

AIR ^{46TH ANNUAL} FORUM

Effectiveness Through Diversity



CHICAGO

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Professional Development, Informational Resources & Networking



OFFICE OF THE MAYOR

CITY OF CHICAGO

May 14, 2006

RICHARD M. DALEY
MAYOR

GREETINGS

As Mayor and on behalf of the City of Chicago, I extend warmest greetings to all those attending the Association for Institutional Research's 2006 Annual Forum, Effectiveness Through Diversity.

The Association for Institutional Research is dedicated to enhancing knowledge and expanding networks through professional development, informational resources and networking. The Annual Forum brings together researchers, teachers, planners and decision-makers from higher education institutions. The Forum includes workshops, research, scholarly paper and demonstration presentations and guest speakers.

For those of you new to Chicago, I invite you to take time to discover all that makes our city a great place to live and visit. I know you will like what you find. From our great architecture and beautiful Lake Michigan shoreline to our world-renowned cultural institutions and Millennium Park, Chicago offers something for everyone.

Best wishes for an enjoyable and memorable event.

Sincerely,

A handwritten signature in black ink, reading "Richard M. Daley". The signature is stylized with a large "R" and "D".

Mayor



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

Dear AIR Friends and Colleagues:

Welcome to the Chicago Forum! Our gathering from across the nation and around the world is symbolic of our theme for this annual event—*Effectiveness Through Diversity*.

The AIR Forum offers its participants a premier level of practitioner-based knowledge concerning effective practices in institutions and organizations of diverse sizes and missions, from community colleges and small private liberal arts colleges to large research institutions to a variety of higher education-related organizations. This 46th Forum is designed to advance the careers and competencies of IR professionals, develop networks for practitioners to share their experiences and perspectives, and promote the profession and practice of IR across all levels and functions of higher education. The 2006 Forum is dedicated to the city of New Orleans, whose rich history, vibrant culture, and diversity of people, places, and ideas shall endure throughout the present circumstances.

This program book is your guide to the array of professional development opportunities available at the Forum, including 35 Pre-Forum Workshops; 44 Poster sessions; 86 Scholarly paper presentations; 157 Research Presentations; 53 Demonstrations; 32 Panels; 50 Demonstrations; 76 Special Interest Groups; 18 Best Papers; 13 Table Topics; two plenary speakers; and 30 exhibitors. Some must see extra special sessions include the Presidential Pre-Conference Symposium: *Dealing with Disaster: An Institutional Research Necessity*, a panel titled *Effectiveness Through Diversity: The Challenge for Institutional Research*, a panel on *The New Carnegie Classifications: Challenges and Opportunities for the IR Community*, and a panel concerning *Presidents Perspectives on IR's Role in Institutional Improvement and Effectiveness*. Several receptions and special events allow you to network with colleagues and learn more about what AIR has to offer. Finally, we would like to invite you to our Tuesday night event, *Mardi Gras on Michigan Avenue*, which serves as a Gulf Coast region hurricane relief fundraiser and an opportunity to relax with friends both well-known and new.

We would like to close by expressing our gratitude to the AIR members, staff, friends, and many others who have contributed to this Forum's success. We are interested in your feedback about how we can continue to improve our efforts. Thanks for joining us. Let's all do our part to make this the most successful meeting ever . . . at least until next year.

Bill Knight
2006 Forum Chair

Mary Korfhage
2006 Associate Forum Chair

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Editor's Note: The Association for Institutional Research and the AIR Professional Development Services Committee thank SAS for providing computer labs for the PDS Pre-Forum Workshops on Sunday and Monday. Special thanks also go to SAS' Higher Education Consulting group for their assistance in coordinating the logistics for these workshops. You can learn more about SAS and SAS Higher Education Consulting below.

About SAS

SAS is the world's largest privately held software company with nearly 10,000 employees in more than 300 offices spanning the globe.

SAS is the market leader in providing a new generation of business intelligence software and services that create true enterprise intelligence. SAS solutions are used at 40,000 sites – including 96 of the top 100 companies on the FORTUNE Global 500® – to develop more profitable relationships with customers and suppliers; to enable better, more accurate and informed decisions; and to drive organizations forward. SAS is the only vendor that completely integrates leading data warehousing, analytics and traditional BI applications to create intelligence from massive amounts of data.

About SAS Higher Education Consulting

Offering a full menu of programs and services, SAS Higher Education Consulting provides educators with curriculum consulting, academic trainer's kits, and opportunities to partner with SAS to offer a certificate program highlighting students' knowledge of SAS.

The SAS Higher Education Consulting group is located within the Education Division at SAS. The group can offer your organization a full menu of programs and services:

- Consulting** – Develop a plan to add SAS to your curriculum
- Academic Trainer's Kits** – Course notes, slides and data sets
- Data Set Libraries** – to help you teach statistical concepts
- Certificate Programs** – Co-sponsored certificates with SAS
- Guest Speakers** – to address topics related to SAS software
- Authorship Opportunities** – Help writing SAS-related books

Contact Us – Learn about SAS Higher Education Consulting:

- 1-800-727-0025 x 17187
- email: training@sas.com
- Visit the Web: www.sas.com/heconsulting



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of higher learning
incorporate SAS technology
into their academic programs

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AIR Association for Institutional Research

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The Association for Institutional Research and the AIR Professional Development Services Committee thank SPSS Inc. for providing computer labs for the PDS Pre-Forum Workshops on Sunday and Monday.

A special thanks to SPSS Inc.'s Marketing and Training Departments for their assistance in coordinating the logistics of these workshops.

SPSS Inc. (NASDAQ: SPSS) is the world's leading provider of predictive analytics software and solutions. The company's predictive analytics technology improves business processes by giving organizations consistent control over decisions made every day. By incorporating predictive analytics into their daily operations, organizations become Predictive Enterprises—able to direct and automate decisions to meet business goals and achieve measurable competitive advantage.

More than 250,000 public sector, academic, and commercial customers, including more than 95 percent of the FORTUNE 1000, rely on SPSS technology to help increase revenue, reduce costs, and detect and prevent fraud. Founded in 1968, SPSS is headquartered in Chicago, Illinois. For additional information, please visit www.spss.com.

2006 FORUM: FINAL PROGRAM BOOK

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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 Institution/Organization or by Date. In addition to viewing the session title and summary information, the full abstract can be viewed by clicking on the session title.

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

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

Special Sessions

There are numerous special sessions sponsored by AIR’s External Relations Committee. Note the Best Paper Presentations from the 2005 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



WEAVEonline is sponsoring two terminals at the Internet kiosks. An Internet Kiosk set up in the Sheraton River Exhibit A & B, Level 1 will be available for use by attendees to access the Web, to use and print updates to their Forum Personalized Scheduler Tool and to access E-Mail. You will need your E-Mail address and your password.

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GENERAL INFORMATION

2005-2006 Board of Directors

SANDRA K. JOHNSON (President), Princeton University
FRED LILLIBRIDGE (Vice President), Dona Ana Branch
Community College
DENISE P. SOKOL (Past President), University of Colorado at
Denver
GLENN W. JAMES (Treasurer), Tennessee Technological University
TIMOTHY K.C. CHOW (Secretary & External Relations), Rose-
Hulman Institute of Technology
WILLIAM E. KNIGHT (Forum Chair), Bowling Green State
University
MARY KORFHAGE (Associate Forum Chair), University of
Louisville
MARSHA HIRANO-NAKANISHI (Higher Education Data Policy
Chair), California State University System
JAMES F. TRAINER (Membership Chair), Villanova University
KAREN WEBBER-BAUER (Professional Development Services
Chair), The University of Georgia
ANDREEA M. SERBAN (Publications Chair), Santa Barbara City
College

2006 Forum Committee

William E. Knight (Forum chair), Bowling Green State
University
Mary Korfhage (Associate Forum chair), University of
Louisville
Michelle Hall (local arrangements co-chair), Southeastern Louisiana
University
Joseph A. Rives (local arrangements co-chair), Western Illinois
University
Alan J. Sturtz (newcomers), Connecticut State University System
Gayle M. Fink (track 1), University of Maryland System Delaware
State University
Jon C. Acker (track 2), The University of Alabama
Heather A. Kelly (track 3), University of Delaware
Corby A. Coperthwaite (track 4), Connecticut Community Colleges
Julia W. Carpenter-Hubin (track 5), The Ohio State University
Jing Luan (track 6), Cabrillo College
Dorothy S. Cheagle (table topics and posters), Morris College
Wm. Michael Wood (computing technical support co-chair), Delta
College
Matthew W. Campbell (computing technical support co-chair),
Auburn University
Kayleigh Carabajal (evaluation), Albuquerque Technical Vocational
Institute
Anne Marie Delaney (Forum publications) Babson College
Mary Lelik (Forum workshops), Saint Mary's College

Local Arrangements Committee

Michelle Hall (local arrangements co-chair), Southeastern Louisiana
University
Joseph A. Rives (local arrangements co-chair), Western Illinois
University
Christine M. Keller (2007 Chair), University of Kansas
Annette Accomando, Nunez Community College
Donald Boeckman, Southeastern Louisiana University
Bernie Braun, Louisiana State University
Jennifer Daly, Louisiana Community & Technical College System
Brian J. Erdman, Loyola University of Chicago
Anne E. Foley, Columbia College Chicago
Antonio Gutierrez, City Colleges of Chicago
Renee Hicks, Nicholls State University
Jacob Jasin, Southeastern Louisiana University
Marylou M. Lasater, DeVry University Illinois
Lisa Metzger, City Colleges of Chicago

Eduardo A. Molina, Argosy University
Curtis Penrod, Northwestern State University of Louisiana
Donald L. Quirk, McHenry County College
Vinay Ramachandra, Southeastern Louisiana University
Kenneth Smith, Southeastern Louisiana University
Rene Toups, University of New Orleans
Jennifer Videtto, Northwestern State University of Louisiana

PROGRAM TRACKS AND PEER REVIEW COMMITTEES

The 2006 Forum program is organized into six tracks. Each track committee is responsible for recommending programs (research presentations and scholarly papers, panels, posters, table topics and demonstrations) in its subject area. The tracks focus on the major function of an institution (students and academic programs), the management of these functions (resources and governance), and the role of institutional research in the functioning of higher education. While these functions may overlap, presentations are assigned to the most appropriate track.

Track 1—Student Life

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

Gayle M. Fink (chair), University of Maryland System
Kathleen K. Bissonnette (associate chair), State University of
New York at Buffalo
C. Jane Akers, Towson University
Barbara Ash, Maryland Association of Community Colleges
Andrea Burdick, Yeshiva University
Chau-Kuang Chen, Meharry Medical College
Emily Dibble, Bunker Hill Community College
Kathryn Doherty, Towson University
Keith J. Guerin, Raritan Valley Community College
Juanita L. Gurubatham, Columbia Union College
Linda J. Hawbaker, Maricopa Community College System Office
Cel Johnson, University of San Diego
Lap-Pun T. Lam, Arizona State University Main (Tempe)
Jan W. Lyddon, Jackson Community College
Linda Mallory, United States Naval Academy
Susan C. Martin, University of Maryland Baltimore County
Theresa Martin, Eastern Washington University
Lisa Muller, University of Wyoming
Samuel S. Peng, National Tsing Hua University, Taiwan
Jacquelyn Stirn
Kimberley R. Sudler, Delaware Technical and Community College
Catherine E. Watt, Clemson University
Flora B. Yen, Cascadia Community College
Denise Y. Young, North Georgia College and State University
Lillian Y. Zhu, State University of New York College at Brockport

Track 2—Student Learning and Outcomes

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

Jon C. Acker (chair), The University of Alabama
Gary R. Pike (associate chair), Mississippi State University
Robert L. Armacost, University of Central Florida
Vikki M. Armstrong, Campbell University
William B. Armstrong, University of California-San Diego
Jane Baillargeon, University of Idaho
Trudy H. Bers, Oakton Community College
Jeffrey H. Chen, Cleveland State University
Timothy K. C. Chow, Rose-Hulman Institute of Technology
Teresa Fleteby, University of South Florida
Arend Flick, Riverside Community College

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Paul H. Freebairn, Brigham Young University Hawaii
Georgia I. Gudykunst, Maricopa Community College District
Gary R. Hanson, The University of Texas System
Tamela H. Hawley, Prince George's Community College
Braden J. Hosch, University of South Carolina
Elizabeth A. Jones, West Virginia University
Guihua Li, Saint Cloud State University
Sandra Marquez Hall, Texas Tech University
Patricia A. Marsh, Missouri Western State University
Larry D. Mayes, University of North Carolina at Chapel Hill
Barbara McNeice-Stallard, Mt San Antonio College
John A. Muffo, Ohio Board of Regents
Kathryn B. Smith, Guilford Technical Community College
Mark E. St. Andre, University of Utah
Dawn Geronimo Terkla, Tufts University
James F. Trainer, Villanova University
Wendy G. Troxel, Illinois State University
J. Fredericks Volkwein, The Pennsylvania State University
Theresa Waterbury, Winona State University
Karen Webber Bauer, The University of Georgia
Julie Weissman, Saint Louis University
Jack Williamsen, Saint Norbert College

Track 3—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.

Heather A. Kelly (chair), University of Delaware
Valerie M. Conley (associate chair), Ohio University
Troy Barksdale, Western Carolina University
Jane Blewitt, Ohio Northern University
Gretchen Bogenrief, Briar Cliff University
Marvin Bright, Community College of Philadelphia
Sarah D. Carrigan, University of North Carolina at Greensboro
Steven P. Chatman, University of California-Berkeley
Margaret K. Cohen, George Washington University
Stephen N. Collier, University of Alabama at Birmingham
Deborah B. Dailey, Georgetown University
Waclaw Dajnowiec, Ryerson University
Anne Marie Delaney, Babson College
Robert Faubert, South Dakota School of Mines and Technology
Catherine L. Finnegan, Board of Regents of the University System of Georgia
Susan E. Graybeal, Northeast State Technical Community College
Kathryn M. Hayden, University of Connecticut
Gerrie J. Jacobs, University of Johannesburg
Richard J. Kroc, II, University of Arizona
Marc R. Levis-Fitzgerald, University of California-Los Angeles
Richard Liu, University of Saint Thomas
Patience Lueth, Iowa State University
Katharine J. Mason, University of Michigan
Jennifer L. McClure, DeVry University
Brian Noland, Tennessee Higher Education Commission
Nandini Ramaswamy, Butler University
Lawrence J. Redlinger, The University of Texas at Dallas
Jeffrey A. Seybert, Johnson County Community College
Barbara L. Stephens, Bainbridge College
Deborah J. Teeter, University of Kansas
Paul D. Umbach, University of Iowa
Chun-Mei Zhao, The Carnegie Foundation for the Advancement of Teaching

Track 4—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.

Corby A. Coperthwaite (chair), Connecticut Community Colleges
Myrtes D. Green (associate chair), Lawson State Community College
Lois A. Alves, Middlesex Community College
Marcus S. Babaoye, Worcester State College
Roberta Bell, Vanderbilt University
Cherry Danielson, Wabash College
Kelly A. Faires, Washington State Community College
Shuqin Guo, California Department of Education
Harold V. Hartley, III, Council of Independent Colleges
Deborah J. Head, Kennesaw State University
Jeffery J. Himmelberger, Clark University
Fran Horvath, Naval Postgraduate School
Jang Wan Ko, George Mason University
Terri M. Manning, Central Piedmont Community College
Michael E. Moore, University of South Florida
Kevin B. Murphy, University of Massachusetts Boston
Kathleen A. O'Donnell, US Air Force Academy
Kenneth E. Redd, National Association of Student Financial Aid Administrators
George J. Rezendes, Three Rivers Community College
Gary A. Rice, University of Alaska Anchorage
James B. Rimpau, Montana State University - Bozeman
William F. Ritchie, Keiser Collegiate System
Jessica Shedd, National Association of College and University Business Officers

Track 5—Higher Education Collaborations, Policy Issues, and Accountability

Issues that go beyond the campus, including accountability of individual institutions to external publics, as well as multi-institutional collaborations, such as: data exchanges, learning consortia, and articulation agreements, system-level issues, and public policy related to higher education.

Julia W. Carpenter-Hubin (chair), The Ohio State University
Ruben B. Garcia (associate chair), Texas Workforce Commission
Michelle S. Appel, University of Maryland
Vincent Carter, Emory University
Margaret L. Dalrymple, Purdue University
Charlyn S. Fisher, York College of Pennsylvania
Sujata N. Gamage, LIRNEasia
Hong Gao, Loras College
Archie A. George, University of Idaho
Darrell E. Glenn, Ohio Board of Regents
Christine M. Keller, University of Kansas
Ellen N. McGregor, Pima Community College
Paul N. Moniodis, Wayne State University
Lydia S. Snover, Massachusetts Institute of Technology
Tara R. Warne, University of Missouri-Columbia

Track 6—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.

Jing Luan (chair), Cabrillo College
Thulasi Kumar (associate chair), University of Northern Iowa
Amy R. Ballagh, Ogeechee Technical College
Carol J. Bernhard, University of New Mexico
Viktor Brenner, Waukesha County Technical College
Jennifer A. Brown, University of Massachusetts Boston

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Harriott D. Calhoun, Jefferson State Community College
Edith H. Carter, Radford University
Chuen-Rong Chan, Peralta Community College District
Jean Chi-Jen Chen, University of North Dakota
Emily Chase Coleman, Syracuse University
Kristina M. Cragg, Florida State University
Mary A. Day, Chandler/Gilbert Community College
Kristia A. Diaz, Waubensee Community College
Douglas N. Easterling, Sinclair Community College
Phyllis Y. Edamatsu, Delaware State University
Joseph Keith Fortowsky, University of Regina
Georgia I. Gudykunst, Maricopa Community College District
Darby L. Hiller, Northwestern Michigan College
Ariel Huang, University of Houston-Main Campus
Sharon A. R. Kristovich, Parkland College
Karen C. Laljani, El Centro College
Andrew S. LaManque, DeAnza College
Qi Li, Beijing Normal University
Suzanne Martin, Maricopa Community College System
Soon O. Merz, Austin Community College
Wendy L. Miley, University of Arizona
Roger P. Mourad, Washtenaw Community College
David F. Mullins, East Mississippi Community College
Marcel Nzeukou, University of Arizona
David L. Preston, Sr., Brazosport College
Rigoberto Rincones, Lake Michigan College
Jill L. Ross, Holyoke Community College
Maryann S. Ruddock, University of Texas at Austin
Sherri L. Sahs, Embry-Riddle Aeronautical University
Michel F. Schexnayder, Louisiana State University
Scot L. Spicer, Glendale Community College
Michael K. Tamada, Occidental College
Michael E. Williams, The Austen Group
William Michael Wood, Delta College
Zhao Yang, Old Dominion University
Soyoung C. Yim, North Carolina Community College System
Meihua Zhai, Board of Regents, University System of Georgia
Xiao Ying Zhang, San Diego Community College District

Table Topics and Posters

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

Dorothy S. Cheagle (chair), Morris College
Laura Green, Argosy University
Victoria T. Mullen, Marist College
Charles H. Parker, Midlands Technical College
Elizabeth Reilly, Bowdoin College
Irma G. Thomas, Virginia Commonwealth University
Christopher J. Vinger, Berkeley College
Cornelia Wills, Middle Tennessee State University

Technology Support

This subcommittee assists authors with technical aspects regarding session presentations held in Forum meeting rooms, including: LCD projectors, Internet access, and software compatibility.

Matthew W. Campbell (co-chair), Auburn University
Wm. Michael Wood (co-chair), Delta College

Newcomers

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

Alan J. Sturtz (chair) Connecticut State University System
Amy R. Ballagh, Georgia Southern University
Gayle M. Fink, University System of Maryland
Lorne Kuffel, College of William and Mary
Wendy L. Miley, University of Arizona

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.

Kayleigh Carabajal (chair), Albuquerque Tech Vocational Institute
Lloyd H. Byrd, Jr., Virginia Commonwealth University
Evan S. Davies, College of William and Mary
Terry Ishitani, Indiana State University
Dawn R. Kenney, Albuquerque Technical Vocational Institute
Ruth V. Salter, Valdosta State University
Allison M. Walters, University of Delaware
Mary Beth Worley, Dona Ana Branch Community 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.

Timothy K.C. Chow (secretary and external relations chair), Rose-Hulman Institute of Technology

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.

Mary Lelik (chair), Saint Mary's College
Douglas N. Easterling, Sinclair Community College
Deborah J. Head, Kennesaw State University

Forum Publications Editorial Advisory Committee

This is a function of the Publications Committee

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

On-Site Registration

Forum registration will take place in the Sheraton as follows:

Saturday: 5:00 p.m. - 8:00 p.m.
Sunday- Tuesday: 7:30 a.m. - 6:00 p.m.
Wednesday: 7:30 a.m. - 12:00 p.m.
Wednesday: 12:00 - 5:00 in the Forum Office
Thursday: 8:00 a.m. - 12:00 p.m. in the Forum Office

Forum Bag Pick-Up Desk

The Forum Bag Pick-up will be located adjacent to the Hotel Gift Shop, on the Lobby Level of the Sheraton. The hours are:

Saturday: 4:00 p.m. - 9:00 p.m.
Sunday: 7:00 a.m. - 9:00 p.m.
Monday: 7:00 a.m. - 9:00 p.m.

Refreshments and Meals

Monday's Opening Reception and Thursday's Awards Luncheon are included in the basic registration fee.

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

TUESDAY NIGHT MARDI GRAS ON MICHIGAN AVENUE - A KATRINA BENEFIT EVENT

When: 7:30 PM, Tuesday, May 16, 2006

Where: Sheraton Chicago Hotel & Towers, Ballroom Promenade

The Krewe of AIR invites you to join us as we celebrate the rich history, vibrant culture, and diversity of the Gulf Coast region through a Katrina Benefit Event! Mardi Gras on Michigan Avenue promises to be an evening filled with fun and excitement. Don't miss your chance to support the ongoing efforts to rebuild the Gulf Coast region. You can buy a drink (soft or otherwise) while enjoying the evening's activities and the sweet sounds of jazz. In addition to grabbing some beads, you will be able to participate in the age old Mardi Gras tradition, the presentation of the Krewe King and Queen. Mardi Gras on Michigan Avenue will combine a good time with a silent auction, a live auction, and a raffle.

All proceeds will benefit Habitat for Humanity and the Bush-Clinton Katrina Fund. Habitat for Humanity has already helped people across the Gulf Coast build homes and hopes to begin building in New Orleans and the Mississippi coast soon. More than 60,000 individuals have already contributed to the Clinton-Bush Katrina Fund, which was set up to meet medium- to long-term recovery needs. The first announced grant from the fund was \$30 million given to affected colleges and universities in the region.

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

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

SCOPING OUT THE PROGRAM

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

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

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

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

On the social side, be sure to take note of the Sunday night Early Bird Reception, Monday evening Opening Forum Reception Tuesday night Mardi Gras on Michigan Avenue, the International Gathering, the Forum Awards Luncheon on Thursday, and the wind-up party Thursday evening.

When planning your schedule, keep in mind that presentations are subject to change so consider having backups. Read the *Morning AIR*, printed each day, for news and session updates.

ATTENDING SESSIONS

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

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

- Some papers will be available on-line after the Forum,
- You can leave a business card with the presenter(s),
- 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 Posters. Even if you're not sure you have anything to share or don't feel comfortable participating, just listening can be a valuable learning experience. Look into the SIGs (Special Interest Groups). It's amazing to know how many people are tackling the same issues you are facing. You might just take home some solutions.

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

THINGS TO DO IN CHICAGO

Buckingham Fountain - Built in 1927 of Georgia pink marble, this baroque beauty is modeled after the fountain at Versailles, except it's twice as big! After dark, between Memorial Day and Labor Day, colored lights produce an astonishing display on the splashing waters. But day or night, it attracts hundreds of visitors in search of a dramatic photo opportunity.

Chicago Boat Tours - One of Chicago's most delightful aspects is its location on the shores of Lake Michigan. Boats and sailing are an inseparable part of the city's attraction. All kinds of boat tours are available – architectural tours, lunch or dinner cruises, fishing charters, or exhilarating lake excursions simply to feel the spray on your cheeks.

Chicago Jazz Clubs - Chicago offers an abundance of jazz and blues clubs where folks can relax over a drink or dinner and be treated to some of the swingiest live jazz music around – from hot New Orleans to cool bebop to big band brass.

Dining in the Sky - Visitors to Chicago usually make dining atop the John Hancock Building one of their first priorities. Here you can enjoy excellent food with a spectacular view of Lake Michigan by day or a panorama of twinkling city lights by night.

The Lincoln Park Zoo - This free zoo is one of the city's premier attractions. Each year, Lincoln Park Zoo welcomes more than three million visitors. Its intimate setting allows young and old alike to experience the thrill of watching polar bears swim and frolic underwater or the opportunity to gaze directly into the eyes of a majestic lowland gorilla. This is the only free zoo left in America, open 365 days a year. The Zoo covers 3.5 acres and has a collection of more than 1,200 reptiles, birds and other animals. Lincoln Park Zoo boasts a large gorilla collection and a wonderful seal exhibit with an underwater viewing area. The children's zoo and the petting farm in the zoo are also popular with young visitors.

Navy Pier - One of Chicago's premier attractions, Navy Pier, is almost a destination unto itself. It offers fun for the whole family - boat trips, shops, restaurants, the Children's Museum, the Smith

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Museum of Stained Glass, the Botanical Garden, an IMAX theater, as well as a Ferris wheel, a carousel, an outdoor concert stage, and daily outdoor performances. Most of all, it's a great place just to stroll along the promenade enjoying the magnificent view of Lake Michigan and people watching.

The Picasso Sculpture - One of Chicago's most recognizable landmarks, the Picasso sculpture presiding over Daley Plaza does not enjoy the privilege of a name. In fact, exactly what this metal sculpture represents has long been a source for much passionate discussion. Some swear it's meant to be a swan. Others insist just as vehemently that it depicts a woman's head.

The Shedd Aquarium - The John G. Shedd Aquarium is the world's largest indoor aquarium. The facility houses nearly 20,000 aquatic animals representing some 1,500 species of fish, reptiles, amphibians, invertebrates, birds and mammals from waters around the world. The glass-walled Oceanarium, added in 1991, is a spectacular pool for dolphins and whales to strut their stuff with a dramatic vista of Lake Michigan as a backdrop.

Shopping in Chicago - It's no wonder that thousands of visitors come on shopping expeditions to Chicago. The choices are virtually endless – from the famous department stores like Carson Pirie Scott on State Street, to the world-class retailers on the Magnificent Mile. And in between lies a tempting array of specialty gift stores and trendy boutiques on dozens of side streets and in interesting neighborhoods, hotels and restaurants galore.

Skyline and Oak Street Beach - It's hardly surprising that Chicago, home of the world's first skyscraper, should enjoy a breathtaking skyline. More surprising is the fact that these architectural wonders sit comfortably right next to 29 miles of lakefront with beautiful beaches and jogging and cycling paths.

Sue, the Fearsome T-rex - She's probably Chicago's oldest inhabitant and nobody is going to challenge her on that! Sue is the largest, most complete, best preserved Tyrannosaurus-rex ever discovered. She makes her home at the Field Museum, long renowned for its pioneering paleontology and archeology activities.

Wrigley Field - Locals and visitors alike come to cheer on the Chicago Cubs at one of baseball's oldest and most venerable ballparks. With its ivy-covered outfield, Wrigley Field, known affectionately as the Friendly Confines, holds a special place in the hearts of baseball fans, not only in Chicago but all over America.

FORUM SERVICES AND INFORMATION

Forum Office

The general Forum office for Forum is Sheraton, Parlor C, Level 3. Office personnel will generally be available during the same hours as registration and hospitality.

Hospitality Center

The AIR Hospitality Center (near the Registration area, Level 3, Sheraton) will be open Sunday thru Tuesday: 8:00 a.m. - 5:00 p.m.

The Center will be staffed by people who know the Chicago area. You will be able to check restaurant menus, get information on area attractions and receive answers to other questions you may have.

The AIRstore

The AIRstore will be in the Sheraton River Exhibit A & B, Level 1. This is your source for AIR logo items: shirts, hats, coffee mugs, and other items to help show off your AIR membership.

The Technology Support Center

The Technology Support Center will be available for Forum presenters, located in **Parlor A, Level 3, Sheraton**. There you will

be greeted by members of the user friendly Computing Technical Support Committee who will make sure your laptop properly connects to the LCD projector and who will make sure your presentation is free of technical glitches.

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

Technology Support Center (Sheraton, Parlor A, Level 3) Hours:

Sunday: May 14 - 12:30 - 5:00

Monday: May 15 - 12:30 - 5:00

Tuesday: May 16 - 7:30 - 5:00 (closed for Plenary Session)

Wednesday: May 17 - 7:30 - 5:00

Thursday: May 18 - Will relocate to the Convention Registration area from 7:30 - 11:45

Messages

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

The Morning AIR

The Morning AIR is published daily; 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 is in the Mayfair Room, Level 2, of the Sheraton. The hours are: Monday from Noon - 4:00 p.m. and Tuesday and Wednesday, 10:00 a.m. - 4:00 p.m.. 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 Monday and
10:00 a.m. - 4:00 p.m. Tuesday and Wednesday

Badges

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

Forum Evaluation

Overall evaluation of the 2006 Forum will take place at the Awards Luncheon on Thursday, May 18. 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:

Kayleigh Carabajal
Director of Institutional Effectiveness
Albuquerque Technical Vocational Institute
525 Buena Vista SE • Albuquerque, NM 87106-4096
Phone: (505) 224-3457 • Fax: (505) 224-3453
E-mail: kcarabajal@tvi.edu

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AIR BEST VISUAL PRESENTATION AWARD

The award recognizes an outstanding visual presentation of data/information in a format other than a traditional scholarly manuscript.

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

- Written reports
- Presentation transparencies
- PowerPoint or other computer-based presentation materials
- Handwritten documents
- Flipcharts
- 3-D or other tactile models
- Other formats as developed by submitters

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

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

All materials must be submitted BY NOON WEDNESDAY, MAY 17, 2006, to the AIR Forum Office, Parlor C, Level 3, Sheraton. If a presenter will not be at the Forum by this time, special arrangements must be made prior to the Forum with Trudy Bers, tbbers@oakton.edu.

CHARLES F. ELTON BEST PAPER AWARD AND OTHER PUBLICATION OPPORTUNITIES

Manuscript Submission

Research in Higher Education

Please submit three (3) good-quality copies of the complete manuscript, including one (1) camera-ready original copy and a 3.5" diskette with the document saved as either a Word or a WordPerfect file and deposit it in the designated box in the AIR Forum Office, Parlor C, Level 3, Sheraton, **NO LATER THAN 12:00 NOON ON WEDNESDAY, MAY 17, 2006.**

AIR Charles F. Elton Best Paper Award, *AIR Professional File, IR Applications* and ERIC Collection

A Web site was created for the AIR Charles F. Elton Best Paper Award, *AIR Professional File, IR Applications* and ERIC Collection publication opportunities. The Web site is <http://ir.babson.edu/airbestpaper/>. Please submit your paper in Word or PDF format and indicate for which publications you are submitting the paper. **The deadline for submissions will be extended to noon on Friday, May 19, 2006.** If you have any questions regarding this Web site, please contact Anne Marie Delaney, Chair of the Forum Publications Editorial Advisory Committee at delaneya@babson.edu.

All authors will be notified of the final dispositions of their papers as soon as possible. Thank you for your cooperation.



ACT, Inc. is an independent, not-for-profit organization that provides more than a hundred assessment, research, information, and program management services

in the broad areas of education.

David Chadima, consultant
Postsecondary Assessment Services
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CollegeNET provides an array of technology innovations to higher education. Among them, X25 is a Web-based graphical space analysis tool that provides the hard data needed to make informed space



management decisions.

Meris Gebhardt, Sales Manager
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The College Student Experiences Questionnaire Research Program (CSEQ)

provides two questionnaires for use by assessment and institutional researchers to measure students' experiences, campus experiments and self-research gains.

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Data Blocks is a leading developer of scan form creation software for OMR and page scanners.

Carli Burke, President
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Datatel provides enterprise management solutions for higher education. For nearly 30 years Datatel has focused on helping institutions operate efficiently and effectively serve constituents.

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eCollege is a leading provider of value-added information services to higher education. eCollege's eCourseEvaluation division provides comprehensive online web-based course/instructor

evaluation solutions that can support an institution's entire course evaluation process. For more information visit www.eCourseEvaluation.com.

Kevin Hoffman, Director of Evaluation Services
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Gravic, Inc. Collect data from surveys, tests and other paper and online forms. Grade tests and tally surveys using the **Remark** product line from Gravic

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Hanover Research Council is the premier information support service for Institutional Researchers. Participants in our fixed-cost program

have untrammelled access to Hanover staff, and are free to task us with as many projects - of any level of complexity - as they wish.

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Higher Education Research Institute (HERI) assists institutions in assessing their students' development and the effectiveness of programs and services through the CIRP Freshman Survey, "Your First College Year" and the College Student Survey. To acknowledge the CIRP's 40th anniversary—we have a special gift for each CIRP user who visits the HERI booth!

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higher education offering the industry's only out-of-the-box Academic Analytic application.

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2006 EXHIBITORS



The National Resource Center for the First-Year Experience and Students in Transition offers publications, conferences, and teleconferences for educators dedicated to providing successful learning and transition experiences for all college students.

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National Student Clearinghouse

StudentTracker enables institutions to query Clearinghouse's database of 60+ million postsecondary enrollment and degree records to improve performance in targeting, selecting and retaining students.

Melanie M. Bell, Regional Director
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Jeff Tanner, Vice President
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The National Survey of Student Engagement (NSSE) provides institutional researchers and assessment people information on the College Student Report, a questionnaire designed to access student involvement and engagement.

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

Division designs, supports, and directs periodic surveys on the education of scientists and engineers, the science and engineering workforce, research and development funding and expenditures, the education infrastructure, and public attitudes toward science. Reports, data, survey descriptions, and online databases can be found on the Division's Web site: <http://www.nsf.gov/statistics/>.

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Nuventive's enterprise suite of solutions: TracDat assessment management software and iWebfolio electronic portfolio system, equip individuals and organizations to better document, understand, improve, communicate and assess educational quality.

Denise Raney, Channel and District Manager
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PACAT Inc./NOMESys provides the ACAT, a proven approach for cost-effective higher education outcomes assessment with curriculum specific feedback for individual, programmatic and curricular evaluation.

Anthony Golden, President
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Backed by a half century of knowledge and expertise, only **Pearson Assessments** can provide a single, integrated source of assessment instruments and data capture technologies that offer accurate, reliable and usable information.

John Falatic, Product Manager,
john.falatic@pearson.com

Amy Christensen, Marketing Manager,
amy.christensen@pearson.com

A new set of assessment tools are now available for measuring institutional contributions to undergraduate student learning. The **Council for Aid to Education's Collegiate Learning Assessment (CLA)** presents measures that are performance-based, administered wholly online, and chart growth in critical thinking, analytic reasoning, and written communication skills.

SAS Institute, Inc. is the market leader in providing business intelligence software and services. SAS Higher Education Consulting supports the use of SAS at higher education institutions.

Jerry Oglesby, Director, Higher Education Consulting
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2006 EXHIBITORS



assessment and systems maintenance.

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Snap is powerful, intuitive survey software for questionnaire design, data Collection and analysis - All survey modes (Web, E-mail, Paper, Phone, PDA, Scanning)- Robust analysis capability.

Stan Smith, Customer Relations Manager
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Springer's Higher Education program offers international, peer reviewed, high quality research. Publishes among others the journal Research in Higher

Education. Visit online: www.springer.com/education.

Jasper de Vaal, Product Manager



Today thousands of colleges and universities around the world have installed **SPSS** for research, instruction and administrators. In the area of institutional research, SPSS data mining and analysis tools have proved invaluable to many IR researchers and administrators. They have solutions for

enrollment management - - specifically, in the areas of student research, legislative reporting, program evaluation and promotion effectiveness studies.



SunGard Higher Education (comprised of SunGard BSR, SunGard Colleges, and SunGard SCT) provides software

and services that help colleges and universities build, unify, and manage their digital campuses. Bringing together people, processes, and technology, SunGard Higher Education assists more than 1,600 customers worldwide to strengthen institutional performance through improved constituent services, increased accountability, and better education experiences. For more information visit www.sungard.com/highereducation.

Thomas A. Chaves, Product Manager
Business Intelligence Solutions
tchaves@sungardset.com



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

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



ZogoTech helps schools make better-informed decisions through data warehousing. Using ZogoTech's Estudios

software, Institutional Researchers and Administrators can quickly "slice and dice" data, play "what-if" scenarios, perform longitudinal cohort tracking, and create ad-hoc reports. Estudios goes beyond data warehousing by consolidating information silos and giving researchers access to group-specific metrics to link student services to learning outcomes. Users can access the data through many analytical tools such as SAS, SPSS, and Microsoft Excel. See our AIR website for an online demo and our presentation times: <http://zogotech.com/air>.

Michael Taft, President
mtaft@zogotech.com

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

WORKSHOP

Michigan Room A, Level 2

Beginning/Intermediate MS Access for Institutional Researchers (W02)

MEIHUA ZHAI (Author), Assistant Vice Chancellor, Strategic Research and Analysis, Board of Regents, University System of Georgia
TIMOTHY K. C. CHOW (Author), Director of Institutional Research, Rose-Hulman Institute of Technology

Intended for IR professionals with limited knowledge but strong interest in using MS Access to perform data management and institutional reporting tasks, this workshop is designed to provide a step-by-step instruction and hands-on practice to learn how to use MS Access for IR work.

After the workshop, the participants will have basic understanding of database terminology, be able to work with tables and records, differentiate types of table relationships, organize tables with a primary key, build table relationships, create an index, add, modify, and query databases. The participants will also learn how to use Access Report System.

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

WORKSHOP

SPSS Computer Lab 2

Data 101 (W06)

LINDA MALLORY (Author), Research Analyst, United States Naval Academy

This basic data analysis course would cover descriptive statistics (mean, mode, median, variation, and standard deviation as well as the normal curve), data cleaning, and the use and misuse of descriptive statistics. Excel and SPSS output will be examined.

This Workshop is supported by SPSS.

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

WORKSHOP

Huron Room, Level 2

Learning by Doing: Using External Environmental Scanning and Forecasting to Improve Strategic Planning (W22)

JOEL D. LAPIN (Author), 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. This workshop emphasizes strategic planning, (i.e. "outside-in" rather than "inside-out"). The presentation and handouts distinguish strategic from operational planning; what is and the need for environmental scanning; types of changes in the environment; and major international and national trends. College strategic plans developed from trends will be shared. Participants will be involved in a scan team exercise to link learning with doing, and advice for starting and sustaining scanning and forecasting is included.

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

WORKSHOP

Mississippi Room, Level 2

Learning Microsoft Excel and Access PivotTables (W24)

ELIZABETH P. MOEN (Author), Information Systems Specialist, Wayne State University
JUNE HALAPIR (Author), Information Systems Specialist, Wayne State University

Microsoft Excel and Access PivotTables and PivotCharts are an extremely efficient and versatile way to summarize data on a spreadsheet or in a database. We have used them extensively in our office to summarize data for faculty/staff, finance, enrollment, etc. However, people tend to be intimidated by the pivot table function and do not take advantage of it. This will be a great opportunity for a pivot table novice to get "hands on" experience.

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

WORKSHOP

Sheraton 2, Level 4

Developing Survey Questionnaires for the Web (W27)

JOHN J. CAHILL (Author), Coordinator, Florida Atlantic University

Development of an Internet-based survey will be demonstrated using Snap® Survey Software. Importing of survey responses into Snap and Snap's reporting capabilities will be demonstrated. Snap's capabilities for exporting survey data will also be discussed.

Workshop participants will have the opportunity to create their own Web survey. Participants are encouraged to bring surveys they are using currently, have used in the past or are in the process of developing.

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

WORKSHOP

Michigan Room B, Level 2

Developing Reference Groups and Using Comparative Data Online (W14)

MERRILL P. SCHWARTZ (Author), Director of Special Projects, Association of Governing Boards of Universities and Colleges
 GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University
 RICHARD D. HOWARD (Author), Director of Institutional Research and Reporting, University of Minnesota

Institutional researchers need to know how to construct meaningful comparison groups, access available comparative data, and present data in appropriate, easy-to-read formats to meet the growing need for comparative data for decision making, strategic planning, and accountability. This workshop will provide participants with hands-on experience using a variety of approaches for selecting comparison groups and generating reports with comparative data. The online AGB Benchmarking Service will be used by participants to access IPEDS data, create comparison groups, and generate reports, including small group work on a research assignment.

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

WORKSHOP

Ohio Room, Level 2

Building an Institutional Dashboard - Identifying The Measures, Benchmarks and Displays to Meet Users' Needs (W35)

JAN W. LYDDON (Presenter), Director of Institutional Research and Planning, Jackson Community College

Higher education leaders are increasingly requesting tools such as dashboards and balanced scorecards. The task of building one can be daunting, including selecting the items to display, establishing their values, identifying target values, and choosing the display method. Of great importance is working with stakeholders to ensure the effort is worthwhile. Workshop participants will build an action plan for creating their institutional dashboards, including indicators and benchmarks, ways of working with stakeholders, and identifying potential technology or display platforms.

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

WORKSHOP

Arkansas Room, Level 2

Foundations of Planning Within the Context of Higher Education (W37)

MICHAEL F. MIDDAUGH (Presenter), Assistant Vice President of Institutional Research and Planning, University of Delaware

This workshop, jointly sponsored by AIR and SCUP, is designed to provide an understanding of integrated campus planning issues and processes and to develop your analytical, strategic, and practical implementation skills. Participants in this workshop will acquire an understanding of the fundamentals of planning—including political considerations—within college, university, and community college settings. These fundamentals include how the planning function may be organized and executed in a range of institutional types. Participants will also gain insights into how strategic planning can help institutions to mobilize for action, aid in the effective allocation of resources, and gain competitive advantage. Participants will leave this workshop with an increased appreciation of the various issues and practical tactics associated with the successful implementation of a planning process in an institution of higher education

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

COMMITTEE MEETING

Illinois Boardroom, Level 2

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

SANDRA K. JOHNSON (AIR President), Associate Dean, Princeton University

The Board of Directors orientation for all members.

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

COMMITTEE MEETING

Illinois Boardroom, Level 2

2005-2006 and 2006-2007 Board of Directors (010)

SANDRA K. JOHNSON (AIR President), Associate Dean, Princeton University

Meeting of the 2005-2006 and 2006-2007 Board of Directors.

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

WORKSHOP

Michigan Room A, Level 2

Intermediate/Advanced MS Access for Institutional Researchers A Hands-on Workshop Specially Designed for Institutional Researchers (W03)

MEIHUA ZHAI (Author), Assistant Vice Chancellor, Strategic Research and Analysis, Board of Regents, University System of Georgia
 TIMOTHY K. C. CHOW (Author), Director of Institutional Research, Rose-Hulman Institute of Technology

Intended for IR professionals with ample knowledge and strong interest in bring their MS Access skills and knowledge to a new level, this workshop is designed to introduce MS Access beyond its role as data storage and querying engine. Participants will learn how to build some commonly needed, but not commonly-known text/string and data manipulation functions in VBA (Visual Basic Application) and practice using more advanced SQL (Structured Query Language) which are not available from its pull-down menu. Integration of Access and XML will also be covered.

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

WORKSHOP

Colorado Room, Level 2

Strategies for Overcoming Barriers to Implementing Outcomes-Based Assessment (W04)

MARILEE J. BRESCIANI (Author), Assistant Vice President for Institutional Assessment, Texas A & M University

This session will explore the reasons that faculty and staff are resistant to implementing outcomes-based assessment. Based on good practice research from institutions of all types across the nation, concerns and strategies to address these very real and genuine apprehensions will be discussed. Participants will be grouped and each group will be assigned a case study representing each type of barrier to faculty involvement. The groups will be given hints for proposing strategies as they discuss the adaptations that would be needed in order to get a particular strategy to “work” in each of their unique institutional situations.

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

WORKSHOP

SPSS Computer Lab 2

An Introduction to Using DAS Online for Research (W11)

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

Through a combination of exercises and examples, attendees will become familiar with the DAS Online software and data sets available from NCES. This tool will be used to access federal data bases on institutions, students, faculty and financial aid; and a variety of analyses will be introduced.

This Workshop is supported by SPSS.

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

WORKSHOP

SAS Lab 1

An Introduction to SAS Enterprise Guide (W13)

TOM R. BOHANNON (Author), Assistant Vice President, Baylor University

JERRY L. OGLESBY (Author), Director of Higher Education Consulting, SAS Institute Inc.

Enterprise Guide is a point-and-click interface to the power of SAS software. This workshop will introduce you to Enterprise Guide and how it might be used to explore and analyze IR data. It will also address how to use the output to write reports and give presentations about your findings. Illustrated examples will include the use of appropriate analytical techniques to conduct student retention and faculty salary studies.

This Workshop is supported by SAS.

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

WORKSHOP

SPSS Computer Lab 1

Environmental Scanning: Using Technology to Create a GIST-In-Time Futuring Tool (W15)

MARK P. CHAMPION (Author), Information Analyst, Grand Rapids Community College

“I don’t have time to scan,” a recurring comment heard at most environmental scanning presentations. However, the foresight needed to plan for the future is more critical than ever in higher education. Environmental scanning, a technique essential to uncovering future change can help you anticipate and plan for those changes. Do you lack time to do a “good” scan? NO MORE! Learn twelve simple techniques that will send crucial information to your desktop. Take home the necessary tools to create your own scanning system. If you want to perform a quality scan quickly and easily, this Workshop is for you!

This Workshop supported by SPSS.

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

WORKSHOP

Missouri Room, Level 2

Applying the Principles of Project Management to Facilitate Institutional Research, Planning and Assessment (W21)

CONNIE HOLOHAN (Author), Representative, HigherEd.Org, Inc.

JAMES F. FEW (Presenter), Software Development Manager, HigherEd.org

Such volumes of data have never been so accessible, yet collecting and organizing these resources into useful information requires special skills, complex applications and contributions from individuals dispersed across the organization. The risk of miscommunication, budget overruns and missed deadlines are amplified when working with these and other common project risks. Project management, a relatively young profession, provides a framework to iteratively apply knowledge, skills, tools and techniques to project tasks to reduce the complexity, improve the communication, and manage the organizational challenges that plague projects at organizations of all kinds. In this interactive session, participants will gain a basic understanding of project management vocabulary, tools and processes. Participants will practice the methods that leverage limited resources, balance competing forces of scope, time and quality and insure successful stakeholder satisfaction.

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

WORKSHOP

Superior Room A, Level 2

How to Write and Publish a Research Paper in a Scholarly Journal (W36)

STEPHEN R. PORTER (Author), Associate Professor, Iowa State University

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

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

COMMITTEE MEETING

Parlor G, Level 3

Newcomers Committee (015)

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

Meeting for the members of the Forum Newcomers Committee.

5:45 p.m.-Until

SPECIAL EVENT

Exhibit Promenade, Level 1

Early Bird Reception: "The AIR Bazaar" (001)

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

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

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

Lobby

NCCCRP Dinner (S17)

LOIS A. ALVES (Convener), Vice President for Enrollment Services, Research and Planning, Middlesex Community College

Members of NCCCRP should plan to meet in the hotel lobby and venture out to dinner.

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

SPECIAL EVENT

Mayfair Room, Level 2

AIR Standing Committee Breakfast (020)

SANDRA K. JOHNSON (Host), Associate Dean, Princeton University

Breakfast for all current members of AIR standing committees.

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

COMMITTEE MEETING

Arkansas Room, Level 2

External Relations Committee (025)

TIMOTHY K. C. CHOW (Committee Chair), Director of Institutional Research, Rose-Hulman Institute of Technology

Committee meeting for current members of the External Relations Committee.

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

COMMITTEE MEETING

Illinois Boardroom, Level 2

Publications Committee (030)

ANDREEA M. SERBAN (Committee Chair), Associate Vice President of Information Technology, 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

Colorado Room, Level 2

Professional Development Services Committee (035)

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

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

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

COMMITTEE MEETING

Missouri Room, Level 2

Higher Education Data Policy Committee (040)

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

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

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

COMMITTEE MEETING

Lincoln Boardroom, Level 3

Membership Committee (045)

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

Meeting of the current members of the Membership Committee.

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

COMMITTEE MEETING

Superior Room B, Level 2

2005-2006 and 2006-2007 Forum Committees (050)

MARY KORFHAGE (Committee Chair), Senior Associate, University of Louisville

WILLIAM E. KNIGHT (Committee Chair), Assistant Vice President for Planning and Accountability, Bowling Green State University

Meeting of the 2005-2006 and 2006-2007 Forum Committees.

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

WORKSHOP

Huron Room, Level 2

Issues and Best Practices in Instrument Selection: Picking the Right Assessment Instrument (W01)

ROBIN D. ANDERSON (Presenter), Director of Institutional Research and Effectiveness, Blue Ridge Community College
 AMY THELK (Presenter), Doctoral Student, James Madison University

When faced with the need to assess, institutions have three choices related to the selection of assessment instruments: create, adopt or adapt. This Best Practices workshop will walk participants through the issues and processes related to instrument selection. Participants will review resources including the Mental Measurement Yearbook and Test in Print. Topics related to reliability and validity issues in instrument selection, as well as common mistakes made in the instrument selection process will be covered. Participants will evaluate assessment instruments based on the criteria covered in the workshop. Instruments used to assess student-learning outcomes and student development will be examined.

