 retailers. Visit the shops at Seaport Village on the waterfront or hop the San Diego Trolley for a quick ride to Little Italy, Old Town, or Fashion Valley mall.

Take an afternoon to visit Tijuana, Mexico, our neighbor city to the south, or spend a weekend enjoying the towns along the coastline of Baja California, including Rosarito, Ensenada, and the Guadalupe Valley wine country.

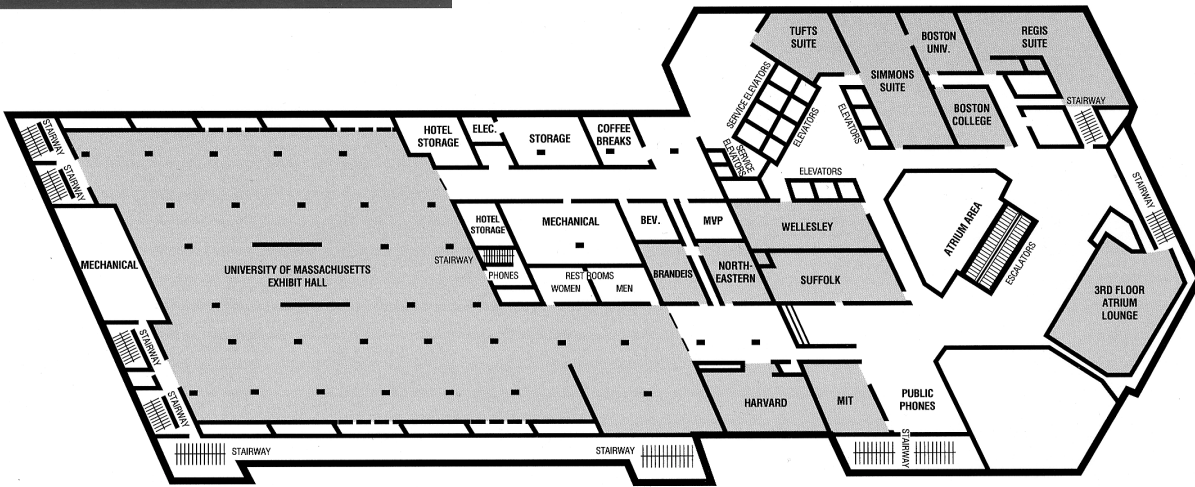
Association for Institutional Research

MISSION: IMPROVE HIGHER EDUCATION

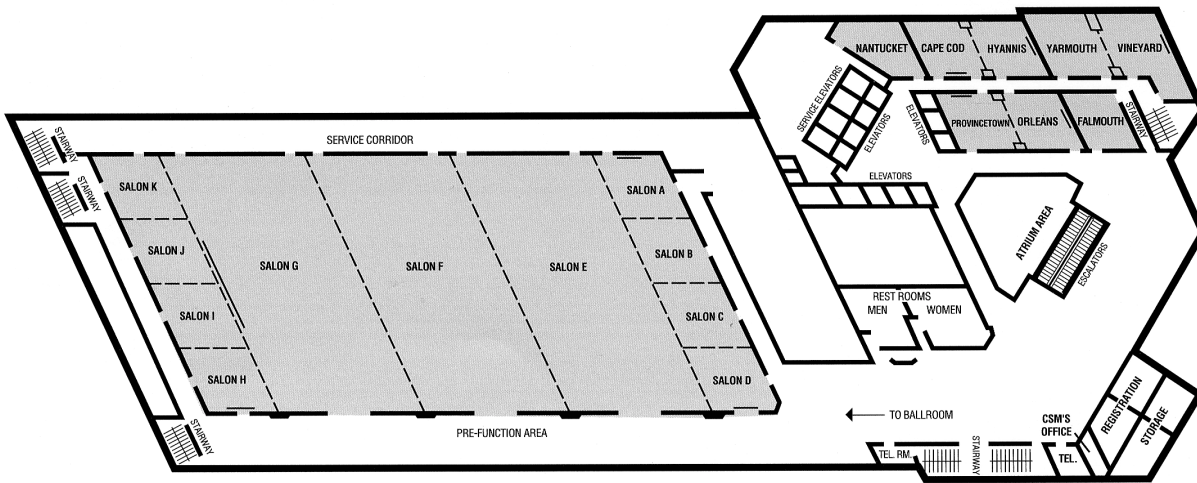


2 0 0 5 F O R U M • San Diego, CA • May 29 – June 1

Third Floor



Fourth Floor



Fifth Floor