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

WORKSHOP

Ontario Room, Level 2

Action Research: Promoting Systematic Inquiry on Relevant Educational Problems in the Classroom and the Co-Curriculum (W10)

WENDY G. TROXEL (Author), Assistant Professor, Educational Administration and Foundations, Illinois State University

Action Research (AR) is a systematic process of inquiry that can be undertaken to inform both theory and practice, with the intention of enhancing the learning and developmental process as a result of specific programs, services, and strategies. This workshop will present a framework which will guide institutional researchers and assessment professionals to conduct their research, as well as to conduct their own workshops for both faculty members and student affairs practitioners to conduct action research projects that inform effective educational practice.

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

WORKSHOP

Chicago 9, Level 4

Knowledge Management for Higher Education: A Primer (W12)

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

This workshop will provide an introduction to the principles of knowledge management for higher education. Participants will come away with strategies to leverage KM at their institutions. The focus will be on organizational learning through being uncomfortable, future-oriented, and valuing mistakes and opportunities. Techniques and tools such as writing learning histories, story telling, creating digital dashboards, using dynamic classification and taxonomies, document management schemes, portals, and data marts will be analyzed. The workshop will include hands-on group work with time for individual consulting.

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

WORKSHOP

Chicago 10, Level 4

Program Assessment System Design and Implementation (W18)

JULIA J. A. PET-ARMACOST (Author), Assistant Vice President of Information, Analysis and Assessment, University of Central Florida
 ROBERT L. ARMACOST (Author), Director of University Analysis and Planning Support, University of Central Florida

This workshop describes how to develop and implement a successful program assessment process that focuses on continuous improvement. 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 have an opportunity to conduct self-assessments of their institutions' processes. The assessment system design principles apply to institutions of all sizes. The intended audience includes mid-level personnel, senior personnel, and institutional researchers who have some responsibility for assessment.

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

WORKSHOP

Chicago 8, Level 4

Data Mining the Institutional Databases to Examine the Issue of Student Success (W26)

PATRICIA B. CERRITO (Author), Professor of Mathematics, University of Louisville

The purpose of this workshop is to demonstrate the process of data mining, and to show how data mining techniques can be used to investigate institutional databases, including transcript information to predict student outcomes. Businesses are concerned with the issue of customer "churn". They use data mining techniques to predict those most likely to switch to a different brand so that interventions can be made to prevent churn. These data mining techniques can be adapted to predict student transfer or dropout and intervene to prevent their occurrence. Different techniques will be demonstrated, and applied to institutional databases.

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

WORKSHOP

Sheraton 1, Level 4

Survival Analysis (W31)

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

This workshop is designed for institutional researchers who want to analyze duration and the timing of critical event, e.g., academic success or difficulty, and to investigate the effects of explanatory variables simultaneously. It provides an overview of when and why this technique is needed. Moreover, it illustrates how the Kaplan-Meier estimator and stratified Cox regression model are constructed, followed by the model assessment and software demonstration. The workshop begins with a brief presentation of logistic regression to review the concepts of curve fitting and odds ratio. The intended audience is researchers with some knowledge of linear or logistic regression analysis.

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

WORKSHOP

Superior Room A, Level 2

Assessing Student Learning and Development (W05)

MARILEE J. BRESCIANI (Author), Assistant Vice President for Institutional Assessment, Texas A & M University

In this workshop, participants will learn a conceptual framework for outcomes-based assessment and the language for implementing outcomes-based assessment. In addition, participants will walk through the drafting of an assessment plan and report and have opportunities to discuss challenges and solutions around the limitations of evaluating and reporting student learning data and decisions.

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

WORKSHOP

Erie Room , Level 2

Getting Started with Student Learning Assessment (W16)

LINDA A. SUSKIE (Presenter), Executive Associate Director, Middle States Commission on Higher Education

EEK! You've just been told that you're handling student learning assessment as well as institutional research. How will you get started? In this fast-paced workshop, learn about the assessment process—including goal-setting, aligning goals and curricula, and a “toolbox” of assessment strategies—by working with your colleagues to develop an assessment plan for a fictitious certificate program in institutional research. You'll also explore strategies for setting targets for assessment results and for building a campus-wide climate for assessment. Participants will receive, and use as a resource, a copy of the presenter's book *Assessing Student Learning: A Common Sense Guide*.

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

WORKSHOP

Ohio Room, Level 2

Creating Learning Outcomes Assessment Plans in Student Affairs (W20)

ELIZABETH A. JONES (Author), Associate Professor, West Virginia University

ADAM GREEN (Author), Educational Leadership Studies Doctoral Candidate, West Virginia University

MARY L. COLLINS (Author), Student Affairs Executive Director and Senior Associate Dean for Development and Programming, West Virginia University

Student affairs assessment plans that focus on student learning and development are crucial in order to determine if programs and services have the desired impact on students. This program will guide participants to create and design assessment plans that are relevant for their own particular student affairs unit or division.

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

WORKSHOP

SPSS Computer Lab 1

Training on Both Clustering Techniques and Predictive Data Mining Techniques Using a Datawarehouse (W25)

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

Attendees will study both clustering techniques and predictive modeling skills using a live mock database.

Specific hands-on topics include:

- * Extracting data from a transactional data warehouse
- * Preparing data into analytical file format
- * Conducting data audit, visualization
- * Using TwoStep, K-means clustering nodes
- * Using Neural Net and C&RT predictive modeling nodes

Lecture portions include:

- * Comparison between traditional statistics and data mining
- * Concepts in segmentation
- * Potential use of data mining techniques in government, higher education sectors
- * Tiered Knowledge Management Model (TKMM)

This Workshop is supported by SPSS.

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

WORKSHOP

Michigan Room B, Level 2

Enhancing Your SAS Programming Skills (W28)

KATHLEEN M. MORLEY (Author), Director, Baylor University

JANA E. MARAK (Author), Associate 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.

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

WORKSHOP

Sheraton 2, Level 4

Using IPEDS Data Tools via the Web (W32)

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

JANICE A. PLOTZYK (Author), 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 needed to access IPEDS data. Using a series of exercises, participants gain experience in the use of IPEDS data for peer analysis and institutional research and planning. The session will focus on the Peer Analysis System, which allows users to compare a single institution with a group of similar institutions; the Dataset Cutting Tool, which allows users to browse, select, and download IPEDS data elements; and the IPEDS Data Analysis System (DAS), an application that allows users to dynamically generate tables.

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

WORKSHOP

SAS Lab 1

Using SAS Arrays to Shape Your Data (W34)

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

ELENA KANTOR (Author), Staff Associate, Salem State College

Data analysis frequently requires that we get our data in the 'right shape.' Often this means laborious programming to rotate, recode, reshape our data even before the harder task of analysis begins. Arrays are a powerful way to achieve these results in an efficient manner, while at the same time making code easier to maintain and less prone to logic errors.

This workshop will give participants the tools necessary to transform data into useful form in an efficient manner. Participants will learn to use SQL queries together with the array statement in the SAS datastep to generate efficient, dynamic data transformations.

This Workshop is supported by SAS.

10:00-12:00 p.m.

COMMITTEE MEETING

Parlor E, Level 3

Task Force on Ethics Committee Meeting (070)

ALICE M. SIMPKINS (Committee Chair), Director of Institutional Research, Paine College

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

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

SPECIAL INTEREST GROUP

Parlor F, Level 3

Arab Americans (S92)

EMAD M. WAJEEH (Convener), Director of Institutional Research, 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.-5:00 p.m.

SPECIAL EVENT

River Exhibit A & B, Level 1

Employment Clearinghouse (099)

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

The Employment Clearinghouse will be open from Noon to 4:00 p.m. Sunday and Monday and 8:00 a.m. a.m. to 5:00 p.m. Tuesday - Wednesday. 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. Employers and job seekers should bring multiple copies of their materials. All participants must be registered and present at Forum. All information is confidential and will not be sold or distributed.

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

WORKSHOP

Michigan Room A, Level 2

Introduction to XML (W07)

MEIHUA ZHAI (Author), Assistant Vice Chancellor, Strategic Research and Analysis, Board of Regents, University System of Georgia
TIMOTHY K. C. CHOW (Author), Director of Institutional Research, Rose-Hulman Institute of Technology

The purpose of this workshop is to acquaint IR professionals with an emerging data exchange technology, XML (eXtensible Markup Language). The first part of the workshop will be focusing on XML literacy and general characteristics – what is XML, the basic elements of XML and how they relate and compare with SGML and HML. The second part of the workshop will be devoted to viewing and developing a simple, but well-formed XML document, as reinforcement of the literacy study. XML applications in IR will also be discussed.

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

WORKSHOP

Sheraton 1, Level 4

Undertaking Alumni Studies (W08)

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, The Pennsylvania State University
VICKI LYNN BAKER (Author), Graduate Student, The Pennsylvania State University

This half-day workshop examines the dual purposes of alumni research—to demonstrate institutional effectiveness (usually within the context of maintaining accreditation) and to enhance alumni giving (usually within the context of attaining financial goals). The workshop describes the value of alumni studies within an overall effectiveness strategy; reviews the relevant alumni outcomes identified in various studies; considers the advantages and disadvantages of locally designed vs. published survey instruments; and shares ideas for enhancing institutional effectiveness and fund-raising via alumni research.

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

WORKSHOP

Huron Room, Level 2

Developing Program Assessment Plans (W17)

ROBERT L. ARMACOST (Author), Director of University Analysis and Planning Support, University of Central Florida
JULIA J. A. PET-ARMACOST (Author), Assistant Vice President of Information, Analysis and Assessment, University of Central Florida
PAULA S. KRIST (Author), Director Operational Excellence and Assessment Support, University of Central Florida

This workshop will present how to develop and document assessment plans and results to support a high quality program assessment process. Topics include developing mission statements, defining objectives and student learning outcomes, selecting measurement approaches, documenting results and their use, and conducting reviews to ensure quality. The primary focus will be on academic programs, but the approach applies to educational support programs as well. Participants will conduct exercises to develop assessment plans. The intended audience includes mid-level and senior personnel who have some responsibility for conducting assessment, teaching people to do assessment, or ensuring the quality of the assessment process.

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

WORKSHOP

Chicago 8, Level 4

Presidential Pre-Conference Symposium: Dealing with Disaster: An Institutional Research Necessity (W19)

LARRY G. JONES (Author), Senior Public Service Associate Emeritus, The University of Georgia
MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
RENE J. TOUPS (Author), 2006 AIR / NCES Research Fellow

Disasters, the likes of which caused the rescheduling of this year's Forum, are fortunately not all that common. Unfortunately, other events of lesser magnitude can also have catastrophic consequences for institutions, institutional researchers, students and faculty. The purpose of the 2006 President's Symposium is to examine what institutional research can do to prevent, if not the disaster itself, at least some of the institutional consequences of such events. Is the institutional research role similar to that of the weatherman, FEMA's, the Red Cross or Salvation Army, or the insurance companies? Is it something more, something different or something unknown?

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

WORKSHOP

Chicago 10, Level 4

Planning and Analysis as Essential Components of Institutional and Programmatic Accreditation (W29)

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

Regional and programmatic accrediting bodies expect clear written evidence of systematic strategic planning and analysis that assesses the effectiveness of that planning. This workshop provides solid grounding in the components of effective planning with an array of examples of the institutional research strategies and products that must underpin that planning.

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

WORKSHOP

Mississippi Room, Level 2

How to Conduct Your Surveys on the Web with WebSurveyor (W30)

HEATHER ROSCOE (Author), Assistant Director, Tufts University
SEAN MAHONEY (Presenter), WebSurveyor Corporation

The primary function of the Tufts IR office is to support the University's high demand for survey research. Tufts IR has been administering Web surveys for five years, and they design their surveys with WebSurveyor, a user-friendly, versatile, and robust program currently being deployed in other IR offices. This workshop will provide hands-on experience in creating and administering surveys via WebSurveyor and analyzing obtained data. Survey design best practices, technical tips, effects of Web surveying on IR offices, and other considerations will be discussed. Attendees are encouraged to bring examples of surveys they would like to put on the Web.

This Workshop is supported by SPSS.

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

WORKSHOP

Chicago 9, Level 4

Research Design Ideas for Institutional Researchers (W33)

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.

1:00 p.m.-2:00 p.m.

COMMITTEE MEETING

Missouri Room, Level 2

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.

1:00 p.m.-5:00 p.m.

COMMITTEE MEETING

Superior Room B, Level 2

SAIR Spring Board Meeting (Invitational Event) (089)

JAMES C. ECK (Convener), Assistant Provost, Rollins College

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

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

SPECIAL INTEREST GROUP

Parlor B, Level 3

International Dialogue on Emerging Trends in Higher Education (S14)

ROBERT SCHULTZ (Convener), Director, Institutional Analysis, University of Saskatchewan

This group of invited international liaisons will discuss emerging higher education trends in their countries. Participants are requested to provide a brief written update (less than 1,000 words) of current or emerging trends in the higher education system in their countries to Robert Schultz (Robert.Schultz@usask.ca) prior to April 30, 2006; the papers will be distributed before the conference commences to the delegates. A synopsis will be made available to the delegates to distribute to their members.

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

SPECIAL INTEREST GROUP

Arkansas Room, Level 2

NCCCRP Annual Meeting (S18)

LOIS A. ALVES (Convener), Vice President for Enrollment Services, Research and Planning, Middlesex Community College

NCCCRP members come together for an annual meeting.

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

SPECIAL INTEREST GROUP

Parlor F, Level 3

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.

3:30 p.m.-6:00 p.m.

COMMITTEE MEETING

Missouri Room, Level 2

Graduate Surveys 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.

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

COMMITTEE MEETING

Colorado Room, Level 2

2006 Forum Evaluation Committee (065)

KAYLEIGH CARABAJAL (Committee Chair), Director of Grants and Institutional Effectiveness, Albuquerque Technical Vocational Institute

Meeting of the 2006 Forum Evaluation Committee.

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

COMMITTEE MEETING

Parlor G, Level 3

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

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

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

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

SPECIAL EVENT

Mayfair Room, Level 2

Newcomers Invited Reception (007)

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

If this is your first Forum and/or you are new to institutional research, you will want to attend this invitational event to meet with the AIR Board of Directors and staff to learn more about the AIR organization and how to make the most of your Forum experience.

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

SPECIAL INTEREST GROUP

Parlor B, Level 3

AIR of the Upper Midwest (AIRUM) (S05)

WILLIAM D. SLANGER (Convener), Director of Institutional Research and Analysis, North 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.

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

COMMITTEE MEETING

Michigan Room A, Level 2

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.

POSTER

River Exhibit A & B, Level 1

Psychosocial Adjustment Issues: Expectations and Experiences of International Degree-Seeking and Exchange Students (109)

EUNYOUNG KIM (Author), Research Associate and Doctoral Student, University of Illinois at Urbana Champaign

In response to the globalization of education, many higher education institutions have developed exchange programs or study abroad opportunities covering a wide range of academic disciplines to offer their undergraduate students a richer, more culturally diverse experience. This new paradigm aims to prepare cosmopolitan, global citizens for the 21st century. Based on the world-wide mobility of students, many scholars have focused on the issues and challenges of students' adjustment to new educational environments. The current study explores and compares various aspects of psychosocial adjustment issues of international exchange and degree-seeking students enrolled in an American university.

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

POSTER

River Exhibit A & B, Level 1

Quantitative Measures of Student Satisfaction: the Doctoral Exit Survey (130)

COURT S. CROWTHER (Author), Director of Graduate Admissions & Enrollment Management, University of California-Irvine
 DESSI PICKETT (Author), Financial and Institutional Data Analyst, University of California-Irvine
 LILY TRUONG (Author), Financial and Institutional Data Analyst, University of California-Irvine

The Web-based, "Doctoral Exit Survey" is administered to graduating students to elicit detailed, actionable feedback about graduate program quality. The 61-question survey probes many dimensions of the graduate student experience, including: departmental staff and faculty advising; faculty advisor mentoring (professional development, assistance with post-graduation employment, research guidance); research experience (including presentation of findings via professional media); adequacy and appropriateness of financial support; teaching assistantship value; and campus resources (e.g., student housing; Registrar's Office). This presentation covers survey administration, data collection, and the challenge of summarizing a highly detailed survey for those parties who would take action based upon survey results.

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

POSTER

River Exhibit A & B, Level 1

Beyond First Year Retention: Bridging the Student Success and Campus Strategic Retention Initiatives (131)

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

The College Student Inventory has been used at a Midwest research university since 2002 to identify student pre-college characteristics and behaviors that will interfere with student success. Institutional research has found that student success involves a significant number of faculty, staff, and students from across the university community. As a result, student strengths and areas of improvement were identified, academic advising in study planning and personnel management became more effective, and current and longitudinal trends to particular cohorts have shown improvement. The presentation includes the use of prediction modeling to measure the effects of freshmen academic attrition and academic success.

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

POSTER

River Exhibit A & B, Level 1

Getting to Know New Students: Data-Sharing to Inform Campus Practices (137)

JENNIFER S. MINNER (Author), Research Associate, The Evergreen State College
 LAURA K. COGHLAN (Author), Director of Institutional Research and Assessment, The Evergreen State College

This poster presentation will focus on ways the Institutional Research and Assessment Office has engaged the campus with survey research and demographic analysis of new student populations.

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

POSTER

River Exhibit A & B, Level 1

An Exploratory Survey of Graduate Student Experiences and Satisfaction (141)

DENISE A. KRALLMAN (Author), Director of Institutional Research, Miami University Oxford
 ANDREA I. BAKKER (Author), Coordinator of Assessment, Miami University

In the Spring of 2005, graduate students at a mid-sized, Midwestern university completed a 74-question online survey assessing graduate students' experiences and satisfaction. This survey addressed a variety of topics pertinent to graduate students' experiences, including support from and satisfaction with their graduate program, their professional development (e.g., research, teaching), student life, university support, coursework, experiences during enrollment and their first year of graduate school, and program requirements (e.g., thesis, comprehensive exams). This survey, the results of which were presented to multiple campus organizations, represents the first step in better assessing the experiences of graduate students at a predominately undergraduate institution.

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

POSTER

River Exhibit A & B, Level 1

A Tool for Tracking the Enrollment Flow of Older Undergraduates (145)

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

The poster highlights the development and use of a new version of Bowling Green State University's student flow model: one that tracks the enrollment of undergraduates who matriculate when they are 25 years old and older. We will describe the background and need for this tool and the details of its development and use in addition to showcasing the finished products.

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

POSTER

River Exhibit A & B, Level 1

Perceptions of Student Learning via a Program Exit Survey (212)

HALYNA M. KORNUA (Author), Director of Assessment and Educational Effectiveness, California Lutheran University
 RON GERMAINE (Author), National University

The purpose of this presentation is to describe the design, methodology, and results of a Web-based exit survey that gathered data about perceptions of recent alumni in regard to coursework, learning outcomes, and the competencies they were expected to gain as a result of taking courses in a Masters in Teaching program.

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

POSTER

River Exhibit A & B, Level 1

A Case Study in General Education Assessment: Pains and Gains (215)

SHUANG LIU (Author), Director of Institutional Research, College of Notre Dame of Maryland

In response to national and regional accrediting agencies or other constituencies, many institutions are assessing their General Education (GE) programs. This presentation depicts an ongoing, three-year initiative to assess general education curriculum and student learning outcomes at a public comprehensive college. The presentation focuses on Institutional Research's role in participating in the campus GE Board, selecting sample courses, collecting and analyzing assessment data, and reporting results and findings. Additionally, the author summarizes the experiences gained and lessons learned from this complex GE assessment process.

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

POSTER

River Exhibit A & B, Level 1

Transfer Students: An Invisible Cohort? (220)

SHERRY WOOSLEY (Author), Assistant Director of Institutional Effectiveness, Ball State University
 DONALD R. WHITAKER (Author), Executive Director of Institutional Effectiveness, Ball State University

Because retention studies, graduation rates, and institutional assessments often focus on first-time matriculates, they overlook transfer students. Yet, transfer students make up a large percentage of the population in higher education. Previous research suggests that their needs, experiences and outcomes may differ from first-time matriculates. This session will discuss two research projects which compared transfer and non-transfer student experiences. The first project examined the initial experiences and first semester outcomes of new students at a four-year institution. The second study investigated a variety of outcomes among sophomore residence hall students. The results have implications for both practice and future research.

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

POSTER

River Exhibit A & B, Level 1

The Little Engineer That Could: Background, Attitudinal, and Academic Predictors of Student Success (227)

VICTORIA ROBSON (Author), Graduate Assistant to the Director of the Academic Assessment Program, Virginia Tech
 JOHN A. MUFFO (Author), Administrator, Special Projects, Ohio Board of Regents

The Office of Academic Assessment collaborated with the department of Engineering Education to examine how both non-academic (including background and attitudinal measures) and a new program specific assessment might predict new student performance. First-year engineering students completed two surveys that assessed high school background experiences including computers, mechanics, prior coursework, and attitudes towards computers. Students also completed a program specific pretest of their knowledge of a computer programming language. Results demonstrate that the specific assessment predicted success in the course, and in the first semester overall, beyond measures of prior preparation and attitudes. Implications for future interventions are discussed.

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

POSTER

River Exhibit A & B, Level 1

Achievement Orientations of Ethnically Diverse Postsecondary Students (228)

HARRY S. YANG (Author), Manager, Enrollment Analysis, Kwantlen University College

This study examined achievement motivation of diverse postsecondary students. Orientations for achievement were examined through multiple goal perspective, which purports that students' aims are mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance directed. The primary purpose was to examine whether students of varying ethnicity differed in achievement orientations. Next, this study examined which cultural characteristics were related to particular achievement orientations. This sample of 303 students reported different orientations, as East and South Asian students rated highest in mastery-avoidance and performance-avoidance. Also, the cultural characteristics of power distance and uncertainty avoidance were moderately related to performance-avoidance. Implications for future research are discussed.

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

POSTER

River Exhibit A & B, Level 1

An Assessment of Students' Perceptions of their Overall Educational Experiences (243)

NICHOLA D. JOHNSON (Author), Graduate Fellow, University of Louisville

The purpose of this paper is to present a model for assessing students' satisfaction with their educational experiences. The significance of the study is twofold: (a) to add to the body of literature on educational outcomes, and more specifically, outcomes of a liberal arts education; and (b) to establish a model for measuring institutionally-specific general education outcomes and students' perceptions of their entire educational experience. This study will inform the entire educational community about areas where the institution is performing well, and areas that may need improvement.

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

POSTER

River Exhibit A & B, Level 1

Learning Centered Syllabi as a Tool to Assess Student Learning Outcomes (245)PRISCILLA NEGRON-MORALES (Author), Assistant to the Vice President, University of Puerto Rico-Central Administration
IBIS APONTE-AVELLANET (Author), University of Puerto Rico-Central Administration

Most faculty consider assessment a whole new experience alien to their daily academic endeavors. We propose a syllabi analysis exercise as a possible vehicle to introduce teaching staff to assessment activities. By means of an assessment rubric based on the University of Puerto Rico System regulations, syllabi from different campuses and disciplines were examined. It is expected that the methodology and findings of this exercise will help faculty and academic staff recognize that assessment is closer to their actions than they thought, as well as the relevance of the message sent through the syllabus to students and other academic constituents.

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

POSTER

River Exhibit A & B, Level 1

First-Year Student Experience: Retention vs. Success (249)

PAUL H. CARMICHAEL (Author), Director of Institutional Research, Middlesex Community College

Community colleges typically experience low graduation rates and low retention rates. Many studies have narrowly focused upon the retention of new students, but have overlooked the meaning of success. This project examines what the first-year of college means to the new student and which first-year experiences lead to successful educational outcomes.

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

POSTER

River Exhibit A & B, Level 1

Student Responsiveness to Curricular Electronic Resources in an Introductory Course in Computer Science (271)

MARLIN THOMAS (Author), Iona College

Three assumptions have gained ascendancy in higher education: students enter college with a ready familiarity with electronic resources, they are eager to use those resources for learning, and the greater the availability of those resources the greater their use. An empirical study of the responsiveness of students (N=25) to electronic curricular resources supports the first premise but undermines the others. The subjects did not make extensive use of email and, although they did use Web-based resources, they did not take advantage of that resource to the degree expected. Several reasons are advanced to explain the results.

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

POSTER

River Exhibit A & B, Level 1

Student Profiling/Tracking: Cohort Segment Approach to Student Success (273)GARY A. RICE (Author), Director of Institutional Planning, Research and Assessment, University of Alaska Anchorage
YUAN-FANG DONG (Author), Research Associate, University of Alaska Anchorage

An operational Student Profiling/Tracking data system examining every characteristic/performance aspect of student body from Matriculation through Goal Attainment over five years. Use particular characteristic or custom create any desired cohort. Provides descriptive/predictive information for selected characteristics. Composite profiles reveal relationships/trends over time. External data linked into the profiles. Entire reference frame is the student. Bring student as significant stakeholder into university decision-making. Complete profile created within one hour of identification. Allows cross examination of characteristics and academic performance over time.

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

POSTER

River Exhibit A & B, Level 1

A Study of High Achievers: A New Twist on Rankings (305)

R. STEPHEN RICARDE (Author), Director of Institutional Research, Planning, and Assessment, University of Richmond

A study of high achievers using academic and other awards was conducted. A follow-up survey asking high achievers to weight the contributions of various educational experiences to four dimensions was conducted. A data base was constructed that included all members of the American Academy of Arts and Sciences, Fortune 1000 CEO's, Pulitzer Prize winners, Nobel Laureates, and other award winners. The undergraduate and graduate affiliation of all achievers was located and a ranking list calculated. The survey results of the contribution of educational experiences to such competencies as creative thinking will be discussed.

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

POSTER

River Exhibit A & B, Level 1

New Academic Program Development and Implementation Model at a Multi-Campus University (312)

KATHY L. ABOUFADEL (Author), Group Vice President, Davenport University

This is a demonstration of a model developed by a multi-campus university for new academic program development and implementation. This model not only details all the phases for the new program development and program implementation processes, but also demonstrates what data and research is integrated in every phase. This presentation will be of interest to Institutional Research professionals who are involved in conducting research for new program development as well as for individuals who are directly involved in new program development and program management.

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

POSTER

River Exhibit A & B, Level 1

The Relationship of Worldviews of Advisors and Students and Satisfaction with Advising: A Case of Homogenous Group Impact (314)

CARLOS ZALAUQUETT (Author), University of South Florida

JOSE COLL (Author), Saint Leo University

This study measured similarities and differences among worldviews of students and advisors using a worldview assessment instrument. The data, revealed no significant differences among traditional and non-traditional students. However, there was a significance when comparing student self-worth and their perception of, their advisor understanding them, in student self-worth and their commitment to advising, and meaningfulness and how students perceive the importance of advising. This lead us to believe that students who have a similar self-worth value as their advisor have a sense that they are being understood, tend to actively seek advising, and feel that advising is important.

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

POSTER

River Exhibit A & B, Level 1

Predicting 2004 Faculty Salary Utilizing a 1998 NSOPF Prediction Model: An Application of the Data Analysis System (DAS) (321)

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

JION YEN (Author), Principal Researcher and Associate Director, National-Louis University

This study took the cpf-file utilized by Bradburn, Sikora, and Zimble (2002) in their report of gender and racial/ethnic differences in salary for data from the 1998 National Study of Postsecondary Faculty (NSOPF) and updated it in order to re-examine their predictors of salary utilizing data from the 2004 NSOPF. The National Center for Educational Statistics' Data Analysis System (DAS Online) was utilized to access the 2004 National Study of Postsecondary Faculty (NSOPF). Then, a multiple regression analysis was performed to predict full-time faculty members' basic salary from institution.

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

POSTER

River Exhibit A & B, Level 1

Positive Influences: Sharing the Love with Faculty and Staff (322)

STEVEN S. MILLER (Author), Interim Director, University Evaluation, Arizona State University

LAURIE COHEN (Author), Director of Research, Planning and Development, Scottsdale Community College

The Positive Influences Project is a compilation of positive comments provided by graduating seniors about faculty and staff who positively influenced their experiences at a large metropolitan university. The primary purpose of this effort is to share direct student feedback with faculty and staff to recognize the assistance they provide to students, to increase morale, and to convey that faculty and staff interactions can benefit student experiences, persistence, and retention.

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

POSTER

River Exhibit A & B, Level 1

Lean Theory: Innovative Process Improvement for Higher Education. A Theory to Practice Case Study Involving Process Improvement for Integration of Enrollment Services at A State University (405)

THERESA WATERBURY (Author), Director of Institutional Research, Winona State University

MAGGIE MCDERMOTT (Author), Winona State University

How does a university prepare for the transition to advance learning for higher education in the 21st century? This presentation provides a model commonly used in business to improve processes that has been modified for higher education. This improvement model provides the means to systematically study the current process and recommend improvements that streamline and integrate student enrollment management services.

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

POSTER

River Exhibit A & B, Level 1

Calculating Cost Per Degree - Not As Simple as It Sounds (432)

KATHLEEN N. THOMAS (Author), Education Policy Consultant, State University System of Florida
 CHARLENE COLES (Author), Systems Program Administrator, State University System of Florida
 ELSA M. LESLIE (Author), Database Coordinator, State University System of Florida

A series of events in a southern university system created a call for determining the cost of a university degree. The complexity of this task quickly became evident. Part of the difficulty depended on the questions being asked. Was the intent to look only at state funds? Should tuition be included? Was the purpose to look at the system, universities, or programs? Though all of the questions have not been answered, various approaches have been made to calculate the cost per degree. This presentation will discuss the various calculations used and possible future approaches to calculating the cost-per-degree.

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

POSTER

River Exhibit A & B, Level 1

Designing an Office of Management Information and Research: Lessons Learned (445)

RICHARD L. RICCARDI (Author), Director, Southern Connecticut State University

Follow the journey as we explore the creation of the Office of Management Information and Research (OMIR) from conception to implementation, from quality project to real-world application. What began as a TQM initiative through the university's Quality Council resulted in a vital element of the university's day-to-day operations. Originally designed as the intermediary between IT and end users, OMIR has become the focal point for critical data requests from the president to the vice presidents, deans, and directors. Learn how the project started, what worked, what didn't work, and, most importantly, why every campus should have one of these offices.

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

POSTER

River Exhibit A & B, Level 1

Student Success in the 21st Century: How the Conflict between Retention and Mobility Influence who Graduates from a Large Public University (459)

MARY ANNE BAKER (Author), Director of Institutional Research, Indiana University Southeast
 TODD J. SCHMITZ (Author), Director of Research and Reporting, Indiana University System
 VICKI ROBERTS (Author), Associate Vice Chancellor for Academic Support and Diversity, Indiana University at Bloomington
 SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis

"An examination of attendance patterns reveals increasing complex configurations." (Adelman, 2004, p. v)

In addressing this issue, a large Midwestern public university is attempting to understand how retention to the second year and beyond and mobility of students affects enrollment and graduation success for the university as a whole and for each of our campuses. We begin by analyzing our enrollment mix of beginner and transfer students. We describe the impact of a changing mix of beginner and transfer students in new matriculants, retention and graduation, and then discuss how these changes might affect enrollment management programs.

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

POSTER

River Exhibit A & B, Level 1

First-Generation College Students' Persistence: A Benchmark Comparison of One Institution's Data to NPSAS 2000 (462)

JION YEN (Author), Principal Researcher and Associate Director, National-Louis University
 KEVIN HYNES (Author), Director Institutional Research, Midwestern University

This benchmark study compared first-generation (FG) college students' persistence utilizing local and national data. Compared to benchmark estimates, the local institution had a higher percentage of FG students receiving financial aid and had less race/ethnicity diversity. Although the local FG seniors graduated at a slightly lower rate than local non-FG seniors, they graduated at a rate that was 12% higher than NPSAS estimates. Additionally, local FG students reenrolled at slightly higher rates than local non-FG and nation's FG students over a one-year period. The preliminary results on the relationship between financial aid and FG students' persistence will also be presented.

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

POSTER

River Exhibit A & B, Level 1

Achieving Diversity through Creative Collaboration (469)

JOHN N. MOYE (Author), Director of Curriculum Development, Capella University

The complexities of our academic environments require careful and comprehensive consideration. In the past, rightly or wrongly, this was often accomplished by a single person conducting an analysis and making a decision. The challenges of the present as well as the future require considerably more intellectual power than any one individual can provide. To address this problem, one possible technique to consider is to use a creative collaboration approach. This paper presents and explains the techniques of creative collaboration as formulated by Hargrove.

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

POSTER

River Exhibit A & B, Level 1

Assessing the Mission: Cost-Income Ratio (470)

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

A hallmark of this private institution is its efficiency based on charging the “cost” of tuition, not the price. In order to measure and track that efficiency a cost-income analysis was devised many years prior to the creation of the institutional research/assessment office. This ratio has served the college well in tracking its efficiency which aligns with assessing the mission statement. The factors that are used to create this simple ratio will be explained. The example of this calculation as a means to assess a portion of the mission of the institution will also be addressed.

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

POSTER

River Exhibit A & B, Level 1

Expanding the Use of Delaware Instructional Cost Study Data (471)

THERESA MARTIN (Author), Director of Institutional Research, Demography and Assessment, Eastern Washington University

During the midst of inquiries about instructional costs at our institution, the Office of Institutional Research, Demography and Assessment turned to the databases it had developed to participate in the Delaware Instructional Cost Study. These data were used to explore instructional costs for General Education delivery, for multi-major departments (and their unique programs of study including the amount spent on providing “service” to the university), and the costs to the university community for offering specific majors. Our approach including pros and cons will be presented in the poster.

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

POSTER

River Exhibit A & B, Level 1

Evaluating Efficiency: The Support Unit Program Review Process in Higher Education (475)

TOYCEE HAGUE-PALMER (Author), Program Review Coordinator, The Ohio State University

This poster will present the support unit program review process put in place at a large Midwest research institution. The process enables support units to evaluate challenges, strengths, weaknesses and progress, in order to improve processes at the university.

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

POSTER

River Exhibit A & B, Level 1

Staying on the Line: A Look at How to Increase Retention Rates and Decrease Incomplete Rates in Online Courses (478)

AMBER D. LAMBERT (Author), Graduate Research Assistant, The Pennsylvania State University

This study compiles a comprehensive review of literature available on the causes and solutions to the lower retention rates and higher incompletes in online courses when compared to traditional courses. After reviewing the extensive anecdotal evidence and case studies that show the low retention rates and high incomplete rates of students, one of the strongest conclusions is that researchers need to focus on retention and incomplete rates on a large national data set level, and then try to correlate those rates with different methods of distance education. Finally, researchers need to ask if some methods work better than others do.

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

POSTER

River Exhibit A & B, Level 1

A Discussion of the Current State of The Doctor of Arts Degree: PostMortum or Metamorphosis (520)

MARGARET L. MOORE-WEST (Author), Professor, Franklin Pierce College

JANE WALTER VENZKE (Author), Associate Dean of Graduate Studies, Franklin Pierce College

The Doctor of Arts has a rich tradition in the history of American education. Originally conceived as the “teaching doctorate”, the DA programs flourished in the seventies and then suffered a rapid decline. This study questions why the DA programs continue today. Glazer published the last summative evaluation of DA programs in 1993 and reported its sharp declivity. In an effort to better understand the continued evolution of the DA degree and to inform educational policy, we conducted a survey of all institutions that once offered the degree, as well as those that continue to do so.

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

POSTER

River Exhibit A & B, Level 1

Early College Experience (Concurrent Enrollment Partnerships with High Schools) (535)

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

The poster summarizes an evaluation of a public university’s Early College Experience Program. Also known as the High School Cooperative Program, it offers high school students selected college-level courses in over 100 high schools. Three types of evaluation activities occurred: (1) follow-up surveys of high school students who took college courses in high school; (2) end-of-course student ratings for college courses offered in the high schools; and (3) impact survey of teachers, counselors, and administrators in participating high schools. Issues in concurrent enrollment partnerships and measurement of success of early college experience programs are highlighted.

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

POSTER

River Exhibit A & B, Level 1

Asking the Hard Questions and Getting Honest Answers: Delving into Diversity and Politics in Qualitative Research (614)

CATE ROWEN (Author), Director of Special Research Projects, Mount Holyoke College
 MINH LY (Author), Mount Holyoke College

In a four-year qualitative study of student experiences, we set out to examine a variety of issues that can be difficult for students to discuss. We probed reactions to racial and ethnic diversity, "political correctness," social adjustment, class, academic stress, and issues of gender and sexuality at a women's college. Using a variety of strategies in both research design and one-on-one interactions, we strove to elicit honest, frank, and often socially undesirable responses. We discuss our findings in terms of student development and reactions to sensitive issues, and the research methods and strategies we employed to effectively explore these issues.

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

POSTER

River Exhibit A & B, Level 1

Dashboards as a Data Management Tool (648)

JOHN A. CLAYTON (Author), Assistant Director of Assessment, Information and Analysis, Northwest Missouri State University
 DAVID C. OEHLER (Author), Director of Assessment, Information and Analysis, Northwest Missouri State University

The Dashboard/Balanced Scorecard System functions as a diagnostic tool, with a graphical color display of current institutional performance across key performance areas. Real-time data are available for viewing via point-and-click hyperlinks. Ten years of past trends are viewable for most data elements. A diverse array of data types are accommodated in the system. During the demonstration you will see the tool and hear how it is used to improve decision-making and to focus institutional activities on the processes that are key to achieving our institutional vision. This presentation is directed towards IR, assessment, and management/administrative levels.

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

POSTER

River Exhibit A & B, Level 1

Excel Pivot Tables: Turn "A Maze" of Spreadsheet Data into "Amazing" Reports and Charts (650)

MARY HARRINGTON (Author), Director of Institutional Research and Assessment, University of Mississippi

Excel pivot tables can transform cumbersome spreadsheet data into meaningful and attractive tables, charts and graphs almost effortlessly. This presentation will provide an introduction to Excel pivot tables and illustrate their usefulness in an Institutional Research Office. A demonstration of the steps required to build a simple pivot table will provide the framework for the introduction of more advanced features. A step-by-step guide, along with live demonstrations, will enable attendees to easily create multi-dimensional analyses of Excel data in their own environment.

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

POSTER

River Exhibit A & B, Level 1

The Calculation of an Augmented Graduation Rate for Students in Baccalaureate Degree Programs in a Four-Year Comprehensive College (661)

EVA Y. CHAN (Author), Director of Institutional Research and Assessment, City University of New York Medgar Evers College

Traditional graduation rate calculation tracks full-time first-time freshman in baccalaureate programs for graduation outcomes within six years. The basic assumption is that most students enter immediately after high school and attend full-time. These rates are used for national comparison such as the CSRDE. However, for comprehensive colleges in a large public system with high percentages of external transfers and internal articulation from associate degree programs, the traditional method fails to reflect the "true" graduation rates. This study proposes a method to estimate a hypothetical start point for non-first-time-freshman so all can be included in an augmented graduation rate calculation.

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

POSTER

River Exhibit A & B, Level 1

Building a Diverse Community in a Midwest Public University: An Experience from One State University (671)

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

Greater diversity is becoming a major feature in the US higher education as the country's population tends to be more ethnically diverse. Since mid-1990s, building an ethnically diverse student body has been a major goal at One State University (OSU). As the university emphasized recruiting efforts beyond the traditional geographic territories, the number of full-time new minority freshman has been tripled since 1996. In this poster, GIS (Geographic Information Systems) is used to explore the spatial strategies of recruit minority students.

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

POSTER

River Exhibit A & B, Level 1

Certificate in Institutional Research at Florida State University — Designed for the Working Professional in Mind (706)

GAYLE L. MCLAUGHLIN (Author), Program Coordinator, Florida State University
 KRISTINA M. CRAGG (Author), Graduate Student, Florida State University
 ROBERT A. SCHWARTZ (Author), Associate Professor, Florida State University

This program is designed to provide academic and professional development opportunities for institutional researchers, administrators, doctoral students, and faculty from all higher education institutions. Courses are offered to accommodate a working professional's schedule.

The program goals are as follows:

- 1) To enhance knowledge and understanding of the core principles of IR.
- 2) To stimulate interest in using national databases.
- 3) To promote the use of institutional research to improve administrative and policy development processes at educational institutions.

The 18-credit-hour curriculum focuses on institutional research theory, institutional administration, quantitative research methods, utilization of national databases, and institutional research practice.

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

POSTER

River Exhibit A & B, Level 1

Graduate Degrees in Educational Measurement and Evaluation (746)

JEFFREY KROMREY (Author), Professor and Chair, University of South Florida
 JEANINE L. ROMANO (Author), Assistant Professor, University of Tampa
 MELINDA HESS (Author), Director of the Center for Research, Evaluation, Assessment and Measurement, University of South Florida
 CONSTANCE HINES (Author), Professor, University of South Florida
 DORIAN VIZCAIN (Author), Doctoral Candidate, University of South Florida
 BETHANY BELL (Author), Doctoral Student, University of South Florida
 GIANNA RENDINA-GOBIOFF (Author), Doctoral Candidate, University of South Florida
 LISA ADKINS (Author), Computer Support Specialist, University of South Florida

This poster describes graduate degree programs (M.Ed., Ed.S., and Ph.D.) in Educational Measurement and Evaluation at the University of South Florida. Graduate students' experiences in these programs (including coursework, practica, and hands-on research projects) are designed to increase knowledge and skills in research design, measurement, statistics, and program evaluation. Graduates of our programs are well prepared for careers in universities, departments of education, research centers, and testing companies. Details on program components, application procedures, and examples of collaborative projects between professors and students are provided.

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

POSTER

River Exhibit A & B, Level 1

Graduate Certificate in Institutional Research (752)

PATRICIA SOMERS (Author), Associate Professor of Higher Education, University of Missouri-Saint Louis
 CODY DING (Author), University of Missouri-Saint Louis

Information on the Graduate Certificate Program at the University of Missouri (St. Louis and Columbia campuses). Get information on this affordable, long-distance program.

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

POSTER

River Exhibit A & B, Level 1

The Post-Master's Certificate in Institutional Research at Indiana University: Gateway to Academic and Professional Development (753)

LILIA SANTIAGUE (Author), Graduate Assistant/ Student, Indiana University
 LAMARA WARREN (Author), Doctoral Student, Indiana University at Bloomington

This poster session is designed to help AIR members learn more about the post-master's certificate program in institutional research at Indiana University. The program is supported by AIR and a grant from the National Center for Education Statistics.

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

POSTER

River Exhibit A & B, Level 1

Penn State Graduate Certificate Program and On-line courses in Institutional Research (754)

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, The Pennsylvania State University
 ALEXANDER C. YIN (Author), Graduate Research Assistant, The Pennsylvania State University
 JOHN R. COSGROVE (Author), Director of Institutional Research, Clarion University
 YING ZHOU (Author), Assistant Director, George Mason University
 KYLE V. SWEITZER (Author), Graduate Research Assistant, The Pennsylvania State University

This poster session describes the 18-credit Graduate Certificate Program in IR now offered both on-line and in-residence by the Center for the Study of Higher Education at Penn State. The program is designed for in-career professionals and graduate students alike and provides considerable flexibility in the choice of courses as well as in the time taken to complete the certificate. Current courses include Applied Statistics, IR Foundations and Fundamentals, Strategic Planning and Resource Management, Designing IR Studies, Assessing Students and Student Affairs Programs, Conducting Enrollment Management Studies, Assessing Academic Outcomes and Evaluating Academic Programs.

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

SPECIAL INTEREST GROUP

Parlor F, Level 3

Intercollegiate Athletics (S30)

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

This SIG is intended as an opportunity to discuss issues related to intercollegiate athletics. Recent research will be discussed as well as new reporting requirements.

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

SPECIAL INTEREST GROUP

Parlor E, Level 3

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

DAVID BLEAZARD (Convener), Strategic Planning and Management Information, Cape Peninsula University of Technology

A gathering for those interested in Institutional Research in the country of South Africa.

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

SPECIAL INTEREST GROUP

Parlor G, Level 3

Research on Faculty (S70)

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

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

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

SPECIAL INTEREST GROUP

Erie Room , Level 2

Expanded Delaware Study (S79)

HEATHER A. KELLY (Convener), Assistant Director of Institutional Research and Planning, 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.

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

SPECIAL INTEREST GROUP

Ontario Room, Level 2

Federal Degree Granting Institutions (FDGI) (S93)

ANNA T. WAGGENER (Convener), Director of 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.

6:15 p.m.-7:20 p.m.

PLENARY SPEAKER

Chicago 6 and 7, Level 4



Presidential Plenary: Progressive Presentation: A Look Inside WIRED Magazine's Approach to Graphic Design Through The Years. What's Worked, What Hasn't and Why Better Communication Through Design Can Improve Your Life (017) Sponsored by SAS

JEREMY LACROIX (Plenary Speaker), Art Director, WIRED Magazine
 SANDRA K. JOHNSON (Moderator), Associate Dean, Princeton University

WIRED magazine (winner of 2005 National Magazine Award for general excellence) is the first word on how technology is changing our world. WIRED identifies the important trends and sets the agenda on what's next with unique insight into the people, companies, and ideas driving this change. Much of its success is owed to its bold aesthetic and progressive approach to displaying information. Since 1993 WIRED has transformed itself from a nitty day glow "Geek Bible" to a bona fide brand, with a circulation of more than 600,000 loyal readers. This session will explore the different periods that the look and feel of the magazine has evolved under through various

art directors and editors. What's worked, what hasn't? Why? We'll examine more recent graphic approaches from a first-hand account ... in particular the statistic heavy "Infoporn" section and some of the more visually driven pages. Engineering a curriculum, typing up a memo and designing a magazine have more in common than most people think. Throughout the talk I'll relate how better communication through design can apply to institutional research and everyday life.

7:30 p.m.-Until

COMMITTEE MEETING

Parlor G, Level 3

Associated New American Colleges (072)

JERRY BERBERET (Committee Chair), Executive Director, Associated New American Colleges

An invitational event for members of Associated New American Colleges.

7:30 p.m.-Until

SPECIAL EVENT

Ballroom Promenade, Level 4



Forum Reception (002) Sponsored by SPSS

WILLIAM E. KNIGHT (Host), Assistant Vice President for Planning and Accountability, Bowling Green State University
 MARY KORFHAGE (Host), Senior Associate, University of Louisville

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

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

COMMITTEE MEETING

Chicago 10, Level 4

COFHE AIR Breakfast (071)

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

Invitational Event for COFHE members.

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

SPECIAL EVENT

Mayfair Room, Level 2

AIR Past President's Breakfast Meeting (097)

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

This is an invitation only session for AIR Past Presidents.

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

SPECIAL INTEREST GROUP

Parlor B, Level 3

Arizona Association for Institutional Research (AZAIR) (S08)

RICHARD J. KROC (Convener), Assistant Vice President for Enrollment Research and Operations, University of Arizona

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

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

SPECIAL INTEREST GROUP

Columbus A & B, Level 3

Banner Users Special Interest Group (S09)

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

This SIG provides an opportunity for persons at institutions that use BANNER administrative software to exchange ideas and seek advice. Discussion covers a broad range of topics such as data extraction and reports, implementation, system upgrades, and the SCT annual Summit meeting. The attendees will determine the focus of conversation. If you are interested in establishing contacts with other institutional research BANNER users, in seeking new approaches to BANNER problems, and/or in sharing your success with BANNER, please join us.

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

SPECIAL INTEREST GROUP

Arkansas Room, Level 2

Coordinating Agencies and Boards (CABS) (S10)

MARSHA V. KROTSENG (Convener), Associate Vice President for Strategic Research and Analysis, 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

Colorado Room, Level 2

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

Parlor F, Level 3

CONNAIR (S23)

QING LIN MACK (Convener), Director of Institutional Research, Assnuntuck Community College

CONNAIR members should plan to meet.

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

SPECIAL INTEREST GROUP

Michigan Room B, Level 2

Indiana Association for Institutional Research (INAIR) (S27)

WILLIAM TOBIN (Convener), Director of Institutional Research, DePauw University

Members of INAIR and all other interested AIR members are invited to this Affiliated Group meeting. INAIR members will discuss and evaluate the 2002 Spring meeting and begin preliminary planning for the 2003 meeting. This session will also provide an opportunity for members to discuss areas of common concern and interest in matters related to institutional research at Indiana institutions of higher education.

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

SPECIAL INTEREST GROUP

Lincoln Boardroom, Level 3

IR in the Middle East (S39)

JEROME V. WARD (Convener), Director of Institutional Research and Analysis, Petroleum Institute

With the accelerating rise in interest among young people in the Middle East in obtaining college degrees, many of them first generation, there are also demands placed on facilities, faculty, and the educational support structure. In this context IR has a huge role to play in providing accurate data and information for recruitment, assessment and accreditation, enrollment management, and planning and budgeting.

You are invited to meet colleagues from Middle Eastern colleges and universities to discuss the possibility of forming an affiliate group with AIR. This will enable us to network and better understand the issues and trends affecting higher education in the Middle East.

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

SPECIAL INTEREST GROUP

Ohio Room, Level 2

Graduate Education Issues (S41)

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

This is an informal opportunity to share information about current data collection efforts and research projects focusing on graduate students and graduate education. Explore interest in forming a SIG or other on-going communication mechanism.

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

SPECIAL INTEREST GROUP

Michigan Room A, Level 2

Northeast Association for Institutional Research (NEAIR) (S42)

MARJORIE E. WISEMAN (Convener), Senior Associate Director, Northeastern University

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

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

SPECIAL INTEREST GROUP

Missouri Room, Level 2

Pacific Northwest Association for Institutional Researchers and Planners (PNAIRP) (S47)

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

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

SPECIAL INTEREST GROUP

Chicago 8, Level 4

Southern Association for Institutional Research (SAIR) (S54)

JAMES C. ECK (Convener), Assistant Provost, Rollins College

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

Erie Room, Level 2

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.

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

SPECIAL INTEREST GROUP

Huron Room, Level 2

Systems Office Institutional Researchers (S91)

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

Meeting for those in system-level institutional research offices.

8:30-9:30 am

PLENARY SPEAKER

Chicago 6 and 7, Level 4

Tuesday Plenary: Inherited Opportunity for Higher Education (012)

THOMAS G. MORTENSON (Plenary Speaker), Higher Education Policy Analyst, Postsecondary Education Opportunity

WILLIAM E. KNIGHT (Moderator), Assistant Vice President for Planning and Accountability, Bowling Green State University

Between 1862 and 1980 federal, state and institutional policies, programs and resources were productively targeted on broadening higher education participation in the United States. Land grant universities, later land grant universities for Blacks, returning military servicemen, producing scientists and engineers, reducing poverty, training school teachers and short-term vocational training were some of the major accomplishments of this era. But since 1980 reality and policy regarding opportunity for higher education have been on divergent paths. For the last 25 years federal and state policies have moved sharply away from aiding the needy toward aiding the affluent. Instead of

equalizing higher educational opportunity federal, state and many institutional programs, policies and resources are being actively and deliberately used to make higher education opportunity and attainment more unequal. As the only gatekeeper to the middle class higher education is now enriching those born into affluence and impoverishing those born into low and lower-middle income families. The consequences of these policy choices are now apparent in national and international data on college participation and attainment.

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

AIR GRANT PAPER

Huron Room, Level 2

AIR GRANT PAPER: Evaluating College Enrollment Patterns: Evidence From BPS:90/94 and BPS:96/01 (712)

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

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

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

We demonstrate that increases in the return to a college degree could theoretically have either a positive or negative impact on progress towards a degree. Using the BPS:90/94 and 96/01, we look for cohort changes in measured progress. Statistical analysis identifies how individual and family characteristics as well as economic circumstances and institutional factors affect both progress and the enrollment path followed. Results demonstrate the extent to which observed changes in attendance patterns are due to changes in the underlying composition of the population attending college, as opposed to changes in the underlying behavior of a statistically equivalent population.

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

DEMONSTRATION

Michigan Room A, Level 2

Acquiring Timely and Representative Student Input for Strategic Planning (140)

STEVEN STROMP (Author), Senior Research Analyst, Davenport University

KATHY L. ABOUFADEL (Author), Group Vice President, Davenport University

In order to obtain timely feedback from students to help with institutional planning, a Student Feedback Team was created. Students who participate are sent online surveys via their email accounts. The information from these surveys helps the University develop new programs, improve student satisfaction and better meet student needs.

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

DEMONSTRATION

Parlor F, Level 3

Using the Peer Institutional Assessment Committee to Improve Effectiveness (270)

MARGIE HOBBS (Author), Associate Director, The University of Mississippi

HOLLY REYNOLDS (Author), Assistant Dean, The University of Mississippi

MARY HARRINGTON (Author), Director of Institutional Research and Assessment, The University of Mississippi

An institutional assessment committee can be most useful in improving the implementation of student learning outcomes assessment. See how one institution has developed a rubric that is used by a peer faculty committee to critique the institutions assessment reports. Additional benefits of the peer review committee will be discussed. The committee review increases the importance of improving instructional programs through assessment. Members of the committee gain a deeper understanding of the process and articulate this with their own programs.

Copies of the scoring rubric and documents illustrating the organization of the peer review committee will be shared.

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

DEMONSTRATION

Michigan Room B, Level 2

Dynamic Delivery: Sharing Learning Outcomes Results Across the University (294)

BRADEN J. HOSCH (Author), Director, Office of Institutional Effectiveness, University of South Carolina Aiken

This session will showcase how a small- to medium-sized public baccalaureate general institution promotes an institutional culture of integrated assessment through online delivery of assessment results to faculty and administrators. Through use of an interactive Web tool, information about student learning outcomes is disseminated to individual departments in an easily understandable format and has prompted curricular changes and reform based on assessment data that can be disaggregated readily and reliably. This presentation will focus on learning outcomes from a junior writing portfolio required for graduation and how the tool has matured to accommodate learning outcomes from other disciplines.

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

DEMONSTRATION

Colorado Room, Level 2

Creating a Faculty Activity Database: Three Practical Solutions (311)CHRIS FASTNOW (Author), Assistant Director of Planning and Analysis, Montana State University-Bozeman
JAMES B. RIMPAU (Author), Executive Director for Planning and Analysis, Montana State University-Bozeman

Faculty activity data can be used for external benchmarking (e.g. the Delaware Study of Faculty Activity), promotional materials, reports to oversight bodies, and other increasingly important functions. However, collecting and reporting that information is difficult. We will discuss three methods to collect and report faculty activity data: an Excel-based survey, an Access database with a Web interface, and a hierarchical database with a Web or desktop interface, developed in-house. Each has benefits and drawbacks for the faculty respondent as well as the IR office, but all provide solutions to a difficult task.

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

DEMONSTRATION

Sheraton 1, Level 4

Mapping Curriculum Maze: A Practical Model to Develop and Analyze Program Curriculum Maps (318)NURIA M. CUEVAS (Author), Associate Vice President for Academic Affairs, Norfolk State University
ALEXEI G. MATVEEV (Author), Associate Director, Institutional Effectiveness and Assessment, Norfolk State University

Accreditation and state agencies increasingly call for programs to ensure, document, and demonstrate that their curricula embody coherent courses of study that develop and assess intended student learning outcomes. Existing literature, however, provides limited guidance on how to implement curriculum analysis processes in practice. This demonstration session will present a curriculum mapping process that will help faculty and administrators evaluate and document how well and how intentionally program curricula advance expected learning outcomes, and ensure that students are provided with opportunities to receive appropriate instruction and assignments in the desired order so that learning outcomes are achieved.

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

DEMONSTRATION

Missouri Room, Level 2

Benchmarking Instruction in the Research University: Tools and Techniques to Keep a Focus on Teaching in a Performance-Driven Research Environment (460)BRYAN C. HARVEY (Author), Associate Provost for Planning and Assessment, University of Massachusetts Amherst
MARILYN H. BLAUSTEIN (Author), Director of Institutional Research, University of Massachusetts Amherst
MARTHA L.A. STASSEN (Author), Director of Assessment, University of Massachusetts

Resource allocation at research universities is often so dominated by research performance that it is difficult to maintain a sharp focus on instructional performance. Our Research 1 institution, while putting in place a faculty investment strategy with a strong emphasis on research "benchmarking," did so as part of a two-pronged analysis that also benchmarked instruction in several dimensions. This presentation will focus on issues surrounding this two-pronged approach, and will demonstrate the array of tools used to assess instructional productivity and performance, both within the institution and in a comparative context.

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

DEMONSTRATION

Superior Room A, Level 2

Modeling the Effects of a University Staff Retire and Re-Hire Program (476)

WILLIAM E. KNIGHT (Author), Assistant Vice President for Planning and Accountability, Bowling Green State University

A program was developed that allows staff members who are eligible to retire to be re-employed on a part-time basis at the university while drawing retirement benefits, cutting salary and benefit costs, and allowing valuable employees to be retained with greater total net pay. Two spreadsheet models are demonstrated that model the effects of the program on University expenditure and of program participation on participants' net pay. The session should be of interest to colleagues at any institutions that may develop a similar program.

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

DEMONSTRATION

Ohio Room, Level 2

Establishing an Educational Effectiveness Baseline for Accreditation Purposes (527)

SUSAN CASH (Author), California State University-Los Angeles
 ANNE HAFNER (Author), California State University-Los Angeles

This paper describes a project to measure institutional effectiveness for accreditation purposes. It involves developing and administering a Web survey to elicit faculty input on characteristics of their program, assessment plans, student learning outcomes and use of them, resources needed and types of direct and indirect assessments used. The purposes of the study are to present findings from the development and use of an initial baseline of educational effectiveness in a state university; and to demonstrate how such a method can be useful in eliciting data on student learning outcomes and in stimulating dialogue about them.

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

DEMONSTRATION

Erie Room , Level 2

Wyoming's Hathaway Scholarship - Policy Decisions are Assisted Using an Interactive Excel Model (537)

SUZANN M. KOLLER (Author), Associate Director, University of Wyoming
 BURKE D. GRANDJEAN (Author), Professor of Statistics and Sociology, University of Wyoming

As a new statewide scholarship was developed for higher education, an interactive Excel model was developed to assist legislators in developing scholarship criteria and the costs associated with those decisions. This model serves as an example of how institutional researchers can use Excel's advanced features to support decision-making processes.

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

DEMONSTRATION

Chicago 9, Level 4

Once Upon a Time There was a Fact Book (608)

CHERYL LUCAS (Author), Research Analyst, Purdue University

This session will describe the methodology used by one university to develop a fact book, now in its sixth year of publication. Emphasis will be placed on how data for the fact book is collected from across campus and includes submissions from a number of offices. The presenter will discuss what led to the development of the fact book, how this university determined what data to include and identified where the data could be obtained, the process for gathering, proofing, and publishing the data, distribution of the fact book, and lessons learned along the way.

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

INVITED PAPER

Sheraton 2, Level 4

Follow Up Session to Jeremy Lacroix Plenary (732)

JEREMY LACROIX (Author), Art Director, WIRED Magazine
 NORMAN E. GRAVELLE (Facilitator), Associate Director for Administration, Association for Institutional Research

This is an opportunity to asked questions that you may not have addressed at the end of last evening's Plenary Session or if you would like additional insight into graphic design processes representing quantitative data.

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

RESEARCH PRESENTATION

Columbus A & B, Level 3

A Pragmatic Assessment Model for Diversity Learning (102)

PAULA S. KRIST (Author), Director Operational Excellence and Assessment Support, University of Central Florida
 VALARIE KING (Author), Director of Diversity Initiatives, University of Central Florida
 BESSIE M. GUERRANT (Facilitator), Director of Research Assessment, University of Kentucky

Assessing the impact of diversity initiatives at a university is difficult. Because of this, it is often avoided. This session will present a model for assessment of individual diversity programs and for using assessment data to evaluate diversity initiatives. Participants will be able to apply guidelines to their universities' needs. Sample assessment techniques and instruments will be shared.

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

RESEARCH PRESENTATION

Parlor E, Level 3

Measuring the Impact of Study Abroad Programs on Student Intercultural Competence (224)

MARY LELIK (Author), Director of Institutional Research, Saint Mary's College
 TIMOTHY A. WALSH (Facilitator), Director of Institutional Research, Temple University

This presentation provides an update to an ongoing study at one institution seeking to evaluate the effectiveness of its international programs. The discussion will focus on the use of Bennett's Intercultural Development Inventory (IDI) to measure student gains in intercultural competence during study abroad. The conversation will summarize research to date and include an evaluation of the appropriateness of this instrument in the assessment of student learning.

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

RESEARCH PRESENTATION

Sheraton 3, Level 4

Postsecondary Student Success: Preview of a National Symposium (517)

THOMAS H. WICKENDEN (Author), Executive Director, National Postsecondary Education Cooperative
 TERI L. THILL (Facilitator), Director of Institutional Research, University of Wisconsin-La Crosse

The National Postsecondary Education Cooperative (NPEC) has organized a national symposium around five commissioned papers that draw from the research literature different conclusions regarding the definition and understanding of Student Success and the implications of these definitions for improving practitioner and policymaker decisions relating to Student Success in postsecondary education. This presentation will provide a preview of these papers and of the symposium.

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

RESEARCH PRESENTATION

Sheraton 4, Level 4

Making the Shoe Fit: The New HLC Accreditation Criteria and Research U (518)

CHRISTINE M. KELLER (Author), Assistant Director, University of Kansas
 DEBORAH J. TEETER (Author), University Director of Institutional Research and Planning, University of Kansas
 FRED LILLIBRIDGE (Facilitator), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College

The new Higher Learning Commission (HLC) accreditation criteria are just beginning to be used by institutions of higher education. As a result, working interpretations of the criteria that naturally develop over time are non-existent. As the first research university to use the new criteria and to be granted full re-accreditation, our institution has valuable experience to offer other universities. The presenters will discuss their university's experiences interpreting the new criteria; the process they went through in organizing the self-study report, especially deciding what supporting data to include; the planning of the team visit; and what they would do differently.

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

SCHOLARLY PAPER

Arkansas Room, Level 2

International Students' Satisfaction: A Perspective and Understanding of Their Choices (144)

PAUL J. MADGETT (Author), Graduate Student, University of Illinois at Urbana -Champaign
 CHARLES H. BELANGER (Author), Professor of Management, Laurentian University
 JOHN H. PADGETT (Facilitator), Provost, Sanford-Brown College

This paper is the result of an online survey administered to international students attending Canadian Universities. The participants will include ESL, exchange students as well as students attending a full program of study. This study will examine the role of the university relating to providing the relevant information/services to the students, before arrival, upon arrival, and rating students' satisfaction relating to their social and academic experiences. In addition, it will attempt to clarify certain choice patterns of international students in selecting Canada vis-à-vis other countries.

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

SCHOLARLY PAPER

Chicago 8, Level 4

More than Meets the Eye: Curricular and Programmatic Effects on Student Learning (263)

AMBER D. LAMBERT (Author), Graduate Research Assistant, The Pennsylvania State University
 PATRICK T. TEREZINI (Author), Distinguished Professor, The Pennsylvania State University
 LISA R. LATTUCA (Author), Assistant Professor, Senior Research Associate, The Pennsylvania State University
 JOAN M. MERLO (Facilitator), Vice President Research and Technology, Molloy College

This study examined the effects of program characteristics and faculty activities on students' experiences and, ultimately, the development of their analytical and group skills. Data come from 4,330 seniors, 1,243 faculty members, and the chairs in 147 engineering programs on 40 campuses. Findings indicate that program characteristics and faculty behaviors and values have significant, but largely indirect, effects on student learning by encouraging (or discouraging) certain kinds of student experiences and values, which, in turn, affect student learning. The results point to a need for more complex designs than are typically adopted in most learning outcomes studies.

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

SCHOLARLY PAPER

Mississippi Room, Level 2

Assessing the Processes and Outcomes of Academic Advising at a Large, Urban, Public University: Going Beyond Satisfaction (331)

MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University-Purdue University Indianapolis
 CATHY BUYARSKI (Author), Assistant Dean and Director of Advising, University College, Indiana University Purdue University Indianapolis
 MARTIN B. FORTNER (Facilitator), Director of Planning, Assessment and Research, Southern University at Shreveport

This paper describes a comprehensive approach to evaluating academic advising services at a large, urban public university. Implementation of the assessment plan resulted in an analysis advising outcomes and processes, the ability to determine strengths and weaknesses of advising, and the use of quantitative and qualitative data to implement data-driven interventions for continuous improvement. Authors describe how results were used to provide staff and faculty advisors with critical feedback regarding the impacts of advising on students' academic success, learning outcomes, levels of academic self-efficacy, and academic advising needs.

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

SCHOLARLY PAPER

Chicago 10, Level 4

Keep One Eye on The Dashboard (474)

HEATHER ROSCOE (Author), Assistant Director, Tufts University
 DAWN GERONIMO TERKLA (Author), Executive Director, Institutional Research, Tufts University
 JESSICA SHARKNESS (Author), Research Analyst, Tufts University
 LISA S. O'LEARY (Author), Research Analyst, Tufts University
 THOMAS P. MCGUINNESS (Author), Research Analyst, Tufts University
 MERRILL P. SCHWARTZ (Facilitator), Director of Special Projects, Association of Governing Boards of Universities and Colleges

The goal of this presentation is to discuss a variety of dashboards and showcase the wide range of examples that the authors have accumulated from various institutions. The authors have collected over 60 dashboards, and will use them within the presentation for illustration purposes. The dashboards are quite varied - using different visual presentation formats and incorporating a many different indicators. The authors will discuss the selection of indicators, the successful implementations by several institutions, and the perceived utility of dashboards at several institutions. In addition, they will include personal reflections, feedback obtained from colleagues, and technical tips.

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

SCHOLARLY PAPER

Sheraton 5, Level 4

The Status of Equity for Blacks in Public Higher Education in the South: Inequities Along the Faculty Pipeline (543)

JEFFREY F. MILEM (Author), University of Maryland
 DANETTE GERALD (Author), Research Assistant, University of Maryland
 LAURA W. PERNA (Author), Associate Professor, University of Pennsylvania
 EVAN BAUM (Author), George Washington University
 HOI NING NGAI (Facilitator), Research Analyst, University of California-Los Angeles

This paper uses descriptive analyses of IPEDS data to examine the status of Blacks among full-time faculty at public higher education institutions in the 19 southern and southern-border states. This study contributes to knowledge in several ways. First, the analyses describe the current status, and recent trends in, representation of Blacks among college and university faculty in the South. Second, the analyses illustrate the importance of disaggregating by type of faculty position and across different sectors of institutions. Third, the analyses illustrate the value of using an "equity index" for understanding the status of Blacks in these outcomes.

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

SCHOLARLY PAPER

Superior Room B, Level 2

What Do IR Offices Do? (643)

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, The Pennsylvania State University
 TAO ZHANG (Author), Research Analyst, Faculty of Arts and Sciences Office, Washington University in St. Louis
 JOHN RYAN (Facilitator), Assistant Provost, The Ohio State University

Based on a 2005-06 survey, this project provides a national overview of the IR and Planning profession by examining the analytical functions, IR tasks, staff size, educational preparation, years of experience, organizational location and structure of IR offices. We present a classification of offices.

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

SCHOLARLY PAPER

Ontario Room, Level 2

A Lighthearted Look at Some Early AIR Forums (673)

JAMES W. FIRNBERG (Author), Consultant
 WILLIAM R. FENDLEY (Facilitator), Executive Director of Institutional Research and Assessment, The University of Alabama

A Charter Member attending his 40th Forum will look back at his recollections of the beginning of AIR, the early AIR Forums and workshops sponsored by AIR, and some of the early state and regional associations. This paper will be a recitation of some lighthearted and, hopefully, humorous anecdotes of incidents that have transpired since the establishment of AIR at the Charter Meeting at SUNY Stony Brook in 1965.

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

TABLE TOPIC

Parlor G, Level 3

Studying Transfer Student Engagement on Campus: A Dialogue on Approaches and Practices (T09)

BARBARA I. WHARTON (Author), Director, Student Affairs Assessment, The Ohio State University
 XUELI WANG (Author), Graduate Student, The Ohio State University

Transfer student integration to the campus community is an important issue of concern for many institutions. One of the indicators of integration is the extent to which transfer students utilize university resources and services. Understanding the involvement of transfer students is necessary to identify effective practices to improve their college experience. This interactive session features a discussion on how to assess transfer student engagement in campus services and how to use findings to guide practices targeted at promoting transfer student integration. Survey data on transfer student use of student affairs services at a large, public research university will be reported.

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

VENDOR DEMONSTRATION

Parlor B, Level 3

National Results of the ACT Student Opinion Survey (E06)

DAVID CHADIMA (Presenter), Consultant, ACT

This presentation will provide a summary of the national normative data report of the ACT Student Opinion Survey (Four-year College Form). Participants will learn about levels of student usage and satisfaction with various college services and the college environment. The ACT Student Opinion Survey normative data report is based on the administration of the survey to 81,466 students at 97 colleges between January 1, 2002, and March 31, 2005. Results are broken down by type of institution, size of institution, level of study, and a variety of demographic variables. Institutional Researchers, Student Affairs personnel, and administrators will all find this information a helpful reference in the evaluation of their institutions' services and facilities.

10:30-11:00 am

MORNING COFFEE BREAK

River Exhibit A & B, Level 1

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

Sheraton 5, Level 4

AIR GRANT PAPER: A Longitudinal Study of Student Success: The Relation Between Academic Major, Student Demographics, and Broad Student Outcomes (701)

RACHELLE L. BROOKS (Author), Director of College Sports Project, Northwestern University
 JOSEPH MILES (Author), Graduate Student, University of Maryland-College Park
 TRICIA ANNE SEIFERT (Facilitator), Doctoral Student and Research Assistant, University of Iowa

This study uses a multi-method strategy to assess broad student outcomes. It entails a follow-up of a cohort (N=184) whose critical thinking abilities were assessed in their first year of college. The reassessment of their abilities in their fourth year enables an examination of the relationship between critical thinking and major, and a longitudinal analysis of how their performance changed over time. Focus groups based on student characteristics such as socio-economic status, race/ethnicity, and commuter status provides student input about the broader outcomes they perceive, the factors they believe contribute to the outcomes, and reflective feedback on the assessment.

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

BEST PAPER/PRESENTATION SESSION

Huron Room, Level 2

PNAIRP Best Paper: Developing a Performance Measurement Framework for Student Service Departments (722)

MARIO MAZZIOTTI (Author), Director of Institutional Research and Planning, British Columbia Institute of Technology
 MARIA ANTIDORMI (Author), Research Analyst, British Columbia Institute of Technology
 SARAH DUNN (Author), Research Analyst, British Columbia Institute of Technology
 PHYLLIS H. GRUMMON (Facilitator), Director of Planning and Education, Society for College and University Planning

There has been lots of research and publications available describing performance measures for academic programs, however, information on methodologies to evaluate the performance of services relevant to our organization was sparse. The lack of information provided a challenge for this initiative, and we discovered at the early stages of the project that a one-size-fits-all framework does not work for service departments. It is the objective of this presentation to help department heads and project facilitators to understand the reasons and value of a performance framework, and to demonstrate, through example, how information can be converted into action.

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

BEST PAPER/PRESENTATION SESSION

Missouri Room, Level 2

VAMAP Best Paper: Increasing Dual Enrollment While Maintaining Quality (736)

JACKIE R. BOURQUE (Author), Director of Office of Institutional Effectiveness, J Sargeant Reynolds Community College
 STEVEN R. HOAGLAND (Facilitator), JD Student, University of Akron

Presents the primary issues for higher education institutions offering dual enrollment courses and how those issues have been addressed in one community college's dual enrollment evaluation plan to promote quality assurance. Issues to be addressed include: Rigor; Collegiate-Level Instruction: Student Readiness, Eligibility, and Support; Faculty: Qualifications, Orientation, Evaluations; Administrative Characteristics, and Student Outcomes Assessment.

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

DEMONSTRATION

Chicago 7, Level 4

S.O.S.: Student Outcomes Success (202)

PAULA S. KRIST (Author), Director Operational Excellence and Assessment Support, University of Central Florida

Increasingly, accrediting boards require academic programs to focus on student learning outcomes and their assessment for program improvement. This session describes how existing models for program assessment, such as the A.B.E.T. Criteria for Evaluating Engineering Programs, A.A.C.S.B. Expectations for Business programs, and the N.C.A.T.E. Standards and Performance Assessment Experiences for Education, can provide a framework for student outcomes oriented program assessment. These criteria are often applicable to programs that have no formal accreditation. Participants will apply rubrics to develop good student learning outcomes and measures to collect student outcomes. Ideas for assessment driven program change will be shared.

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

DEMONSTRATION

Parlor F, Level 3

A Comprehensive Framework for T, Sustainable Program Assessment (207)CATHERINE L. FINNEGAN (Author), Director of Assessment and Public Information, Board of Regents of the University System of Georgia
KAREN GAGE (Author), Vice President of Marketing, WebCT

Program assessment models very often are too complex to sustain. Designated investigators descend on a program, gather data, offer conclusions, and move on. A large state university system, however, is developing an ongoing, systematic method for continually assessing the effectiveness of an online general education program offered to freshmen and sophomores across six four-year-colleges and universities. The project scrutinizes the wealth of e-learning data the university system's course management system automatically compiles. The goal is to assess the program, identify any problems, and intervene for effective program improvement. Results of the replicable program will be shared.

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

DEMONSTRATION

Michigan Room B, Level 2

Designing Formative Rubrics (299)JOHN N. MOYE (Author), Director of Curriculum Development, Capella University
ELIZABETH YEH (Author), Assessment Specialist, Capella University

Much of the instruction in higher education focuses on higher levels of learning. Regardless of which framework is used to design the instruction, higher level learning is generally considered more complex and phenomenological than lower level learning. The system used to evaluate learner performance must be consistent with this learning if it is to promote the learning. The tool most often used to accomplish this evaluation is a rubric and most courses in higher education use one or more rubrics to evaluate learner performance. This presentation presents and discusses strategies to create formative rubrics.

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

DEMONSTRATION

Superior Room A, Level 2

Using Multiple Measures to Assess Progress on a Strategic Plan (463)MARIANNE H. HRICAY (Author), Associate Director of Institutional Research, Pace University
BARBARA S. PENNIPEDDE (Author), Assistant Vice President for Planning, Assessment and Research, Pace University

A Metropolitan Multi-Campus University has a history of assessing its progress in achieving the goals of its strategic plans. For the previous two plans, surveys, interviews and focus groups served as the main methods for assessment. This year, multiple and varied measures will be utilized including NSSE and CIRP data, university demographic data, passage rates, student performance and participation data, and university benchmarking data.

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

DEMONSTRATION

Erie Room , Level 2

Vision 2020 (477)NANCY L. KINSEY (Author), Director of Institutional Planning, Grants and Research, Kaskaskia College
DONNA R. HILGENBRINK (Author), Vice President of Administrative Services, Kaskaskia College

“Vision 2020” is an aggressive community engagement project that served two purposes when it was developed and implemented.

- 1) Informed district residents on the educational opportunities available through the local community college.
- 2) Provided valuable input from district residents and gave the college a better sense of how it is perceived in the community.

The Community Engagement Project proved to be a robust mechanism for building and cementing relations with the district residents while initiating the community involvement needed to develop a responsive fifteen year strategic plan for the college.

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

DEMONSTRATION

Sheraton 2, Level 4

Using IPEDS Data – It's Getting Easier and Easier... (638)

JANICE A. PLOTZYK (Author), Team Leader, IPEDS Data Collection, National Center for Education Statistics
 SAMUEL F. BARBETT (Author), Leader of IPEDS Data Quality Team, National Center for Education Statistics
 MOHAMAD A. SAKR (Author), Chief Architect, Innovative Solutions

This session will focus on recent enhancements to IPEDS Web-based data use tools that make using IPEDS data even easier. We'll show you the new Executive Peer Tool, and demonstrate how to submit a custom comparison group for your 2006 IPEDS Data Feedback Report. We'll demonstrate new features in the Peer Analysis System: report templates, forms facsimiles, derived variables, features for power users and for saving session information. And we'll give you a quick tour of the new IPEDS DAS, a powerful table-generating tool that includes a tables library as well as the means to design tables of your own.

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

DEMONSTRATION

Columbus A & B, Level 3

Effectiveness through Macros: Transform Your Analyses and Save Time with SPSS Macros (639)

SHIMON SARRAF (Author), Research Analyst, Indiana University at Bloomington
 T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington

Time is of the essence in most institutional research offices. Competing demands and limited resources compel institutional research officers to make difficult decisions about how to best allocate staff time. Accordingly, procedures that automate routine tasks are well appreciated. SPSS macros are a readily available yet lesser known vehicle for transforming an institutional research office. SPSS macros can automate a wide variety of tasks, freeing up time for other activities. Once participants are first introduced to SPSS macros in general, the demonstrators will then present four practical SPSS macros that may be immediately employed in any institutional research office.

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

RESEARCH PRESENTATION

Colorado Room, Level 2

Predicting Transition and Adjustment to College: Minority Biomedical and Behavioral Science Students' First Year of College (226)

VICTOR SAENZ (Author), Director of Follow-up Surveys, UCLA Higher Education Research Institute
 JUNE CHANG (Author), Research Analyst, University of California-Los Angeles
 SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
 NOLAN CABRERA (Author), University of California-Los Angeles
 LORELLE ESPINOSA (Author), Doctoral Student, University of California-Los Angeles
 PAULA L. HARMER (Facilitator), Western University of Health Sciences

Using data from the 2004 Cooperative Institutional Research Program (CIRP) and 2005 Your First College Year (YFCY), this longitudinal study examines predictive factors related to positive first-year transition of underrepresented minority college students showing commitments to the biological or behavioral sciences. Key characteristics of successful transitions include academic and social engagement (e.g., forming faculty relationships or feeling a sense of belonging with the college community). Affecting engagement are variables such as high school preparation and cross-/same-race interactions. Our findings inform college transition policies and programs focused on the long-term success of underrepresented minorities in the biomedical and behavioral sciences.

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

RESEARCH PRESENTATION

Mississippi Room, Level 2

A Mathematical Model for A Performance-Based Budget-Allocation Process (408)

FRANK K. ABOU-SAYF (Author), Director of Planning and Institutional Research, Kapiolani Community College
 WILSON LAU (Author), Institutional Analyst, University of Hawaii Kapiolani Community College
 ALLAN JOSEPH MEDWICK (Facilitator), Research Analyst, Kean University

In this study, a mathematical model that is built around institutional research data for the purpose of allocation funds to various programs based on their performance is advanced and explained. Some features of the model are its transferability to many higher-education institutions, the availability of 3 components that can be manipulated by the decision maker to fine-tune each program's budget allocation, and its ties with program-review and planning documents. Various scenarios resulting from the use of this model are presented and their implications are discussed.

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

RESEARCH PRESENTATION

Sheraton 3, Level 4

Creating Conditions for Student Success: Strategies to Support Your President (436)

MARSHA V. KROTSENG (Author), Associate Vice President for Strategic Research and Analysis, Valdosta State University
 WILLIAM F. RITCHIE (Facilitator), Assoc Vice Chancellor of Institutional Research, Planning and Assessment, Keiser College

In spring 2005, the American Association of State Colleges and Universities studied 12 public colleges and universities with exceptionally high student graduation rates in comparison with similar campuses. This research was designed to answer the question: "What policies and practices can institutions undertake to improve graduation rates?" Presidential leadership emerged as a distinctive feature of these institutions, and the study offers five steps that presidents can take to enhance measures of student success. This presentation connects AASCU's recommendations with effective strategies that institutional researchers can employ to support presidents in creating conditions that lead to increased student retention and graduation.

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

RESEARCH PRESENTATION

Chicago 6, Level 4

Determining Faculty Needs for Instructional Technologies and Support: Optimizing Politically Strategic, Democratically Participatory and Methodologically Sound Data Collection Approaches (441)

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

DEBORAH KEYEK-FRANSSSEN (Author), Chief Institutional Officer for Academic Technology Initiatives, University of Colorado-Boulder

JOAN M. MERLO (Facilitator), Vice President Research and Technology, Molloy College

This presentation introduces a framework to guide IR, IT and campus planners in developing assessments of instructional technology resources and services. Developed by a public university with moderate resources, the framework uses (1) "backward planning" to identify strategic questions, (2) full-faculty survey for comprehensive input, (3) randomly sampled faculty survey to establish representative descriptions, (4) targeted surveys and interviews of politically important and cutting-edge users, (5) data-mining of WebCT and room requests, and (6) focus groups to ensure participatory input and rich process information. We will introduce the framework, share insights regarding implementation, and make available our data for benchmarking purposes.

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

RESEARCH PRESENTATION

Chicago 10, Level 4

Institutional Effectiveness: Perspectives of Campus Stakeholders (502)

GARY SKOLITS (Author), Senior Research Associate, University of Tennessee

SUSAN E. GRAYBEAL (Author), Dean of Institutional Effectiveness, Northeast State Technical Community College

TAMELA H. HAWLEY (Facilitator), Dean of Planning and Institutional Research, Prince George's Community College

This case study addressed how one community college defined, implemented, and established consistent institutional effectiveness (IE) processes and practices among campus leaders, faculty and staff. This study illuminated a) the level of complexity in mature effectiveness processes, and b) the substantial IE process expectations for faculty and staff. Faculty and staff were aware of IE process elements and favorably rated IE data sources. However, participation levels in the process varied, and only a small core of faculty consistently used student outcomes data for effectiveness. Of the many barriers to IE, only "lack of time" was universally shared among faculty and staff.

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

RESEARCH PRESENTATION

Chicago 9, Level 4

Web Reporting Solutions: Internet Middleware vs. Business Intelligence Platforms (612)

CHRISTOPHER J. MAXWELL (Author), Research and Planning Analyst, Purdue University

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

For many IR offices, it is not a question of whether to do Web based reporting but how to go about it. There are two major approaches: The use of Web middleware such as ASP, PHP, ColdFusion, SAS/IntrNet, etc. or the latest generation of Business Intelligence (BI) platforms such as COGNOS or Hyperion. A combination can also be considered.

Typically, an IR office would not be able to purchase and deploy a BI platform but would use the system provided by the central IT unit.

This non-technical presentation will explore the pros, cons, and strategies for maximizing the potential of each of these two different approaches.

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

RESEARCH PRESENTATION

Sheraton 1, Level 4

Predicting Retention and Degree Completion Time: Regression vs. Decision Trees vs. Neural Networks (615)

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

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

Using regression-based models to predict enrollment behavior of students forces statistical assumptions on the usability of data that are more relaxed with decision-tree and neural network-based models. The potential for improved prediction accuracy is examined with six variations of decision-tree and neural net models that are typically employed with a multinomial outcome.

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

RESEARCH PRESENTATION

Sheraton 4, Level 4

Follow Up Session for Tom Mortenson Plenary (733)

THOMAS G. MORTENSON (Author), Higher Education Policy Analyst, Postsecondary Education Opportunity

JOSEPH A. RIVES (Facilitator), Assistant to the President for Planning and Budget, Western Illinois University

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

SCHOLARLY PAPER

Michigan Room A, Level 2

Women, Transfer, and Baccalaureate Completion (147)

MELISSA L. FREEMAN (Author), Doctoral Student, Ohio University

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

HONG GAO (Facilitator), Director of Institutional Research and Assessment, Loras College

This study builds on existing knowledge of community college students, particularly regarding transfer issues between community colleges and four-year institutions and successful completion of the baccalaureate degree. We will use the National Center for Education Statistics (NCES) 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01) to examine risk factors for women including the interaction effects with age on transfer and completion of a baccalaureate degree.

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

SCHOLARLY PAPER

Parlor E, Level 3

The Date of Course Enrollment as a Predictor of Success and Persistence (148)

GEORGE H. JOHNSTON (Author), Professor Emeritus of Fine and Applied Arts, Parkland College

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

This study looks at the relationship between the date of enrollment in a fall semester course at a community college and success in that course. It also examines persistence as measured by attendance the following semester.

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

SCHOLARLY PAPER

Arkansas Room, Level 2

Creating a Culture of Evidence in Postsecondary Access, Affordability and Success for Arizona's Minority Students (154)

JOSE LUIS SANTOS (Author), Assistant Professor, UCLA Graduate School of Education and Information Studies, University of California-Los Angeles

TOM RHODES (Author), Economist, University of Arizona

MARTIN B. FORTNER (Facilitator), Director of Planning, Assessment and Research, Southern University at Shreveport

In 2004 the state Legislature commissioned a study on postsecondary success for minority students in Arizona. In addition to identifying specific challenges, the study provided a detailed look at public institution-level and system-level progress over the last decade in becoming more representative of the state's population.

Preliminary results were presented at the AIR 2004 conference. This year, the focus is on the lessons learned working to illuminate the current state of postsecondary student diversity progress in Arizona.

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

SCHOLARLY PAPER

Chicago 8, Level 4

Promoting Bachelor's Degree Attainment among African Americans (252)

VICTOR M.H. BORDEN (Author), Associate Vice President, Indiana University

SUSAN D. JOHNSON (Author), Chancellor's Fellow, Indiana University at Bloomington

PAMELA C. BROWN (Author), Indiana University Purdue University Indianapolis

JOHN MATLOCK (Facilitator), Associate Provost, University of Michigan

This paper reports the second of a three-stage research project that seeks to identify college characteristics and interventions that promote bachelor's degree attainment among African Americans. In this stage, predictive models constructed using IPEDS data are refined. Data from the National Survey of Student Engagement are then included to determine how various aspects of student engagement influence African American degree attainment. The third stage of the project will involve a qualitative analysis of archival materials (Web sites, publications, and presentations) and telephone interviews of senior and program level administrators at under-, average-, and over-performing institutions identified through the regression analysis.

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

SCHOLARLY PAPER

Superior Room B, Level 2

Aligning the Measure with the Outcome: The Effect of an Expanded Definition of the IPEDS GRS Courseload Requirement on Diverse Institutions (530)

TODD J. SCHMITZ (Author), Director of Research and Reporting, Indiana University System

UCHE O. OHIA (Facilitator), Director of Assessment, Florida A&M University

Any standard measurement in higher education has to apply to a very diverse universe of postsecondary institutions.

A modification of the cohort definition may serve to make the metric more relevant across sectors and provide a better gauge of student intent to complete their degree. An expansion of the cohort definition should serve to provide a more inclusive measure.

This presentation will examine the effects of an expanded course load measure on the composition of the cohort and the concomitant graduation rates at a large, Midwestern university with a mix of residential, urban, and commuter campuses.

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

SCHOLARLY PAPER

Ohio Room, Level 2

Developing a Model to Explain IPEDS Graduation Rates at Public Two-year Colleges and Four-Year Universities Using Data Mining (540)

BRENDA L. BAILEY (Author), Associate Director for Research, Minnesota State Colleges and Universities
STEPHEN L. DESJARDINS (Facilitator), Associate Professor, University of Michigan

This study develops supplementary contextual information about graduation rates at two-year colleges and four-year universities. Using data mining techniques, an expected graduation rate is calculated based on institutional and student characteristics for each college and university in the study. These expected rates are compared to the actual rates reported on the IPEDS Graduation Rate Survey.

The population for this study is all postsecondary institutions responding to IPEDS surveys. IPEDS data downloaded through the IPEDS Peer Analysis System include Graduation Rate, Institutional Characteristics, Fall Enrollment, Postsecondary Completions, Faculty Salaries, Fall Staff, Employees by Assigned Position, Finance, and Student Financial Aid surveys.

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

SCHOLARLY PAPER

Ontario Room, Level 2

Using an On-Line Survey to Assess The Doctoral Student-Faculty Advising Relationship: Survey Design, Method, and Selected Findings (672)

ELLEN B. STOLZENBERG (Author), Research Analyst, University of California-Los Angeles
BONNIE L. HEDLUND (Facilitator), Director of Academic Information, Management and Analysis, Azusa Pacific University

The purpose of this session is to discuss the need for research on doctoral education and how one study on the doctoral student-faculty relationship was designed and carried out at a large, public, research institution. The presentation will begin with a brief summary of the importance of research on doctoral education, followed by a discussion of the study site, sample, survey design/instrument, survey dissemination, and selected findings. The session will conclude with a discussion of some of the obstacles associated with research on doctoral education, what session attendees are experiencing on their campuses, and how best to address these issues.

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

TABLE TOPIC

Parlor G, Level 3

Does Money Matter?: Instruction-Related Expenditures and Graduation Rates (T01)

JANG WAN KO (Author), IR Research Analyst, George Mason University
MIKYONG MINSUN KIM (Author), Associate Professor, The George Washington University

The purpose of this study is to investigate the relationship between instruction-, academic support-, student service- expenditure per student as well as research money and student graduation after controlling individual and institutional characteristics. Our preliminary regression analysis results suggest that 1) there is a strong positive relationship between instructional and academic support expenditures and student graduation, 2) student service expenditure is not significantly related with student graduation rate, controlling for other expenditures.

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

VENDOR DEMONSTRATION

Parlor B, Level 3

Collegiate Learning Assessment: New Measures for Benchmarking Undergraduate Student Development (E07)

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

The Council for Aid to Education's Collegiate Learning Assessment (CLA) presents measures that are performance-based, administered wholly online, and chart value-added growth in critical thinking, analytic reasoning and written communication skills. The discussion will focus on ways the CLA can be used in institutional self-assessment and inter-institutional comparisons as a means to support curricular reform and academic program improvement.

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

COMMITTEE MEETING

Illinois Boardroom, Level 2

Professional File Editorial Board Meeting (075)

GERALD W. MCLAUGHLIN (Committee Chair), Director of the Office of Institutional Planning and Research, DePaul University
DEBORAH B. DAILEY (Associate Committee Chair), Associate Director of Planning and Institutional Research, Georgetown University

Meeting for the members of the Professional File Editorial Board.

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

SPECIAL INTEREST GROUP

Chicago 9, Level 4

American Association of Universities Data Exchange (AAUDE) (S02)

REBECCA E. CARR (Convener), National Coordinator, Association of American Universities Data Exchange

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

Arkansas Room, Level 2

Catholic Colleges and Universities (S12)

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

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

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

SPECIAL INTEREST GROUP

Huron Room, Level 2

CIRP Users Special Interest Group (S13)

CATHERINE L. FINNEGAN (Convener), 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

Missouri Room, Level 2

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.

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

SPECIAL INTEREST GROUP

Parlor F, Level 3

Community College Institutional Researchers (Invitational Event) (S32)

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

Community college institutional researchers focus group.

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

SPECIAL INTEREST GROUP

Parlor G, Level 3

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

Sheraton 2, Level 4

XML in IR (S45)

MIKE ELLISON (Convener), Systems Analyst, University of Nevada-Las Vegas

This SIG provides an opportunity for people interested in applying XML in IR. If you are already using XML, please come to this session to share your experience with your colleagues; if you are thinking about using XML, please come to this session to learn how others are using XML in IR. If you are interested in establishing contacts regarding XML, in seeking new methods to apply XML, and/or in sharing your success with XML, please join us.

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

SPECIAL INTEREST GROUP

Michigan Room B, Level 2

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

Mississippi Room, Level 2

SPSS Users (S60)

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

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

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

SPECIAL INTEREST GROUP

Columbus A & B, Level 3

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.-12:50 p.m.

SPECIAL INTEREST GROUP

Colorado Room, Level 2

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.

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

SPECIAL EVENT

Mayfair Room, Level 2

Affiliated Groups Luncheon (Invitational Event) (006)

TIMOTHY K. C. CHOW (Host), Director of Institutional Research, Rose-Hulman Institute of Technology

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

DEMONSTRATION

Superior Room B, Level 2

The Effect of Unclean Data on Your Results (604)

PAUL W. EYKAMP (Author), Coordinator of Long Range Enrollment and Analysis, University of California

As researchers work more intensively with larger and more complex datasets, the issue of data cleaning becomes more and more important. This presentation will look at some easy methods of determining just how bad your data is, some ways of thinking about appropriate cleaning to improve the accuracy of your results, and a demonstration of the effects of unclean data on your statistical results. Discussion will include both the mechanics of identifying and exorcising bad data as well as ways of thinking about data of uncertain validity and setting appropriate policy.

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

DEMONSTRATION

Chicago 9, Level 4

Student Migration Tracking with Web Tool (613)

SEAN W. SU (Author), Programmer/Analyst, Cleveland State University

Using dynamic Web queries to track student migration internally and externally across institutions

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

INVITED PAPER

Sheraton 5, Level 4

Making the Implicit Explicit: Creating Performance Expectations for Assessing Doctoral Education (703)

BARBARA LOVITTS (Author), National Academy of Engineering

This presentation provides the results of a study in which 276 faculty in ten disciplines at nine universities participated in focus groups in which they characterized dissertations and components of dissertations at four different quality levels—outstanding, very good, acceptable, and unacceptable. They also discussed what it meant to make an original and significant contribution in their disciplines, and the purpose of the dissertation. The goal is to develop objective standards for the dissertation and to use those standards in a formative way with students to improve doctoral education, and in a summative way with programs to assess educational effectiveness.

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

RESEARCH PRESENTATION

Michigan Room A, Level 2

Exploring the Association between Campus Co-Curricular Participation and Academic Success (127)

DESSA BERGEN-CICO (Author), Associate Dean of Students, Syracuse University
 JOE VISCOMI (Author), Assistant Director of Assessment, Syracuse University
 SCOT L. SPICER (Facilitator), Associate Dean of Instruction, Glendale Community College

The relationship between student involvement and co-curricular participation and academic success, persistence, and retention is the focus of a substantial body of literature that draws complex conclusions. All agree however that positive involvement imparts on students a sense of attachment to an institution, thereby impacting persistence and retention positively. This study examines the statistical relationship between academic success (defined here as GPA) and student involvement in co-curricular activities. Analysis of ~ 50,000 records over 3-years revealed significant differences ($p < 0.001$) in GPA for students attending a threshold number of co-curricular programs in contrast to their peers who attended fewer, or none.

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

RESEARCH PRESENTATION

Chicago 6, Level 4

CLASSE - A Measure of Student Engagement at the Classroom Level (287)

JUDITH A. OUIOMET (Author), Assessment Coordinator, University of Nevada, Reno
 ROBERT A. SMALLWOOD (Author), Associate Provost for Undergraduate Education and Assessment, University of North Florida
 PAUL H. FREEBAIRN (Facilitator), Director of University Assessment and Testing, Brigham Young University Hawaii

Results from the National Survey of Student Engagement (NSSE) yield useful information about the undergraduate learning experience. The CLASSE is an experimental modification of the NSSE enabling one to examine engagement at the classroom level. Students report how frequently they engage in various educational practices within a designated course. The course instructor assesses the value or importance placed on the respective educational practices. Student and faculty outcomes are then contrasted to identify valued educational practices that are occurring less frequently than might be desired. Related improvement initiatives are subsequently identified to enhance the teaching learning process within the course.

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

RESEARCH PRESENTATION

Missouri Room, Level 2

Faculty Retention and Loss Trends at a Research-Intensive, Public Institution (301)

WENDY L. MILEY (Author), Research Specialist, Principal, University of Arizona
 CHERYL SIMPSON (Facilitator), Doctoral Candidate, University of Michigan

The purpose of this research is to provide a preliminary overview on the status of faculty retention efforts at a large research-intensive university. While, it is normal for some faculty to leave for better opportunities elsewhere it is critical that institutions understand what is motivating their faculty to seek and accept external offers. This annual survey of deans' offices provides reasons why faculty left, the level of outside and counter salary offers, and other negotiated support in addition to increased personal compensation.

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

RESEARCH PRESENTATION

Colorado Room, Level 2

Course Grades and Teaching Evaluations: Seeking Evidence for the Faculty/Student Nonaggression Pact (306)

MICHAEL D. MCGUIRE (Author), Executive Director, Office of Planning and Institutional Research, Georgetown University
 DEBORAH B. DAILEY (Author), Associate Director of Planning and Institutional Research, Georgetown University
 MRINAL MUGDH (Facilitator), Director of Institutional Research and Planning, The University of Texas at Brownsville

Among the popular criticisms of teaching quality at research universities is the purported Faculty/Student Nonaggression Pact whereby faculty grant undergraduates inflated grades in exchange for positive course evaluations. The present study sought indirect (non-causal) evidence of this by examining the distributions of and relationships between final grades and teaching evaluation scores at the course section level, in two academic years. Results suggest some support for the Pact hypothesis but plenty of exceptions. Comparisons across departments with varying levels of academic rigor were especially telling.

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

RESEARCH PRESENTATION

Mississippi Room, Level 2

Lessons Learned about Communicating the Strategic Plan (426)

PATRICIA J. MCCLINTOCK (Author), Associate Director for Institutional Research & Effectiveness, Indiana State University
 KEVIN J.G. SNIDER (Author), Executive Assistant to the President for Institutional Research and Effectiveness, Indiana State University
 MARGARET L. DALRYMPLE (Author), Assistant Director of Institutional Research, Purdue University
 MICHAEL G. CROW (Facilitator), Director of Institutional Research and Planning, Savannah State University

The traditional corporate version of strategic planning can be adapted to fit the distinctive culture of academia, but it can be complicated trying to engage the variety of stakeholders involved in a higher education institution. The key to the successful implementation of a strategic plan lies within effective communication, common language and internal marketing. Given this vital role of communication, fostering stakeholders' participation is an important condition for successful planning. This presentation will offer examples of communicating the strategic planning process at two Indiana institutions.

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

RESEARCH PRESENTATION

Chicago 7, Level 4

Checking Our Balance: State Tuition and Financial Aid Policies in an Era of Dwindling Public Resources (505)

DAVID L. WRIGHT (Author), Senior Research Analyst, State Higher Education Executive Officers
 ANGELA BOATMAN (Author), Graduate Student Research Assistant, University of Michigan
 TARA BISEL (Facilitator), Management Research Analyst, Arizona State University

In an era of escalating enrollments and competing priorities for dwindling state resources, state higher education policymakers struggle for a balance in fiscal policy that provides funding adequacy for institutions, affordability for students, and predictability for both. This session will feature the results of a national survey of state tuition, fee, and student financial aid policies, administered triennially to state chief higher education finance officers. Particular emphasis will be placed on new approaches; the relationship between government funding levels and tuition policy change; and state efforts to align policy in the areas of appropriations, tuition, and financial aid.

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

RESEARCH PRESENTATION

Huron Room, Level 2

Exploring Correlates of University Graduation Rates: A Case for Consumer Education (714)

STEVEN R. HOAGLAND (Author), JD Student, University of Akron
 ALEXANDER C. YIN (Facilitator), Graduate Research Assistant, Pennsylvania State University

Postsecondary institution graduation rates are receiving attention on Capitol Hill these days. The degree to which college-bound high school students focus on those rates, retention rates, and other important statistics remains questionable however. At issue is whether consumer education would be instrumental to increasing first-year student retention, to promoting timely graduation, and to advancing institutional, societal, and national interests. Strong correlations were found among variables including institutional entrance test scores and graduation rates. Findings from this correlation design research project suggest widely-published institutional rates of retention, graduation, and alumni giving deserve greater attention from prospective college students and their sponsors.

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

SCHOLARLY PAPER

Columbus A & B, Level 3

Educating Diverse Students: Community Colleges Meeting the Challenge (101)

EDITH H. CARTER (Author), Assistant Professor of Educational Research, Radford University
 LOIS A. ALVES (Facilitator), Vice President for Enrollment Services, Research and Planning, Middlesex Community College

A growing diverse student population remains a dilemma for higher education. The changes in demographics raises many questions concerning services for these students. The Lumina Foundations initiative "Achieving the Dream: Community Colleges Count" is an effort to help diverse students reach their educational goals. This study will investigate how institutions are responding to this initiative. It will also serve to bring into focus issues related to the growing diverse student population based on findings in the literature and help to create an awareness of the need for additional research to aid in serving these students.

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

SCHOLARLY PAPER

Parlor E, Level 3

Influencers of Religious Engagement in the First Year of College (149)

HAROLD V. HARTLEY (Author), Director of Research, Council of Independent Colleges

The purpose of this study was to identify factors that lead to a deepening of students' religious engagement in the first year of college. Multiple linear regression was employed to measure predictor effects on the dependent spring semester religious engagement index, as well as to determine antecedents of religious involvement and strength of religious faith in the fall semester. This study found that religious engagement in high school positively influenced fall religious engagement, which in turn positively influenced spring religious engagement. Additional findings, as well as implications for policy and practice are discussed.

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

SCHOLARLY PAPER

Michigan Room B, Level 2

Something Old, Something New: Assessing the Efficacy of On-Line, Collaborative Teaching in a Traditional Liberal Arts Curriculum (211)

DEBORAH OLSEN (Author), Associate Professor, Virginia Polytechnic Institute and State University
 SUSAN H. FROST (Author), Principal Consultant, Susan Frost Consulting
 STEPHANIE PICKLE (Author), Virginia Polytechnic Institute and State University
 KARMA A. EL HASSAN (Facilitator), Director of the Office of Institutional Research and Assessment, American University at Beirut

This study presents findings from a three-year longitudinal study of Sunoikisis, a virtual classics department formed by 14 liberal arts colleges that blends on-campus teaching with on-line, inter-institutional instruction. The project's goals were to: (1) identify the strengths and weaknesses of on-line, collaborative instruction and (2) develop a comprehensive assessment model that could be used to evaluate other innovative instructional programs. Assessment included both qualitative and quantitative measures. Findings are organized around key instructional dimensions of the program and discuss program effectiveness from the vantage points of administrators, faculty and students.

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

SPECIAL EVENT

Mayfair Room, Level 2

Affiliated Groups Luncheon (Invitational Event) (006)

Continued from previous time period.

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

TABLE TOPIC

Parlor G, Level 3

Creating A Culture of Assessment In a University Library (T02)

DENISE Y. YOUNG (Author), Executive Director of Institutional Effectiveness and Associate Professor of Education, North Georgia College and State University

Assessment is defined by Upcraft and Schuh (1996) as “any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness.” Two primary purposes of assessment are (1) to demonstrate achievement of expected outcomes and (2) for improvement of programs and/or services. This presentation will discuss how a university library can create a culture of assessment by moving beyond the typical evaluation of programs and services to assessing student learning outcomes related to information literacy.

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

VENDOR DEMONSTRATION

Sheraton 2, Level 4

Assessing the Educational Experiences of College Students in Transition (E01)

BRADLEY E. COX (Presenter), Coordinator of Research and Public Information, National Resource Center for the First Year Experience and Students in Transition

RANDY L. SWING (Presenter), Co-Director and Senior Scholar, Policy Center on the First Year of College

The National Resource Center for The First-Year Experience and Students in Transition seeks to support and advance efforts to improve student learning and transitions into and through higher education. To that end, the Center has developed a number of publications, Web resources, and a summer institute dedicated to collegiate assessment.

This presentation will highlight the Center’s assessment resources including a data analysis toolkit, a free listerv/magazine with monthly essays by assessment experts, a typology of assessment instruments, and a monograph series that publishes institution-specific assessment of key college programs. Participants will also have the opportunity to win a free copy of one of our most recent monographs.

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

VENDOR DEMONSTRATION

Erie Room , Level 2

Snap Survey Software (E02)

STANLEY SMITH (Presenter), Sales Manager, Snap Surveys

ANDREA M. TAVANO (Presenter), Snap Surveys

Snap is a powerful, user-friendly survey software which has been helping researchers and educators in more than 50 countries worldwide for over 23 years. Snap offers fully integrated survey software with on screen questionnaire design, data collection and analysis for all types of surveys (paper, phone, Web, E-mail, PDA, Scanning). Analysis in the form of tables (crosstabs, frequencies), charts (2-D and 3-D) and reports along with the ability to read from and write to MS Access or SQL database.

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

VENDOR DEMONSTRATION

Parlor B, Level 3

Magenta 5.0 Direct to Remark Office (E08)

CARLI BURKE (Presenter), President, Data Blocks

Come see the latest version of Magenta for Office. Not only does it automatically create your Remark Office template, but it transfers question text as well. The latest version of Magenta for Office also has new importing from Word documents and many other features.

1:00 p.m.-2:30 p.m.

PANEL

Arkansas Room, Level 2

Spirituality and the “Typical” College Student: Examining Dimensions of Diversity and Resulting Institutional Implications (153)

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

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

ALYSSA N. BRYANT (Author), Education Research Scientist, RTI International

SHANNON CALDERONE (Author), University of California-Los Angeles

This panel session is intended to highlight a broad spectrum of findings from a national program of research that examines the spiritual development of undergraduate students during their college years. The focal point for this discussion will center on the ways in which higher education can best enhance spiritual inclinations of diverse populations of students. Towards this end, panelists will focus their presentations on various dimensions of student diversity and highlight students’ unique and common perspectives on spirituality and related constructs.

1:00 p.m.-2:30 p.m.

PANEL

Parlor F, Level 3

Service-Learning: In Transition at a Comprehensive Public University (286)

MARY ANN ZAGER (Author), Program Director, Quality Enhancement Plan, Florida Gulf Coast University
 MARGARET A. GRAY-VICKREY (Author), Associate Vice President Curriculum and Instruction, Florida Gulf Coast University
 LINDA SUMMERS (Author), Florida Gulf Coast University
 CORRIE PIETERSON (Author), Florida Gulf Coast University

A service-learning graduation requirement is in transition from an hour-based requirement to a course/program-based requirement at a small, southern comprehensive public university. The reasoning behind this transition is discussed. In addition, the institution is in the reaffirmation stage of the accreditation process. Assessment of student learning, course delivery (based on faculty self-evaluation and student assessment), and community satisfaction will serve as triangulating data sources for the assessment of this change in service learning. Initial assessment results (including a pilot project integrating service learning into a core course) are presented. Strategies for integrating service-learning courses on other campuses are discussed.

1:00 p.m.-2:30 p.m.

PANEL

Superior Room A, Level 2

Aligning Graduate School Surveys (448)

MARY A. BLACK (Author), Data Resources Analyst, Michigan State University
 SAMUEL M. FLANIGAN (Author), Deputy Director of Data Research, U S News and World Report
 JACQUELYN L. FROST (Author), Director, Institutional Research, Purdue University
 STEPHEN SAUERMECH (Author), Director of Research Operations, Thomson Peterson's
 JULIA D. OLIVER (Author), Survey Manager for Survey of Graduate Students and Postdoctorates in Science and Engineering, National Science Foundation
 JAMES VOYTUK (Author), Senior Program Officer, National Academies
 DAWN PIACENTINO (Author), Associate Director of the Higher Education Division, Educational Testing Service
 PETER DELANEY (Author), Research Manager, Thomson Peterson's
 LAURA A. SCHARTMAN (Author), Director of Institutional Research and Assessment, Oakland University

Following a discussion that took place at the 2003 AIR Forum, a working group of representatives of the IR community and survey sponsors was created. Because the organizations that request the data often use the data for specific purposes, it is not expected that the result will be a graduate version of the Common Data Set. Rather, the Working Group to Align Graduate School Surveys is looking at how the process of responding to these surveys might be streamlined. At this session, members of the working group will present the results so far for discussion and feedback from interested parties.

1:00 p.m.-2:30 p.m.

PANEL

Chicago 8, Level 4

Change Comes from Action: Using Action Inquiry to Involve Campus Administrators in Institutional Change and Research (451)

DONALD R. HOSSLER (Author), Professor of Educational Leadership and Policy Studies, Indiana University at Bloomington
 GLENDA DROGSMAMUSOBA (Author), Assistant Professor, Florida International University
 JEFFERY S. MCKINNEY (Author), Associate Director, Indiana University
 PAUL JACOB GROSS (Author), Graduate Assistant, Indiana University
 EDWARD P. ST. JOHN (Author), Professor, University of Michigan

The Indiana Project on Academic Success has been working with institutions in the State of Indiana to improve student academic success and persistence. Efforts include:

1. Building a comprehensive state database for campus-based and state-level studies.
2. Collaborating with campus administrators to identify campus-based issues.
3. Advising institutions on campus-based pilot tests of interventions.
4. Evaluating the effectiveness of campus-based interventions.

This panel will share lessons learned in creating statewide databases and addressing associated problems, will provide examples of successful efforts to enhance student success, and will discuss how the organization of colleges can undermine institutional goals and student success.

1:00 p.m.-2:30 p.m.

PANEL

Ohio Room, Level 2

Using State Student Unit Record Data to Map Pathways to Success for Nontraditional Community College Students (541)

DAVIS JENKINS (Author), Senior Research Associate, Community College Research Center
 DAVID PRINCE (Author), Research Manager, Washington State Board for Community and Technical Colleges
 PATRICIA WINDHAM (Author), Associate Vice Chancellor for Evaluation, Florida Community College System
 PETER CROSTA (Author), Research Associate, Community College Research Center
 TIM LEINBACH (Author), Research Associate, Community College Research Center

This panel will discuss the findings from a series of new studies that use longitudinal unit record data on community college students from Florida and Washington State to map the paths of nontraditional students (i.e. those who enter college at age 25 or older) through community colleges and into further education and the labor market, identifying both barriers to and correlates of success for these students. The panelists will explore the implications of these findings for community college policy and practice and discuss how state system-level research can be used to catalyze and inform performance improvement at the college level.

1:00 p.m.-2:30 p.m.

PANEL

Sheraton 3, Level 4

Institutional Effects Analysis: a Moot Question In an Age of Mobility? If Not, How Do We Do It? (618)

CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education
 SARA Y. GOLDRICK-RAB (Author), Assistant Professor of Educational Policy and Sociology, University of Wisconsin-Madison
 PATRICK T. TEREZINI (Author), Distinguished Professor, The Pennsylvania State University
 PAUL D. UMBACH (Author), Assistant Professor, University of Iowa

One of the core jobs of institutional research officers is to present analyses of the effects of institutional characteristics and processes on student outcomes, particularly retention and completion. In the academic literature, institutional effects analyses are often presented as generalizable—at least to similar sets of institutions. In an age of multi-institutional attendance, is this extension warranted? And if it is not warranted, how do we conduct analyses of student progress to take account of multiple institutions attended? The panelists will offer four distinct responses to the question, and those in attendance are expected to join the discussion.

1:00 p.m.-2:30 p.m.

PANEL

Ontario Room, Level 2

Skits Depicting Dilemmas, Recognizing and Avoiding Ethical Traps in your Office (626)

MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
 DAWN GERONIMO TERKLA (Author), Executive Director, Institutional Research, Tufts University
 SUSAN B. JONES (Author), Senior Analyst (Retired), University of Wyoming
 LARRY G. JONES (Author), Senior Public Service Associate Emeritus, University of Georgia
 ALICE M. SIMPKINS (Author), Director of Institutional Research, Paine College
 MICHAEL WILLIFORD (Author), Director of Institutional Research, Ohio University
 RANDALL B. NELSON (Author), Director of Institutional Research, University of Puget Sound

AIR's Code of Ethics, adopted in 1992, has been updated, along with a new preamble and appendices, which have guidelines for avoiding ethical dilemmas. The Ethics Committee will present skits depicting situations that IR offices confront, followed by discussion, and a review of the new guidelines for avoiding dilemmas. Participants are also encouraged to submit their own ideas for skits (anonymously).

1:00 p.m.-2:30 p.m.

PANEL

Sheraton 4, Level 4

Effectiveness Through Diversity: The Challenge for Institutional Research (702)

JENNIFER A. BROWN (Author), Director of Institutional Research and Policy Studies, University of Massachusetts Boston
 PHILIP GARCIA (Author), Senior Director, California State University-Long Beach
 JING LUAN (Author), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College
 ANDREEA M. SERBAN (Author), Associate Vice President of Information Technology, Research and Planning, Santa Barbara City College
 MEIHUA ZHAI (Author), Assistant Vice Chancellor, Strategic Research and Analysis, Board of Regents, University System of Georgia
 EDUARDO A. MOLINA (Author), Director of Institutional Research, Argosy University
 LARRY T. HUNTER (Author), Senior Institutional Research Specialist, Columbus State Community College
 MYRTES D. GREEN (Author), Assistant to the President, Lawson State Community College
 LANCE KENNEDY-PHILLIPS (Author), Research Associate, DePaul University
 PATRICK A. CASHELL (Author), Associate Registrar, University of Limerick
 CHEN YU (Author), Professor, Renmin University of China
 ELIZABETH C. STANLEY (Author), Assistant Provost, Zayed University, United Arab Emirates
 WILLIAM E. KNIGHT (Moderator), Assistant Vice President for Planning and Accountability, Bowling Green State University
 MARY KORFHAGE (Moderator), Senior Associate, University of Louisville

A panel of institutional researchers will explore the current state of diversity, cultural competency, and global awareness in the profession, lessons learned, barriers to success, and improvement initiatives.

1:00 p.m.-2:30 p.m.

PANEL

Chicago 10, Level 4

AIR Strategic Directions and Transition: A Report from the Executive Director Transition Taskforce (708)

SANDRA K. JOHNSON (President), Associate Dean, Princeton University

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

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

The AIR will transition to a new Executive Director in 2008. The Executive Director Transition Taskforce has worked during the last year to lay the foundation for the selection process. One goal is to review and affirm the strategic direction of the association. This session will feature a presentation about AIR's strategic direction, transition activities, and a panel discussion.

1:50 p.m.-2:30 p.m.

AIR GRANT PAPER

Sheraton 5, Level 4

AIR GRANT PAPER: Factors Affecting the Retention, Persistence, and Attainment of Undergraduate Students at Public Urban Four Year Higher Education Institutions (707)

KEVIN B. MURPHY (Author), Associate Director of Institutional Research and Policy Studies, University of Massachusetts Boston

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

Preliminary research into the populations of public urban four year higher education institutions indicates that race/ethnicity and Verbal SAT scores may be acting as proxies for immigration status and the use of a home language other than English. There are indications of differences in the behavior of immigrant/other language students that may impact retention, persistence, and attainment. This paper uses data from national surveys to construct and test models of these measures for large city institution populations compared to other public four year institutions, with a focus on immigration and language issues.

1:50 p.m.-2:30 p.m.

AIR GRANT PAPER

Chicago 7, Level 4

AIR GRANT PAPER: For-Profit Colleges – An Opportunity for Under-Served? (713)

ANNA S. CHUNG (Author), Research Associate, Indiana Project on Academics Success, Indiana University at Bloomington

JOHN H. PADGETT (Facilitator), Provost, Sanford-Brown College

The last decade has seen an unprecedented growth in the numbers of students with disadvantaged backgrounds served by for-profit (proprietary) schools. Unfortunately, the analyses of proprietary education outcomes are almost absent. The main policy question addressed in this study is: How does a change in receipt of federal aid affect students persistence in a proprietary program? This project uses data sets conducted by National Center for Education Statistic (NPSAS:96 & 00 , NELS:01 and BPS:01). The estimation of model of persistence considers potential selection bias.

1:50 p.m.-2:30 p.m.

DEMONSTRATION

Erie Room , Level 2

Using Qualitative Methods to Contextualize Your NSSE Results (208)

JILLIAN L. KINZIE (Author), Associate Director of NSSE Institute, Indiana University at Bloomington

JENNIFER BUCKLEY (Author), Project Associate, National Survey of Student Engagement (NSSE) at Indiana University

SUSAN D. JOHNSON (Author), Chancellor's Fellow, Indiana University at Bloomington

The National Survey of Student Engagement (NSSE) provides institutions data about what students invest and gain from their education. This session demonstrates the utility of focus groups and cognitive interviewing as innovative qualitative approaches to explore NSSE survey results locally. Through focus groups, institutional researchers can contextualize and validate the meanings of NSSE aggregate results. Cognitive interviewing can further provide a rich sense of respondents' perceptions of particular items and related findings. The presentation documents these qualitative methodologies and provides institutional examples and approaches to triangulating NSSE results to create an integrated assessment of educational effectiveness and student engagement.

1:50 p.m.-2:30 p.m.

DEMONSTRATION

Parlor E, Level 3

Using Portal Server Technology to Integrate Academic Quality Improvement and Maintain Program Equivalence at a Multi-Campus Proprietary Institution (295)

WILLIAM F. RITCHIE (Author), Assoc Vice Chancellor of Institutional Research, Planning and Assessment, Keiser College

DAVID J. KREITNER (Author), Director Quality Enhancement, Keiser College

This multi-campus academic quality improvement process is based on portal server technology and is innovative in its integration of advisory boards and the Center for Teaching and Learning with assessment activities. The institution offers 32 associate- and bachelor-level academic programs at 13 locations. A SharePoint site provides a team collaboration infrastructure where campus faculty at multiple locations can post and review assessment results and document program improvements.

1:50 p.m.-2:30 p.m. PANEL Arkansas Room, Level 2

Spirituality and the “Typical” College Student: Examining Dimensions of Diversity and Resulting Institutional Implications (153)

Continued from previous time period.

1:50 p.m.-2:30 p.m. PANEL Parlor F, Level 3

Service-Learning: In Transition at a Comprehensive Public University (286)

Continued from previous time period.

1:50 p.m.-2:30 p.m. PANEL Superior Room A, Level 2

Aligning Graduate School Surveys (448)

Continued from previous time period.

1:50 p.m.-2:30 p.m. PANEL Chicago 8, Level 4

Change Comes from Action: Using Action Inquiry to Involve Campus Administrators in Institutional Change and Research (451)

Continued from previous time period.

1:50 p.m.-2:30 p.m. PANEL Ohio Room, Level 2

Using State Student Unit Record Data to Map Pathways to Success for Nontraditional Community College Students (541)

Continued from previous time period.

1:50 p.m.-2:30 p.m. PANEL Sheraton 3, Level 4

Institutional Effects Analysis: a Moot Question In an Age of Mobility? If Not, How Do We Do It? (618)

Continued from previous time period.

1:50 p.m.-2:30 p.m. PANEL Ontario Room, Level 2

Skits Depicting Dilemmas, Recognizing and Avoiding Ethical Traps in your Office (626)

Continued from previous time period.

1:50 p.m.-2:30 p.m. PANEL Sheraton 4, Level 4

Effectiveness Through Diversity: The Challenge for Institutional Research (702)

Continued from previous time period.

1:50 p.m.-2:30 p.m. PANEL Chicago 10, Level 4

AIR Strategic Directions and Transition: A Report from the Executive Director Transition Taskforce (708)

Continued from previous time period.

1:50 p.m.-2:30 p.m. RESEARCH PRESENTATION Chicago 6, Level 4

Advancing & Assessing Diversity: Staying True to Our Course in the Face of Challenge (136)

KATRINA C. WADE-GOLDEN (Author), Research Associate, OAMI, University of Michigan-Ann Arbor

JOHN MATLOCK (Author), Associate Provost, University of Michigan

MIA D. ALEXANDER-SNOW (Facilitator), Assistant Director, Operational Excellence and Assessment Support, University of Central Florida

The 2003 Supreme Court ruling supporting the consideration of race as a factor in admissions emphasized the value of diversity, and highlights the inclusion of campus diversity as a key indicator of overall institutional effectiveness. Thus, this session will discuss how Midwest University (fictitious name) has developed and sustained a culture that is committed to advancing and assessing campus diversity. Research captured over 15 years focused on how diversity has impacted students while at the university, as well as in their post-college lives will be extensively explored.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Michigan Room A, Level 2

Engaging the University Community: NSSE and FSSE Results in Action (254)

PAULA S. KRIST (Author), Director Operational Excellence and Assessment Support, University of Central Florida

PATRICE M. LANCEY (Author), Associate Director, University of Central Florida

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

Most educators believe there is a relationship between engagement factors and actual academic performance for students. This session describes two years of NSSE and FSSE analyses that helped 1) identify engagement items and their priority for faculty and students; 2) crystallize areas of engagement to be examined more closely; and 3) set the foundation for faculty initiatives across the university in targeted areas from the benchmark results. This session will be most valuable for the institutional researcher who is seeking an approach to use NSSE and/or FSSE results to foster faculty and student affairs collaboration and action regarding student engagement.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Huron Room, Level 2

Average Faculty Salaries : Are Yours Keeping Pace? (303)

L. LEE TARRANT (Author), Programming Analyst, Oklahoma State University

MONA J. GARDNER (Facilitator), Special Assistant to the President and University Assessment Officer, Illinois Wesleyan University

The purpose of this research is to provide a benchmark for the long-term changes which have occurred in faculty salaries in the United States. Average salaries are computed for a wide range of academic disciplines across a 17-year span and examined in two areas: the change in average salaries and number of faculty reported. Implications for the university community are explored.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Columbus A & B, Level 3

How to Determine Prerequisites: An IR Perspective on What to Do and What Not to Do (308)

FRANK K. ABOU-SAYF (Author), Director of Planning and Institutional Research, Kapiolani Community College

SAMIR MIARI (Author), Associate Vice President of Institutional Research and Academic Evaluation, Chicago State University

BARANDA J. FERMIN (Facilitator), Graduate Assistant, Michigan State University

This study focuses on the analysis of some common practices related to the identification and validation of prerequisite courses in higher education. Empirical evidence was obtained to determine the validity of some common statistical-analysis techniques used for this purpose such as correlation and regression. A list of principles that govern the determination of prerequisite courses is then advanced, based on current and desirable practices in both authors' institutions. Finally, a new tool to determine prerequisites is presented and its use is demonstrated.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Chicago 9, Level 4

A Transformation in Higher Education Policy (501)

TOD R. MASSA (Author), Director of Policy Research and Data Warehousing, State Council of Higher Education for Virginia

JACY S. LEE (Facilitator), Manager of Institutional Research, Capilano College

By 2005 a number of states had considered creating new relationships with their public institutions of higher education. These efforts met with varying degrees of success. This presentation is about the results in one state and how it may serve as the model for future endeavors to transform state higher education.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Sheraton 2, Level 4

Tailoring Research Briefs to Specific Audiences: Effectively Getting the Word Out (609)

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

ROBYN MARSCHKE (Author), Institutional Research Analyst, University of Colorado at Colorado Springs

KRISTIN L. RICE (Author), College Learning Outcomes Coordinator, University of Colorado at Colorado Springs

JARED C. CUTLER (Facilitator), Project Analyst, Sinclair Community College

Issuing a research brief is a typical tool available to a Institutional Research office desiring to inform a campus community and constituents of an area of conducted research that may have interest or application to broad audiences. Usually research briefs are constructed in a generic and summary form since the interests and application to readers vary. One Institutional Research office recently learned in a series of exchanges with academic and support offices that there are situations where different research briefs on the same subject and delivered through different media can tremendously influence the effectiveness of getting the word out.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Missouri Room, Level 2

AIR GRANT PAPER: The Black-Black Educational Attainment Gap & Academic Identity: Why Do Fewer Black Men than Women Enroll in College? (709)

CRYSTAL GAFFORD MUHAMMAD (Author), Assistant Professor, North Carolina State University
 PATRICIA S. INMAN (Facilitator), Assistant to the Vice Chancellor, University of Illinois at Chicago

Using NELS: 88/00, this study explores differences in college enrollment between black students. I posit that, as returns to education reflect one's educational investment, differences in projected returns to education are observable through patterns of extracurricular participation, which is a form of educational investment beyond coursework. In this vein, young black women may invest more in education or garner returns greater than their male counterparts. I find availability of activity as a factor. Fiscal constraints have led states to cut extracurricular activities, and students most in need of these outlets, black boys, may be disproportionately impacted.

 1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Superior Room B, Level 2

New Challenges and Opportunities for Institutional Researchers in Assessment and Accreditation (2A1)

ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College
 SHARRON L. RONCO (Facilitator), Associate Provost, Florida Atlantic University

The increased focus on assessment of student learning in the accreditation of higher education institutions offers new and challenging opportunities for institutional researchers. This paper explores how institutional researchers can maximize these opportunities by: offering methodological guidance in the assessment process; reframing institutional research results in the context of assessment; and designing new studies to produce assessment results. The paper discusses the importance of methodological expertise; highlights the relevance of lessons learned from assessment literature; and provides models based on the author's contributions to assessment and accreditation.

 1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Mississippi Room, Level 2

Learning and Changing Through Academic Program Reviews: An Empowerment Evaluation Approach to Improving First-Year Programs (642)

MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University Purdue University Indianapolis
 KAREN E. BLACK (Author), Assistant Vice Chancellor for Planning and Institutional Improvement, Indiana University Purdue University Indianapolis
 SCOTT E. EVENBECK (Author), Dean, Indiana University- Purdue University Indianapolis
 GAYLE ANN WILLIAMS (Author), Assistant Dean, Indiana University Purdue University Indianapolis
 VICTOR M.H. BORDEN (Facilitator), Associate Vice President, Indiana University

Implementing evaluation approaches to improve first-year academic programs at large, public universities has many challenges given the diverse needs of internal and external stakeholders. This paper will describe a program review process that employs an empowerment evaluation model. We propose that empowerment evaluation results in on-going learning and change, achievement of critical learning outcomes, and effective communication of evaluation findings. Additionally, we suggest that this approach results in genuine commitment and support for institutional improvements. Authors will describe examples of how the empowerment evaluation model was used to gather perspectives of multiple stakeholders and ensure legitimate advocacy for program changes.

 1:50 p.m.-2:30 p.m.

TABLE TOPIC

Parlor G, Level 3

Cultivating and Demonstrating a Learning-Centered Institution (T03)

SHERRY C. DOWNING (Author), Director of Institutional Advancement & Assessment, Good Samaritan College of Nursing and Health Science
 STEVEN ROSCHKE (Author), Chairman of the Department of General Education, Good Samaritan College of Nursing and Health Science

This session will address how general education and assessment provide appropriate evidence of a student-centered environment. We recently completed a self-study for initial accreditation. Recommendations arising from a self-study visit eighteen months prior focused on the lack of a formal assessment program/process and the limited role of general education. These areas received very favorable feedback at our most recent visit. We believe that this was due, in large part, to a deliberate focus on our learning-focused environment and improved cognizance of the strength of our assessment activities and the role of general education.

1:50 p.m.-2:30 p.m.

VENDOR DEMONSTRATION

Parlor B, Level 3

Efficiently Deliver Accurate IR Reporting with Data Warehousing and Analytics (E09)

JOHN VAN WEEREN (Presenter), Product Manager, Datatel

Data for reporting and analysis exists in many systems — both inside and outside the institution. An architecture that combines data integration technologies and query/analysis capabilities is the answer to many challenges facing Institutional Researchers. Learn how data quality, data consistency, data latency, data model, and data knowledge issues can be resolved with an intelligence infrastructure that dramatically improves IR reporting. See how solutions from Datatel support this approach and help provide Information for Everyone.

1:50 p.m.-2:30 p.m.

VENDOR DEMONSTRATION

Michigan Room B, Level 2

Online Course Evaluations.com Solves Your Survey Needs (E14)

LARRY PIEGZA (Presenter), President, Online Course Evaluations

We can help you evaluate your classes and pinpoint weak spots in you teachers' performances or course objectives. We can also help you with alumni surveys, first year experience surveys, and any other surveys your school wants to administer. Additionally, our company has developed an attrition survey that will compare the reasons why your students are dropping out of classes against other school's data, so that you can show your accrediting bodies how you are continually improving your classes! One person who attends will win a free semester of course evaluations for their school.

2:40 p.m.-3:10 p.m.

AFTERNOON TEA BREAK

River Exhibit A & B, Level 1

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.

2:40 p.m.-4:00 p.m.

OPEN HEARING

Chicago 10, Level 4

AIR Budget Briefing (036)

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

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

3:20 p.m.-4:00 p.m.

AIR GRANT PAPER

Sheraton 3, Level 4

AIR GRANT PAPER: Equity in the Academic Labor Market: A Multi-level Analysis of Academic Disciplines (710)

PAUL D. UMBACH (Author), Assistant Professor, University of Iowa

ERIC REED (Author), University of Iowa

WENDY L. MILEY (Facilitator), Research Specialist, Principal, University of Arizona

This study examines gender- and racial-related labor market equity by exploring the effect of attributes of academic disciplines and conditions of disciplinary labor markets. More specifically, we describe the diversity of the pipeline to the college faculty ranks within academic disciplines and model the first career of doctoral graduates. We then use hierarchical linear modeling (HLM) to analyze the impact of human capital, structural characteristics of the discipline, and disciplinary labor market conditions on faculty salaries.

3:20 p.m.-4:00 p.m.

AIR GRANT PAPER

Sheraton 4, Level 4

AIR GRANT PAPER: Student Success and Web-Based Graduate Education (711)

MERRILL R. PRITCHETT (Author), Director of Institutional Research, University of Baltimore

DANIEL GERLOWSKI (Author), Associate Dean, University of Baltimore

AMY GARVER (Facilitator), Project Associate, The National Survey of Student Engagement

The study focuses on access to technology-based learning and effectiveness of technology in learning in the context of two fully accredited graduate programs. The study focuses on which strategies help students achieve success in the online format; what types of instructional strategies appear to work best in the online format; what students and faculty perceive as needed instructional supports to assist the online population; issues of retention in online courses and comparison of student outcomes in traditional and online formats.

3:20 p.m.-4:00 p.m.

AIR GRANT PAPER

Huron Room, Level 2

AIR GRANT PAPER: Factors Influencing Nontraditional Age Student Participation in Postsecondary Education: How do Student Motivations and Characteristics Relate to Participation in Credential Programs? (715)

SANDRA KORTESOJA (Author), Doctoral Candidate, University of Michigan
 JION YEN (Facilitator), Principal Researcher and Associate Director, National-Louis University

This proposal addresses the research question: How do student motivations and characteristics relate to participation in credential programs—either in the form of a college or university program, or a program leading to a diploma or certificate from a vocational or technical school or program? Through logistic regression analysis of data from the 1999 National Household Education Survey Adult Education Interview (AE-NHES:1999), the study will evaluate the influence of individual motivational and contextual factors, including demographic characteristics of adult learners as well as their experience through educational programs with limited aspects of the information technology infrastructure.

3:20 p.m.-4:00 p.m.

BEST PAPER/PRESENTATION SESSION

Columbus A & B, Level 3

IAIR BEST PAPER: Identifying Strategic Industry Clusters via a Multi-Method Analysis of Economic Data (728)

PENNY S. BILLMAN (Author), Senior Research Associate, Northern Illinois University
 JOHN LEWIS (Author), Associate Vice President, NIU Outreach, Northern Illinois University
 RANDY MCCRARY (Facilitator), Assistant Director of State System Research, Oklahoma State Regents for Higher Education

Researchers provide economic analyses to support program reviews, strategic planning, and regional economic initiatives. This research describes four useful techniques. First, IDES data provide the number of employees by industry and occupation, employment trends, and the number annual openings. Second, a value-added analysis of key clusters co-assesses the relative value added per employee, employment growth, and total regional employment. Third, location quotients compare the importance of an industry in one region to the importance of the industry in another region. Lastly, new economy clusters are used to assess how well a region is positioned for the future.

3:20 p.m.-4:00 p.m.

BEST PAPER/PRESENTATION SESSION

Sheraton 2, Level 4

MIAIR Best Paper: A Profile of Community College Students: A Cluster Analysis Based on Demographics, Academics, and Reason for Enrolling (737)

ROGER P. MOURAD (Author), Director of Institutional Research, Washtenaw Community College
 BRIDGET V. AMMON (Author), Graduate Research Associate, University of Michigan
 JAMILLAH BOWMAN (Author), Graduate Research Associate, Stanford University
 KENT A. PHILLIPPE (Facilitator), Senior Research Associate, American Association of Community Colleges

Because community colleges serve increasingly diverse student populations (Bryant, 2001), stakeholders must know who their students are. The reporting of descriptive statistics is limited because this approach represents students as isolated characteristics rather than as complete individuals; cluster analysis preserves important patterns in the grouping of students as whole individuals. We used cluster analysis to create a profile of a community college population using demographic and academic variables. Nine clusters, falling into three categories, were identified. Academic variables such as reason for enrollment were driving forces in cluster definition; demographic variables were less influential. Implications and future directions are discussed.

3:20 p.m.-4:00 p.m.

DEMONSTRATION

Erie Room , Level 2

Supporting Faculty with Data and Information Needed for Internal Academic Program Reviews, Proposals, and Accreditation (313)

ALICE M. SIMPKINS (Author), Director of Institutional Research, Paine College

Faculty members have “found” the Office of Institutional Research (OIR). Requests from administrators and the data needs for internal program reviews and other activities are making it necessary for faculty members to delve into institutional research. Therefore, the Office of Institutional Research, which has been the repository of long-term data, is now challenged by having a new set of individuals making requests for long-term data summaries and information. The purpose of this presentation is to provide a summary of how one office is meeting the challenge of providing data to faculty in increasing numbers.

3:20 p.m.-4:00 p.m.

DEMONSTRATION

Chicago 8, Level 4

IPEDS Combined Data Allocation Project: Discussion of Results (601)

JOHN H. MILAM (Author), Executive Director, HigherEd.org, Inc.
 JANICE A. PLOTCHYK (Author), Team Leader, IPEDS Data Collection, National Center for Education Statistics
 JAMES D. ISAAC (Author), Survey Director, RTI International
 CATHY A. STATHAM (Author), IPEDS Finance Survey Director, National Center for Education Statistics

We will discuss the results of an NCES project to analyze, develop, and incorporate institutional feedback about an allocation scheme to proportionally distribute IPEDS data. This scheme applies to institutions that share program participation agreements (PPAs) and have parent/child reporting relationships. Once implemented, it will be possible to more accurately compare institutions and systems. Without it, institutional comparisons are always suspect because of incomparable data that are at different levels of aggregation.

3:20 p.m.-4:00 p.m.

DEMONSTRATION

Chicago 9, Level 4

One-Stop Shop for Survey Design, Publishing, Administration and Reporting: A Demonstration of Perseus (620)

TAO ZHANG (Author), Research Analyst, Faculty of Arts and Sciences Office, Washington University in St. Louis

Institutional researchers frequently need to use surveys to gather information on students, faculty and alumni. Administering large-scale paper surveys is time-consuming and expensive. In addition, data entry errors are hardly avoidable. Sending surveys online is one option. This demonstration introduces Perseus, a commercially available software program that streamlines questionnaire design, online survey administration and reporting of results. No knowledge of html and Web publishing is required. The demonstration will show how to create different questions (multiple-choice, tables and open-ended) and offer tips on respondent tracking, assigning passwords to respondents, controlling duplicated survey responses and other functions.

3:20 p.m.-4:00 p.m.

OPEN HEARING

Chicago 10, Level 4

AIR Budget Briefing (036)

Continued from previous time period.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Michigan Room B, Level 2

Assessing a Standardized Online Writing Tool to Enhance Learner-Centered Writing Proficiency Across the Curriculum (279)

ROBERT M. USSERY (Author), Assistant Vice Chancellor for Academic Affairs, North Carolina Agricultural and Technical State University
 EVELYN TINSLEY (Author), Applications Programmer Analyst, North Carolina Agricultural and Technical State University
 JENNIFER A. STEPHENS (Facilitator), Director of Learning Outcomes Assessment, American Public University System

Enhancing learner-centered writing proficiency across the curriculum is a worthy goal in higher education. This session consists of a presentation of a campus-wide, cross-curriculum writing evaluation system implemented at a major university and an assessment process for evaluating effectiveness. Topics covered in the session include the rationale for this project, goals, project planning, deployment, assessment procedures and early results. An online demonstration of this innovative writing diagnostic and evaluation learning tool is provided. A discussion period is provided so participants may engage in a question and answer dialog.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Missouri Room, Level 2

Raising The Bar for The First Year of College: A Multi-Institutional Survey of Faculty/Staff and Students (2A5)

RANDY L. SWING (Author), Co-Director and Senior Scholar, Policy Center on the First Year of College
 KATHLEEN MICHELLE MORLEY (Author), Assistant Director, Policy Center on the First Year of College
 XIANGPING KONG (Facilitator), Director of Institutional Research and Program Development, Saint Thomas Aquinas College

The importance of the first year for student retention and learning has been well documented but anecdotal reports suggest few campuses have clear goals and coordinated organizational structures to support new students. In fall 2005, 26 4-year and 10 2-year institutions conducted surveys of their faculty/staff and first-year students to document and critique first-year educational practices. These data provide a multi-institutional view of efforts both in and out of the classroom. The presentation focus is on institutional decisions about campus policies, practices, and structures - decisions which the institution controls and could change to enhance student learning and success.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Sheraton 1, Level 4

Freshman Seminar Assessment: Capturing the Experience of Student and Faculty Participants (317)

MARC R. LEVIS-FITZGERALD (Author), Director, University of California-Los Angeles
 NIDA DENSON (Author), Research Analyst, University of California-Los Angeles
 GLORIA A. DOHMAN (Facilitator), Director of Assessment and Institutional Research, North Dakota State College of Science

The Freshman Seminar Program is designed to deepen student learning early in the undergraduate experience by offering small classes – with a maximum of 20 students – that increase student interaction with fellow students and ladder faculty and expose students to new areas of scholarship in an environment that allow them to feel comfortable exploring varied areas of the curriculum. Both students and faculty comment on dimensions of course delivery, degree of dialogue between students and faculty as well as among students, level of intellectual engagement, satisfaction, and suggestions for improvement.

3:20 p.m.-4:00 p.m.

RESEARCH PRESENTATION

Mississippi Room, Level 2

GIST-In-Time Future: What Higher Education Must Know about the Next 10 Years? (427)

MARK P. CHAMPION (Author), Information Analyst, Grand Rapids Community College
 SANDRA L. KINNEY (Facilitator), Student, Georgia Department of Technical and Adult Education

Come get the GIST of higher education's future. The future can not be predicted, but this presentation will let you glimpse some of the powerful trends affecting higher education in the next decade. Learn some practical skills that will help you anticipate these unstoppable, yet knowable trends. Don't let changing demographics; future workforce conditions, and the advance of information technology catch you napping. Anyone who plans to work in higher education over the next 10-15 years will benefit from this presentation. Since retirement will be retired during the next decade, that means 99.9% of you have the ability to benefit.

3:20 p.m.-4:00 p.m.

SCHOLARLY PAPER

Michigan Room A, Level 2

Rescue, Transformation, and Going Beyond the Call of Duty: Using Large-Scale Surveys to Document and Understand the Role of "Unsung Heroes" in the Lives of Undergraduates (150)

GREGG THOMSON (Author), Director of the Office of Student Research, University of California-Berkeley
 KYRA CASPARY (Author), Graduate Student, University of California
 SUZANN M. KOLLER (Facilitator), Associate Director, University of Wyoming

More than four thousand undergraduates at a large public university responded to the opportunity on a survey to nominate an "unsung hero," a staff member or instructor who had done something extraordinary for them or their fellow students. We present the coding scheme used to classify these nominations and, with examples of the most compelling 200 nominations, explain the significance of "rescue," "transformation," and "going beyond the call of duty" in the lives of undergraduates. Our project shows how Web-based surveys can be used to reveal the "human side" of university life and gain new insights into what undergraduates value.

3:20 p.m.-4:00 p.m.

SCHOLARLY PAPER

Parlor E, Level 3

Influence of Campus Environment on Early Persistence of Adult Community College Students (151)

PAM SCHUETZ (Author), Graduate Student, University of California-Los Angeles
 TERRI M. MANNING (Facilitator), Associate Vice President for Institutional Research, Central Piedmont Community College

Community colleges enroll 47 percent of all public postsecondary students including disproportionate numbers of working, first generation, adult, and other traditionally underrepresented students (Snyder, Tan and Hoffman, 2004). Nine out of ten community college students begin with the intention to earn a certificate, associate's degree, or transfer and a bachelor's degree yet 45 percent leave before achieving their educational objective (Hoachlander, Sikora, and Horn, 2003). This study addresses a gap in the literature by examining how campus environment (facilities, administrative and instructional practices, the institutional and academic climate, etc.) influence early persistence of adult community college students.

3:20 p.m.-4:00 p.m.

SCHOLARLY PAPER

Arkansas Room, Level 2

Examining Access and Retention of Underrepresented Students in Agriculture and Related Programs (152)

LEONARD A. SAVALA (Author), Michigan State University
 PATRICIA L. FARRELL (Author), Visiting Assistant Professor, University of New Mexico
 CHAU-KUANG CHEN (Facilitator), Director of Institutional Research, Meharry Medical College

Between 2005 and 2010, there will be an estimated 52,000 annual agriculture job openings for new graduates, and approximately 49,300 qualified graduates for these positions (Goecker, et. al., 2005). However, colleges of agriculture have experienced declining undergraduate enrollment (Rocca and Washburn, 2005), especially amongst minority students. While researchers have studied minority perception, and recruitment and retention within colleges of agricultures, they have failed to examine the institutional context and culture. The purpose of this study is to examine land-grant institutions, determining whether or not any are successful in enrolling and retaining underrepresented students, including women, based on the state's demographics.

3:20 p.m.-4:00 p.m.

SCHOLARLY PAPER

Colorado Room, Level 2

What Happens to the Leavers? An Exploration of the Subsequent Educational Careers of Students Who Leave Their Institution of First Enrollment Before Graduation (231)

CATHY COGLAN (Author), Assistant Director of Institutional Research, Texas Christian University
 LESLEIGH SAUNDERS (Author), Institutional Research Intern, Texas Christian University
 STEVEN R. HOAGLAND (Facilitator), JD Student, University of Akron

This case study will examine the educational careers of individuals in five entering first-time, full-time student cohorts who left their institution of first enrollment prior to graduation. Are these students dropouts, stopouts, or transfer outs and what are their eventual educational outcomes? By answering these questions, we hope to gather more knowledge regarding the educational outcomes of students who interrupt their educational careers by stopping out or leaving their institution of initial enrollment. The knowledge gained through this study will add to the general body of knowledge in higher education regarding the educational outcomes of dropouts, stopouts, and transfer outs.

3:20 p.m.-4:00 p.m.

SCHOLARLY PAPER

Ohio Room, Level 2

Institutional Isomorphism in American Higher Education, 1976-2003 (545)

STEPHEN R. PORTER (Author), Associate Professor, Iowa State University

M. L. FELDMANN (Author), Research Associate, Iowa State University

C. DEAN WILLIAMSON (Facilitator), Executive Director for Planning and Institutional Research, Brewton-Parker College

Many scholars have hypothesized that as institutions seek to increase prestige, they behave in such a manner that they become isomorphic (more homogenous) over time. Using institutional data for a twenty-five year time period, we analyze variance in institutional expenditures and the presence of graduate programs to understand if institutional homogeneity has increased over time. Unlike previous scholars, we look at all four-year institutions categorized as Research, Doctoral, Comprehensive, and Liberal Arts.

3:20 p.m.-4:00 p.m.

SCHOLARLY PAPER

Superior Room B, Level 2

Using State Databases for State and Institutional Policy Research: The Good, the Bad, and the Ugly (547)

GLENDA DROGOSMA MUSOBA (Author), Assistant Professor, Florida International University

PAUL JACOB GROSS (Author), Graduate Assistant, Indiana University

DONALD R. HOSSLER (Author), Professor of Educational Leadership and Policy Studies, Indiana University at Bloomington

TOD R. MASSA (Facilitator), Director of Policy Research and Data Warehousing, State Council of Higher Education for Virginia

State student unit record data on college enrollment hold answers to state and institutional policy and research questions. Yet experience with these files suggests these data have challenges and limitations. State databases provide rare resources for analyzing cross-institutional attendance patterns and student retention within higher education systems rather than at one particular campus, yet they are limited in the variables collected. This presentation focuses on the strengths and weaknesses of state databases for answering state policy questions and conducting institutional programmatic evaluations. This presentation also examines the challenges of data management, security, and merging.

3:20 p.m.-4:00 p.m.

SCHOLARLY PAPER

Ontario Room, Level 2

A Picture is Worth a Thousand Words: Best Practices in The Visual Presentation of Quantitative Information (674)

REBECCA E. CARR (Author), National Coordinator, Association of American Universities Data Exchange

DUSTIN WILL (Author), Undergraduate Student, University of Nebraska-Lincoln

DENISE A. KRALLMAN (Facilitator), Director of Institutional Research, Miami University Oxford

Visual representations of information are invaluable in our lives; brand logos and maps are important clues that help us find our way, understand our environment, or locate something for which we are looking. Institutional research serves our universities by providing information about where we are, where we've been, and how we might get where we want to go. Well-designed graphics can help in these tasks. This paper will summarize best practices in the visual display of quantitative information, drawing on the work of Edward Tufte, and—using a specific example—will advocate for the selective use of complex graphics.

3:20 p.m.-4:00 p.m.

SPECIAL INTEREST GROUP

Superior Room A, Level 2

AIR Web Hosting Users Discussion Group (S07)

DANA L. KEITH (Convener), Programmer Analyst, Spot DB Designs, Inc.

Representatives from Affiliated Groups who use AIR's Web hosting services can meet to discuss what works and what can be improved. Those who might be interested in using this service for Affiliated Groups can also attend.

3:20 p.m.-4:00 p.m.

TABLE TOPIC

Parlor G, Level 3

Where Faculty Converge and Diverge on General Studies Program and Course Goals: Views from 1991 and 2003 (T12)

STEVEN S. MILLER (Author), Interim Director, University Evaluation, Arizona State University

This study examined the general studies program at a large public university from the perspective of faculty teaching general studies courses. Two central issues addressed were beliefs regarding the purpose of the program and perceptions of the relationship between program goals and individual course goals. Overall, convergence between program goals and course goals was more strongly observed on acquisition of knowledge areas while divergence was observed on development of skill areas.

3:20 p.m.-4:00 p.m.

VENDOR DEMONSTRATION

Parlor B, Level 3

Blackboard Academic Suite™ (E10)

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

If your school uses the Blackboard Academic Suite™, you can now easily and efficiently collect and broadcast campus feedback and support evidence based decision making. How? By using SPSS' Questionnaire Manager Building Block. It works seamlessly within your Blackboard environment, so that students, faculty, administrators, and staff can create and field Web-based surveys and then quickly report results. Whether you're a small private college or a multi-campus state university, you can benefit from using SPSS' Questionnaire Manager Building Block.

3:20 p.m.-4:50 pm

PANEL

Chicago 6, Level 4

U.S. News & World Report's America's Best Colleges-A Look Ahead at 2006? Details on How U.S. News Will Implement the New Carnegie Classifications (142)

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

The presentation will cover in detail the U.S. News response to the new Carnegie Classifications. How U.S. News plans to implement its response to the new Carnegie Classifications and how that response will impact the upcoming America's Best Colleges rankings will be presented. There will be a discussion of other methodology and presentation issues being considered for the upcoming America's Best Colleges rankings. Details on the various efforts U.S. News makes to communicate with AIR members will be reviewed.

3:20 p.m.-4:50 pm

PANEL

Chicago 7, Level 4

Theoretical Base for Data Mining Approach to Higher Education Research - Why We Do It (617)

JING LUAN (Author), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College
TOM R. BOHANNON (Author), Assistant Vice President, Baylor University
THULASI KUMAR (Author), Director of Information Management and Analysis, University of Northern Iowa
SUTEE SUJITPARAPITAYA (Author), Director of the Office of Institutional Research, California State University-Sacramento

This research presentation will discuss the theoretical foundation of data mining, address key concepts as well as practical use of data mining in institutional research. It will answer typical questions posed by researchers who are exploring data mining and attempts to demystify data mining. No data mining background is required for this session.

3:20 p.m.-4:50 pm

PANEL

Sheraton 5, Level 4

The New Carnegie Classifications: Challenges and Opportunities for the IR Community (734)

ALEXANDER C. MCCORMICK (Author), Senior Scholar, Carnegie Foundation for the Advancement of Teaching
VICTOR M.H. BORDEN (Author), Associate Vice President, Indiana University
MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation for the Advancement of Teaching
MICHAEL K. TAMADA (Author), Director of Institutional Research, Occidental College
WILLIAM E. KNIGHT (Author), Assistant Vice President for Planning and Accountability, Bowling Green State University

The Carnegie Foundation has recently updated its widely-used classification system, replacing the familiar single classification scheme with a more flexible and complex system of multiple classifications. The new system presents challenges and opportunities for institutional researchers. The session will begin with an overview of the new classifications and their use. Panelists will then address classification-related issues from an IR perspective, such as: how can the classifications be used for peer identification and comparison? How can IR professionals assist others on their campus to understand and use the new classifications? What methods can be used to assess the validity of classifications?

4:10 p.m.-4:50 p.m.

AIR GRANT PAPER

Superior Room A, Level 2

AIR GRANT PAPER: Examining the Private Benefits of Graduate Education (718)

MARVIN A. TITUS (Author), Assistant Professor of Higher Education, North Carolina State University
STEVEN R. HOAGLAND (Facilitator), JD Student, University of Akron

Using the data from the third follow-up (2003) to the 1993 Bachelor's and Beyond (B&B:93/03) survey, this research demonstrates the use of propensity score matching to estimate treatment effects and address the issue of selection bias in higher education research. This study estimates the average treatment effect (ATE), average treatment on the treated (ATT) effect, and average treatment on the untreated (ATT) effect of receiving a master's degree by area of study. These estimates of treatment effects are compared to estimates from treatment-effects models using two-stage, full maximum likelihood (ML), and one-stage ordinary least squares (OLS) regression techniques.

4:10 p.m.-4:50 p.m.

DEMONSTRATION

Mississippi Room, Level 2

Using On-line Analytical Business Intelligence Tools to Track and Report Student Satisfaction with Subjects and Courses (139)

ROBYN PEUTHERER (Author), Manager, Strategic Intelligence, University of Technology-Sydney

This demonstration will show how student and graduate feedback is tracked over time and results reported through a Web portal. The OLAP (on-line analytical processing) tool allows extensive exploration of the data in a user-friendly Web interface, with easy graphing and drill-down capability. Results can be benchmarked against national averages by field of study and course type using data gathered over 10 years from a national survey of graduates. Detailed results for individual courses can be examined comparing student groups.

4:10 p.m.-4:50 p.m.

INVITED PAPER

Missouri Room, Level 2

An Analysis of Public Two-Year College Foundation Fund-Raising Activities (725)

DANIEL H. CLINE (Author), Arkansas State University

NANCY L. RIEVES (Author), Graduate Student, Arkansas State University

The purpose of this study, An Analysis of Public Two-Year College Foundation Fund-Raising Activities, was to investigate specific fund-raising activities at two-year public colleges in the United States in an effort to identify primary fund-raising activities used to secure funds. With cuts in governmental funding, expected increases in enrollment trends, and the anticipated large transfer of wealth from one generation to another, public two-year colleges are hard-pressed to boost efforts to increase external funding. America's two-year colleges today are making fund-raising a priority in order to support operational costs to further the mission and purposes of the institution.

4:10 p.m.-4:50 p.m.

PANEL

Chicago 6, Level 4

U.S. News & World Report's America's Best Colleges-A Look Ahead at 2006? Details on How U.S. News Will Implement the New Carnegie Classifications (142)

Continued from previous time period.

4:10 p.m.-4:50 p.m.

PANEL

Chicago 7, Level 4

Theoretical Base for Data Mining Approach to Higher Education Research - Why We Do It (617)

Continued from previous time period.

4:10 p.m.-4:50 p.m.

PANEL

Sheraton 5, Level 4

The New Carnegie Classifications: Challenges and Opportunities for the IR Community (734)

Continued from previous time period.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Arkansas Room, Level 2

Non-Income Characteristics Affecting Financial Aid Participation (105)

ANDREW S. LAMANQUE (Author), Supervisor of Institutional Research, DeAnza College

This paper will provide a case study of financial aid participation rates of Vietnamese American students at a California community college. Currently the percentage of Vietnamese American students enrolled that receive financial aid is nearly twice that of all other ethnic groups, with an initial review suggesting that it is not due to differences in incomes. In the last three years the state has increased funding for community college financial aid outreach activities with the goal of increasing low income student participation. Given this investment, it is important to explore non-income variables associated with increased financial aid participation.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Sheraton 3, Level 4

Assessment and Evaluation of Service Learning at a Community College (107)

BOBBIE EVERETT (Author), Senior Research Analyst, Central Piedmont Community College

DENISE WELLS (Author), Coordinator of Institutional Effectiveness, Central Piedmont Community College

LINDA SUMMERS (Facilitator), Florida Gulf Coast University

Service Learning is a collaboration of college and community partners to enhance the basic civic responsibility of students. There has been much research done on this topic, but very little assessment. The Service Learning Center in collaboration with its Planning and Research staff developed assessment tools to examine the impact that Service-Learning has on its students, community partners, faculty and institution and will present the results of those assessments. By using a multi-dimensional approach we will talk about how we can connect the results to improve the program.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Sheraton 4, Level 4

Substantiating the Educational Benefits of Diversity: What Institutional Researchers Should Know (108)

GRETCHEN RIGOL (Author), College Board

EMILY J. SHAW (Author), Research Assistant, College Board

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

The purpose of this session is to summarize the major methods and ways of researching the educational benefits of diversity so that institutions can initiate their own effective research programs in this area. The literature on substantiating the educational benefits of diversity highlights the notion that increasing campus diversity can lead to the possibility of an enriched academic environment whereby greater learning and growth can take place. Several research models for investigating the educational benefits of diversity will be explored, as well as other practical considerations for institutions initiating such research. Session participants will be provided with a blueprint to help them replicate existing studies on the educational benefits of diversity at their own institutions.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Superior Room B, Level 2

Do International Students View Campus Social Environment Differently? (115)

DAVID X. CHENG (Author), Assistant Dean for Research and Planning, Columbia University in the City of New York

PO YANG (Author), Doctoral Candidate, Teachers College, Columbia University

MARIKJ VAN DER WENDE (Facilitator), Professor, University of Twente (Netherlands)

Do international students view campus environment differently from domestic students due to the acculturation process? This study suggests alternative models to predict international students' social integration and tests them against institution data. The findings confirm international students share domestic student's view of campus environment and their perceptions are largely shaped by their racial background and participation in various campus groups. It implies international students are from a self-selected, highly motivated group, and acculturation process imposes minor effect on their social integration.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Parlor E, Level 3

A Collaborative Course-Embedded Model for Assessment (268)

NEIL P. PAGANO (Author), Associate Dean, Columbia College Chicago

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

MARSHA WATSON (Author), Assessment Coordinator and Associate Professor of English, University of Nebraska at Omaha

Five institutions have collaboratively developed course-embedded approaches to assessing student achievement in two areas of general education: written communication and diversity. To assess written communication, faculty from the five participating institutions worked together to develop shared prompts for pairs of writing assignments in sections of Composition I. To assess potential change of student perceptions of diversity, a pre/post survey and guided response were developed. Student performance on the pair of writing assignments and diversity surveys were compared to determine if there were gains. Responses on the guided prompts were used to determine if students reported any change during the semester.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Michigan Room B, Level 2

An Assessment of the Literature on Innovative Practices in Engineering Education (291)

BARBARA LOVITTS (Author), National Academy of Engineering

AMIT MISTRY (Author), Rice University

NORMAN FORTENBERRY (Author), National Academy of Engineering

JEROME V. WARD (Facilitator), Director of Institutional Research and Analysis, Petroleum Institute

The Center for the Advancement of Scholarship on Engineering Education (CASEE) is developing a Web-based clearinghouse that summarizes available evidence on the efficacy of various educational practices with respect to enhancing student learning, retention, and professional success. The database will provide users with information on practices that do or do not promote enhanced performance within a given student population under a given set of circumstances. This presentation describes the methods used to screen and select articles for inclusion in the database, the codes used to categorize the articles, and a preliminary analysis of the articles in the database.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Erie Room , Level 2

Non-Tenure Track Instructional Faculty: Findings from a National Institution-Level Survey (302)

LOUISE AUGUST (Author), Research Specialist, University of Michigan-Ann Arbor

JEAN WALTMAN (Author), Research Specialist, University of Michigan

GILIA SMITH (Author), Graduate Student, University of Michigan

JEANNE MILLER (Author), Director of Information Services, University of Michigan-Center for the Education of Women

CAROL J. LIVINGSTONE (Facilitator), Associate Provost and Director, Division of Management Information, University of Illinois at Urbana-Champaign

The number of non-tenure track faculty (NTTF) (both full- and part-time) in American four-year colleges and universities has grown annually and shows strong evidence of continuing to do so. How are institutions of higher education utilizing NTTF? From a policy and practice perspective, how are NTTF treated vis-à-vis their tenured counterparts? The increase in NTTF creates both challenges and opportunities. We are conducting Web-based institutional level study of 500+ four-year institutions across Carnegie classifications and geographic regions. We believe our findings will be an important addition to the research on this increasingly important aspect of higher education.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Chicago 8, Level 4

A Study of Community College Faculty Leadership Styles (319)

SOYOUNG C. YIM (Author), Coordinator of Research and Evaluation, North Carolina Community College System

FLETCHER F. CARTER (Facilitator), Professor of Education, Radford University

The study intended to examine community college faculty leadership styles in terms of teaching field (discipline), years of teaching experience, and gender. Kolb (1984) suggested that the assumptions faculty members make about teaching were influenced both by institutional focus and the faculty member's discipline background. According to the findings of Baker et al. (1990), years of teaching experience are a significant factor in determining teaching/ leadership styles. The research also examined an impact of faculty teaching mode and preference for traditional vs. on-line teaching on their teaching/leadership styles.

4:10 p.m.-4:50 p.m.

RESEARCH PRESENTATION

Chicago 10, Level 4

The Integrated Planning Model Approach to Educational Policy-Making, Institutional Research and Accountability (504)

WADDELL M. HERRON (Author), Associate Director, California State University System

SHU-LING CHEN (Facilitator), Director of Institutional Research, University of Massachusetts

In 2004, a Higher Education Compact was reached between the Governor's Office of a western state and the state's public postsecondary education segments. As part of the plan to achieve quality, access and affordability, the Governor's Office has asked the segments to develop higher fees for students who take more units than required for their degree.

The presentation will detail the institutional research approach (and subsequent results) used by one of the segments to address the quality, access, equity, affordability and accountability issues associated with fulfilling the terms and agreements of the Higher Education Compact.

4:10 p.m.-4:50 p.m.

SCHOLARLY PAPER

Ohio Room, Level 2

The Decision to Enroll in Distance Education Courses: An Examination of the Influences on and Characteristics of Adult Distance Learners (146)

CHERYL SIMPSON (Author), Doctoral Candidate, University of Michigan

SUSAN STACHLER (Facilitator), Senior Research Associate, Enrollment and Marketing Research, DePaul University

Distance education is utilized in almost every level of education, with the most extensive use in higher education. It is important for educators and distance education providers to understand what influences adult students to enroll in distance education courses and which characteristics these adult learners share. Based on data obtained from the 1999 Adult Education Interview of the National Household Educational Survey, this study identifies various factors and characteristics that predict whether adult education participants choose to utilize distance learning. Results indicate that employer financial support, gender, educational level, and work status are all variables with predictive power ($p \leq .01$).

4:10 p.m.-4:50 p.m.

SCHOLARLY PAPER

Ontario Room, Level 2

Degree Progress Measures for Community College Students: The Maryland Model (274)

CRAIG A. CLAGETT (Author), Vice President for Planning, Marketing, and Assessment, Carroll Community College

KARL BOUGHAN (Author), Program Director of Institutional Research, Prince George's Community College

RON R. PENNINGTON (Facilitator), Director of Institutional Research and Effectiveness, St. Charles Community College

This paper presents a model for reporting progress toward degree completion of community college students incorporating developmental education needs and completion, interim measures of success, and transfer to other colleges including private and out-of-state institutions. Beginning in 2006, all 16 Maryland community colleges will report outcomes from the model in the annual accountability report mandated by state law. Persistence and graduation-transfer rates are presented for a fall 2000 entering cohort, subdivided into college-ready, developmental completers, and developmental non-completers. A comparative analysis links cross-institutional outcome patterns to demographics and institutional characteristics.

4:10 p.m.-4:50 p.m.

SCHOLARLY PAPER

Huron Room, Level 2

Start your Planning with a SWOT! (453)

SHARRON L. RONCO (Author), Associate Provost, Florida Atlantic University

JOHN J. CAHILL (Author), Coordinator, Florida Atlantic University

HOWARD R. MZUMARA (Facilitator), Director of Testing Center, Indiana University Purdue University Indianapolis

Planning at any level can benefit from an analysis of the internal strengths and weaknesses of an organization or unit, and a scan of the external environment for opportunities and threats. A “strengths-weaknesses-opportunities-threats” (SWOT) analysis can be broadly-constructed or narrowly focused, involve many constituencies or few; take place over months or minutes, but it is always intended to set the stage for meaningful planning. We share the process and results of our recent SWOT analysis for strategic planning, which included online surveys, focus groups, and analysis of existing survey data. The exercise led to frank discussions about directions for planning.

4:10 p.m.-4:50 p.m.

SCHOLARLY PAPER

Chicago 9, Level 4

Economic Returns to Higher Education Graduates (507)

CRAIG V. SCHOENECKER (Author), System Director for Research, Minnesota State Colleges and Universities

HEATH A. BROWN (Facilitator), Director of Research and Policy Analysis, Council of Graduate Schools

Several compelling forces suggest the need for higher education institutions to become more explicit about the economic returns experienced by students to their and the public’s investment in higher education. In response to these forces, this study examines the economic returns to graduates of a state higher education system. The study uses the human capital theory as its conceptual framework and employs multiple regression analysis to address several suggestions for further research cited in recent studies. The findings of the study will have significance for system accountability and programmatic decisions and for students’ program choices.

4:10 p.m.-4:50 p.m.

SCHOLARLY PAPER

Sheraton 1, Level 4

The Use of Propensity Scores in Identifying a Comparison Group in a Quasi-Experimental Design: Moral Reasoning Development as an Outcome (657)

HEIDI E. GRUNWALD (Author), Assistant Dean, Administration and Planning, Temple University

MATT J. MAYHEW (Author), University of North Carolina Wilmington

ARTHUR KRAMER (Facilitator), Director of Institutional Research, New Jersey City University

The purpose of this study is to use propensity scores, a quantitative technique new to the higher education literature, to reduce bias introduced by a comparison group in a quasi-experimental design in a higher education setting. This technique is used to compare the effects of social justice and philosophy courses with those of an introductory sociology course on the development of moral reasoning. Results from the propensity score analysis will be compared to a preliminary analysis using a structural equation model that did not account for pre-treatment differences among the students.

4:10 p.m.-4:50 p.m.

SCHOLARLY PAPER

Michigan Room A, Level 2

The Economic Impact of a University on its Community and State: Examining Trends Four Years Later (658)

ALLISON M. WALTERS (Author), Institutional Research Analyst, University of Delaware

HEATHER A. KELLY (Author), Assistant Director of Institutional Research and Planning, University of Delaware

MATT NORTH (Facilitator), Research Analyst, Duquesne University

In fall 2003, a public research university conducted an economic impact study – replicating their 1999 study – to determine the impact that student, faculty, staff, and university expenditures have on the local community and state. This paper discusses the methodology and current results, while examining the trends of impact since 1999. Session attendees will learn how to implement such a study on their campus in order to show the significance of these expenditures to business relations among local and state constituents.

4:10 p.m.-4:50 p.m.

SPECIAL INTEREST GROUP

Columbus A & B, Level 3

NSSE User Discussion (S98)

JILLIAN L. KINZIE (Convener), Associate Director of NSSE Institute, Indiana University at Bloomington

Colleges and universities that have used or plan to use the National Survey of Student Engagement (NSSE) are invited to this informal meeting to learn more about new survey developments, discuss experiences with FSSE, BCSSE and other surveys, share feedback and ideas, and meet NSSE staff and other users. Canadian users are especially encouraged to attend.

4:10 p.m.-4:50 p.m.

TABLE TOPIC

Parlor G, Level 3

Faculty Perspectives on a Freshman Early Warning System (T04)

STEVEN S. MILLER (Author), Interim Director, University Evaluation, Arizona State University

LAURIE COHEN (Author), Director of Research, Planning and Development, Scottsdale Community College

VICKI HARMON (Author), University Consultant, Arizona State University-Tempe

This session shares feedback from faculty who participated in a large institution's early warning system (primarily for freshman). 83% of participating faculty recommend other instructors use the early warning system. While 55% agree early warning has had a positive effect on student success, 35% are also unsure. Comments and suggestions on experiences at other institutions are welcome to enhance the usefulness of this intervention.

4:10 p.m.-4:50 p.m.

VENDOR DEMONSTRATION

Sheraton 2, Level 4

Inquisite Web Survey Systems (E04)

AARON WEBB (Presenter), Academic Account Executive, Inquisite Web Survey Systems

STEPHEN L. LANA (Presenter), Academic Account Manager, Inquisite Web Survey Systems

Building powerful and professional Web surveys with Inquisite.

4:10 p.m.-4:50 p.m.

VENDOR DEMONSTRATION

Parlor B, Level 3

Nuventive's Enterprise Assessment Solution: TracDat Assessment Management Software and iWebfolio Electronic Portfolio System (E11)

MIKE MCLAUGHLIN (Presenter), District Manager, Nuventive

Nuventive is a leader in technology, services and expertise for assessing, managing and demonstrating continuous improvement in education. Our enterprise suite of solutions: TracDat assessment management software and iWebfolio electronic portfolio system, equip individuals and organizations to better document, understand, improve, communicate and assess educational quality. In this session you will see how TracDat provides structure and process to assessment and continuous improvement efforts documenting program improvement and follow up with reporting, data management, and goal alignment and also how iWebfolio, Nuventive's state-of-the-art eportfolio system helps individuals manage, archive and present their personal and professional accomplishments as well as supports the institution's need to manage evidence of learning outcomes.

5:00 p.m.-5:40 p.m.

POSTER

River Exhibit A & B, Level 1

All AIR Poster Sessions (Repeat Presentation of Monday Poster Sessions) (741)

109 - Psychosocial Adjustment Issues: Expectations and Experiences of International Degree-Seeking and Exchange Students

130 - Quantitative Measures of Student Satisfaction: the Doctoral Exit Survey

131 - Beyond First Year Retention: Bridging the Student Success and Campus Strategic Retention Initiatives

137 - Getting to Know New Students: Data-Sharing to Inform Campus Practices

141 - An Exploratory Survey of Graduate Student Experiences and Satisfaction

145 - A Tool For Tracking the Enrollment Flow of Older Undergraduates

212 - Perceptions of Student Learning via a Program Exit Survey

215 - A Case Study in General Education Assessment: Pains and Gains

220 - Transfer Students: An Invisible Cohort?

227 - The Little Engineer That Could: Background, Attitudinal, and Academic Predictors of Student Success

228 - Achievement Orientations of Ethnically Diverse Postsecondary Students

243 - An Assessment of Students' Perceptions of their Overall Educational Experiences

245 - Learning Centered Syllabi as a Tool to Assess Student Learning Outcomes

249 - First-Year Student Experience: Retention vs. Success

- 271 - Student Responsiveness to Curricular Electronic Resources in an Introductory Course in Computer Science
- 273 - Student Profiling/Tracking: Cohort Segment Approach to Student Success
- 305 - A Study of High Achievers: A New Twist on Rankings
- 312 - New Academic Program Development and Implementation Model at a Multi-Campus University
- 314 - The Relationship of Worldviews of Advisors and Students and Satisfaction with Advising: A Case of Homogenous Group Impact
- 321 - Predicting 2004 Faculty Salary Utilizing a 1998 NSOPF Prediction Model: An Application of the Data Analysis System (DAS)
- 322 - Positive Influences: Sharing the Love with Faculty and Staff
- 405 - Lean Theory: Innovative Process Improvement for Higher Education. A Theory to Practice Case Study Involving Process Improvement for Integration of Enrollment Services at A State University
- 432 - Calculating Cost Per Degree - Not As Simple as It Sounds
- 445 - Designing an Office of Management Information and Research: Lessons Learned
- 459 - Student Success in the 21st Century: How the Conflict between Retention and Mobility Influence who Graduates from a Large Public University
- 462 - First-Generation College Students' Persistence: A Benchmark Comparison of One Institution's Data to NPSAS 2000
- 469 - Achieving Diversity through Creative Collaboration
- 470 - Assessing the Mission: Cost-Income Ratio
- 471 - Expanding the Use of Delaware Instructional Cost Study Data
- 475 - Evaluating Efficiency: The Support Unit Program Review Process in Higher Education
- 478 - Staying on the Line: A Look at How to Increase Retention Rates and Decrease Incomplete Rates in Online Courses
- 520 - A Discussion of the Current State of The Doctor of Arts Degree: PostMortum or Metamorphosis
- 535 - Early College Experience (Concurrent Enrollment Partnerships with High Schools)
- 614 - Asking the Hard Questions and Getting Honest Answers: Delving into Diversity and Politics in Qualitative Research
- 648 - Dashboards as a Data Management Tool
- 650 - Excel Pivot Tables: Turn "A Maze" of Spreadsheet Data into "Amazing" Reports and Charts
- 661 - The Calculation of an Augmented Graduation Rate for Students in Baccalaureate Degree Programs in a Four-Year Comprehensive College
- 671 - Building a Diverse Community in a Midwest Public University: An Experience from One State University
- 706 - Certificate in Institutional Research at Florida State University — Designed for the Working Professional in Mind
- 746 - Graduate Degrees in Educational Measurement and Evaluation
- 752 - Graduate Certificate in Institutional Research
- 753 - The Post-Master's Certificate in Institutional Research at Indiana University: Gateway to Academic and Professional Development
- 754 - Penn State Graduate Certificate Program and On-line courses in Institutional Research

Ohio Association for Institutional Research and Planning (S03)

KEVIN W. SAYERS (Convener), Interim Assistant Provost and Assistant Vice President for Academic Affairs, Capital University

Meet your colleagues from Ohio.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Parlor E, Level 3

Iowa Community College Association of Institutional Research (S04)

JOSEPH C. DEHART (Convener), Executive Director of Planning and Research, Des Moines Area Community College

A discussion of issues involving institutional research practitioners in Iowa Community Colleges.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Colorado Room, Level 2

California Association for Institutional Research (CAIR) (S11)

STEVEN P. CHATMAN (Convener), SERU/UCUES Project Director, University of California-Berkeley

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.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Mayfair Room, Level 2

South Carolina AIR (S16)

CATHERINE E. WATT (Convener), Director of Institutional Research, Clemson University

Come and meet your colleagues from South Carolina.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Michigan Room A, Level 2

Florida AIR (S20)

SHERRI L. SAHS (Convener), Assistant Director, Institutional Research, Embry-Riddle Aeronautical University

Join friends and colleagues from Florida AIR.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Parlor B, Level 3

Kentucky Association for Institutional Research (KAIR) (S31)

CHRISTINA E. WHITFIELD (Convener), Director of Research and Policy Analysis, Kentucky Community and Technical College System

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

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Illinois Boardroom, Level 2

Mississippi Association for Institutional Research (MAIR) (S33)

MARY HARRINGTON (Convener), Director of Institutional Research and Assessment, University of Mississippi

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.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Mississippi Room, Level 2

Maryland AIR (MdAIR) (S34)

LINDA MALLORY (Convener), Research Analyst, United States Naval Academy

Marylanders, former Marylanders, friends of Marylanders, and those who just like to have fun are welcome to join us for dinner and an evening of lively discussion.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Columbus A & B, Level 3

Michigan Association for Institutional Research (MIAIR) (S36)

MARK P. CHAMPION (Convener), Information Analyst, Grand Rapids Community College

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.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Parlor G, Level 3

Research on Development and Alumni (S50)

MARSHA V. KROTSENG (Convener), Associate Vice President for Strategic Research and Analysis, 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.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Ontario Room, Level 2

Rocky Mountain Association for Institutional Research (RMAIR) (S51)

WENDY M. KAPPY (Convener), Institutional Researcher, University of New Mexico

Members of RMAIR will conduct a business meeting and review plans for the next annual meeting.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Ohio Room, Level 2

Tennessee Association for Institutional Research (TennAIR) (S65)

SHARON L. YARBROUGH (Convener), Director of Institutional Effectiveness, Research and Planning, Pellissippi State Technical Community College

Issues of interest to Tennessee institutional researchers will be discussed.

5:00 p.m.-5:40 p.m.

SPECIAL INTEREST GROUP

Huron Room, Level 2

The National Community College Benchmark Project (S73)

RALPH JUHNKE (Convener), Senior Research Analyst, 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.

7:30 p.m.-Until

SPECIAL EVENT

Ballroom Promenade, Level 4

Mardi Gras on Michigan Avenue (003)

WILLIAM E. KNIGHT (Host), Assistant Vice President for Planning and Accountability, Bowling Green State University

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

MICHELLE HALL (Host), Director, Institutional Research and Assessment, Southeastern Louisiana University

JOSEPH A. RIVES (Host), Assistant to the President for Planning and Budget, Western Illinois University

Join us as we celebrate the rich history, vibrant culture, and diversity of the Gulf Coast region through a Katrina Benefit Event! Mardi Gras on Michigan Avenue promises to be an evening filled with fun and excitement. Don't miss your chance to support the ongoing efforts to revitalize the Gulf Coast region. You can buy a drink (soft or otherwise) while enjoying the evening's activities and the sweet sounds of jazz.

All proceeds will benefit Habitat for Humanity and the Bush-Clinton Katrina Foundation.

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

SPECIAL EVENT

Erie Room , Level 2

AIR Annual Business Meeting (016)

SANDRA K. JOHNSON (President), Associate Dean, Princeton University

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

Please plan to participate in the Annual Business Meeting of your Association. The printed agenda and Annual Report will be included in the on-site registration packet.

8:30 a.m.-9:10 a.m.

AIR GRANT PAPER

Sheraton 3, Level 4

AIR GRANT PAPER: Higher Education's Impact on Women's Educational Attainment and Outcomes Across Science and Engineering Disciplines (716)

AMANDA CAMP (Author), Doctoral Student, University of Arkansas at Little Rock

PATRICIA A. DEWITT (Facilitator), Assistant Vice President for Planning and Institutional Effectiveness, Shorter College

The representation of women in science and engineering (SE) disciplines was investigated. Data was obtained from the Beginning Postsecondary Students Longitudinal Study: 1996-2001. Discriminant Analysis classified women into groups of hard or soft SE majors. A causal model was constructed and tested using path analysis to explain higher education's role in women's selection of SE majors. Educational outcomes were explored using factorial MANOVA. Expectations are that the SE path chosen by women and higher education's role will be better understood. As a consequence, more effective policies, programs, and methods will be devised to increase women's participation in hard SE fields.

8:30 a.m.-9:10 a.m.

AIR GRANT PAPER

Huron Room, Level 2

AIR GRANT PAPER: Predicting Remedial Students' College Performance: Applying the Theory of Planned Behavior to A National Sample (720)

HANSEL E. BURLEY (Author), Associate Professor, Texas Tech University

BONITA BUTNER (Author), Texas Technical University

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

The purpose of this study is to employ the Theory of Planned Behavior (TPB) (Ajzen, 1991) to explain college outcomes for college remedial students. The predictors include attitude, beliefs and control of the outcome. The outcomes include measures of persistence and academic success drawn from the NELS:88/2000 data set and its companion PETS 2000 data set. Structural equation modeling will be used to test TPB and its predictive power of remedial students' persistence and academic success. Preliminary results indicate multicollinearity and restriction of range issues. The strongest predictor is a variable that includes 10th grade math and reading skills.

8:30 a.m.-9:10 a.m.

AIR GRANT PAPER

Sheraton 4, Level 4

AIR GRANT PAPER: Exploring Racial Differences in the Effects of College on Students' Law School Admission Test Scores (721)

LAMONT A. FLOWERS (Author), Distinguished Professor of Educational Leadership, Clemson University

LAURA R. CRANE (Facilitator), Director, Office of Research, William Rainey Harper College

The purpose of this study was to estimate the effects of selected precollege factors, institutional characteristics, and college experiences on Law School Admission Test (LSAT) scores for minority students and White students. The aim of the study was to determine if differences exist between minority students and White students in the factors that influence LSAT scores. To accomplish the objectives of the study, data from the Baccalaureate and Beyond Longitudinal Study were utilized to estimate the direct effects of individual-level characteristics and institutional-level variables on minority and White students.

8:30 a.m.-9:10 a.m.

AIR GRANT PAPER

Sheraton 5, Level 4

AIR GRANT PAPER: Income Disparities in Student Dropout Risk: A Longitudinal Model Toward Differentiating The Effects of Financial Aid (723)

RONG CHEN (Author), Doctoral Student, University of Michigan

MARY ANNE BAKER (Facilitator), Director of Institutional Research, Indiana University Southeast

The last decade witnessed a shift in student funding from grants to loans and a widening gap in college educational attainment between students from affluent and poor families. Although there are important studies on how financial aid influences student dropout in general, research is lacking regarding the differences in dropout risks among income groups and the role different types of aid play in reducing these gaps. This study uses event history methods to investigate the longitudinal process of student dropout, and examines whether and how student aid differentially affects the dropout risk of students based on family income over time.

8:30 a.m.-9:10 a.m.

BEST PAPER/PRESENTATION SESSION

Columbus A & B, Level 3

MDAIR Best Paper: IR and Assessment: A Coaching Model for Successful Assessment by Faculty (705)

GOHAR FARAHANI (Author), Executive Director of Outcomes Assessment, Planning and Research, Frederick Community College
 MARILYN J. GREER (Facilitator), Director, Institutional Research Unit 148, University of Texas

This presentation describes how an IR office can utilize a coaching/mentoring model to assist faculty with their student learning outcomes assessment initiatives. This model is contrary to the traditional assessment structure where ONLY faculty leads the assessment activities.

Participants will learn 1) how the coaching model assists faculty in planning, implementing, and reporting student learning outcomes assessment, and 2) how the coaching process is used at Frederick Community College. The participants will be given the several tools to use in coordinating the assessment process and guidelines to help faculty develop measurable learning outcomes. This session will assist IR staff and assessment practitioners to tap into their research skills to move their institution forward to successful assessment of student learning.

8:30 a.m.-9:10 a.m.

COMMITTEE MEETING

Lincoln Boardroom, Level 3

Nominating Committee (080)

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

Meeting of the current members of the Nominating Committee.

8:30 a.m.-9:10 a.m.

INVITED PAPER

Sheraton 2, Level 4

IR Fact Book Design: Issues to Consider (727)

KAREN WEBBER BAUER (Author), Director of Institutional Research and Associate Professor, The University of Georgia
 DENISE C. GARDNER (Author), Associate Director of Institutional Research and Planning, The University of Georgia
 JOSEPH E. REVELT (Author), Director of Institutional Research, Millersville University of Pennsylvania

So you know you need to develop a Fact Book for your office, but don't know how or where to begin?? Three presenters, all with a number of years experience in IR, will discuss the conceptual issues that should be considered to determine topics for inclusion, the need to know your campus and its data management strategies, and the role of IR on campus in official reporting. Although presenters will briefly mention Web versus print-based Fact Books, this is not a session to discuss technical techniques but more a discussion on the conceptual issues that need to be considered when beginning a first Fact Book or considering a major redesign.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Parlor E, Level 3

Does Living On-Campus Make Any Differences? A Study of Total College Experience and Student Development (119)

SAMUEL S. PENG (Author), Professor, Center for Higher Education Research, National Tsing Hua University, Taiwan
 SHU-YI WANG (Author), National Tsing Hua University, Taiwan
 KATHRYN DOHERTY (Facilitator), Director of Assessment, Towson University

This study will examine the differences in college experience between students living on-campus and off-campus. Preliminary analyses of data from a national survey of 25,000 juniors in Taiwan in 2002-03 show that living on-campus does make differences in college experience. Final analysis will also include data from the national survey of 25,000 freshmen of 2002-03 in Taiwan, to be followed up in the winter of 2005. Findings of this study should be valuable for counseling students in choosing campus housing and policy-decision for providing on-campus student housing.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Arkansas Room, Level 2

Ten Years of Democracy: Comparing South African Student Profiles and Behaviour, 1994-2004. (125)

MARTHE CRONJE (Author), Institutional Researcher, University of Johannesburg
 JOSETTA S. MCLAUGHLIN (Facilitator), Director of the School of Management and Marketing, Associate Professor of Management, Roosevelt University

The 10 years since first democratic elections in South Africa has been a time of rapid change in that country, also in terms of higher education. Institutional Researchers need to be aware of such changes, because of the effect changes in student profiles and behaviour can have on the accepted truths about their institutions – new investigations and indicators might be required. This paper will discuss changes in South African Higher Education, as well as in the author's own institution, between 1994 and 2004, and the implications it hold for Institutional Researchers.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Michigan Room A, Level 2

Coming to Campus: Assessing the Graduate Student Orientation Experience (132)

MALINDA HANDY (Author), Grad Assist, Ohio University

LISA MICHNA (Author), Ohio University

KATHERINE TADLOCK (Author), Director, Graduate Student Services, Ohio University

TAIWO A. ANDE (Facilitator), Institutional Technology Evaluation Research Support Specialist, Indiana State University

A new university strategic plan is set for implementation in fall 2006. The plan includes a renewed focus on the role of graduate education within the university at large. This has created an environment supportive of rethinking many aspects of graduate education and the graduate student experience. Specific areas of concern include recruitment, retention, and professional development of graduate students. To this end, a comprehensive assessment of graduate orientation is underway. This multi-faceted study includes a review of departmental orientations and current student perceptions of their orientation experience.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Chicago 7, Level 4

Impact of the Foundations of Excellence Model on Pilot Institutions (265)

KATHLEEN MICHELLE MORLEY (Author), Assistant Director, Policy Center on the First Year of College

MICHAEL YOUNG (Facilitator), Director of Institutional Research and Assessment, Bridgewater State College

In spring 2003, 219 institutions vetted proposed Foundational Dimensions, or standards of excellence, for the first year in college. During 2003-04, 24 institutions participated in a self-assessment of first-year curricular and co-curricular practices. They convened a task force, conducted an inventory of first-year policies and practices, used performance indicators to assess the dimensions, analyzed survey data, developed a portfolio of evidence and summative evaluation of achievement on each dimension, and produced an action plan for improvement. This presentation will be based on new research tracking the impact of the Foundations of Excellence model on the first-year experience at pilot institutions.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Sheraton 1, Level 4

Measuring Time to Reach Gender and Ethnic Equality among Faculty (307)

ROBYN MARSCHKE (Author), Institutional Research Analyst, University of Colorado at Colorado Springs

CAROL J. LIVINGSTONE (Facilitator), Associate Provost and Director, Division of Management Information, University of Illinois at Urbana-Champaign

I use differential equations to model the diversity of future faculty populations, specifically focusing on the gender and ethnic minority composition of faculty at two different institutions. The differential equations are dynamic time-sensitive measures that incorporate demographic patterns in faculty hiring, retention, and retirement. The output provides estimates of when proportions of women and minorities among faculty will be equivalent to their proportions of Ph.D.s conferred nationally. Results also show how hiring and retention policies can alter the pace of faculty diversification, with time to reach equality ranging from 10 to well beyond 100 years.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Colorado Room, Level 2

A Warming Trend? The Climate for Hispanic Women Faculty in U.S. Institutions of Higher Education (309)

SUSAN CARDENAS (Author), Doctoral Candidate, New Mexico State University

LISA FREHILL (Author), New Mexico State University

SHU-LING CHEN (Facilitator), Director of Institutional Research, University of Massachusetts

The purpose of this study was to investigate factors related to career satisfaction and perceptions of fairness by Hispanic women faculty. The researchers used public access data from the National Study of Postsecondary Faculty (1999 and 2004) to compare responses to questions related to job satisfaction and opinion of climate for four groups: Hispanic females, White females, Hispanic males, and White males. Although there were important differences found between groups on career satisfaction and perceptions of fairness, group differences appear to have diminished over time and respondents were equally likely to indicate that they would choose an academic career again.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Mississippi Room, Level 2

A Comprehensive Profile of Transfer In a State Higher Education System (516)

CRAIG V. SCHOENECKER (Author), System Director for Research, Minnesota State Colleges and Universities

DOUGLAS P. OLNEY (Author), Director of Institutional Research, Northeast Minnesota Higher Education District

JANET L. NICKELS (Facilitator), Director of Institutional Research, Carroll Community College

Researchers and college administrators have understood for some time that the path of a transfer student is often not linear. Although higher education policy makers often do not recognize this fact and their policies and expectations do not reflect the implications of multiple patterns of student transfer. To address the variety of student transfer patterns and goals, the authors developed a comprehensive transfer student profile that is useful both for system and institutional level of analysis and reporting. They will present the findings and implications and report on the application of the concept of transfer patterns to reporting student transfer.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Chicago 8, Level 4

A Practical and Robust Model of Sensitivity Analysis on US News Rankings of Best Colleges (602)

ZHAO YANG (Author), Research Statistician, Old Dominion University
 SEAN JUNOR (Facilitator), Senior Policy and Research Officer, Educational Policy Institute

An innovative model is designed to address the request from senior administration to improve on categories gauged by US News' rating formula. Data is from US News spreadsheet with financial part from IPEDS peer analysis system. It demonstrates how an institution may perform in the ranking ladder under various scenarios of improvement which the institution can assume. The sensitivity analysis can be conducted to help distribute institution's limited resources to areas most sensitive to the final ranking. The project can be accomplished in two weeks, and practice shows very effective. Excel spreadsheet is the only implementing tool, ensuring wide applications.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Parlor F, Level 3

How Curricular Content and Educational Practices Affect the Development of Life-Long Learning Dispositions in Traditionally-aged Undergraduate Students (223)

GREGORY WOLNIAK (Author), Research and Policy Analyst, Human Capital Research Corporation
 ERNEST T. PASCARELLA (Author), Director of National Study 1990-1995, Mary Louise Petersen Professor of Higher Education, University of Iowa
 MATT J. MAYHEW (Author), University of North Carolina Wilmington
 HOI NING NGAI (Facilitator), Research Analyst, University of California-Los Angeles

The purpose of this paper was to investigate curricular conditions and educational practices that influenced the development of life-long learning dispositions among 423 undergraduate students. We selected five college courses (i.e., philosophy course, moral psychology course, service-learning course, intergroup dialogue course, and introduction to sociology) and examined whether the practices within these courses influenced the development of life-long learning dispositions. Results suggest that growth in need for cognition was facilitated by instruction that included features such as: perspective taking, cognitive disequilibrium, and reflection as well as instruction that provided students with opportunities for interacting with diverse peers. Implications are discussed.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Chicago 6, Level 4

Beyond the Headlines: Examining the College Experiences of Division I High-Profile Athletes (297)

JULIE M. WILLIAMS (Author), CSEQ Project Manager, The College Student Experiences Questionnaire at Indiana University
 SHIMON SARRAF (Author), Research Analyst, Indiana University at Bloomington
 PAUL D. UMBACH (Author), Assistant Professor, University of Iowa
 MICHELE P. THOMPSON (Facilitator), Institutional Analyst, Weber State University

Claims that high-profile athletes are afforded preferential treatment, are given allowances in admissions processes, and are acculturated to make sports their priority instead of academics are increasingly common. However, despite constant media attention and research the ultimate affects of intercollegiate participation on student athletes remains a debated question. This study of 66,900 NCAA Division I students indicates that regardless of high-profile sport participation and gender, student athletes show equal or higher levels of engagement in their campus experience. Athletes in the study consistently reported positive perceptions of their campus environment and personal gains in various social, educational and practical competencies.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Erie Room , Level 2

Graduation Rates in the State University System of Florida Institutions: Uses and Limitations of Astin's Degree Attainment Model in a State Policy and Accountability Context (452)

TRACY J. ALSTON (Author), Graduate Student, Florida State University
 BARBARA S. PENNIPEDDE (Facilitator), Assistant Vice President for Planning, Assessment and Research, Pace University

Graduation rates are a critical measure in higher education with increasing attention on the use of them as accountability measures. This research project examines the use of Astin's I-E-O model to calculate predicted graduation rates by drawing on data from Florida's State University System. The system wide graduation rate, 58.05% is in the expected range based on Astin's model, however university specific results leave the need for additional research and analysis about the sensitivity of the model to manipulations of data or derivations of analysis techniques.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Ohio Room, Level 2

Responsibility Centered Management in Higher Education: Friend or Foe? A Study at a Large Research Extensive University (455)

STANEY DEGRAFF (Author), University of Michigan-Ann Arbor

KEN KOHRS (Author), University of Michigan-Ann Arbor

JESSICA SHEDD (Facilitator), Director, Research & Policy Analysis, National Association of College and University Business Officers

“Our University” (OU) has employed a variation of the Responsibility Centered Management (RCM) budgeting system for a number of years as a strategic tool to encourage innovation and facilitate the achievement of its academic missions. Recently OU launched the first institutional-wide study to assess the effectiveness and impact of its budget model and system. This paper describes the implementation of the budget model, this current study, its result, and the implication of its findings on OU’s strategy for the future.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Superior Room A, Level 2

Predicting Academic Success through Admission Interviews: A Meta-Analysis (473)

JAMES D. GOHO (Author), Director of Research and Planning, Red River College

ASHLEY BLACKMAN (Author), Manager Client Metrics, Investors Group

FLETCHER F. CARTER (Facilitator), Professor of Education, Radford University

Admission into health related professions is very competitive. A variety of measures are used to assess candidates to predict success. The purpose of this research was to assess the effectiveness of using selection interviews. Meta-analysis was applied to a sample of nineteen studies examining the relationship between performance in an interview situation and academic performance. The mean sample-size-effect size for studies examining the predictive power of interviews for academic success was .06 (95% confidence intervals .03 to .08), indicating a very small effect. The sample of studies was homogeneous using a fixed effect model. The session will overview meta-analysis techniques.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Chicago 10, Level 4

Statewide Admissions in Action: A Study of Implementation in Georgia’s Public System (506)

DEBORAH R. SCHWARTZ (Author), Director of Institutional Assessment and Retention, Lourdes College

ALEXANDER C. YIN (Facilitator), Graduate Research Assistant, Pennsylvania State University

Since the late 1980s, state higher education boards have increasingly assumed authority for college admission policies. Despite this intrusion into institution-level academic affairs and the effects of admission policies on student access, the issue has received little attention. This paper addresses the issue by examining how different types of institutions in one state system implemented statewide admission policies. Case studies of four different institutions and cross-case analysis provide insight into the effects of institutional context on implementation and insight into how state agencies and institutions in a public system negotiate power and authority through policy implementation processes.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Superior Room B, Level 2

Does Performance Funding Make a Difference for Students? (511)

BRIAN NOLAND (Author), Associate Executive Director, Tennessee Higher Education Commission

WILLIAM DOYLE (Author), Vanderbilt University

DENISE A. KRALLMAN (Facilitator), Director of Institutional Research, Miami University Oxford

This study examines the impact of performance funding for institutions on individual students. Since 1979, the Tennessee Performance Funding Program has provided incentives for meritorious institutional performance at public colleges and universities across the state. We utilize a hierarchical linear model to estimate the effects of the performance funding program on students. Using student level data, we test whether institutional performance on these accountability measures increases retention and graduation rates. The results of this analysis should help to inform the ongoing debate regarding the uses of performance funding as a tool to establish institutional accountability in a time of fiscal austerity.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Ontario Room, Level 2

Playing the Odds: Adjusting Lottery Incentives to Respondent Preference in Web-Based Student Surveys (644)

GREGG THOMSON (Author), Director of the Office of Student Research, University of California-Berkeley

JOHN A. MUFFO (Facilitator), Administrator, Special Projects, Ohio Board of Regents

Without evidence of impact on response rates, lottery-style prizes are often used as incentives in student surveys. How do we know, for example, whether a small number of big prizes at long odds or a larger number of smaller prizes at better odds provide more effective incentives? Using a survey of 4100 university freshmen (71% response rate), I illustrate the efficacy of a technique that allows individual respondents to opt for big prizes and long odds or smaller prizes and better odds. Results from this survey also provide the opportunity to analyze the relationship between student characteristics and odds preferences.

8:30 a.m.-9:10 a.m.

TABLE TOPIC

Parlor G, Level 3

Chipping Away The Ice: Addressing The Chilly Climate for Women in The STEM Fields (T10)

AMBER D. LAMBERT (Author), Graduate Research Assistant, The Pennsylvania State University
 BRENDA LUTOVSKY (Author), The Pennsylvania State University
 BETTY J. HARPER (Author), Graduate Research Assistant, The Pennsylvania State University

This session examines the “chilly climate” for women in STEM fields. The discussion will lead to a complex understanding of females’ departure decisions and lead to further studies with comprehensive analysis of factors that directly and indirectly affect a female’s decision to depart STEM fields. The session facilitators will share personal experience and current research, and participants will be encouraged to share their experience and research in the STEM fields. Participants will leave the session with enhanced knowledge of the current status for women in the STEM fields and ideas of how to address and close the gender gap.

8:30 a.m.-9:10 a.m.

VENDOR DEMONSTRATION

Parlor B, Level 3

Tracking Your Students through the Clearinghouse: I Knew Them When, Where are They Now? (E12)

JEFF TANNER (Presenter), Vice President, National Student Clearinghouse
 DONALD G. GWINN (Presenter), North Central Region Director, National Student Clearinghouse

Student Tracker, a student enrollment and degree tracking service, enables institutions to query Clearinghouse’s database of 75+ million post-secondary enrollment and degree records in order to improve performance in targeting, selecting and retaining students.

8:30 a.m.-9:10 a.m.

VENDOR DEMONSTRATION

Michigan Room B, Level 2

Getting Your Arms Around Your Institution’s Data (E15)

THOMAS A. CHAVES (Presenter), Product Manager, Sungard SCT

How do you access the information stored in your institution’s systems to meet your different reporting needs? How do you balance external reporting, reporting to your institution’s VP’s, supporting end user reporting, and analyzing trends? Come learn how SunGard Higher Education (formerly SCT) Business intelligence Solutions can help you better manage your SCT Banner and other institutional data. Learn how simple it can be to produce the reports and information that your many constituencies need.

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

MORNING COFFEE BREAK

River Exhibit A & B, Level 1

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

Missouri Room, Level 2

AIR GRANT PAPER: How Complex Postsecondary Educational Transitions Shape Student Success (724)

SARA Y. GOLDRICK-RAB (Author), Assistant Professor of Educational Policy and Sociology, University of Wisconsin-Madison
 SERGE B. HERZOG (Facilitator), Director of Institutional Analysis, University of Nevada, Reno

College students face more enrollment options than ever before. This study examines how the sequencing of the choices students make affects their chances for success. Three concerns are addressed: how earlier transitions affect the probability of later transitions; which transitions matter most in predicting the final transition to graduation; and which transitions matter most for the success of low-income students. The analysis uses data from the NELS:88 and a multinomial transition model is employed to allow for an examination of different types of decisions at each juncture and changes in the effects of social origin at specific transition points.

10:20 a.m.-11:00 a.m.

AIR GRANT PAPER

Superior Room A, Level 2

AIR GRANT PAPER: College Transfer and Post-School Earning (726)

PO YANG (Author), Doctoral Candidate, Teachers College, Columbia University
 ANTONIO GUTIERREZ (Facilitator), Associate Vice Chancellor of Planning and Research, City Colleges of Chicago

Using samples from the National Education Longitudinal Survey and National Longitudinal Study of Youth, the study estimates the post-college wage variation due to college transfer. The theoretical model predicts switching colleges improves earning through improved degree attainment or increased opportunity to acquire marketable skills in alternative institutions. The study finds similar degree attainment rates for transfers and non-transfers at both two-year and four-year college level. In addition, the findings show college transfer does no harm to earnings of average students. They earn slightly higher wage rate than direct attendees and the benefit is realized through transfer effect on degree attainment.

10:20 a.m.-11:00 a.m.

BEST PAPER/PRESENTATION SESSION

Columbus A & B, Level 3

MidAIR Best Paper: Does Student Performance on the Missouri Assessment Program Predict College Attendance and Performance? (749)

MARK EHLERT (Author), Research Analyst, University of Missouri-Columbia

KRISTIN M. MOSER (Facilitator), Senior Research Analyst, Office of Institutional Research, University of Northern Iowa

What do state assessments tell us about access to and performance in college? We explore the relationship between high school student performance on Missouri's state assessments and subsequent performance in the freshman year of college for a cohort of high school graduates. We find positive and significant relationships between state assessment scores, college access, and college performance for all race and gender groups. While these performance assessments may have value for tracking school improvement, it also is the case that many students rated below proficient matriculate to higher education, earn financial aid, and perform well during their freshman year.

10:20 a.m.-11:00 a.m.

PANEL

Parlor F, Level 3

Learn More about the AIR Grant Programs and How to Obtain Funding (756)

JOHN TSAPOGAS (Author), Senior Analyst, National Science Foundation

ELISE S. MILLER (Author), Program Director, National Center for Education Statistics

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

TERRENCE R. RUSSELL (Author), Executive Director 04/10/06, Association for Institutional Research

Participants will discuss the AIR Grant Programs.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Michigan Room B, Level 2

Effectiveness of a Freshman College Success Strategies Course on GPA, Retention, and Graduation Rates Among ROTC Cadets at a Comprehensive University (111)

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

YVES M. GACHETTE (Facilitator), Director, Institutional Research, State University of New York Buffalo State College

In a university providing a unique environment of a military college within a comprehensive university, first-year retention of cadets is about 10% lower than that of the rest of the university. Strategies for College Success is an elective but encouraged course for first-term freshmen, which is designed to teach the skills needed to transition successfully into college life. Reported are the results of this course on students' GPA, retention, and graduation rates, controlling for other predictors of college success such as high school GPA and admissions test results. Military students are compared to non-military students on these variables.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Mississippi Room, Level 2

Conducting CCSSE and CCFSSSE at a Large, Urban Community College (112)

JASON OETJEN (Author), Research Analyst, Truckee Meadows Community College

ELENA V. BUBNOVA (Author), Director of Institutional Research, Truckee Meadows Community College

CHERYL SCOTT (Author), Research Analyst, Truckee Meadows Community College

LOIS A. ALVES (Facilitator), Vice President for Enrollment Services, Research and Planning, Middlesex Community College

This presentation will describe the process and lessons learned while conducting the Community College Survey of Student Engagement (CCSSE/CCFSSE) at a large, urban community college. The focus will be on three key areas:

- (1) Generating Buy-in: Getting faculty and students prepared for the process and interested in the outcome
- (2) Administering the Survey: Challenges in defining the sample, effective class scheduling, and logistics
- (3) Analyzing Data and Disseminating Results: Going beyond standard reports by matching CCSSE data with your own data warehouse and looking at creative ways to release results, which may be less-than-positive

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Ohio Room, Level 2

Life in the Big City: A Look at the Student Experience in the Nation's First Multi-Institutional Downtown Dorm (113)

LIZ SANDERS (Author), Assistant Vice President of Enrollment and Marketing Research, DePaul University

LAURA E. KEHOE (Author), Research Analyst, Roosevelt University

JOSEPH W. FILKINS (Author), Senior Research Associate, DePaul University

ELIZABETH M. SILK (Author), Executive Director of Institutional Research, Columbia College Chicago

HEATHER ROSCOE (Facilitator), Assistant Director, Tufts University

A student residence facility, shared by three prominent private institutions, was recently opened in the downtown area of a major Midwestern city. This University Center (UC) was primarily built to increase the number of residential beds for each institution, but it was also part of a larger plan to create an improved campus environment for students in this area. This study examines the UC student experience compared to that of traditional resident hall students and measures UC student engagement in campus life and connectedness with campus community, as these factors relate to academic success.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Arkansas Room, Level 2

Examining Gender and Type of Home Institution Differences in Undergraduate Minority Students? Perceptions of Graduate School and Research Following Participation in the Summer Pre-Graduate Research Experience (114)

NICOLE LEWIS (Author), University of North Carolina at Chapel Hill

HENRY FRIERSON (Author), Professor of Educational Psychology, Measurement and Evaluation, University of North Carolina at Chapel Hill

DENISE A. KRALLMAN (Facilitator), Director of Institutional Research, Miami University Oxford

Engagement in undergraduate research has been shown to increase underrepresented students' interest in research careers and graduate study. This study examines six years of evaluation data, from one structured research program, to assess gender and type of home institution (historically black or not) differences in perceptions of the program and interest in graduate school and research.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Sheraton 2, Level 4

Performance Correlates of Spiritual Expression and Spiritual Development (116)

RONALD M. MILLER (Author), Professor, Brigham Young University Hawaii

WILLIAM NEIL (Author), Brigham Young University Hawaii

CLAYTON HUBNER (Author), Associate Professor School of Business, Brigham Young University Hawaii

MELISSA MACY (Author), Brigham Young University Hawaii

LAI MING CHAN (Author), Brigham Young University Hawaii

JAMES BRADLEY (Facilitator), Director of Assessment and Institutional Research, Calvin College

Recent reports in the media and data from the NSSE have described the high spirituality as compared to other institutions of The University and Mormon students in general. The purpose of this study was to investigate the effects of the high spirituality on student life and academic outcomes. We paid particular attention to the changes which occurred from 1st to senior year students at the university. Results indicated that significant correlations exist between spirituality and student behaviors (having positive interactions with others), measures (GPA), and feeling fulfilled in their personal lives. These and other results are further investigated.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Sheraton 3, Level 4

Do Our Youth Serve Others? Community Service among American First-Year College Undergraduates: Estimates from National Surveys from 1996 to 2004 (118)

JAMES GRIFFITH (Author), Program Director, National Center for Education Statistics

TODD THOMAS (Author), Research Assistant, Education Statistics Services Institute

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

A topic of growing interest is the involvement of youth in civic activities. This interest largely stems from discussions of the diverse differences in experiences, attitudes, and behaviors of generations of youth over the last decades, in addition to the general population's non-involvement in civic and volunteer activities. These circumstances prompted public education to develop ways to encourage civic involvement and volunteerism, for example, having students perform community service hours as an additional high school graduation requirement. This study examined differences in volunteer, community service between two cross-sectional national representative samples of college-bound youth, separated by approximately 10 years.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Sheraton 4, Level 4

Short-Term Academic Performance: What Factors Affect Students' Grades and Retention Rates during their First Year of College? (120)

PETER M. TEITELBAUM (Author), Assistant Vice Provost, New York University

MICHAEL G. CROW (Facilitator), Director of Institutional Research and Planning, Savannah State University

We conducted regression analysis to examine the factors associated with students' academic success during their freshman year, as measured by retention rates and grades. Controlling for student demographics and prior academic achievement, we found that freshmen who were able to assimilate into the college community were more likely to persist. Moreover, active student interaction with faculty and student satisfaction with the education they received were positively associated with first-term grades. On the other hand, students who were concerned about their ability to cover college costs were more likely to attrit as well as to struggle with their first year courses.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Sheraton 5, Level 4

Applied Learning as a Best Practice Model: A Strategy for Higher Education Student Success (122)

SHANNON M. TINNEY (Author), Research Analyst, University of Maryland Baltimore County

MICHELE K. WOLFF (Author), Shriver Center Director, University of Maryland, Baltimore County

DEBRA K. SMITH (Facilitator), Director of Institutional Analysis, Ottawa University

This research effort, "Applied Learning as a Best Practice Model: A Strategy for Higher Education Student Success," offers empirical evidence supporting expansion of applied learning experiences at a public Doctoral Research Extensive University. Senior-level students who engaged in an internship were significantly more likely to graduate than those who did not complete an internship. Moreover, seniors who interned or who completed more applied learning experiences took significantly less time to graduate than other seniors. This study also offers compelling evidence for similar institutions to adopt/adapt these pedagogical techniques, and evaluate the impact they have on persistence and graduation rates.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Superior Room B, Level 2

Why is it so Difficult to Increase Diversity in Art and Design? (135)

DAFYDD I. THORNE (Author), University of the Arts, London

Two highly selective Art and Design institutions in the United Kingdom have embarked on a detailed collaborative research project into (and review of) the admissions process in both institutions.

Despite great efforts in raising awareness, increasing knowledge, and consequently, increasing the number of applications from under-represented groups, the numbers actually obtaining places to in the most prestigious Art and Design institutions remains low. This paper raises the question as to why this is the case, suggests ways to a possible solution, and explores the consequences of this solution for any future review of interview practice.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Erie Room , Level 2

Enhancing College Student Retention: Identification and Intervention (255)

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

E. JAMES MAXEY (Author), Senior Research Scientist, ACT, Inc.

JUSTINE RADUNZEL (Author), Senior Research Associate, ACT, Inc.

WES HABLEY (Author), ACT, Inc.

BETTY J. HARPER (Facilitator), Graduate Research Assistant, The Pennsylvania State University

In this study we examine the issue of college student retention from two perspectives: First, we examine the relationships between measures of college readiness and college retention, and the extent to which these relationships differ by race/ethnicity, gender, and family income. Second, we examine current practices by postsecondary institutions to intervene with entering college students, and identify effective approaches to student retention. Finally, we examine the correspondence between these two perspectives and propose recommendations for postsecondary institutions on ways to improve student retention rates.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Chicago 10, Level 4

Institutional Partnerships - Developing Criteria for Workable and Working Long Term Relationships (508)

JAN W. LYDDON (Author), Director of Institutional Research and Planning, Jackson Community College

MARK T. SCHOPMEYER (Author), Jackson Community College

KENNETH GARRISON (Author), Jackson Community College

HAIXIA XU (Facilitator), Doctoral Candidate, University of Georgia

As a community college our institution has experienced many one-sided "partnerships" that yielded little benefit to the college. In an effort to build more positive working relationships with organizations in the community three people at the college have reviewed the literature, interviewed personnel at other institutions and organizations, and developed a set of criteria and a framework. These and the method of development will be discussed.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Chicago 7, Level 4

State and Sector Differences in the NPSAS 2004 Oversample (509)

PATRICIA A. DEWITT (Author), Assistant Vice President for Planning and Institutional Effectiveness, Shorter College

ALICE M. SIMPKINS (Facilitator), Director of Institutional Research, Paine College

For the 2004 administration of the National Postsecondary Student Aid Study (NPSAS), the sample size was increased in twelve states so as to be representative within those states for students attending institutions in three sectors: public two-year, public 4-year, and private not-for-profit 4-year. According to NCES, this oversample was a feasibility study; effective use of this data by institutional researchers may have some impact on whether or not the study is repeated or expanded. This presentation will introduce NPSAS and show some of the differences by state and sector in terms of financial aid packaging, family characteristics, and student characteristics.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Chicago 8, Level 4

The Effects of Institutional Financial Aid on Persistence and Degree Attainment in an Urban Historical Black Institution (510)

OYEBANJO A. LAJUBUTU (Author), Director of Institutional Research, Coppin State University

JOHN A. KUYKENDALL (Facilitator), CSEQ Project Associate, College Student Experiences Questionnaire

This study examines the effect of institutional financial aid in promoting student retention and bachelor degree attainment among first-time full-time degree-seeking freshmen entering an urban historical black institution. The descriptive analyses show that aided students were more likely to persist and attain bachelor's degree than non-aided students.

The logistic regression analyses show that the odds of persisting to second year for students receiving any aid were 1.26 times (or 26%) higher than for non-aided students. For students who received institutional aid, the odds of persisting to second year increased 11% per \$1,000 in institutional aid.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Chicago 9, Level 4

Promoting Transition to College: Lessons Learned from a National Inventory (525)

EUNYOUNG KIM (Author), Research Associate and Doctoral Student, University of Illinois at Urbana Champaign
 DEBRA BRAGG (Author), Professor, University of Illinois at Urbana-Champaign
 MELANIE B. RUBIN (Author), Research Associate and Doctoral Student, University of Illinois at Urbana-Champaign
 YVES PELLETIER (Facilitator), Manager of Pilot Projects, Canada Millennium Scholarship Foundation

The Academic Pathways to Access and Student Success research initiative involved a comprehensive search of all 50 states to examine emerging academic pathways with a particular focus on curricular and organizational structures extending from secondary to postsecondary education for underserved students. Results reveal numerous states are attempting to sustain existing pathways and develop new partnerships to promote college access by strengthening students' awareness of and readiness for college. However, neither state policy and goals relative to the pathway models or the effectiveness of models is well-documented, suggesting much work is ahead.

10:20 a.m.-11:00 a.m.

RESEARCH PRESENTATION

Sheraton 1, Level 4

Mining and Money: The Two DO Mix (611)

SUE HERRING (Author), Senior Research Analyst, Baylor University
 TOM R. BOHANNON (Author), Assistant Vice President, Baylor University
 CATHLEEN B. SIMONS (Facilitator), Senior Research Associate, Capella University

Data Mining is a common tool used to predict applicants, enrollment and retention but not donor development. A joint project between Institutional Research and University Development at a major private university is applying the principles of data mining to university fundraising. This presentation will discuss the preparation phase for this project which included learning the data, identifying data fields, applying data cleansing techniques and creating model scores. The mining and modeling phase will include a review of the mining process that was selected and why it was used. The outcomes and applications of the mining processes will also be shared.

10:20 a.m.-11:00 a.m.

SCHOLARLY PAPER

Ontario Room, Level 2

The Relationship Between Electronic Portfolio Participation and Student Success (298)

WILLIAM E. KNIGHT (Author), Assistant Vice President for Planning and Accountability, Bowling Green State University
 MILTON D. HAKEL (Author), Professor of Psychology, Bowling Green State University
 MARK GROMKO (Author), Bowling Green State University
 BONNIE L. HEDLUND (Facilitator), Director of Academic Information, Management and Analysis, Azusa Pacific University

Electronic portfolios represent an assessment measure with strong potential for improving student learning. This study examined the relationship between e-portfolio participation and student success. After background factors are controlled for, undergraduate students with e-portfolio artifacts had significantly higher grade point averages, credit hours earned, and retention rates than a matched set of students without e-portfolio artifacts. There were significant positive relationships between these outcomes and various measures of e-portfolio utilization. There were no statistically significant group differences in any of the New Student Transition Questionnaire or NSSE scales, which serve as measures of student academic engagement.

10:20 a.m.-11:00 a.m.

SCHOLARLY PAPER

Huron Room, Level 2

Mapping the Enrollment Process: Implications for Student Success and College Management (464)

YAN W. WANG (Author), Manager of College Advancement Research, Milwaukee Area Technical College
 THOMAS PILARZYK (Author), Director of College Advancement Research, Milwaukee Area Technical College
 SHANDA L. DIEHL (Facilitator), Institutional Researcher, Spokane Falls Community College

Urban two-year colleges with open enrollment policies serve an important function in educating the public. Their mission is to train, retain and graduate students from all walks of life including the poor, displaced, underemployed and unemployed. It can be undermined if management decisions are not informed by detailed enrollment data. These decisions include application deadlines and retention strategies instituted at the onset of students' careers. Analyses of enrollment flow are used to recommend and monitor decisions while keeping fiscal implications for the institution in mind. In conclusion, institutional research's work on strategic enrollment management was key to questioning admission procedures.

10:20 a.m.-11:00 a.m.

SCHOLARLY PAPER

Parlor E, Level 3

Organisms of Institutional Research – A View of Two Realities (480)

MARIA-ESTELA DAL PAI FRANCO (Author), Professor, Researcher, Federal University of Rio Grande do Sul - Brazil
 MARILIA COSTA MOROSINI (Author), Professor, Pontificia Catholic University of Rio Grande do Sul
 FRANK K. ABOU-SAYF (Facilitator), Director of Planning and Institutional Research, Kapiolani Community College

This study investigates the IR characteristics that are outstanding in Brazil and in the USA, considering IR organizations, their purposes and context. It aims at identifying categories of organization, describing contextual aspects, highlighting characteristics. Sites, folders, and academic papers were consulted to identify thematic convergencies by means of content analysis. In both countries the results indicate diversified organizational categories. In the USA there is a consolidated technical approach highlighting the student; in Brazil there is a consolidated national system for institutional evaluation, emphasizing accreditation. In both countries there is a movement towards changes in the systemic goals of IR.

10:20 a.m.-11:00 a.m.

TABLE TOPIC

Parlor G, Level 3

Becoming a Change Master: The Role of Institutional Research in Educational Change (T13)

RUTH V. SALTER (Author), Interim Director of Data Integration and Analysis, Valdosta State University

The pace of change in higher education is constant and accelerating. Institutional researchers can exist in this climate of change or to thrive as masters of change. This table topic discusses the role of the individual in organizational change from the early eighties to the present with Kanter's (1983) empowerment theory providing a framework, applying organizational change concepts from Senge, Peters, Drucker, Samples, Covey, Maxwell and others to the field of institutional research. This and other literature specific to change in higher education offer strategies institutional researchers can apply to survive, thrive on, and drive positive change in academe.

10:20 a.m.-11:00 a.m.

VENDOR DEMONSTRATION

Parlor B, Level 3

National Survey of Student Engagement (E13)

LOWELL DAVIS (Presenter), Project Associate, The National Survey of Student Engagement
 AMY GARVER (Presenter), Project Associate, The National Survey of Student Engagement

Now in its seventh year, the National Survey of Student Engagement (NSSE - pronounced "nssie") is an assessment tool used by over 960 different colleges and universities. The results of the survey yield useful information about the quality of the undergraduate experience. NSSE helps institutions refocus the way they think and talk about the teaching and learning process. NSSE results are used in many different ways including: assessment and improvement, accreditation, benchmarking, faculty development, first year experience, recruitment and promotion, and various accountability efforts. This session will be most valuable for first time user and institutions that have not participated in the past.

10:20 a.m.-11:50 a.m.

PANEL

Chicago 6, Level 4

Ph.D. Completions: Collaborating to Impact Doctoral Education (536)

MARY KORFHAGE (Author), Senior Associate, University of Louisville
 GABRIELLE CHAPMAN (Author), Research Analyst, Syracuse University
 SARAH B. LINDQUIST (Author), Assistant Dean of Division of Graduate Studies, Arizona State University
 HEATH A. BROWN (Author), Director of Research and Policy Analysis, Council of Graduate Schools

The PhD Completion Project of the Council of Graduate Schools was initiated to address issues surrounding persistence to the PhD and to explore the impact of various intervention strategies on degree completion. The status and future of the project will be described and the experiences of project participants will lead to a discussion of effective strategies to study graduate student retention beyond the scope of the CGS project. Issues surrounding development, interpretation and use of the data as well as proposed solutions applicable to graduate institutions will be presented. Audience participation will be welcome.

10:20 a.m.-11:50 a.m.

PANEL

Michigan Room A, Level 2

Becoming a Published Author: Options, Requirements and Strategies (717)

RICHARD D. HOWARD (Author), Director of Institutional Research and Reporting, University of Minnesota
 GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University
 JOHN C. SMART (Author), Professor, The University of Memphis
 ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University Bloomington
 ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College

This session provides an overview of AIR publications, the emphasis and desired submission format for each publication, the review and selection processes used by each and share suggestions for preparing papers to be submitted for consideration. All colleagues interested in being published, whether new or veterans in the profession, will benefit from attending this session with the AIR publication editors and the Chair of the Publications Committee.

10:20 a.m.-11:50 a.m.

SPECIAL EVENT

Mayfair Room, Level 2

International Gathering (004)

TIMOTHY K. C. CHOW (Convener), Director of Institutional Research, Rose-Hulman Institute of Technology

Forum attendees from all nations are invited to meet with the External Relations Committee and their colleagues from other nations.

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

BEST PAPER/PRESENTATION SESSION

Columbus A & B, Level 3

SAAIR Best Paper: Towards Estimating and Monitoring Academic Staff Workloads at University of KwaZulu-Natal (750)

GLEN BARNES (Author), Director, University of KwaZulu-Natal

AMIN MUHAMMAD (Facilitator), Director of Institutional Research, Bowie State University

In this paper, we explore an independent approach towards estimating and quantifying academic staff workloads, and the parameters identified as being the major drivers or areas of consideration based on previous discussions and modeling attempts. We review the concerns raised previously, and propose a model that moves towards a decision support framework rather than a decision making one. The outcome of this investigation is the construction of a decision support system addressing the most important variables as identified by a special Senate Task Team, and the incorporation of these ideas into a computerized decision support framework currently known as the School Planning Decision Support System (SPDSS).

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

PANEL

Chicago 6, Level 4

Ph.D. Completions: Collaborating to Impact Doctoral Education (536)

Continued from previous time period.

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

PANEL

Michigan Room A, Level 2

Becoming a Published Author: Options, Requirements and Strategies (717)

Continued from previous time period.

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

RESEARCH PRESENTATION

Michigan Room B, Level 2

En Route to the Baccalaureate: Community College Student Outcomes (124)

SARA MCPHEE (Author), Research Associate, American Association of Community Colleges

LISA METZGER (Facilitator), Associate Director, City Colleges of Chicago

This research looks at the Baccalaureate and Beyond (2000/01) dataset produced by the National Center for Education Statistics to determine both how the community college is used by BA recipients as well as to look at how the outcomes of community college students differ from those who did not attend community college on their route to the baccalaureate.

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

RESEARCH PRESENTATION

Colorado Room, Level 2

Assessing First Generation Students in Four-Year Public Institution: Preparation, First-year Experience, and Persistence (126)

LILLIAN Y. ZHU (Author), Director of Institutional Research, State University of New York College at Brockport

KARLA SANDERS (Facilitator), Director, CASA, Eastern Illinois University

Using combined database of freshman cohort data and CIRP Freshman Survey, the study aims to present a longitudinal profile for the first-generation freshman students (whose parents never attended college) in a public, 4-year institution. In addition to demographics, factors of pre-college preparation, college degree expectation, first-year experience and academic performance, retention and persistence, and degree completion throughout the college years are examined. Comparisons of first-generation students and their non-first-generation peers in the same entering cohort are carried out through the profile. Discussion following the results reporting summarizes how the first-generation students differ from their peers in the public, 4-year institution.

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

RESEARCH PRESENTATION

Mississippi Room, Level 2

Who is Leaving, Where are They Going, and How Do They Differ from the Students Who Persist until Graduation? A Triangulation of Student Information, Student Satisfaction and Enrollment Data (128)

RACHEL MAXWELL (Author), New York University
 JACQUELINE KELLEHER (Facilitator), Western Oregon University

Six-year graduation rates at this university are below those expected for highly selective private universities. The university is increasing efforts to track students who leave, where they go, and to which type of schools students transfer. The examination of the intersection of academic records, demographics, and constructs of satisfaction from a satisfaction survey will identify any differences between students who remain and graduate, students who transfer, and students who do not re-enroll. An analysis of enrollment data from National Student Clearinghouse will determine whether the selectivity and type of schools to which students transfer is similar to the original institution.

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

RESEARCH PRESENTATION

Missouri Room, Level 2

Enhancing Student Engagement: Sorting Out What Works and Why (138)

STEVE WYGANT (Author), Assessment Consultant, Brigham Young University
 SEAN OTTO (Author), Qualtrics
 BRUCE BROWN (Author), Brigham Young University
 MANDY GRIFFIN (Author), Brigham Young University
 DANNY R. OLSEN (Author), Director of Institutional Assessment and Analysis, Brigham Young University
 THOMAS F. NELSON LAIRD (Facilitator), Research Analyst, Indiana University at Bloomington

Enhancing student engagement seems to have taken on a “conventional wisdom” status in current higher education. Developing more complete understanding of the reasons students become more engaged learners, and sorting out the effects of interrelated factors such as student-faculty interaction and critical thinking activities would allow institutions to leverage the most effective interventions in their efforts to promote student engagement. This study finds that, above all other factors examined, quality of student-faculty interaction leads students to become more engaged as learners and to be more satisfied with their experience in their major as well as the university as a whole.

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

RESEARCH PRESENTATION

Ohio Room, Level 2

Using Assessment Results: Three Research Studies that Use Learning Outcome Results to Guide Instruction (201)

ROBIN D. ANDERSON (Author), Director of Institutional Research and Effectiveness, Blue Ridge Community College
 STEPHANIE D. WREN (Facilitator), Oakland Community College

In Virginia, all public institutions of higher education are required to assess students in six core competency areas. This series of studies examines student learning outcome data in quantitative and scientific reasoning in relation to developmental studies exposure, course exposure, and reading comprehension. This presentation covers the background, methods and results of three separate studies that use student learning outcome data to explore current issues in higher education.

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

RESEARCH PRESENTATION

Parlor E, Level 3

Evaluating a Learning Environment: A Multi-Method Evaluation of an Academic Commons (204)

RACHEL APPLGATE (Author), Assistant Professor, Indiana University
 GORDON J. HEWITT (Facilitator), Director of Institutional Research, Hamilton College

In the past 15 years many academic libraries have created learning environments called “Information Commons”—areas where information and computer assistance are provided along with other services. Evaluation of these Commons has been relatively limited, however. This presentation reviews previous evaluative techniques and then describes a multi-method study of a group-work oriented Academic Commons area in the library of an urban, commuter university. Information from three existing (database, question, and computer use logs) and three project-specific (surveys, interviews, and observation) data sources is combined for a multi-faceted examination of the Academic Commons usage and impact.

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

RESEARCH PRESENTATION

Sheraton 1, Level 4

Validating NSSE Against Student Outcomes: Are They Related? (209)

JONATHAN E. GORDON (Author), Associate Director of Assessment, Georgia Institute of Technology
 J. JOSEPH HOEY (Author), Director of Assessment, Georgia Institute of Technology
 JOSEPH W. LUDLUM (Author), Coordinator of Survey Research, Georgia Institute of Technology
 MARY HARRINGTON (Facilitator), Director of Institutional Research and Assessment, University of Mississippi

While there exists a multitude of research studies using the results of the National Survey of Student Engagement (NSSE), there is a relative paucity of research explicitly linking student outcomes to responses on the survey. A major Doctoral-Extensive institution in the Southeast recently conducted a large-scale implementation of the National Survey of Student Engagement (NSSE). We have linked multiple years of NSSE responses to several student outcomes: freshman retention, GPA, pursuit of graduate education, and employment outcome upon commencement/degree conferral. Our research seeks to validate the NSSE benchmark scores with these specific measures of student success.

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

RESEARCH PRESENTATION

Arkansas Room, Level 2

Emancipated Foster Youth and Community Colleges: Snapshots of Achievement (214)

HYE SUN MOON (Author), University of Southern California

LINDA S. HAGEDORN (Author), Professor and Chair Educational Administration and Policy, University of Florida

JAIME LESTER (Author), University of Southern California

WINNY CHI (Author), University of Southern California

JACQUELYN STIRN (Facilitator), Retired

This study provides a comparison of a disadvantaged group; community college students who as children were wards of the court within the foster care system. Using data from the Los Angeles Community College District, we analyze the enrollment files of foster students to compare their success in higher education to their non-foster student counterparts. Results indicate that foster students are not performing academically as well as their non-foster student peers. In addition, foster students are more likely to be students of color, enroll in fewer math and English courses, and have lower course completion ratios.

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

RESEARCH PRESENTATION

Chicago 10, Level 4

Comparing Student and Faculty Perceptions of Technology Usage for Teaching and Learning (401)

CATHERINE L. FINNEGAN (Author), Director of Assessment and Public Information, Board of Regents of the University System of Georgia

H. HILLIARD GASTFRIEND (Author), Information Analyst, Board of Regents of the University System of Georgia

KAREEN MCCAUGHAN (Facilitator), Graduate Student, Simon Fraser University

Technology innovation for teaching and learning in traditional higher education classrooms has gained greater acceptance over the past decade. But how well do faculty uses of technology match student skills and expectations? This presentation discusses the results of two systemwide surveys of student and faculty perceptions of technology use and effectiveness.

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

RESEARCH PRESENTATION

Chicago 7, Level 4

Lean Theory: Innovative Process Improvement for Higher Education in The 21st Century. A Theory to Practice Case Study Involving The Recruiting And Hiring Process At A 4-Year Public University (402)

THERESA WATERBURY (Author), Director of Institutional Research, Winona State University

MAGGIE MCDERMOTT (Author), Winona State University

TARA R. WARNE (Facilitator), Associate Research Analyst, University of Missouri System

How does a university prepare for an anticipated increase in retirements while preparing to advance learning for higher education in the 21st century? This presentation provides a model commonly used in business to improve processes that has been modified for higher education. This improvement model provides the means to systematically study the current process, to make recommendations that reduce hiring time while maximizing the potential for the best possible candidates and to measure and monitor the results for ongoing success.

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

RESEARCH PRESENTATION

Chicago 8, Level 4

Development and Implementation of a Quality Enhancement Plan: Assessment of Student Learning at a Comprehensive Public University (403)

CORRIE PIETERSON (Author), Florida Gulf Coast University

MARGARET A. GRAY-VICKREY (Author), Associate Vice President, Florida Gulf Coast University

MARY ANN ZAGER (Author), Program Director, Quality Enhancement Plan, Florida Gulf Coast University

KATHRYN DOHERTY (Facilitator), Director of Assessment, Towson University

Campus-wide initiatives for quality improvement are becoming crucial for an increasing number of colleges and universities. In order to implement the organizational change necessary to achieve quality improvement, institutions of higher education need mechanisms to successfully implement such change. This presentation examines the development of a widely supported and favorably reviewed Quality Enhancement Plan (QEP) for the assessment and improvement of student learning at a comprehensive public university. Strategies for development and implementation of the QEP will be discussed, with a focus on strategies that other colleges and universities can use for the development of their own quality improvement initiatives.

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

RESEARCH PRESENTATION

Sheraton 3, Level 4

A Look in the Mirror: Using a Campus-Wide Survey to Initiate Change (404)

PAULA S. KRIST (Author), Director Operational Excellence and Assessment Support, University of Central Florida

PATRICE M. LANCEY (Author), Associate Director, University of Central Florida

MICHAEL J. VALIGA (Facilitator), Director of Survey Research Services, ACT, Inc.

Targeted surveys can be catalysts for institutional change. Many factors need to be considered at all phases of development and implementation of a survey for staff, faculty and administrators. This session describes a university wide Quality of Life survey, from its inception, through its implementation, to reporting results from the survey. The survey addressed the university Strategic Plan and results are being used to establish sound plans for change in several areas. This session will be of particular interest to those responsible for institutional assessment and planning.

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

RESEARCH PRESENTATION

Sheraton 4, Level 4

Policy Analysis: The Most Effective Way to Support Decision Making (406)

JING WANG (Author), Director, Institutional Research, Mansfield University
 CHEN YU (Facilitator), Professor, Renmin University of China

Policy analysis is a special research process to serve college management actively. Policy analysis not just provides data but provide research results based on data collection, data analysis and model simulation. It supports decision/policy making more effectively by targeting the policy issues chosen by senior administrators and recommending possible solutions. We have successfully conducted a retention study to improve the enrollment management of Mansfield University. This study consist of two components: One is to analyze the patterns of withdrawals and identify our competitors in the region based on our electronic data files. Another is to simulate several multi-regression models to estimate the first-year GPA of applicants and optimize admission standards with a new designed tool. By using this tool, we can avoid accepting "high risk" students in order to reduce the numbers of academic dismissal a year later and increase our retention rate.

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

RESEARCH PRESENTATION

Chicago 9, Level 4

Maintaining FERPA Privacy Protections Through Interagency Collaboration (512)

RUBEN B. GARCIA (Author), Manager, Follow-Up, Texas Workforce Commission
 JULIE P. NOBLE (Facilitator), Principal Research Associate, ACT, Inc.

For over a decade, the Texas Workforce Commission (TWC) received postsecondary student records from the Texas Higher Education Coordinating Board (THECB). The records were used for follow-up to document post-exit student outcomes for planning and continuous program improvement. In 2003, the U.S. Department of Education provided guidance on FERPA prohibiting a "State department of labor" from receiving student-level data unless "under the direct control of the State educational authority." This presentation will provide information on how the State of Texas through interagency cooperation has continued to document post-exit outcomes for education and workforce training participants while maintaining FERPA privacy protections.

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

RESEARCH PRESENTATION

Sheraton 2, Level 4

California Dreamin' : Another Horizon in Accountability for Community Colleges (513)

PATRICK C. PERRY (Author), Vice Chancellor of Technology, Research and Information Services, California Community Colleges
 WILLARD C. HOM (Author), Administrator for Research and Planning, Chancellor's Office California Community College
 KATHLEEN A. HART (Facilitator), Dean of Planning, Research and Regional Education, San Joaquin Delta College

The unique environment of the community colleges in California is shaping the state's path in its evolution for accountability. In the wake of its most recent program, the Partnership for Excellence, the state has embarked upon a new, relatively comprehensive and a relatively equitable approach for creating accountability for its 109 (and growing) community colleges. This presentation describes the process and results of the developing accountability system. The discussion will include coverage of the issues concerning administration in higher education, data management in community colleges, and statistical analysis.

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

SCHOLARLY PAPER

Ontario Room, Level 2

Exploring the Influence of the Institutional Context on the Timing of Student Attrition by Socioeconomic Status: A Discrete-Time Multilevel Hazard Approach (203)

MARVIN A. TITUS (Author), Assistant Professor of Higher Education, North Carolina State University
 STEPHEN L. DESJARDINS (Facilitator), Associate Professor, University of Michigan

This study uses national data from the Beginning Postsecondary Students and Integrated Postsecondary Education Data System surveys and employs advanced statistical techniques to examine the effect of the institutional context on college student attrition by socioeconomic status (SES) level. In an effort to examine the temporal and contextual dimensions of student attrition by social class, this research combines the use of discrete-time hazard analysis and multilevel modeling techniques. In addition to reporting substantive findings with regard to the influence of the institutional context on the timing of student attrition by SES level, the paper discusses the implications for methodology and policy.

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

SCHOLARLY PAPER

Parlor F, Level 3

Perceived Gains in Critical Thinking of Online College Students: Effects of Motivation and Learning Strategies (206)

TAO ZHANG (Author), Research Analyst, Faculty of Arts and Sciences Office, Washington University in St. Louis
 JENNIFER A. STEPHENS (Facilitator), Director of Learning Outcomes Assessment, American Public University System

This study examines the impact of motivation and learning strategies on student gains in critical thinking. An instrument for critical thinking was designed. Pilot study showed the instrument had good reliability and validity. 216 respondents in three online courses at a major northeastern campus responded to two online surveys requesting information on student characteristics, prior critical thinking skills, technical self-efficacy and end-of-semester perceived gains in critical thinking. Results showed the hypothesized model was a good fit. Learning strategies emerged as a dominant factor in determining the gains in critical thinking while effects of race, gender, and major are nonsignificant.

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

SCHOLARLY PAPER

Superior Room A, Level 2

Student Background Variables, Language, and Academic Performance As Predictors of Success on The Writing Proficiency Assessment (210)

SUSAN MUN (Author), Doctoral Student, San Diego State University
HELENE I. SOKUGAWA (Facilitator), Institutional Analyst, University of Hawaii at Manoa

The holistically-scored Writing Proficiency Assessment (WPA) is a placement exam administered to all upper-division students at this public 4-year university. This study uses path analysis to investigate how ethnicity, gender, socio-economic status, primary language, academic performance measures, and length of time at institution predict student performance on the WPA. Decomposition of bivariate covariation was conducted to discover the direct and indirect effects of the selected variables on WPA scores. This study demonstrates how researchers are increasingly being called upon to collaborate with academic affairs on assessment initiatives.

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

SCHOLARLY PAPER

Erie Room , Level 2

Tenure Achievement Rates at Research Universities (334)

MICHAEL J. DOORIS (Author), Director, Planning Research, The Pennsylvania State University
MARIANNE GUIDOS (Author), Quality and Planning Consultant/Facilitator, The Pennsylvania State University
WENDY L. MILEY (Facilitator), Research Specialist, Principal, University of Arizona

“What proportion of new assistant professors achieve tenure?” Despite the critical importance of tenure decisions to institutions and individuals alike, there are no U.S.-level datasets addressing that obvious question. This paper includes results from a unique 2004-05 exchange among ten member universities of the Association of American Universities showing that, on average, 53 percent of new provisional entrants achieve tenure within seven years at those schools. The paper also includes data from other sources, and analyses by gender, minority status, and discipline. This paper can help to inform judgments about the effectiveness, rigor, and fairness of any institution’s tenure process.

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

SCHOLARLY PAPER

Superior Room B, Level 2

The Impact of Appointment Type on Faculty Productivity at Comprehensive and Liberal Arts Institutions (339)

KELLY R. RISBEY (Author), Graduate Student, University of Minnesota
CAROLE J. BLAND (Author), Professor, University of Minnesota
ALBERTHA H. LAWSON (Facilitator), Assistant Director of Institutional Research, Louisiana State University System

Little is know about the impact of hiring faculty into “nontraditional” appointments on higher education outcomes and culture. This study examines the impact of appointment type (tenure/tenure-track versus non-tenure) on productivity and commitment for faculty in Comprehensive and Liberal Arts institutions. Using data from the 1999 National Study of Postsecondary Faculty survey, we looked at research outcomes, education outcomes, and commitment. In both institution types, we found that appointment type impacts education and research productivity and commitment; that is, tenure/tenure-track faculty are more productive and committed to academe than non-tenure faculty.

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

SCHOLARLY PAPER

Huron Room, Level 2

Examine Logistic Model in Admission Discrimination Analysis (656)

ZHAO YANG (Author), Research Statistician, Old Dominion University
MARY BETH WORLEY (Facilitator), Coordinator for Institutional Research, Dona Ana Branch Community College

Admission process and outcomes for undergraduate applicants in many institutions are often reviewed by various organizations. Often, the simple-form linear logistic model is applied to detect any discriminatory patterns against minority applicants. We make in-depth examination on logistic model and identify two flaws with its simple-form on admission data. Theoretical explanation and data simulation are provided to illustrate how these flaws affect the statistical significance of the racial factor. Modified model is developed to correct these flaws. Actual data from a four-year selective institution shows the robustness of modified model, together with results different from simple model.

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

SPECIAL EVENT

Mayfair Room, Level 2

International Gathering (004)

Continued from previous time period.

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

TABLE TOPIC

Parlor G, Level 3

Methods for Automating Reporting (T06)

REBECCA MATHEWS (Author), Associate Director of Enrollment Research and Planning, Suffolk University

A forum for sharing the methods different institutions use to automate their regular reporting, such as weekly admissions reports, enrollment reports, etc.

11:10 p.m.-11:50 p.m.

VENDOR DEMONSTRATION

Parlor B, Level 3

Assessment Success: A Strategic Partnership That Works! (E28)

KIM VANDERLINDEN (Presenter), Director of Assessment Programs, StudentVoice
 MARK ST. ANDRE (Presenter), Director of Assessment and Evaluation, University of Utah

This session will demonstrate how assessment professionals and institutional research offices can partner with StudentVoice to efficiently prepare, coordinate and deploy assessment initiatives. Institutions can easily facilitate learning outcomes studies, need assessments, satisfaction studies, as well as benchmarking projects by leveraging StudentVoice's assessment consultation, techniques, and tools. Items to be demonstrated include StudentVoice's PDA and Web data collection tools, online reports, and assessment toolkits.

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

SPECIAL INTEREST GROUP

Ontario Room, Level 2

Assessment Discussion Group (S01)

STEPHEN L. CHAMBERS (Convener), Director of Institutional Research and Assessment and Professor of History, University of Colorado at Colorado Springs
 JOHN A. MUFFO (Convener), Administrator, Special Projects, Ohio Board of Regents

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

SPECIAL INTEREST GROUP

Parlor G, Level 3

Alabama Association for Institutional Research (ALAIR) (S06)

CARA MIA PUGH (Convener), Assistant Director for Institutional Research, Auburn University

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

Erie Room , Level 2

Georgia Association for Institutional Research Planning Assessment and Quality (GAIRPQ) (S24)

SANDRA L. KINNEY (Convener), Student, Georgia Department of Technical and Adult 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

Lincoln Boardroom, Level 3

Higher Education and Institutional Research Faculty: Who Are We and What Are We Doing? (S28)

LARRY G. JONES (Convener), Senior Public Service Associate Emeritus, University of Georgia

Graduate students are welcomed and encouraged to attend 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

Ohio Room, Level 2

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

Mississippi Room, Level 2

Mid-America Association of Institutional Research (MidAIR) (S38)

KRISTIN M. MOSER (Convener), Senior Research Analyst, Office of Institutional Research, University of Northern Iowa

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

Columbus A & B, Level 3

CIRP Users/Four-Year Institutional (S40)

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

Interested people should plan to get together.

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

SPECIAL INTEREST GROUP

Parlor E, Level 3

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

CARLOS E. RIVERA (Convener), Director of Planning and Development, Escuela de Artes Plasticas

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

Huron Room, Level 2

North Carolina Association for Institutional Research (S55)

KENDRICK P. TATUM (Convener), Institutional Research Analyst, Duke University

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

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

SPECIAL INTEREST GROUP

Parlor F, Level 3

SUNY Association for Institutional Research and Planning Officers (S62)

SHAWN E. VAN ETTEN (Convener), Director of Institutional Research and Assessment, State University of New York College at Cortland

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

12:00 pm-5:00 pm

COMMITTEE MEETING

Illinois Boardroom, Level 2

2006-2007 Board of Directors (085)

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

Meeting of the 2006-2007 Board of Directors.

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

DEMONSTRATION

Sheraton 5, Level 4

Making The Rubber Meet The Road: Using Institutional Research and Assessment to Link Planning / Budget and Effect Change (410)

JOSEPH MOLITORIS (Author), Seton Hall

Fact-based decision making can/should be applied university wide with respect to students, faculty, departments, divisions, and the institution. Planning is often done sporadically using consultants to develop an unfunded strategic plan. Without good connection of planning to budgeting using assessment and research data and predictions, goals can never be achieved. Budget provides resources and allows projects and programs to die when they are unaffordable. Assessment can be used as a pointy sword to tune the plan (make it realistic) and cost effectively achieve goals. Institutional research/ modeling provides effective data/ predictions for proper funded multiyear planning.

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

DEMONSTRATION

Chicago 9, Level 4

Enhancing User Friendly Access to Data for Institutional Assessment (628)

STEVEN CAVOTE (Author), Associate Director, University of Nevada, Reno
 SERGE B. HERZOG (Author), Director of Institutional Analysis, University of Nevada, Reno
 LINDA HEISS (Author), Institutional Research Analyst, University of Nevada, Reno

This session will demonstrate how the assessment and institutional research office at a public research university use interactive technology to improve user-friendly access to data. The discussion centers on both interactive data access development issues and how the data are rendered meaningful to support assessment plans, program review, accreditation, and other routine, strategic reporting requirements at all levels of the university organization.

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

RESEARCH PRESENTATION

Ohio Room, Level 2

STARS: A Unique Project Linking Sophomores, Faculty Advisors, and Academic Departments (216)

DONALD R. WHITAKER (Author), Executive Director of Institutional Effectiveness, Ball State University
 SHERRY WOOSLEY (Author), Assistant Director of Institutional Effectiveness, Ball State University
 CHRISTINE M. GOODWIN (Facilitator), Associate Director of Institutional Research, St. John's University

Research suggests that second-year students sometimes disengage their college or university and enter a period called "sophomore slump." This session will discuss a unique survey project, STARS (Sophomores Transitioning to Autonomy, Responsibility, and Success), which provides students and their faculty advisors with individualized reports that help second-year students connect to their major.

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

RESEARCH PRESENTATION

Ontario Room, Level 2

Assessing Student Outcomes with the RosE Portfolio: A Case Study (217)

JULIA M. WILLIAMS (Author), Executive Director of Institutional Research, Planning and Assessment, Rose-Hulman Institute of Technology
 YUN K. KIM (Facilitator), Assistant Vice President, Research and Evaluation and Planning, Columbia College Chicago

Electronic portfolios appear to hold a utopian promise for effortless data collection and easy institutional assessment, but few identify what real benefits and drawbacks come with the use of portfolios. At our institution, we have been developing and implementing an electronic portfolio system since 1996, and our experiences can serve other institutions that may be considering a similar decision. This presentation will focus on the history of our electronic portfolio development, the design elements of the portfolio, and the role of electronic portfolios in institutional change. A demo of the portfolio tool will be made.

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

RESEARCH PRESENTATION

Sheraton 2, Level 4

Measuring the Impact of Academic Support and Merit-Based Fellowship Programs on Undergraduate Student Retention (218)

YVES PELLETIER (Author), Manager of Pilot Projects, Canada Millennium Scholarship Foundation

The Canada Millennium Scholarship Foundation, in partnership with the University of _____, has launched the Student Achievement and Retention (STAR) Project. The first of its kind in Canada, Project STAR will measure the effectiveness of two kinds of interventions on student achievement and retention rates: academic support – including peer mentoring and counselling – as well as merit-based fellowships, offered individually and jointly. It will also examine whether such support programs affect later outcomes such as subsequent grades, program of study and attitudes towards learning. About 6,000 first-year undergraduates over two years will be randomly selected to participate in the study.

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

RESEARCH PRESENTATION

Superior Room A, Level 2

Study Abroad: Crossing Borders, Opening Minds (219)

NANDINI RAMASWAMY (Author), Assistant Director of Institutional Research, Butler University
 OWEN K. GRUMBLES (Author), Director of Institutional Research, Butler University
 ARIANA ARGUELLO (Facilitator), Manager Strategic Planning, Kwantlen University College

This study explores the effects of study abroad programs in a Midwestern, private, liberal arts university. The research examines the experiences of students who go abroad for a semester to see if there are significant gains in the perspectives and attitudes of students toward different cultures. Pre- and post-tests given to study abroad students show positive gains in students' adjustment to different cultures, changes in inter-cultural sensitivity, appreciation of diversity, and a deeper understanding of America's role in the international arena.

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

RESEARCH PRESENTATION

Arkansas Room, Level 2

Academic Probation at Community Colleges: What (Risk Factors) and When (234)

XIAO YING ZHANG (Author), Research Analyst, San Diego Community College District
 WILLIAM GRIMES (Author), Manager of Institutional Research and Planning, San Diego Community College District
 LIJUAN A. ZHAI (Author), Research Analyst, San Diego Community College District
 CINDY WJIMA (Author), Research Analyst, San Diego Community College District
 SCOT L. SPICER (Facilitator), Associate Dean of Instruction, Glendale Community College

There have been growing interests in designing interventions to help students at risk of being on academic probation. Previous studies found that students on academic probation are more likely to leave higher education prior to graduation. The present study used a community college district's four-term data to examine the impact of such factors as student's initial preparedness and demographics on academic probation status. Cox regression was used to develop models that enable us to better identify factors that put students at risk of being placed on academic probation and to determine when students are most likely to have academic probation.

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

RESEARCH PRESENTATION

Michigan Room B, Level 2

Shaping Outcomes: Evaluating an Instructor-Mediated Online Course in Outcome-Based Planning and Evaluation (235)

HOWARD R. MZUMARA (Author), Director of Testing Center, Indiana University Purdue University Indianapolis
 RANJITA D. SHINDE (Author), Indiana University Purdue University Indianapolis
 VERONICA CHUKWUEMEKA (Facilitator), Director of Institutional Research, City University of New York Honors College

Outcome-Based Planning and Evaluation (OBPE), which includes development of a Logic Model, has emerged as one of the preferred approaches for assessing the effectiveness and impact of an institution's programs and services. This session will provide participants with a description of a collaborative OBPE grant project designed to develop and implement an online, instructor-mediated OBPE course that expands access to Web-based training opportunities for college students and personnel in museum and library fields. The session will include an interactive discussion on the potential usefulness of outcomes measurement as a powerful tool for planning, assessing, and improving programs and services.

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

RESEARCH PRESENTATION

Chicago 8, Level 4

Understanding Indiana's Reverse Transfer Students: A Case Study in Institutional Research (284)

NICK HILLMAN (Author), Student, Indiana University at Bloomington
 TIM LUM (Author), Indiana University Bloomington

Among all the students who transfer from one institution to another during their academic career, a distinct group of "reverse transfer" students has emerged over time. Reverse transfer occurs when students begin their college career at a four-year institution but eventually transfer to a two-year institution. Using four years of statewide college data, this study uses a regression analysis to identify which variables influence reverse transfer. Additionally, this study identifies enrollment outcomes of reverse transfer students over time to determine whether they eventually re-enroll in four-year institutions.

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

RESEARCH PRESENTATION

Mississippi Room, Level 2

Determining Disciplinary Weight Factors: A Successful Experience (514)

REAL DEL DEGAN (Author), Director of Academic Management, McGill University
 GUY GIRARD (Author), Coordonnateur de la Recherche Institutionnelle, CREPUQ
 GERMAIN CARREAU (Author), Consultant-Institutional Research, University of Montreal
 ROBERT NELSON (Author), Ecole de Technologie Superieure
 FRANK K. ABOU-SAYF (Facilitator), Director of Planning and Institutional Research, Kapiolani Community College

Five years ago, the Quebec Ministry of Education initiated a review of its funding formula for universities and proceeded in mandating a work group to analyze the disciplinary groupings and weights it had been using over the previous 20 years. This paper will present some of the issues confronted by members of this workgroup in determining the "optimal" disciplinary weight factors using detailed student record and financial data from 18 Quebec institutions. As well, practices and methods used elsewhere will be reviewed and compared in relation to these same issues.

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

RESEARCH PRESENTATION

Chicago 7, Level 4

Improved Methods for the Analysis of Longitudinal Data: An Introduction to Linear Mixed Models (603)

ALLAN JOSEPH MEDWICK (Author), Research Analyst, Kean University
 HUI-LING CHEN (Facilitator), Assessment Specialist, Center for Teaching and Learning, New Hampshire Community Technical College, Manchester/ Stratham

The purpose of this paper is to (1) show how longitudinal studies overcome threats to validity inherent in cross-sectional studies; (2) discuss the advantages and disadvantages associated with longitudinal studies; (3) explain what a linear mixed model is; (4) describe the general process for fitting a linear fixed effects model to longitudinal data; and (5) provide a list of resources for those interested in using linear mixed models for longitudinal data.

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

SCHOLARLY PAPER

Colorado Room, Level 2

Optimizing the Use of Retention Research in Assessment (155)

ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College
 GLORIA A. DOHMAN (Facilitator), Director of Assessment and Institutional Research, North Dakota State College of Science

The purpose of this paper is to provide a model for designing, analyzing and presenting the results of retention studies to achieve optimum relevance for assessment. The paper is based on a completed longitudinal retention study of entering freshmen at a selective, private college in the northeast. The study addressed two assessment related questions. How successful are the College's admission policies in selecting students who will achieve a high level of academic performance and graduate within six years? Controlling for input characteristics, how well do college experiences predict students' academic performance and satisfaction with college?

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

SCHOLARLY PAPER

Missouri Room, Level 2

The Relationship between Student Engagement and Selected Desirable Outcomes in the First Year of College (205)

ROBERT M. GONYEA (Author), Associate Director of the Center for Postsecondary Research, Indiana University Bloomington
 NANCY C. SHOWERS (Facilitator), Director of Institutional Research, Oakland Community College
 GARY WHISENAND (Facilitator), Director of Institutional Research, Whitworth College

This study examines the relationships between first-year student engagement and three desirable college outcomes: grades, intellectual skill development, and general education knowledge. School records matched with responses from the College Student Experiences Questionnaire were analyzed using three structural equation models. The models show different patterns of relationships between students' precollege characteristics, engagement behaviors and perceptions, and outcome variables. Four conclusions are offered about the ways researchers should approach, analyze, and interpret student engagement data. Implications for research, policy and practice are also discussed.

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

SCHOLARLY PAPER

Superior Room B, Level 2

An Assessment of Age and Gender Differences in Prediction of Student Achievement from Admissions Test Scores (221)

JAMES DANIEL HOUSE (Author), Director of Institutional Research, Northern Illinois University
 JULIE P. NOBLE (Facilitator), Principal Research Associate, ACT, Inc.

The purpose of this study was to investigate the extent to which Graduate Record Examination scores predict subsequent achievement similarly for male and female students and by age group. Regression methods for identification of prediction bias were used and the performance of 6,419 graduate students in eight academic disciplines was examined. Evidence of either age or gender bias in prediction of achievement was found for all eight disciplines. This study provides an introduction to methods for assessing differential prediction and results indicate that GRE scores did not predict achievement similarly for all groups of students.

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

SCHOLARLY PAPER

Parlor E, Level 3

Retention of Students in a Business Masters Program (332)

JOSETTA S. MCLAUGHLIN (Author), Director of the School of Management and Marketing, Associate Professor of Management, Roosevelt University
 GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University
 PRAGATHI SHETTY (Author), Research Analyst, Temple University

Accounting for ten percentage of our tuition revenue and declining about twenty percent in the last five years, Business graduate student enrollment has become an important issue in our university. This study looks at ways to define the enrollment of these students using an adjusted Fall-to-Fall methodology. Non-parametric techniques were used to look at their patterns of enrollment and graduation. In addition several event history technique including Kapan-Meir and Cox proportional hazard techniques were used. Demographic characteristics included gender, ethnicity, and part-time/full-time status. Lessons learned included the importance of the demographic characteristics and the role of the demographic characteristics.

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

TABLE TOPIC

Parlor G, Level 3

Monitoring and Assessing University's Academic Actions and Their Effect on Students' Retention and Graduation (T07)

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

Universities are often challenged to maintain enrollments despite loss of students who fail to meet academic standards. This study will focus on new first-time-in college freshmen who failure to meet academic standards result in such actions as probation, suspension, and dismissal at a small-size predominantly black university. The study will evaluate the impact of these actions on the university's retention and graduation rates. Data maintained since Fall 1996 will be utilized and changing enrollment trends will be discussed in the context of the university's Retention Program

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

VENDOR DEMONSTRATION

Sheraton 3, Level 4

Tk20 Campus Wide Assessment, Reporting and Management System (E24)

BHUPI BHASIM (Presenter), President, Tk20, Inc.

The presentation will cover an overview of the Tk20 campus Wide System for tracking and reporting on outcomes-based student assessments, faculty qualifications and achievements, student advisement, institutional surveys, and field-training based placements and assessments. In particular, the presentation will focus on reporting as it pertains to institutional research, data-based decision making for management, accreditation-based reporting, and predicting outcomes.

1:00 p.m.-2:30 p.m.

PANEL

Chicago 10, Level 4

U.S. News & World Report's America's Best Graduate Schools Rankings: How They're Done and What's New (143)

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

A review of the methodology used in the Medical, Law, Engineering, Business, Education, Ph.D. and the many other graduate rankings done yearly by U.S. News. The discussion will include methodology changes made in the most recently published America's Best Graduate Schools. A look ahead at what to expect for next year's America's Best Graduate Schools rankings. An explanation of the various U.S. News graduate school publications and online resources where the best graduate school rankings and data appear.

1:00 p.m.-2:30 p.m.

PANEL

Erie Room , Level 2

IPEDS: The Next Chapter (446)

ELISE S. MILLER (Author), Program Director, National Center for Education Statistics
 CATHY A. STATHAM (Author), IPEDS Finance Survey Director, National Center for Education Statistics
 JANICE A. PLOTZCYK (Author), Team Leader, IPEDS Data Collection, National Center for Education Statistics
 JANICE E. KELLY-REID (Author), Senior Survey Director, RTI International

Change is inevitable and information helps up cope with it. This session will focus on upcoming changes to many aspects of the IPEDS program and how they are likely to affect institutional researchers. We will update you on some possible implications on IPEDS reporting requirements of the HEA reauthorization. We will talk about aggregate race/ethnicity reporting using the new categories and a likely timeline for implementation. We will talk about new technological developments and what they mean to IPEDS on the Web. Join us for a lively discussion of the future of IPEDS.

1:00 p.m.-2:30 p.m.

PANEL

Parlor F, Level 3

Using Data to Drive Strategic Change - Early Experiences from Achieving the Dream: Community Colleges Count (449)

DEREK V. PRICE (Author), Consultant, DVP-Praxis
 JAN W. LYDDON (Author), Director of Institutional Research and Planning, Jackson Community College
 MIKE R. FLORES (Author), Dean, Palo Alto College
 JACQUELYN STIRN (Author), Retired

Thirty-five community colleges in 7 states are participating in a national initiative to improve student success, especially for low-income students and students of color. Participating colleges commit to closing achievement gaps by assessing what is happening on their campuses and making lasting changes in their own practices and cultures. Colleges approach this work in teams, and receive external support from coaches and data facilitators. These teams include the president, chief academic and student affairs officers, institutional researchers, faculty and staff. This panel will discuss the initiative's data-driven design, and include two colleges' experiences at different stages of the initiative.

1:00 p.m.-2:30 p.m.

PANEL

Huron Room, Level 2

The Bologna Process in 2006: Are They Really Half-Way There? And if So, How? (522)

CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education
 PATRICK A. CASHELL (Author), Associate Registrar, University of Limerick
 MARIKJ VAN DER WENDE (Author), Professor, University of Twente (Netherlands)
 JOHN R. BOLT (Author), Group Manager, Learning and Skills Council

Under what is known as the Bologna Process, over 5,000 institutions in 45 European countries have agreed to reconstruct the way they have done educational business for hundreds of years. When fully implemented in 2010, the results will present a significant challenge to the preeminence of the U.S. system of higher education. This panel will offer 4 different perspectives on the unfolding of Bologna: (1) links between credit transfer, degree supplements, and transportable labor market qualifications; (2) problem-based learning displacing transmission of knowledge; (3) economic competitiveness as a driver and consequence; and (4) effects on students, faculty, and academic administrators.

1:00 p.m.-2:30 p.m.

PANEL

Columbus A & B, Level 3

National Research Council Assessment of Research-Doctorate Programs: An Update (621)

JAMES VOYTUK (Author), Senior Program Officer, National Academies

The National Research Council Assessment of Research-Doctorate Programs began in the fall of 2005 and since then, the Committee and a Data Panel have met several times. At these meetings the taxonomy and questionnaires for the study were finalized and procedures for collecting institutional, program, faculty, and student data were developed. Members of the Data Panel will provide an update on study activities. The panel will also solicit comments on ways to improve data collection procedures.

1:00 p.m.-2:30 p.m.

PANEL

Sheraton 1, Level 4

Tracking College Students Over Time: Using CIRP and CSS Data for Longitudinal Assessment (622)

VICTOR SAENZ (Author), Director of Follow-up Surveys, UCLA Higher Education Research Institute
 JOHN H. PRYOR (Author), Director of CIRP, Higher Education Research Institute
 GAVIN HENNING (Author), Research Associate, University of New Hampshire

This panel spotlights the use of the CIRP Freshman Survey and College Student Survey (CSS) as longitudinal assessment tools. This session outlines a conceptual framework for longitudinal student assessment and highlights research findings from a nationwide sample of over 16,000 college students who completed the CIRP Freshman Survey at college entry and the 2005 College Student Survey (CSS). In addition to presenting national findings, panelists discuss the assessment goals, practices, and potential applications of CIRP and CSS survey data from the perspective of an institution currently participating in the surveys.

1:00 p.m.-2:30 p.m.

PANEL

Sheraton 4, Level 4

Data Mining – Concepts, Myths and Case Studies (630)

JING LUAN (Author), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College
 THULASI KUMAR (Author), Director of Information Management and Analysis, University of Northern Iowa
 TOM R. BOHANNON (Author), Assistant Vice President, Baylor University
 PATRICIA M. JAMES (Author), Director of Institutional Research, Highline Community College
 BRENDA L. BAILEY (Author), Associate Director for Research, Minnesota State Colleges and Universities
 PAUL W. EYKAMP (Author), Coordinator of Long Range Enrollment and Analysis, University of California
 SUTEE SUJITPARAPITAYA (Author), Director of the Office of Institutional Research, California State University-Sacramento

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

1:00 p.m.-2:30 p.m.

PANEL

Chicago 6, Level 4

Presidents Perspectives on IRs Role in Institutional Improvement and Effectiveness (704)

ELNORA D. DANIEL (Author), President, Chicago State University
 ALVIN GOLDFARB (Author), President, Western Illinois University
 MARGARET B. LEE (Author), President, Oakton Community College
 CHARLES R. MIDDLETON (Author), President, Roosevelt University
 GREGORY M. O'BRIEN (Author), President, Argosy University
 WILLIAM E. KNIGHT (Moderator), Assistant Vice President for Planning and Accountability, Bowling Green State University
 STEPHEN L. CHAMBERS (Moderator), Director of Institutional Research and Assessment and Professor of History, University of Colorado at Colorado Springs

In keeping with the Forum Theme, Effectiveness Through Diversity, the panel of presidents will respond to questions concerning ways that institutional researchers can and should promote institutional improvement and assist the president and others in increasing institutional effectiveness. These leaders will assist institutional researchers with examples and advice concerning forging measures of performance and institutional effectiveness, processes for decision support and many other contributions, and carrying out roles to better inform higher education policy makers.

1:00 p.m.-2:30 p.m.

PANEL

Michigan Room A, Level 2

The Policy Center on the First Year of College: A Foundations of Excellence® (719)

TRUDY H. BERS (Author), Executive Director of Institutional Research, Curriculum and Strategic Planning, Oakton Community College
 GREGG A. NETTESHEIM (Author), Senior Information Manager, University of Wisconsin Colleges
 CHARLES L. VAN MIDDLESWORTH (Author), Director of Research and Assessment, Metropolitan Community Colleges Administrative System Office
 RANDY L. SWING (Author), Co-Director and Senior Scholar, Policy Center on the First Year of College

In 2005, the Policy Center on the First Year of College launched a Foundations of Excellence® (FOE) project for community colleges. More than 70 institutions suggested Foundational Dimensions describing an outstanding first year experience. Ten community colleges are in phase two of the project: in-depth data compilation, reviews of policies and practices affecting new students, and the development of new approaches to improving the new student experience. Panelists are from three of these colleges. Their focus is on data compilation issues, presentation and use of data by FOE teams, and linkages between data and decisions, and between theory and practice.

1:50 p.m.-2:30 p.m.

BEST PAPER/PRESENTATION SESSION

Ohio Room, Level 2

ALAIR Best Paper: First Year Retention: Is It Housing or Affiliation that Matters (739)

SAM LOWTHER (Author), Senior Institutional Research Analyst, Auburn University
 JONATHAN LANGLEY (Author), Graduate Research Assistant, Auburn University
 CRYSTAL GAFFORD MUHAMMAD (Facilitator), Assistant Professor, North Carolina State University

Researchers attempt to determine how on-campus housing affects first year retention. Additionally, the impact of Greek affiliation on first year retention is investigated, leading one to question whether encouraging first-year students to form group affiliations may be as effective in increasing retention as requiring them to live on campus.

1:50 p.m.-2:30 p.m.

COMMITTEE MEETING

Illinois Boardroom, Level 2

2006-2007 Board of Directors (085)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Chicago 10, Level 4

U.S. News & World Report's America's Best Graduate Schools Rankings: How They're Done and What's New (143)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Erie Room , Level 2

IPEDS: The Next Chapter (446)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Parlor F, Level 3

Using Data to Drive Strategic Change - Early Experiences from Achieving the Dream: Community Colleges Count (449)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Huron Room, Level 2

The Bologna Process in 2006: Are They Really Half-Way There? And if So, How? (522)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Columbus A & B, Level 3

National Research Council Assessment of Research-Doctorate Programs: An Update (621)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Sheraton 1, Level 4

Tracking College Students Over Time: Using CIRP and CSS Data for Longitudinal Assessment (622)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Sheraton 4, Level 4

Data Mining – Concepts, Myths and Case Studies (630)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Chicago 6, Level 4

Presidents Perspectives on IRs Role in Institutional Improvement and Effectiveness (704)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

PANEL

Michigan Room A, Level 2

The Policy Center on the First Year of College: A Foundations of Excellence® (719)

Continued from previous time period.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Colorado Room, Level 2

Does Adaptation to U.S. Culture and Language Proficiency Affect International Student Engagement? (222)

RONALD M. MILLER (Author), Professor, Brigham Young University Hawaii

PAUL H. FREEBAIRN (Author), Director of University Assessment and Testing, Brigham Young University Hawaii

CLAYTON HUBNER (Author), Associate Professor School of Business, Brigham Young University Hawaii

MELISSA MACY (Author), Brigham Young University Hawaii

WILLIAM NEIL (Author), Brigham Young University Hawaii

LAI MING CHAN (Author), Brigham Young University Hawaii

CHEN YU (Facilitator), Professor, Renmin University of China

Our purpose here was to explore how those qualities based on language skills and/or culture changed over international students' four year university experiences. For example, if learning or adaptation alone was required for international students to integrate/participate in a new university environment, then those issues dealing with language and culture would be seen to improve over their four years as students. Results indicate that the changes which do occur are those which are primarily task-based and require language proficiency, while those which are more culturally grounded may not alter at all, regardless of level of familiarity or exposure.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Missouri Room, Level 2

Grade Inflation Revisited: The Impact of Formative Assessment Activities on Summative Evaluations (225)

WENDY G. TROXEL (Author), Assistant Professor, Educational Administration and Foundations, Illinois State University

DEBORAH B. DAILEY (Facilitator), Associate Director of Planning and Institutional Research, Georgetown University

The term "grade inflation" is used throughout higher education to describe the upward trend in grades awarded to undergraduate students, presumably without merit. Research typically revolves around distributions and weighting systems, while neglecting the examination of a basic concept of grading: the relationship between testing and learning as impacted by the pedagogical strategies of the instructor. This multi-phase phenomenological study explored the use of formative assessment techniques by faculty as a tool to increase learning in students, and the impact on the summative evaluation practices and outcomes in college courses.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Ontario Room, Level 2

Effects of Minority Status on the Engagement of First-Generation Students (229)

SHEILA D. CRAFT (Author), Strategic Planning Analyst, The Ohio State University

SANDRA J. REED (Author), Graduate Research Assistant, The Ohio State University

LORRAINE M. NG (Facilitator), Associate Director, Finance and Administration, Massachusetts Institute of Technology

This study examines student engagement of first-generation students by minority status at a large Midwestern research institution. Research on student engagement has examined the experiences of first-generation students and minority students separately; research has not examined how minority status might affect the level of engagement of first-generation students. Preliminary analysis of the data from National Survey of Student Engagement shows that there are significant differences between minority and non-minority first-generation students. The study will report results from a multivariate analysis based on scale scores using minority and first-generation as predictors. We will control for other demographic variables including academic preparation.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Superior Room B, Level 2

IPASSing Persistence Milemarkers: Motivating Students for the Long Race of Academic Success (233)

JOHN M. NOVAK (Author), Director of Institutional Research, Indiana University South Bend

RANDY ISAACSON (Author), Associate Professor of Education, Indiana University South Bend

HUEY W. ANTLEY (Facilitator), Assistant Director of Institutional Research - Analysis, University of Texas San Antonio

This University admits many probationary students and is interested in the impact of student learning on persistence in the at-risk programs. Specifically, we are interested in developmental courses in math, English, and study skills and the relationship between the characteristics of students who persist and succeed academically and those who do not after completing these courses. The study involves three steps: an analysis of past students who have succeeded after taking these courses; an exploration of in-depth characteristics and motivational factors of students presently enrolled in these courses; and the development of an action plan to guide future curriculum.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Arkansas Room, Level 2

Transfer, Enrollment, Completion and Performance Characteristics of Community College Associate in Arts Graduates at a Four Year Research University (267)

DAVID JEROME MONGOLD (Author), Senior Analyst, University of Hawaii
 SOYOUNG C. YIM (Facilitator), Coordinator of Research and Evaluation, North Carolina Community College System

Transfer, enrollment and completion characteristics of community college Associate in Arts graduates enrolled at a four year research university are exemplified. Performance characteristics are examined and compared to those of first-time freshmen at the four year university. Findings suggest that AA-transfers are at least as well prepared as first-time freshmen.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Chicago 8, Level 4

Perceptions of Organizational Work Climate Among Non-Instructional Support Staff at a Research I University (413)

LAUREL R. PARK (Author), Doctoral Candidate, University of Michigan
 VINCENT CARTER (Facilitator), Information Analyst II, Emory University

The purpose of the study is to examine the variables that explain differing perceptions of organizational climate among non-instructional staff employed in different sub-units of a major research I university. Specifically, the study examines whether perceptions of their work climate differ among staff members based upon three variables: Personal characteristics such as gender; work characteristics such as job classification; and sub-unit (within the major functional unit) of employment.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Michigan Room B, Level 2

The Missing Link in Student Accountability Reporting: Transfer Student Retention and Graduation Rates (515)

RHONDA K. KLINE (Author), Assistant Director Institutional Research and Planning, Western Illinois University
 JOSEPH A. RIVES (Author), Assistant to the President for Planning and Budget, Western Illinois University
 DIXIE W. CASTLEBURY (Author), Research Data Specialist, Western Illinois University
 TIMOTHY A. WALSH (Facilitator), Director of Institutional Research, Temple University

Traditionally, accountability reporting, including the Illinois Commitment Goal 6, focus on new freshmen retention and graduation rates. Using our institution as an example, a similar retention and graduation analysis was completed for new transfer students. Transfer student retention and graduation data were analyzed by level, year of transfer, as well as by campus. In addition, freshmen and transfer retention and graduation rate data were combined to provide a more complete picture of student retention and graduation success. This presentation will focus on methodology used, lessons learned, reporting implications and suggested next steps.

1:50 p.m.-2:30 p.m.

RESEARCH PRESENTATION

Mississippi Room, Level 2

Follow the Data: A Collaborative Approach to Planning for Academic Programs to Meet Workforce Demands (519)

MICHELLE S. APPEL (Author), Senior Research and Policy Analyst, University of Maryland
 ROBERT LYNCH (Author), Director of Planning and Institutional Research, Montgomery College
 MARY LANG (Author), Universities at Shady Grove
 JEFFREY GABRIEL (Author), Project Manager, Jacob France Institute, University of Baltimore
 JOHN DOBROSIELSKI (Author), Student Assistant, University of Maryland
 PATRICK ARNOLD (Author), Maryland Department of Labor Licensing and Regulation
 GABRIELA BORCOMAN (Facilitator), Program Director, Texas Higher Education Coordinating Board

This research presentation will describe the collaborative work of a group of researchers from a wide variety of backgrounds representing many constituencies. The group was convened to identify academic programs to be implemented as a multi-university regional center grows to meet the needs of its surrounding community. With workforce demand as its foundation, the group sought to understand what educational programs would be needed in the region within the next five years. Additionally, the group determined how best to format these academic programs to meet the needs of the population served by the center.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Sheraton 2, Level 4

An Examination of Transfer Student Retention and Persistence to Graduation in a Private 4-Year University (230)

CATHY COGHLAN (Author), Assistant Director of Institutional Research, Texas Christian University
 ADAM RAMSEY (Author), Institutional Research Intern, Texas Christian University
 MATT NORTH (Facilitator), Research Analyst, Duquesne University

Colleges and universities devote a significant amount of time and energy into their rates of student retention and persistence to graduation, as well as the causal factors that contribute to these figures. Most of this research focuses on students who begin and end their collegiate careers with a single institution. Transfer students have often been overlooked in the study of retention, graduation, and overall academic success. This study will examine the transfer student population at a private 4-year university and determine the retention and persistence to graduation rates of this group and the variables that may affect these rates.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Chicago 7, Level 4

Separating Fact from Fiction: One School's Approach to Overcoming Self Selection in Program Assessment (285)

WYATT WATSON (Author), Director of Institutional Research and Assessment, Arkansas Tech University
 SUSAN J. UNDERWOOD (Author), Associate Professor and Director of College Student Personnel, Arkansas Tech University
 DAVID G. UNDERWOOD (Author), Associate Vice President for Academic Affairs, Arkansas Tech University
 BRADEN J. HOSCH (Facilitator), Director of the Office of Institutional Effectiveness, University of South Carolina Aiken

University program assessments are often hampered by the self selection of students into the treatment. Data comparing volunteer participants to non-participants is criticized as being uninformative due to the inability of researchers to account for differences in the two groups on the basis of self selection. In an effort to assess the effectiveness of a new freshman transition course, two regression methods, logistic and multivariate linear, were employed. These predictive modeling techniques allowed the researchers to assess the course's impact on retention and grade point average (GPA) while addressing the concern of non-random assignment of students to the treatment.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Parlor E, Level 3

Ready or Not, Here They Come: Creating a Continuous State of Readiness for Specialized Accreditation (341)

GITA W. PITTER (Author), Associate Vice President of Academic Affairs, Florida A&M University
 VERONICA CHUKWUEMEKA (Facilitator), Director of Institutional Research, City University of New York Honors College

Accreditation, whether it be institutional or specialized, is an essential part of life at academic institutions. The proposed paper will provide an overview of accreditation, recent trends, and the role the central administration can play to establish a continuous state of readiness for accreditation. The roles of the Office of the Provost and the Office of Institutional Research in particular will be explored. The discussion will include procedures and tools set up by one institution to address readiness for specialized accreditation.

1:50 p.m.-2:30 p.m.

SCHOLARLY PAPER

Sheraton 5, Level 4

Disciplinary Differences in Faculty Members' Emphasis on Deep Approaches to Learning (344)

THOMAS F. NELSON LAIRD (Author), Research Analyst, Indiana University at Bloomington
 MICHAEL J. SCHWARZ (Author), Project Associate, Indiana University
 GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington
 T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington
 CHERRY DANIELSON (Facilitator), Research Fellow, Wabash College

"Deep learning" is important in higher education because students who utilize such an approach tend to get more out of their educational experiences. As learning is a shared responsibility between students and faculty, we need to examine how much faculty emphasize deep approaches to learning as well as how much students employ these approaches. This study examines disciplinary differences in faculty members' emphasis on deep approaches to learning. On average, faculty in education and professional fields emphasize deep learning more than their colleagues from other disciplinary areas, which is not entirely consistent with findings from a previous study on students.

1:50 p.m.-2:30 p.m.

TABLE TOPIC

Parlor G, Level 3

A Lively Discussion of GIS in the Practice of Institutional Research (T08)

JENNIFER S. MINNER (Author), Research Associate, The Evergreen State College

Geographic Information Systems (GIS) can be a useful tool for campus institutional planning and assessment work. This session will provide an opportunity for institutional researchers to share their work using GIS and to learn about resources and practices that are specific to GIS applications in institutional research.

1:50 p.m.-2:30 p.m.

VENDOR DEMONSTRATION

Parlor B, Level 3

Web-Based Assessment Management Can Make All the Difference in Accreditation! (Would It Be Right for You?) (E16)

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

Virginia Commonwealth University developed WEAVEonline and has used it for regional and disciplinary accreditation compliance related to program assessment - mission, outcomes, measures, finding, action plan, analysis, curriculum mapping, and tracking over time. Come don an accreditor's hat and critique a live demo of a Web-based system developed and used by another institution in regional and disciplinary accreditations. Raise your questions in a lively, concrete way! WEAVEonline surfaces important questions about how assessment information should be captured, documented and presented to accreditors. If you would like to preview WEAVEonline before the session, visit www.Weaveonline.net.

1:50 p.m.-2:30 p.m.

VENDOR DEMONSTRATION

Mayfair Room, Level 2

What's new at CSEQ! Updates to the CSEQ and CSXQ (E20)

JULIE M. WILLIAMS (Presenter), CSEQ Project Manager, The College Student Experiences Questionnaire (CSEQ) at Indiana University
 JOHN A. KUYKENDALL (Presenter), CSEQ Project Associate, College student Experiences Questionnaire

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 300,000 students at more than 560 different colleges and universities have completed the CSEQ since its origination in 1979. The CSXQ is adapted from the CSEQ to measure new students' expectations for their college experience. Online versions for both instruments are available.

1:50 p.m.-2:30 p.m.

VENDOR DEMONSTRATION

Sheraton 3, Level 4

Course and Instructor Evaluation Using the Internet, Learning From The Leaders: How to Make Your Process Easy and Successful (E25)

KEVIN HOFFMAN (Presenter), Vice President, eCollege

Tired of distributing and scanning evaluation forms every term? Do you want reports quickly and efficiently distributed to administrators and faculty? If so, please attend this session to hear more about how to easily put your entire course evaluation process online for both on-ground and online courses using eCollege's eCourseEvaluation turnkey solution. Additionally, if you are looking for a quality course evaluation instrument come to this session and find out how Educational Testing Service (ETS) and eCollege have partnered to provide institutions with the acclaimed and extensively researched SIR II instruments, all online.

1:50-3:20 p.m. pm

PANEL

Chicago 9, Level 4

Research Somebody on Your Campus Should Be Doing: Helping Assure that Your Diversity Practices Are Educationally and Legally Sound (447)

ROBERT S. LAY (Author), Dean for Enrollment Management, Boston College
 DONALD R. HOSSLER (Author), Professor of Educational Leadership and Policy Studies, Indiana University at Bloomington
 ARTHUR COLEMAN (Author), Partner, Holland & Knight LLP

Federal law permits the limited consideration of race/ ethnicity in admissions and other areas, provided such practices meet the specific requirements of strict scrutiny – which include requirements involving research and evidence. For example, if an institution's mission centers on achieving the educational benefits of diversity, at what point have its race-conscious practices achieved their goal? What research supports the need for using race-neutral alternatives or refutes the use of race-neutral alternatives in advancing institutional diversity goals? Legal and research experts will explain the need to develop evidence to support institutional practices and describe possible research models that might be useful.

1:50-3:20 pm

PANEL

Superior Room A, Level 2

To IRB or Not to IRB—That Is The Question! (735)

MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
 STEPHEN SAPP (Author), Professor and Chair of Religious Studies, University of Miami
 THOMAS K. MARTIN (Author), Associate Vice President for Research and Institutional Effectiveness, Collin County Community College
 JOHN D. PORTER (Author), Associate Provost for Institutional Research and Analysis, State University of New York System Administration

The ethical treatment of human beings is an issue that cuts across all organizational types. Federal law requires an institution that receives financial research support to establish an institutional review board (IRB) for approving research involving human subjects. Institutional researchers are generally unaware of when their activities fall under the purview of the IRB. The panelists will explore this issue, discussing many questions that are of concern to institutional research professionals.

2:40 p.m.-3:20 p.m.

BEST PAPER/PRESENTATION SESSION

Columbus A & B, Level 3

SAIR Best Paper: a Market Ratio Variable in Faculty Salary Equity Studies (740)

ANDREW LUNA (Author), Director of Institutional Research and Planning, State University of West Georgia
 KAREN C. LALJANI (Facilitator), Dean of Planning, Institutional Effectiveness, and Research, El Centro College

This study used multiple regression analysis to develop an explanatory model to determine if using a single market ratio variable was a stronger predictor for faculty salaries than the use of k-1 dummy variables representing the various disciplines. A total of 20 four-year institutions from a southeastern state system were used in the study, and only regular, full-time tenured or tenure track faculty were used (n=5,447). These 20 institutions represented three research universities, two regional universities, 13 state universities, and two state colleges.

2:40 p.m.-3:20 p.m.

BEST PAPER/PRESENTATION SESSION

Missouri Room, Level 2

AIRUM Best Paper: Access to Higher Education by Family Income: ACT/SAT Test-Taking, Application, Admission, and Enrollment (742)

DAVID BLOUGH (Author), Senior Institutional Planner, University of Wisconsin System

To gauge the equity of access to higher education, we examine rates of application, admission, and enrollment by family income within Wisconsin. We find the biggest disparity by income at the stages of taking the ACT and applying to college, with less difference in admission and enrollment rates. The implications of income's relationship to test scores, race/ethnicity, and persistence and graduation are also discussed. Finally, we examine the family income distribution of ACT and SAT test takers in other states. Some states have greater low-income participation in ACT/SAT test taking than others.

2:40 p.m.-3:20 p.m.

BEST PAPER/PRESENTATION SESSION

Ontario Room, Level 2

SEAAIR Best Paper: Malaysian University English Test (MUET): In Need of Pedagogical Reform for Educational Reform (743)

NAGINDER KAUR (Author), Universiti Teknologi MARA

The Malaysian University English Test (MUET) is a pre-requisite to gaining entry to pursue degree programmes at Malaysian public universities. It is viewed a big challenge due to students' poor language ability, thus imposing a block in gaining a good band score. This study explores an avenue of pedagogical reform by using thematic units approach to enhance students' language ability. The input revolves around themes pertinent to the exam, presented cumulatively and spirally. It was found that thematic units instruction improves students' language ability and is advocated as the apt pedagogical approach in ensuring continuous quality advancement in higher education.

2:40 p.m.-3:20 p.m.

BEST PAPER/PRESENTATION SESSION

Parlor F, Level 3

TAIR Best Paper: Persistence, Academic and Social Integration, and Study Abroad: How They Interrelate (745)

DENISE Y. YOUNG (Author), Executive Director of Institutional Effectiveness and Associate Professor of Education, North Georgia College and State University

CEL JOHNSON (Facilitator), Executive Director of Institutional Research and Planning, University of San Diego

A longitudinal study with 6 years of cohort data examined the association between persistence at a private liberal arts university and participation in a study-abroad program. After adjustment for factors known to affect persistence, results of regression analysis showed that students in the study-abroad program persisted longer than non-participants. According to Tinto, 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 contributed to both academic and social integration. There was strong evidence for statistical, practical, clinical, and economic significance of the results.

2:40 p.m.-3:20 p.m.

BEST PAPER/PRESENTATION SESSION

Chicago 10, Level 4

NEAIR Best Paper: Using Factor Analysis to Clarify Operational Constructs for Measuring Mission Perception (747)

ELLEN M. BOYLAN (Author), Associate Director of Institutional Research, Marywood University

The process of blending qualitative and quantitative research methods to develop the new 17-item Mission Perception Inventory (MPI) is described, as are the steps involved in building an NSSE consortium to administer it. Also described is the successful outcome of factor analysis on the results to determine the internal reliability of the instrument and the presence of operational constructs within.

2:40 p.m.-3:20 p.m.

BEST PAPER/PRESENTATION SESSION

Chicago 7, Level 4

NCCCRP Best Paper: TBD (751)

2:40 p.m.-3:20 p.m.

COMMITTEE MEETING

Illinois Boardroom, Level 2

2006-2007 Board of Directors (085)

Continued from previous time period.

2:40 p.m.-3:20 p.m.

DEMONSTRATION

Colorado Room, Level 2

Using Geographic Information Systems to Demonstrate Economic Impact (664)

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

CHRIS BARNETT (Author), University of Missouri-Columbia

TARA R. WARNE (Author), Associate Research Analyst, University of Missouri System

This demonstration covers the process and technology used to create institutional impact data sheets for a multi-campus system. We used a geographic information systems software, ArcGIS Desktop, to map, analyze, and publish the data for each legislative district and county in the state. During our demonstration, we will discuss the processes involved in selecting and gathering data, and demo ArcGIS Desktop using data from the project. We will also discuss their use with our state legislature and ways in which this technology could be applied in other institutional research projects.

2:40 p.m.-3:20 p.m.

DEMONSTRATION

Michigan Room B, Level 2

Web-Based Collection of Instructional and Non-Instructional Faculty Information (666)

DENISE D. NADASEN (Author), Associate Director for Institutional Research and Planning, University of Maryland

This demonstration covers the development and implementation of a Web-based collection and reporting of faculty information at a major research I institution. The data are collected as part of a state mandated reporting process. The new process has improved the efficiency and accuracy of the data. The board of regents collects and reports the data to the legislature prior to the budget hearings. The focus of the report has been on tenured/tenure-track faculty, their instructional workload, and non-instructional activity. The most recent policy impact was to increase the instructional workload expectations for tenured/tenure-track faculty.

2:40 p.m.-3:20 p.m.

INVITED PAPER

Chicago 8, Level 4

Best Forum Visual Presentations: Designing and Creating Excellent Visual Presentations (730)

BERNARD K. KRULE (Author), Professor of Art and Chair of Graphic Design, Oakton Community College

TRUDY H. BERS (Facilitator), Executive Director of Institutional Research, Curriculum and Strategic Planning, Oakton Community College

This session is presented by the Best Visual Presentations Committee. Bernard Krule, Professor of Art and Chair of the Graphic Design program at Oakton Community College, will present an overview of visual design, including what makes visual presentations effective. Members of the audience will then be invited to participate in a general discussion of what makes a good visual presentation.

2:40 p.m.-3:20 p.m.

PANEL

Chicago 9, Level 4

Research Somebody on Your Campus Should Be Doing: Helping Assure that Your Diversity Practices Are Educationally and Legally Sound (447)

Continued from previous time period.

2:40 p.m.-3:20 p.m.

PANEL

Superior Room A, Level 2

To IRB or Not to IRB—That Is The Question! (735)

Continued from previous time period.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Superior Room B, Level 2

Does Working Work? Using NSSE to Examine the Relationship between Employment and Retention (103)

SHANNON M. TINNEY (Author), Research Analyst, University of Maryland Baltimore County

CATHLEEN B. SIMONS (Facilitator), Senior Research Associate, Capella University

This study extends prior research investigating the effect of employment on undergraduate persistence at a public doctoral research extensive university. Tinto's (1987, 1993) Theory of Student Departure is used to address the effect of employment on undergraduate persistence using a sample of full-time, first-time freshmen from the 2004 National Survey of Student Engagement. In some instances, Tinto's tenets regarding employment, integration, and retention were supported in the bivariate case. Working off-campus was significantly related to two-year retention in the bivariate case, but not in multivariate analyses.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Michigan Room A, Level 2

Transforming Data into Knowledge: Using Factor Analysis to Improve the Reporting of Student Satisfaction Surveys (121)

JAMES D. GOHO (Author), Director of Research and Planning, Red River College

ASHLEY BLACKMAN (Author), Manager Client Metrics, Investors Group

MICHAEL J. VALIGA (Facilitator), Director of Survey Research Services, ACT, Inc.

The purpose of this session is to delineate the strategy used by a comprehensive Canadian community college to improve the analysis and reporting of student satisfaction surveys. Although data rich with many years of student satisfaction surveys, the community college was knowledge poor as the data was only available in un-summarized form. Using factor analysis, the 44 questions on the survey were reduced to eight dimensions. A new Institutional Research report was prepared, illustrating in graphic form satisfaction findings by program, department and the college as a whole. The process of factor analysis and reader friendly reporting will be presented.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Sheraton 1, Level 4

Deriving Operational Strategies to Enhance the Student Experience Using Various Multivariate Analytical Techniques with Data from National Survey of Student Engagement (256)

GURVINDER K. KHANEJA (Author), Associate Director of Institutional Research, Montclair State University
 EDWARD V. CHAPEL (Author), Associate Vice President Information Technology, Montclair State University
 JOHN H. PADGETT (Facilitator), Provost, Sanford-Brown College

The paper describes Montclair State University's efforts to derive insight from several years of NSSE data using factor analysis to model components of student experience that mitigate for a successful undergraduate collegiate experience. The implications of this research study will assist university administrators in refining administrative and academic support strategies. Data for 993 seniors was analyzed using factor analysis technique and the resultant factors were tested for their predictive power on two outcomes. Results indicate that five factors: institutional support, quality of community interactions, classroom engagement, academic challenge, and interaction with faculty contribute significantly to forming student perceptions of their collegiate experience.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Sheraton 4, Level 4

Peeking Inside an Institution's Planning Toolbox (412)

ALLISON M. WALTERS (Author), Institutional Research Analyst, University of Delaware
 KAREN DEMONTE (Author), Institutional Research Analyst, University of Delaware
 HEATHER A. KELLY (Author), Assistant Director of Institutional Research and Planning, University of Delaware
 DEBRA K. SMITLEY (Facilitator), Assistant Vice President, Finance and Planning, Illinois State University

What key components can Institutional Research add to a University's planning toolbox?

This resourceful session will discuss how one institution uses its IR reports to effectively plan for budgeting and resource allocation at the department level. The presenters will describe how results from the National Study of Instructional Costs and Productivity, the FIPSE Funded Analysis of Out-of-Class Faculty Activity, and the Budget Support Notebook are utilized for academic program review and institutional planning decisions.

2:40 p.m.-3:20 p.m.

RESEARCH PRESENTATION

Chicago 6, Level 4

The Times They Are A-Changin': But Not Your U.S. News Rank (503)

ROBERT F. DALY (Author), Assistant Vice Chancellor, Institutional Planning, University of California-Riverside
 ANNE MACHUNG (Author), Coordinator Comparative Data Analysis, University of California System
 GINA ROQUE (Author), Senior Administrative Analyst, University of California-Riverside
 MARYANN S. RUDDOCK (Facilitator), Associate Vice President and Director, Office of Institutional Research, University of Texas at Austin

The ranks of most national universities in the annual U.S. News "America's Best Colleges" have not changed significantly during the past eight years. This is true even though most national universities have spent considerable resources trying to improve their ranks. This presentation will document the stability of the national universities ranks since 1999, describe how a few private national universities have been able to improve their ranks, and discuss whether or not these techniques can be used by other colleges, especially public universities.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Parlor E, Level 3

Legal and Statistical Issues on Reverse Pay Discrimination in Higher Education (328)

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University Bloomington
 SUZANNE ECKES (Author), Indiana University Bloomington
 CHARLYN S. FISHER (Facilitator), Director of Institutional Research and Assessment, York College of Pennsylvania

In this paper, we examine the legal and statistical issues surrounding claims of reverse sex discrimination in pay in higher education. We begin by reviewing the way in which legal cases examine sex discrimination and the approaches that institutions can take to remove pay disparities for women. We show that some options are more likely than others to raise concerns about the salary determination process and possibly reverse discrimination. Finally, we demonstrate the effects of using different adjustment methods on the total cost to the institution when making salary equity adjustments for both genders.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Erie Room , Level 2

Medical School Experiences that Influence Medical Graduates to Assume Leadership Roles and to Care for the Underserved (343)

ERIC L. DEY (Author), Associate Professor of Higher Education, University of Michigan
 CASEY WHITE (Author), Assistant Dean for Medical Education, University of Michigan Medical School
 CHERYL SIMPSON (Author), Doctoral Candidate, University of Michigan
 PAULA T ROSS (Author), Research Assistant, University of Michigan Medical School

The purpose of this study is to explore how minority students' medical school experiences differ from their non-minority student colleagues' experiences. This study uses data obtained from a 2005 survey administered to all minority and non-minority medical school graduates from 1993-2004 at a large, U.S. research institution. The results help determine to what extent the medical school is encouraging and supporting students to pursue leadership roles and to help eliminate healthcare disparities. This information can be used to modify the medical school curriculum to ensure students have appropriate preparation and opportunities to meet leadership and commitment goals, including for underserved populations.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Arkansas Room, Level 2

The Effects of Faculty Demographic Characteristics and Discipline on Dimensions of Job Satisfaction (347)

TRICIA ANNE SEIFERT (Author), Doctoral Student and Research Assistant, University of Iowa
 PAUL D. UMBACH (Author), Assistant Professor, University of Iowa
 EDITH H. CARTER (Facilitator), Assistant Professor of Educational Research, Radford University

This study applies Kalleberg's framework to better understand the effects of diverse faculty characteristics on dimensions of job satisfaction. We also extend his work and the work of others to explore the contextual effects of academic disciplines on faculty job satisfaction. Our findings hold important implications for those seeking to understand the experiences of college faculty from diverse backgrounds.

2:40 p.m.-3:20 p.m.

SCHOLARLY PAPER

Huron Room, Level 2

Quantifying High School Coursework Rigor Rigorously with Multidimensional Scaling (645)

STEVEN A. CULPEPPER (Author), Doctoral Candidate, University of Minnesota
 BARANDA J. FERMIN (Facilitator), Graduate Assistant, Michigan State University

A growing body of educational research explores the role of high school coursework as a predictor of later academic success and achievement. The purpose of this study is to present an application of a methodology for quantifying high school coursework variables. Previous approaches for quantifying high school coursework tend to rely upon expert classification rather than statistical or measurement models. Profile analysis via multidimensional scaling (PAMS) is employed to rigorously scale course-taking patterns. Four types of high school course-taking patterns are identified and further analyses are conducted to examine course-taking differences by race, gender, socioeconomic status, and English language proficiency.

2:40 p.m.-3:20 p.m.

TABLE TOPIC

Parlor G, Level 3

Assessment in an International Context (T05)

CAMILLE KANDIKO (Author), Project Associate, Indiana University
 ROBERT M. GONYEA (Author), Associate Director of the Center for Postsecondary Research, Indiana University Bloomington
 JILLIAN L. KINZIE (Author), Associate Director of NSSE Institute, Indiana University at Bloomington

As globalization continues to impact higher education, a number of questions arise about assessment. This will be a discussion about factors influencing international students in the U.S., assessing students and institutions abroad, and collaborating with international systems of higher education. This will be an opportunity for participants to share ideas, to discuss the range of approaches that have been taken, and talk about directions for the future. We look forward to a variety of viewpoints on this increasingly important topic.

2:40 p.m.-3:20 p.m.

VENDOR DEMONSTRATION

Parlor B, Level 3

CIRP Student Surveys (E17)

JOHN H. PRYOR (Presenter), Director of CIRP, Higher Education Research Institute
 WILLIAM S. KORN (Presenter), University of California-Los Angeles

The Cooperative Institutional Research Program (CIRP) contains assessment tools that help institutions understand their students and the impact of college. The CIRP Freshman Survey illustrates characteristics of incoming students and their college expectations. It is especially useful when combined with the CIRP Your First College Year (YFCY) survey (administered at the end of the first year of college and designed to assess the academic and personal development of freshmen) and the CIRP College Student Survey (CSS) (most commonly used with graduating seniors to examine the impact of college). Session attendees will learn about the surveys and have the opportunity to ask questions.

2:40 p.m.-3:20 p.m.

VENDOR DEMONSTRATION

Mayfair Room, Level 2

Campus Analytics: An Introduction to the SAS Business Intelligence Platform (E21)

SUE WALSH (Presenter), Higher Education Consultant, SAS Institute Inc.

LORI ROTHENBERG (Presenter), Training Program Manager, SAS Institute Inc.

An overview of the features and functionality of the SAS 9 Intelligence Platform. This will include an introduction to the three tiers of the platform and an overview of applications such as the SAS Management Console, SAS Add-in for Microsoft Office, SAS Web Report Studio and SAS Enterprise Guide.

2:40 p.m.-3:20 p.m.

VENDOR DEMONSTRATION

Sheraton 3, Level 4

Data Warehousing: Only the First Step (E26)

MICHAEL TAFT (Presenter), Zogo Tech

This session will discuss the advantages of data warehousing, deciding whether to build or buy, common pitfalls and examples. We will discuss why using Zogo Tech's approach has a far higher success rate, is quicker and much less expensive than traditional approaches. We will discuss metadata management, data quality, and security. We will look at examples from our flagship product, Estudios, showing longitudinal cohort tracking, and ad-hoc querying and reporting. We will see how data warehousing is only the first step in consolidating a school's information for security and effective reporting.

2:40 p.m.-4:10 p.m.

PANEL

Ohio Room, Level 2

Fulfilling the Mission: Development of Statewide Community College Value-Added Assessment Measures (550)

CRAIG A. CLAGETT (Author), Vice President for Planning, Marketing, and Assessment, Carroll Community College

MICHAEL J. KELLER (Author), Director of Policy Analysis and Research, Maryland Higher Education Commission

BARBARA ASH (Author), Research Director, Maryland Association of Community Colleges

ARLENE BLAYLOCK (Author), Senior Research Analyst, Montgomery College

The chief executive officers of Maryland's community colleges challenged a work team to develop a value-added assessment program which would evaluate their institutions' mission accomplishment, focusing on developmental studies, graduation, transfer and job placement. The work team included members from the colleges' institutional research and student services groups, college administration, and the statewide community college association. After national literature reviews, the work team developed a set of proposed indicators for review by several statewide professional groups. The revised proposal was then presented to the state regulatory agency for consideration in revising the required accountability reporting for the community colleges. In February 2006 the proposal was adopted by the Maryland Higher Education Commission.

3:30 p.m.-4:10 p.m.

COMMITTEE MEETING

Illinois Boardroom, Level 2

2006-2007 Board of Directors (085)

Continued from previous time period.

3:30 p.m.-4:10 p.m.

PANEL

Ohio Room, Level 2

Fulfilling the Mission: Development of Statewide Community College Value-Added Assessment Measures (550)

Continued from previous time period.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Colorado Room, Level 2

The Effects of an Undergraduate Research Program on Student Academic Major and Their Persistence in College (236)

DEBORAH FAYE CARTER (Author), Associate Professor, University of Michigan

ANGELA M. LOCKS (Author), Graduate Student, University of Michigan-Ann Arbor

SANDRA GREGERMAN (Author), University of Michigan

ALINA WONG (Author), Graduate Student, University of Michigan

This study examines who undergraduate research opportunities affect students' academic major decisions and their persistence in college. In particular, the researchers focused on in what ways research opportunities early in students college careers affect the decision-making processes of White and minority students.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Ontario Room, Level 2

Student Perceptions about Achievement of General Education Learning Outcomes (246)

ELIZABETH A. JONES (Author), Associate Professor, West Virginia University
 CHRISTOPHER A. MCCULLOUGH (Author), Graduate Student, West Virginia University
 TAMELA H. HAWLEY (Facilitator), Dean of Planning and Institutional Research, Prince George's Community College

A research study was conducted at a large university to determine students' perceptions of their learning within the general education program. Students rated their learning by indicating if they had achieved specific general education outcomes. Overall, students rated their interpersonal skills higher than their critical thinking skills. In addition, this study examined if there were significant differences in students' perceptions of their learning by the number of hours that they were employed.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Parlor E, Level 3

Factors Affecting the Sophomore Student's Retention and Suggested Solutions on Attrition (247)

HASINA KHANOM (Author), Research Analyst, Cleveland State University
 SUZANN M. KOLLER (Facilitator), Associate Director, University of Wyoming

Since 1983, much has been done on the First-Year Experience of students. The outcome of these studies has provided the basis for higher education's commitment to the success of first-year students. In recent years, however, campuses across the nation have observed that sophomores seem to receive the least attention of any class groups. By pulling together a variety of views on sophomores and examining their unique needs and issues, this study hopes to provide institutions with a blueprint not only for addressing sophomore attrition and retention, but also for energizing sophomores so they may benefit more from their educational experiences.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Parlor F, Level 3

New Trends in General Education Assessment: Using External Mandates and Data to Develop Effective General Education Assessment on Campus (248)

KATHRYN DOHERTY (Author), Director of Assessment, Towson University

External mandates often set the tone and the content of today's core curriculum. Many institutions are defining core competencies not only in terms of internal vision but in response to these external mandates. This workshare will present one institution's effort to link general education competencies to student learning using NSSE data, Middle States standards, and student performance in core courses, and to utilize these findings to improve student learning. Participants will apply this model of general education assessment to their own campuses. The workshare will end with a discussion of the projection and the potential applications beyond the presenter's campus.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Superior Room A, Level 2

One Size Does Not Fit All: Using Campus Based Assessment to Evaluate the Effectiveness of Learning Communities (251)

GLENDA DROOGSMA MUSOBA (Author), Assistant Professor, Florida International University
 MELANIE A. RAGO (Author), Graduate Assistant, Indiana University
 JOHN M. DAVIS (Facilitator), Director of Institutional Research and Strategic Planning, Thomas Nelson Community College

Many campuses offer learning communities (LC), but these communities vary widely in structure and content. Prior research suggests that learning communities are effective means through which students become socially and academically engaged in campus life. However, the variety of program types means the prior research may not apply and each LC must be evaluated within a campus context. This presentation shares several program evaluations of learning communities conducted as part of a joint process to improve student retention. The presentation will demonstrate the research approach and methodology as well as illustrate the collaboration between researchers and practitioners.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Chicago 10, Level 4

Title: Evaluation of University Programs: Findings, Challenges, and Knowledge Use (414)

MICHAELA ROME (Author), Manager of Program Evaluation, New York University
 PETER M. TEITELBAUM (Author), Assistant Vice Provost, New York University
 RONG CHEN (Facilitator), Doctoral Student, University of Michigan

The presenters in this session will address the findings of two evaluations, the challenges that the evaluators encountered, and how administrators at different levels used their results. The first presenter will discuss a process evaluation of a wellness program that was recently created by the Office of Student Affairs to enhance the quality and availability of health and mental health services to students. The second presenter will address the findings of an evaluation of student diversity programs, examining the academic and social experiences of underrepresented students.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Chicago 7, Level 4

Maximizing Student Learning and Minimizing Time-to-Degree: Impact of Flat Tuition Rate Policy on Undergraduate Learning and Persistence at One Large Public University (415)

HUIMING MING WANG (Author), Assistant Director, Texas A & M University

CINDY DUTSCHKE (Author), Assistant Vice President, Texas A & M University

LAURA A. SCHATMAN (Facilitator), Director of Institutional Research and Assessment, Oakland University

To encourage students to take more hours each semester and thereby graduate in four years, the university implements the flat tuition rate policy in the Fall of 2005. This presentation will focus on comparative statistics for the Fall of 2005 and Fall of 2004 first-time in college (FTIC) students. Descriptive statistics will present differences in enrollment profiles and learning outcomes. Multiple regression models will explore the impact of the flat tuition rate policy on first semester GPA, hours earned, hours attempted in Spring 2006, and semester retention rate.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Chicago 8, Level 4

Managing Tensions in Development Offices: A Competing Values Approach (416)

LISA C. GUZMAN (Author), Doctoral Student, University of Michigan

PETER A. BACEVICE (Author), Doctoral Student, University of Michigan

University development offices face many challenges - including the struggle to maintain collaborative relationships between external and internal stakeholders. As a collaborative and critical function for research universities, development offices offer university leaders new ways to think about aligning people, culture, and goals with institutional planning. Using the Competing Values Framework, university leaders will learn that no "one size fits all" approach works for development office planning. Positive tensions exist within all organizations that, when identified and managed, result in more effective and culturally aligned planning strategies. A private, research university in the Midwest is highlighted.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Sheraton 3, Level 4

Developing a National Financial Benchmarking Report for Private Colleges (417)

HAROLD V. HARTLEY (Author), Director of Research, Council of Independent Colleges

MICHAEL E. WILLIAMS (Author), President, The Austen Group

MICHAEL J. O'DONNELL (Facilitator), Director of Institutional Research and Assessment, Dominican University

The financial viability of smaller, private, tuition-driven institutions is a constant concern for institutional leaders and their supporters. The reliance of private colleges on tuition revenue to cover operational expenditures continues to steadily rise, from a rate of 54.3% in 2000-01 to 56.6% in 2003-04. This research presentation will detail a pilot study that produced a financial benchmarking report for a representative sample of the membership of a national higher education association. Using publicly-available data to calculate the Composite Financial Index, this report provides a reliable comparison of the financial strength of a nationally-representative group of private colleges and universities.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Sheraton 4, Level 4

American Nonprofit Higher Education Institutions: How Entrepreneurial Are They? (418)

YINGXIA CAO (Author), Doctoral Candidate, University of La Verne

This research examines the revenues and expenditures of entrepreneurial activities in nonprofit higher education institutions and focuses on the performance of different institutions as well as its policy implications. It analyzes 4300 cases, using IPEDS Finance Data (FY95-96) and finds out that: the mean of net gains from mission-related research, teaching, service and mission-unrelated administrative entrepreneurial activities compose of half of net institutional income; private and 4-year institutions have significant higher net income in mission-unrelated entrepreneurial activities than their private and 2-year counterparts, while public higher education institutions have significant higher revenues in mission-unrelated entrepreneurial activities than private ones.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Sheraton 5, Level 4

Choosing a Method (or 4!) for Calculating and Communicating a Tuition Discount Rate (419)

DOUGLAS K. ANDERSON (Author), Director, Admissions Research and Scholarships, Indiana University

MATTHEW LEMMING (Author), Research Analyst, Indiana University

RACHEL DYKSTRA BOON (Author), Policy Analyst, Indiana University

In this presentation, we provide an overview of how tuition discount rates are defined at different levels within the administration of a major public university and examine how discount rates are used in practice. We developed a reporting format that can be used to improve communication of tuition discounting information to administrators and decision makers throughout the university. This presentation will describe key issues and implications of using tuition discount rates when making internal decisions and external peer comparisons.

3:30 p.m.-4:10 p.m.

RESEARCH PRESENTATION

Superior Room B, Level 2

Knowledge Management and Institutional Research (624)

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

HANS P. L'ORANGE (Facilitator), Director of Data and Information Management, State Higher Education Executive Officers

This session reviews hot topics in knowledge management and their practical application for institutional research and assessment. The Senge (2005) book "Presencing" moves KM away from analyzing the past to being in the present moment/now. Dynamic classification combines taxonomies and search engines to help you find what's relevant. Use learning histories to tell difficult stories about organizational tensions, mistakes, and lessons learned - all outside a political context.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Michigan Room A, Level 2

Match as Predictor? Exploring the Predictive Validity of the Match Between Expectations and Early College Experiences and Student Retention Outcomes (232)

CATHY COGHLAN (Author), Assistant Director of Institutional Research, Texas Christian University

ASHLEY ROBINSON (Author), Institutional Research Intern, Texas Christian University

ALEXANDER C. YIN (Facilitator), Graduate Research Assistant, Pennsylvania State University

The degree of match between early college experiences and expectations is well established as a factor in student retention. This study of first-time, full-time students at a mid-sized, private, suburban university assesses how well their early experiences match their expectations and explores whether an early assessment of the expectations/experience match can help to identify students who may be at risk of withdrawal from the university. The student responses to the survey in the Fall semester will be matched with enrollment data for the Spring semester to examine the predictive validity of items measuring the match between expectations and experiences.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Erie Room , Level 2

The Impact of Accreditation on Student Experiences and Learning Outcomes (239)

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, The Pennsylvania State University

LISA R. LATTUCA (Author), Assistant Professor, Senior Research Associate, The Pennsylvania State University

ROBERT JAYMES DOMINGO (Author), Graduate Research Assistant and Doctoral Candidate, The Pennsylvania State University

BETTY J. HARPER (Author), Graduate Research Assistant, The Pennsylvania State University

JEROME V. WARD (Facilitator), Director of Institutional Research and Analysis, Petroleum Institute

ABET revised its accreditation standards in the mid-1990s and scheduled institutions for review under these revised standards between 1996 and 2006. This study compares the impact of the accreditation standards on programs reviewed at different times over the ten year period. Controlling for differences in student and institutional characteristics, we examine the 2004 student learning outcomes and experiences in 203 engineering programs at 40 representative engineering schools. We find significant but not universal effects suggesting that aggregate student experiences and outcomes among programs reviewed before 2004 are more favorable than those of programs not yet reviewed under the new standards.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Huron Room, Level 2

Avoiding Assessment Overload: A Model for Institutional Assessments of Student Learning (242)

MARY ANN ZAGER (Author), Program Director, Quality Enhancement Plan, Florida Gulf Coast University

CORRIE PIETERSON (Author), Florida Gulf Coast University

MARGARET A. GRAY-VICKREY (Author), Associate Vice President, Florida Gulf Coast University

JAMES BRADLEY (Facilitator), Director of Assessment and Institutional Research, Calvin College

Universities face increasing pressure from national accrediting bodies, regional accrediting bodies, state university systems, and university offices of institutional effectiveness to report on outcome measures of student learning. The purpose of these mandated assessments is continuous improvement, but the process of multiple assessments of related constructs by various agents within the university may result in "assessment overload". This fragmented approach to assessment may result in decreased effectiveness. An alternative model for institutional assessment of student learning outcomes that relies on cooperation among faculty and staff in a learning centered environment is presented here.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Missouri Room, Level 2

Are Student Survey Response Rates Dropping? An Analysis of Response Rates Reported in Research in Higher Education, 1973-2005 (244)

STEPHEN R. PORTER (Author), Associate Professor, Iowa State University

MARK LONGLEY (Author), Iowa State University

SUSAN STACHLER (Facilitator), Senior Research Associate, Enrollment and Marketing Research, DePaul University

While the general impression among institutional researchers and higher education scholars is that response rates for students surveys have been steadily declining during the past several decades, little research has been conducted to confirm this trend. We conduct a meta-analysis of survey response rates reported in the journal *Research in Higher Education* during the past three decades to understand the scope of this trend.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Sheraton 1, Level 4

Graduation Rates Among Students Differing Along A Traditionality Continuum (250)

STEVEN CAVOTE (Author), Associate Director, University of Nevada, Reno

KAREN KOPERA-FRYE (Author), University of Nevada, Reno

Diverse student attributes such as non-traditionality may affect persistence and graduation. Tinto's (1975) model provides a framework to examine predictors of academic success among non-traditional (NT) freshman. The sample consisted of 711 (54% female), 83% white, 61% NT freshmen enrolled and tracked. Significant correlates of NT status included lower ACT scores, and lower high school and first semester college GPAs. Logistic regression analyses indicated that higher first semester college GPA and NT status predicted graduation, over race, sex, and other academic indicators. Programming institutional experiences for NT first year students to improve social and academic integration may be critical.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Arkansas Room, Level 2

Sex Differences in the Process of Retiring from an Academic Career (329)

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

JAMES D. ISAAC (Facilitator), Survey Director, RTI International

As more women enter the academic labor force it will be important to recognize that men and women may approach retirement planning and decision-making differently. This study analyzes data from NSOPF to explore sex differences in the retirement process among full-time tenured faculty members in 4-year institutions. Findings suggest there are sex differences. A larger percentage of women (30%) than men (19%) plan to retire before age 65, while a larger percentage of men (14%) than women (8%) plan to continue working past age 70.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Michigan Room B, Level 2

Is Success in The Interview for Art and Design Higher Education Institutions a Function of Social, Cultural and Economic Advantage? (531)

EILEEN REID (Author), Glasgow The School of Art

Despite great efforts in raising awareness, increasing knowledge, and consequently, increasing the number of applications from underrepresented groups, the conversion to places in Art and Design institutions remains low. This paper raises the question as to why this is the case, suggests ways to a possible solution, and explores the consequences of this solution for any future review of interview practice.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Mississippi Room, Level 2

The Effect of Differing Financial Aid Processing Policies on The Retention and Success of Students at The California Community Colleges (542)

MIKE MACCALLUM (Author), Counselor, Long Beach City College

YAN W. WANG (Facilitator), Manager of College Advancement Research, Milwaukee Area Technical College

The results of the Financial Aid Survey, administered to all 108 California community colleges in Spring 2002, and California Community College Chancellor's Office MIS data on enrollment, retention, and success for the 2001/02 school year were analyzed using a stepwise regression model. Descriptive statistics regarding the California community college financial aid offices are reported along with factors that were found to have an effect on the enrollment rate, retention, and success of California community college financial aid students. Policy recommendations at the both the college and the state level are presented.

3:30 p.m.-4:10 p.m.

SCHOLARLY PAPER

Sheraton 2, Level 4

Assessing the Impact of Social Capital, Academic Preparation and Financial Factors on Postsecondary Education Enrollment (544)

IRIA PUYOSA (Author), Graduate Student, University of Michigan

RANDY MCCRARY (Facilitator), Assistant Director of State System Research, Oklahoma State Regents for Higher Education

This study will develop and test a model for understanding and predicting postsecondary education enrollment by measuring social capital, academic preparation and financial factors. Rational choice, social reproduction, status attainment, and social capital theories will inform the model development. Focus is placed on social capital constructs (e.g. information, bridges, and support networks) that appear to be related to postsecondary education enrollment outcomes. Postsecondary education enrollment is defined as a set of choices including no enrollment in postsecondary education, enrollment in a 2-year institution, and enrollment in a 4-year institution. The proposed analytical model allows assessing social capital effects on enrollment decisions directly and as intervening variable affecting high school academic preparation and postsecondary education finances planning. The final model may be used for enrollment prediction and policy making purposes.

3:30 p.m.-4:10 p.m.

TABLE TOPIC

Parlor G, Level 3

AAUP Faculty Compensation Survey (T11)

JOHN W. CURTIS (Author), Director of Research, American Association of University Professors

An informal session to meet with AAUP's Director of Research, learn more about the annual AAUP Faculty Compensation Survey, and give input on possible changes in the survey. Participants from all types of institutions are encouraged to attend.

3:30 p.m.-4:10 p.m.

VENDOR DEMONSTRATION

Chicago 9, Level 4

X25 Strategic Graphical Analysis (E05)

TOM HIER (Presenter), Principal, Biddison Hier

Core scheduling decisions often pivot on intangibles: gut feelings, instincts, and political sensitivities. Yet, the buy-in for any decision is strongest when supported by clear, concrete facts. CollegeNET's space reporting and analysis tool - X25 Strategic Graphical Analysis - provides the hard data you need for supporting space management decisions and developing sound policy. A wide array of X25 filters lets you focus on the metrics that matter most to your campus. The clear, colorful graphs immediately present stark patterns, anomalies, and help you to strongly identify wherein lie your real problems.

3:30 p.m.-4:10 p.m.

VENDOR DEMONSTRATION

Parlor B, Level 3

Solving the Information Riddle: Delivering the IR info without the IT Code (E18)

DAN VENEDAM (Presenter), Vice President, I Strategy Solutions

This session will present iStrategy's HigherEd Analytics student data warehouse solution. iStrategy's out-of-the box packaged data warehouse can be implemented in days with our pre-built integration to existing ERP systems, personalized Dashboard and 200+ pre-built analytic reports. Our reporting library spans admissions, enrollment, class schedule, class registration, degree awards, student plan, faculty and student financial. The platform delivers actionable information to IR professionals with census cut-offs built right into the application.

3:30 p.m.-4:10 p.m.

VENDOR DEMONSTRATION

Mayfair Room, Level 2

Class Climate from Scantron (E22)

BRAD ZENTNER (Presenter), Scantron Corporation

CARY SMITH (Presenter), Account Executive, Scantron Corporation

Class Climate is the ultimate tool for survey-based evaluation in higher education. Its Web based architecture makes it easy to roll out. It allows you to conduct hundreds of surveys using a mixed online and paper/pencil approach through a central server. The Class Climate solution handles questionnaires for programs of study, student services, course lectures, seminars, lab exercises, alumni surveys and more. The software contains professional reporting options and powerful benchmarking features. All of which contribute to increased accuracy, reduced cycle times, and a consistent centralized feedback system. Instructors receive instant feedback containing automated capture of hand written comments.

3:30-5:00 pm

PANEL

Chicago 6, Level 4

A Common Data Set Update (539)

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

RENEE L. GERNAND (Author), Senior Director of Guidance Services, College Board

STEPHEN SAUERMECH (Author), Director of Research Operations, Thomson Peterson's

The publishers involved in the Common Data Set initiative will provide an overview of the activities of the past year, and will describe upcoming changes to the CDS items.

3:30-5:00 pm

PANEL

Columbus A & B, Level 3

What Does The Price of Tea in China Have To Do With the U.S.? - A Long View of Information Economics of Distance Education and Information Technology (729)

CHEN YU (Author), Professor, Renmin University of China

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

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

WILLIAM E. KNIGHT (Author), Assistant Vice President for Planning and Accountability, Bowling Green State University

As the world's fastest growing economy and the largest market, the changes and decisions taking place in China easily impact the U.S. Globalization is the next biggest threat or opportunity for higher education professionals. With particular interest and concern about the use of information, the rapid ramping up of distance education and the increased attention paid to institutional research in China, two top scholars and leaders from China Information Economics Society will be joined by U.S. scholars to demonstrate progress and outcomes of higher education in both countries and discuss the short-term and long-term implications and strategies needed.

4:20 p.m.-5:00 p.m.

BEST PAPER/PRESENTATION SESSION

Colorado Room, Level 2

OCAIR Best Paper: The Use of the Interpolated Median in Institutional Research (748)

BEILING XIAO (Author), Research Associate, Northern Illinois University

A median is the 50th percentile of the frequency distribution or the score that divides the distribution into halves. When the distribution is not symmetrical and the scores are discrete (e.g., a Five-point Likert scale) or in groups (e.g., income level groups), the standard median may not reflect the skewed distribution of the scores. An interpolated median—adjusting the standard median slightly according to the distribution of the scores, is more appropriate in these situations. The paper illustrates when institutional researchers need to estimate the interpolated median of data and how easily the interpolated median can be estimated by Excel formulas.

4:20 p.m.-5:00 p.m.

BEST PAPER/PRESENTATION SESSION

Erie Room , Level 2

RPGCC Best Paper: Freshmen Dropouts (755)

JAMES E. BARR (Author), American River College

ANDREEA M. SERBAN (Facilitator), Associate Vice President of Information Technology, Research and Planning, Santa Barbara City College

There is a growing awareness and concern in community colleges of the challenges of providing an effective educational environment for the underprepared student. Though colleges have long offered developmental sequence courses in English and math along with an increasing array of student services and student support programs, the reality is that the dropout rate for community college freshmen has not changed to any degree. For the past twenty years, approximately 50% of all first-time freshmen in the California Community College system drop out within one year, and this is true across the country as well. This paper explores the characteristics of freshmen dropouts, our understanding and limitations in the definition of the underprepared student, along with an innovative but sensible proposal for providing underprepared students with fundamental skills that are needed to be successful in all academic learning.

4:20 p.m.-5:00 p.m.

COMMITTEE MEETING

Illinois Boardroom, Level 2

2006-2007 Board of Directors (085)

Continued from previous time period.

4:20 p.m.-5:00 p.m.

DEMONSTRATION

Michigan Room A, Level 2

Mounting a Learning Outcomes Assessment Process at a Large Decentralized University (258)

SHARON A. LA VOY (Author), Associate Director of Institutional Research and Planning, University of Maryland

Accrediting agencies are now expecting the assessment of student learning outcomes at the institution, program, and course level. Several other organizations to which this university is accountable have subsequently set similar standards. Although a few parts of the university had already begun these kinds of activities, specifically the professional schools that must go through additional accreditation, the majority of colleges and departments had no experience defining and assessing learning outcomes in a way that would meet these new expectations. This session will outline the now two-year-old and still ongoing process of bringing a decentralized research university up to speed.

4:20 p.m.-5:00 p.m.

PANEL

Chicago 6, Level 4

A Common Data Set Update (539)

Continued from previous time period.

4:20 p.m.-5:00 p.m.

PANEL

Columbus A & B, Level 3

What Does The Price of Tea in China Have To Do With the U.S.? - A Long View of Information Economics of Distance Education and Information Technology (729)

Continued from previous time period.

 4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Parlor G, Level 3

Picture This: Understanding Student Perceptions Through Photography (110)

JANET L. NICKELS (Author), Director of Institutional Research, Carroll Community College

JEAN O. MARRIOTT (Author), Research and Planning Analyst, Carroll Community College

STEVE WYGANT (Facilitator), Assessment Consultant, Brigham Young University

Through the use of photography, students articulated their perceptions of the institution, especially as they relate to the physical environment and context in which learning takes place. This research project provided additional insights into and understanding of student perceptions through an alternative form of qualitative research. Discussion will include methodology, findings, and strengths and weaknesses of this type of qualitative research. This research project was funded by an AIR affiliate organization and was inspired by a presentation at the Tampa Forum.

 4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Huron Room, Level 2

A Study of Self-Selection: Factors Affecting the Decision to be Part of a Living-Learning Community (257)

CHERRY DANIELSON (Author), Research Fellow, Wabash College

Living-learning communities offer academically linked residential experiences for college students. However, discovering their effectiveness can prove troublesome. Research on living-learning communities has been limited by the possibility that students participating in these programs share some common characteristics, thus rendering the results tenuous. Thus, the purpose of this study was to discover whether there is any empirical basis for the charge that self-selection influences the membership of living-learning communities. The research model employed three categories of independent variables: student background characteristics, student types, and intended academic fields. Findings show that variables from all three categories distinguished living-learning participants from non-participants.

 4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Ohio Room, Level 2

Getting Timing and Sequencing of Math Course Taking within Specified Career Pathways Right: A Possible Answer to the Under-Preparedness in Math of Career and Technical Education (CTE) Students (262)

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

ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

The paper addresses the under-preparedness in Math of post-secondary students enrolled in career and technical education (CTE) programs. Using standard measures of student success as the dependent variable, multiple regression analysis has been used to explain variation in performance. A key independent variable appears to be the placement of the Math course(s) within a specified sequence of overall course taking in a particular career pathway. The research results presented in this paper suggest that under-preparedness in Math is due more to timing and sequencing of Math courses within a college program and less to the amount and level of Math course taking.

 4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Ontario Room, Level 2

For-Profit Education and Postbaccalaureate Activities: The Effects of Type of Institution on Minority Students (264)

EDUARDO A. MOLINA (Author), Director of Institutional Research, Argosy University

LAURA GREEN (Author), Institutional Research Analyst, Argosy University

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

This paper aims to understand the socioeconomic impact that type of institution awarding a degree (public, private not for profit, and private for profit) has on minority students. Recent graduates and specifically minority students show different patterns of postbaccalaureate activities depending on the type of institution they attended. Those students who attended to for-profit universities showed trends that differed significantly from students graduating in other type of institutions (public and private not for profit). Descriptive and inferential statistics were conducted to assess the effects of type of institutions on variables reflecting socioeconomic factors affecting students' lives after graduation.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Parlor E, Level 3

Engineering Internship Efficacy: Assessing Student Learning and Outcomes (266)

SUSAN HAAG (Author), Arizona State University

College administrators and faculty have integrated curricular materials and strategies to ensure that students possess the competencies that are embedded in accreditation criteria. One measure to assess student performance is to gather feedback from industry managers who employ students as interns. The current case study examined internship program efficacy by using the following criteria: 1) student performance outcomes, 2) number of students and industry participants, and 3) industry-university collaboration. This paper will outline critical inherent variables that contribute to internship program impact and will describe methods to enable assessment alignment between program outcomes and accreditation criteria.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Superior Room A, Level 2

The Predictive Validity of SAT Scores and Undergraduate Success on the GRE exam (272)

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

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

An instrument is valid only to the extent that its scores permit appropriate inferences to be made about a specific group of people for a specific purpose. Several studies have been conducted questioning the predictive validity of the SAT tests for predicting college success. This research study illustrates the predictive validity of SAT I and II scores, undergraduate grades, and total undergraduate units passed on the GRE exam. In addition, this research demonstrates how scores on the SAT I are better predictors of GRE success compared to high school and college grades and SAT II scores.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Chicago 10, Level 4

Developing a Workload Model for a New Comprehensive Institution (420)

CHARLES SHEPPARD (Author), Director, Management Information, Nelson Mandela Metropolitan University

In order to guide the allocation of posts in a new merged university, a model was developed to allocate academic staff to faculties or departments in an equitable way, which motivates quality and efficiency and which is based on data available on the existing information systems of the university. The model provides a method of estimating the workload of academic staff in terms of the modules presented and research outputs of staff members. The model compares the number of senior lecturer equivalents: earned through income; based on workload hours; and, based on budget allocated for the particular year.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Chicago 7, Level 4

Alabama, A State Divided: The Battle for In-State Students between The University of Alabama and Auburn University (421)

JON C. ACKER (Author), Coordinator of Student Assessment, The University of Alabama

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

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

In 2003, The University of Alabama set an ambitious goal to increase enrollment by 40% during the next decade. To achieve this goal, it is necessary to understand the factors that draw students to the institution and the scope of that draw. The institution's largest in-state competitor, Auburn University, attracts very similar students and is the focus of comparison for this study. This research seeks to identify spatial enrollment patterns for both schools and link that information to qualitative information on school choice. These findings will aid policymakers effect more efficient enrollment planning and recruitment, in order to meet enrollment targets.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Chicago 8, Level 4

A Multi-Model Approach to Projecting Enrollments (422)

DEBORAH OLSEN (Author), Associate Professor, Virginia Polytechnic Institute and State University

KRISTEN H. BUSH (Author), Associate Director of Institutional Research, Virginia Polytechnic Institute and State University

ROXANNE GILE (Author), Research Analyst, Virginia Polytechnic Institute and State University

CHANG-YU HUNG (Author), Research Analyst, Virginia Polytechnic Institute and State University

TERI L. THILL (Facilitator), Director of Institutional Research, University of Wisconsin-La Crosse

While pressures mount around institutional budgets and the need for faster, more accurate enrollment projections, little has been written about the modeling efforts of IR offices and others charged with producing such data. In our presentation we introduce a multi-model methodology for projecting enrollments via: (1) historical ratio or flow models, (2) forecast models, and (3) logistic regression models. As part of the methodology, we offer ways to display, integrate, and select model values from among the range of values generated by different statistics. Participants will be given materials that will help them replicate methods on their home campuses.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Sheraton 4, Level 4

Social Demographic Predictors of Graduation Rate Completers (424)

IRMANNETTE TORRES-LUGO (Author), Assistant Researcher, University of Puerto Rico at Mayaguez

In order to develop strategies for improving the graduation rates at our Campus, this study aims to: (1) develop a social-demographic and academic profile of first-time degree-seeking freshmen, (2) identify relationships amongst social-demographic variables and being classified as a “completer”, through statistical analysis of the information provided by applicants on their admission form and their college academic record, and (3) identify potential areas for early intervention in order to improve student retention and graduation rates.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Sheraton 5, Level 4

Using IPEDS Data to Generate Estimates of Freshman Tuition Discount Rates (425)

MICHAEL B. DUGGAN (Author), Director of Enrollment, Research and Planning, Suffolk University
 REBECCA MATHEWS (Author), Associate Director of Enrollment Research and Planning, Suffolk University
 IRMA G. THOMAS (Facilitator), Senior Institutional Research and Evaluation Associate, Virginia Commonwealth University

This paper discusses how data can be accessed from the IPEDS Peer Analysis System to develop estimates of the freshman tuition rates of institutions of higher education. The results of this study will be compared to those of NACUBO’s annual tuition discounting survey.

4:20 p.m.-5:00 p.m.

RESEARCH PRESENTATION

Chicago 9, Level 4

The Impact of State Merit-Based Scholarship Programs on Higher Education Access and Success: Evidence from Nevada and New Mexico (548)

WENDY M. KAPPY (Author), Institutional Researcher, University of New Mexico
 SERGE B. HERZOG (Author), Director of Institutional Analysis, University of Nevada, Reno
 BRIAN NOLAND (Facilitator), Associate Executive Director, Tennessee Higher Education Commission

The advent of large-scale state merit-based scholarship programs—available now in fourteen states—has led to criticism that such aid leads to greater inequities in college access among low-income and minority students. Using eight years of college freshmen data from public flagship universities in New Mexico and Nevada, the study examines the impact of each state’s scholarship program on student access and success, and discusses the findings in the context of key charges made by critics of state-funded merit aid programs. The study controls for a more extensive set of variables compared to reports that underpin charges by the critics.

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

Arkansas Room, Level 2

Discovering Life Purpose: Retention Success for Undeclared Students (156)

PAUL JACOB GROSS (Author), Graduate Assistant, Indiana University
 PAULINE REYNOLDS (Author), Indiana University
 BILL MILLARD (Author), Indiana Wesleyan University
 JERRY PATTENGAL (Author), Indiana Wesleyan University

Using a mixed methods approach, this study explored the effects of a course intervention offered at a private, religiously-affiliated institution which was designed to help undeclared students ascertain major choice and purpose in education. Results suggest that undeclared students required to take the course were more likely to persist year-to-year and attain a degree than students who were undeclared and did not take the course. Students felt the class helped them lead more intentional lives, it helped in coming to terms with academic expectations, and it provided them with the support necessary to be academically successful.

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

Michigan Room B, Level 2

College-to-University Transfer: The Case of One Ontario College (259)

HENRY G. DECOCK (Author), Director of Institutional Planning, Seneca College

This paper describes the characteristics of university transfer students from one Ontario college and assesses the role of colleges in providing access to post-secondary education in the province of Ontario. Despite an original mandate that excluded transfer, the evidence from one Ontario college shows that students are “voting with their feet”, changing the role of colleges and forcing a re-thinking of mandates and policy.

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

Mississippi Room, Level 2

Academic Strategy and Assessment: A Competing Values Approach (260)

ROBERT A. PAGE (Author), Associate Professor, Southern Connecticut State University
 MARIANNE D. KENNEDY (Author), Professor and Coordinator of Assessment and Planning, Southern Connecticut State University
 ELLEN R. BEATTY (Author), Associate Vice President for Academic Affairs, Southern Connecticut State University
 DENISE C. GARDNER (Facilitator), Associate Director of Institutional Research and Planning, The University of Georgia

A model relating institutional academic strategy to particular assessment methodologies and foci will be presented. Paradigms from the organizational structure literature have been adapted as a potentially useful way to conceptualize this relationship with respect to institutional effectiveness. Most institutions have assessment strategies in evolution, and this model may help strategic planners better understand implications of their changes. For new paradigms to be accepted and institutionalized, institutions must align to support them – with staff, structure, policies and assessments. This presentation will explore the nature of such alignment, and the success and failure factors behind each academic strategy and assessment approach.

4:20 p.m.-5:00 p.m.

SCHOLARLY PAPER

Superior Room B, Level 2

A Comparison of Web Software Platforms, Teaching Technology Formats, Technology Training Used in Distance Learning Courses and Their Impact on Learning Outcomes (275)

RAYMOND A. CALLUORI (Author), Information System Analyst, Institutional Research & Planning, New Jersey Institute of Technology
 EUGENE P. DEESS (Author), Director of Institutional Research, New Jersey Institute of Technology
 VLADIMIR BRILLER (Author), Director of Outcomes Assessment, New Jersey Institute of Technology
 JOHN CARPINELLI (Author), New Jersey Institute of Technology
 KAMAL JOSHI (Author), Database Administrator, New Jersey Institute of Technology

Recently Distance Learning (DL) research has begun to move into the realm of investigating best models, practices, and modes of instruction. This study compares software platforms (WebCT vs Webboard/other types e-communications), TLT (Teaching, Learning, Technology) training and teaching technology formats (multimedia only vs text based only vs mixed format of multi-media and text) to assess their impact on learning outcomes (student performance and satisfaction with the course and the instructor). The data provide evidence that students show better learning outcomes with the DL courses when instructors consistently used WebCT, had participated in TLT training and employed mixed formats (multi-media and text).

4:20 p.m.-5:00 p.m.

VENDOR DEMONSTRATION

Parlor B, Level 3

OMR and Image Scanning Technology - Overview (E19)

JOHN FALATIC (Presenter), Product Manager, Pearson Assessments
 AMY CHRISTIANSEN (Presenter), Marketing Manager, Pearson Assessments

The basics of OMR (optical mark read) and image scanning - automated data collection.

4:20 p.m.-5:00 p.m.

VENDOR DEMONSTRATION

Mayfair Room, Level 2

Gravic, Inc: Remark Product Demonstration (E23)

STEVE JOSLIN (Presenter), Marketing Coordinator, Gravic, Inc..
 VICTOR BERUTTI (Presenter), Senior Vice President, Gravic, Inc.

Collect data from surveys, tests and other paper and online forms. Grade tests and tally surveys using the Remark product line from Gravic.

4:20 p.m.-5:00 p.m.

VENDOR DEMONSTRATION

Sheraton 3, Level 4

StudentSpaces SchoolVIEW.: Data Visibility for Success Using 4G Technology Designed for The IR Person (E27)

SARAB SINGH (Presenter), Vice President, Technology, Studentspace Corporation

Campus executives want the ability to monitor key performance indicators (KPIs) so they can spot trends and take immediate action if required. As a result, IR folks and IT managers are under increased pressure to deliver accurate, timely, and easy to access information so executives can make better decisions with greater speed and confidence. The latest version of SchoolVIEW comes with in-built commonly used KPIs which can be edited and attached to every campus activity; this helps the school track and measure the success of each activity - be it for a program, accreditation, or for grants such as TitleIII/V/Perkins. Live Dashboards are also provided with report vaults for Program Directors, Deans and other executives to view their own set of report and executive-level summaries along with a point and click 'what if' scenarios helping the educators to improve student learning and retention across their departments.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Erie Room , Level 2

Canadian Institutional Research and Planning Association (CIRPA-ACPRI) (S15)

JEFF K. DONNELLY (Convener), Manager, Institutional Research, Northern Alberta Institute of Technology

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

Arkansas Room, Level 2

Illinois Association for Institutional Research (IAIR) (S26)

JOSEPH A. RIVES (Convener), Assistant to the President for Planning and Budget, Western Illinois University

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

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Parlor G, Level 3

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

Michigan Room B, Level 2

Overseas Chinese Association of Institutional Research (OCAIR) (S46)

BIAO ZHANG (Convener), Director of Institutional Research, University of South Dakota

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

Parlor F, Level 3

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.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Mississippi Room, Level 2

Southern University Group (SUG) (S61)

SAM LOWTHER (Convener), Senior Institutional Research Analyst, 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

Michigan Room A, Level 2

Texas Association for Institutional Research (TAIR) (S63)

GERARD A. DIZINNO (Convener), Director of Institutional Research, University of Texas at San Antonio

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.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Missouri Room, Level 2

Traditionally Black Colleges and Universities (TBCU) (S64)

DOROTHY S. CHEAGLE (Convener), Director of Planning and Governmental Relations, Morris College

Members and all those interested in learning more about the Traditionally Black Colleges and Universities Association are invited to attend this session in which the annual business meeting will be held.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Colorado Room, Level 2

CSRDE Member Meeting (S74)

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

This will be an informal gathering for Consortium for Student Retention Data Exchange (CSRDE) members to network and discuss the latest consortium news.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Parlor E, Level 3

National Survey of Student Engagement: NSSE at Research Universities (S97)

JILLIAN L. KINZIE (Convener), Associate Director of NSSE Institute, Indiana University at Bloomington

Colleges and universities that have used or plan to use NSSE are invited to this informal meeting to exchange information about NSSE at research institutions and to discuss strategies for analysis, use of multi-year data and approaches to drilling data down to departments. NSSE staff and experienced users will facilitate this discussion.

5:10 p.m.-5:50 p.m.

SPECIAL INTEREST GROUP

Lincoln Boardroom, Level 3

Virginia Association for Management and Planning (VAMAP) (S29)

JACKIE R. BOURQUE (Convener), Director of Office of Institutional Effectiveness, J Sargeant Reynolds Community College

Join colleagues for a discussion of higher education issues in Virginia.

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

COMMITTEE MEETING

Parlor F, Level 3

Forum Publications Editorial Advisory Committee (095)

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

Meeting of the members of the Forum Publications Editorial Advisory Committee.

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

SPECIAL INTEREST GROUP

Sheraton 2, Level 4

Electronic Factbooks (S21)

TOD R. MASSA (Convener), Director of Policy Research and Data Warehousing, 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

Arkansas Room, Level 2

Urban Transfer Research Network (TURN) (S78)

JAN M. IGNASH (Convener), Associate Professor, University of South Florida

This SIG will discuss a new grant from Lumina to chart the pathways and success of transfer students who begin their college careers at community colleges.

7:30 a.m.-11:40 a.m.

COMMITTEE MEETING

Mayfair Room, Level 2

Best Visual Presentations Committee Meeting (084)

TRUDY H. BERS (Committee Chair), Executive Director of Institutional Research, Curriculum and Strategic Planning, Oakton Community College

Best Visual Presentations Committee meeting.

7:30 a.m.-11:40 a.m.

COMMITTEE MEETING

Parlor B, Level 3

RHE Best Paper Committee (098)

STEPHEN R. PORTER (Committee Chair), Associate Professor, Iowa State University

The RHE Best Paper Committee meeting.

7:30 a.m.-11:40 a.m.

SPECIAL EVENT

Illinois Boardroom, Level 2

Forum Evaluation Survey (Invitational Event) (086)

KAYLEIGH CARABAJAL (Committee Chair), Director of Grants and Institutional Effectiveness, Albuquerque Technical Vocational Institute

Forum Evaluation Survey (Invitational Event) #2

7:30 a.m.-11:40 a.m.

SPECIAL EVENT

Parlor E, Level 3

Forum Evaluation Survey (Invitational Event) (087)

KAYLEIGH CARABAJAL (Committee Chair), Director of Grants and Institutional Effectiveness, Albuquerque Technical Vocational Institute

Forum Evaluation Survey (Invitational Event) #3

7:30 a.m.-11:40 a.m.

SPECIAL EVENT

Ohio Room, Level 2

Forum Evaluation Survey (Invitational Event) (091)

KAYLEIGH CARABAJAL (Committee Chair), Director of Grants and Institutional Effectiveness, Albuquerque Technical Vocational Institute

Forum Evaluation Survey (Invitational Event)

8:30 a.m.-9:10 a.m.

COMMITTEE MEETING

Mayfair Room, Level 2

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

8:30 a.m.-9:10 a.m.

COMMITTEE MEETING

Parlor B, Level 3

RHE Best Paper Committee (098)

Continued from previous time period.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Colorado Room, Level 2

Postsecondary Success Begins with High School Preparation (276)

PATRICIA WINDHAM (Author), Associate Vice Chancellor for Evaluation, Florida Community College System

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

In this session, the presenter will examine the relationship between high school preparation and subsequent success at the community college. An in-depth analysis was conducted on students' level of courses taken in high school, Florida Comprehensive Assessment Test (FCAT) scores, Common Placement Test (CPT) scores, and successful outcomes in postsecondary education. The study found that academic success at the postsecondary level begins with higher level preparation at the secondary level.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Erie Room , Level 2

Costs and Consequences of Remedial Course Enrollment in Ohio Public Higher Education: Six-Year Outcomes for the Fall 1998 Freshman Cohort (277)

DARRELL E. GLENN (Author), Director of Performance Reporting, Ohio Board of Regents

WILLIAM WAGNER (Author), Research Analyst, Ohio Board of Regents

ROB E. ANDERSON (Facilitator), Graduate Student, University of Georgia

A state higher education coordinating board conducted research on six-year academic progress outcomes and instructional costs for a cohort 62,000 fall 1998 first-time degree-seeking freshmen, 39% of whom took at least one remedial course in English or mathematics in their first two years of college. Non-remedial students had higher success rates than students who took remedial courses, but tended to have higher costs per degree because they were more likely to enroll at four-year institutions and more likely to choose majors in high-cost fields.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Mississippi Room, Level 2

Student Learning Assessment and the Re-Accreditation Process: A Conceptual Model (282)

DANIEL L. SKIDMORE (Author), Institutional Research Analyst, Le Moyne College

ROBERT KELLY (Author), Le Moyne College

JAN W. LYDDON (Facilitator), Director of Institutional Research and Planning, Jackson Community College

Since the 1980's, student learning assessment has become not only a key gauge for institutional quality assurance and effectiveness, but a key component of regional accreditation processes. This research project describes the processes and effectiveness of an assessment of student learning at a small, northeastern, private college. The study draws upon data gathered for the college's re-accreditation process, which collected information regarding standards of student learning assessment. We found that tying the assessment of student learning to an overarching model of institutional learning assessment increases the effectiveness of the assessment while creating links between assessment, planning, and institutional goals.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Missouri Room, Level 2

Asian Students are Less Likely to Participate in Class Discussions—Does That Mean They Don't Learn as Much? (283)

RONALD M. MILLER (Author), Professor, Brigham Young University Hawaii

PAUL H. FREEBAIRN (Author), Director of University Assessment and Testing, Brigham Young University Hawaii

LAI MING CHAN (Author), Brigham Young University Hawaii

WILLIAM NEIL (Author), Brigham Young University Hawaii

MELISSA MACY (Author), Brigham Young University Hawaii

CLAYTON HUBNER (Author), Associate Professor School of Business, Brigham Young University Hawaii

ALEXANDER C. YIN (Facilitator), Graduate Research Assistant, Pennsylvania State University

Many studies have concluded that participation in the classroom has a positive relationship with learning. We investigated the basic Western assumption that classroom participation was necessary for classroom learning by utilizing data from the National Survey of Student Engagement (NSSE). Specifically, we investigated Asian students' interactions in the classroom, as, traditionally, their classroom settings discourage classroom participation. We found that while their classroom participation is lower, their scholastic outcomes, in general, seem to be the same or better than their more participatory Mainland US student counterparts. The effects of cultural norms on evaluating assessment outcomes are emphasized.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Sheraton 1, Level 4

Redefining Assessment: Applying a Unified System of Assessment for Cross-Campus Integration of Strategic Initiative, Institutional Goals, and Student Learning Outcomes (290)

KATHRYN DOHERTY (Author), Director of Assessment, Towson University

MICHAEL YOUNG (Facilitator), Director of Institutional Research and Assessment, Bridgewater State College

Assessment on campus consists of different types of assessment across units, disciplines, and purposes. This includes regional and professional accreditation, program/department review, course assessment and evaluation, and co-curricular assessment. This presentation describes one schema for linking disparate methods of assessment on campus to campus-wide strategic initiatives by using common measures of internal and external data and benchmarks, and by exploring the relationship between and among assessment activities on campus and the use of common systems for assessment. Participants will apply this process to their own campus as part of this hands-on session. Emphasis is on practical applications of case study tenets.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Chicago 10, Level 4

Connecting Silos: Use of Institutional Action Research for Integrating Disparate Student Success Initiatives (428)

THOMAS PILARZYK (Author), Director of College Advancement Research, Milwaukee Area Technical College

YAN W. WANG (Author), Manager of College Advancement Research, Milwaukee Area Technical College

DANA R. ROSENBERG (Facilitator), Director of Institutional Research and Planning, Heartland Community College

Action research can play an important role in institutional research endeavors to improve the quality of organizational performance in higher education. This paper outlines how the action research perspective informed a research design that integrated fragmented and isolated student success initiatives at a large urban two-year institution where increasing accountability is demanded. It also highlights how empirically assessing the impact of factors extraneous to education can be guided by a common working model which integrates them with the case management needs of student success initiatives. In conclusion, the authors advocate for greater recognition of "institutional action research" within the profession while remaining cognizant of the organizational factors that must be present to make such an expanded role possible and successful.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Columbus A & B, Level 3

O.R. and Student Services Collaborate to Track and Predict Student Retention (429)

JAMIE SLATER (Author), Director of Organizational Research and Assessment, Central Michigan University

SHARRON K. MURPHY (Author), Director Enrollment Management, Central Michigan University - Off Campus Programs

DENISE A. KRALLMAN (Facilitator), Director of Institutional Research, Miami University Oxford

Student Services and Organizational Research & Assessment (our University's "IR") collaborated to explore student retention in a Masters program. Course enrollments of 20,387 students were organized into enrollment histories, and tracking studies were developed. When tracking studies data were displayed graphically, amazingly consistent and stable long-term trends in enrollment behaviors emerged. Those trends allowed for development of predictor models, currently used to forecast actual enrollments each term of future admit groups. The models are being employed to address decision-making in course offerings and scheduling, action plans to address dropouts and stopouts, and budgetary requirements needed to grow enrollments and programs.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Chicago 8, Level 4

The Link between Data and Policy: Dispelling Campus Myths about Timely Graduation (430)

CHRISTINE M. KELLER (Author), Assistant Director, University of Kansas

DEBORAH J. TEETER (Author), University Director of Institutional Research and Planning, University of Kansas

REBECCA E. CARR (Facilitator), National Coordinator, Association of American Universities Data Exchange

Publicly available comparisons revealed that graduation rates at our university lagged behind other institutions with a similarly qualified student body. Based on these findings, a task force was commissioned to examine institutional data and policies to better understand why students were not graduating in a timely manner. Institutional research played a key role in compiling and analyzing data that often contradicted commonly held beliefs about student progress toward a degree. The information allowed the university community to better understand the barriers to graduation, and university leaders to shape the appropriate policies and practices in support of more timely graduation.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Sheraton 3, Level 4

Assessing Campus Climate for Diversity (431)

LARRY D. MAYES (Author), Director of Assessment, University of North Carolina at Chapel Hill

LYNN E. WILLIFORD (Author), Assistant Provost for Institutional Research and Assessment, University of North Carolina at Chapel Hill

SUSAN R. GRIFFITH (Facilitator), Executive Director of Institutional Research - Office of Institutional Effectiveness, University of Texas-Pan American

The purpose of this research is to provide an overview and critical analysis of the procedures used by a large public research university to assess the perceptions of students, faculty, and staff regarding the level and extent of diversity on campus. Multiple methods of data collection were utilized that included Web-based surveys, focus groups, and ethnographic interviews. Multivariate analysis was employed to examine the data, and various recommendations will be offered for creating a positive work environment that will promote improved outcomes for the entire campus community.

8:30 a.m.-9:10 a.m.

RESEARCH PRESENTATION

Sheraton 5, Level 4

Collaboration with College Faculty to Develop and Implement an Enrollment Management Plan (433)

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

Managing enrollment consistent with faculty resources has been difficult for the College of Business Administration (CBA) at a large public university during the past two decades. Effective Spring 2003, the CBA adopted an enrollment management plan designed to limit enrollment to meet accreditation standards and select the best qualified applicants. Institutional Research (IR) worked with CBA faculty to identify admission criteria, develop predictive indices for applicant selection, and provide assistance to the CBA and Undergraduate Admissions in processing applications. This session will describe the role of IR in developing the CBA's enrollment management program and examine successes of the program.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Arkansas Room, Level 2

A Cross-Validation Study of Student Engagement at Community Colleges (241)

HUI-LING CHEN (Author), Assessment Specialist, Center for Teaching and Learning, New Hampshire Community Technical College, Manchester/ Stratham

JERE TURNER (Author), Director, Office of Institutional Research, New Hampshire Community Technical College Manchester

ALLAN JOSEPH MEDWICK (Facilitator), Research Analyst, Kean University

SHARON A. R. KRISTOVICH (Facilitator), Director of Institutional Research, Evaluation and Planning, Parkland College

The Community College Survey of Student Engagement (CCSSE) is designed to measure student engagement at 2-year institutions. This study conducted a cross-group validity investigation and studied the relationships between student engagement and learning outcomes. The Structural Equation Model (SEM) was used to examine the factor structure invariance across the groups investigated. Regression and t-test analyses were employed to evaluate the predictive validity of this instrument. Based on the SEM analyses further examination of the CCSSE factor structures is recommended. Incorporating direct measures of learning outcomes into the CCSSE process is essential for evaluating the predictive validity of the instrument.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Huron Room, Level 2

Measuring Deep Approaches to Learning using the National Survey of Student Engagement (278)

THOMAS F. NELSON LAIRD (Author), Research Analyst, Indiana University at Bloomington

T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington

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

HOI NING NGAI (Facilitator), Research Analyst, University of California-Los Angeles

Students have more learning potential than traditional pedagogical methods often tap. To more fully develop student talents, many campuses are shifting from a passive, instructor-dominated pedagogy to active, learner-centered activities. Using exploratory and confirmatory factor analysis on multiple years of data from the National Survey of Student Engagement, this study examines the structure and characteristics of a deep approach to learning scale that institutions and researchers can use to assess and investigate deep learning.

8:30 a.m.-9:10 a.m.

SCHOLARLY PAPER

Michigan Room A, Level 2

Easing the Transition: Building Bridges Between Developmental and College-Level Math (280)

JARED C. CUTLER (Author), Project Analyst, Sinclair Community College

PENELOPE A. PARMER (Author), Project Analyst, Sinclair Community College

ANTONIO GUTIERREZ (Facilitator), Associate Vice Chancellor of Planning and Research, City Colleges of Chicago

This paper reports research involving a developmental studies and a mathematics department in an effort to increase the academic success of developmental students who transition into college-level math. Three separate projects were conducted where former developmental students in a college-level math course were compared with peers who had not taken developmental math, and problematic content areas were identified. These projects included analyses of exams and final grades, analyses of pre-course assessments, and analyses of student surveys. This collaborative effort provides an example of how developmental studies departments can work with other departments to better serve students who require remedial education.

8:30 a.m.-9:10 a.m.	SPECIAL EVENT	Illinois Boardroom, Level 2
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Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

8:30 a.m.-9:10 a.m.	SPECIAL EVENT	Parlor E, Level 3
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Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

8:30 a.m.-9:10 a.m.	SPECIAL EVENT	Ohio Room, Level 2
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Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

8:30 a.m.-9:10 a.m.	SPECIAL INTEREST GROUP	Parlor F, Level 3
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Higher Education Data Sharing (HEDS) Consortium (S25)

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

8:30 a.m.-10:00 a.m.	PANEL	Chicago 9, Level 4
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Working Students on Our Campuses: A Higher Education Collaboration to Assess The Impact of Employment on The Academic Success of College Students (532)

JEFFERY S. MCKINNEY (Author), Associate Director, Indiana University

Increasing numbers of college students are working full time to cover educational and living expenses, especially at two- and four-year regional institutions. During the last two years, The Indiana Project on Academic Success (IPAS) has been working with three commuter institutions in a manufacturing region in Northwest Indiana to develop a collaborative approach to address the issues of student success for working students.

This panel will provide an overview of: the collaborative research and organizational change processes resulting from participation in IPAS; how the collaboration has developed; the needs of working students, relevant literature, and the collaborative research project.

8:30 a.m.-10:00 a.m.	PANEL	Michigan Room B, Level 2
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The National Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS): New Directions for Improvement (533)

JULIA D. OLIVER (Author), Survey Manager for Survey of Graduate Students and Postdoctorates in Science and Engineering, National Science Foundation

Several years ago, we began a systematic evaluation to assess the survey instrument and the quality of the GSS data. We will present the results of the research conducted thus far, discuss survey design options and obtain feed back from the audience on the impact of the proposed changes. Since many of the respondents to the GSS are AIR members and attend the AIR Forum, this panel session gives both us and the respondents an opportunity to have an open dialogue concerning the future of the GSS.

8:30 a.m.-End	COMMITTEE MEETING	Lincoln Boardroom, Level 3
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Forum Evaluation Committee Working Session (090)

KAYLEIGH CARABAJAL (Committee Chair), Director of Grants and Institutional Effectiveness, Albuquerque Technical Vocational Institute

Forum Evaluation Committee Working Session.

9:20 a.m.-10:00 a.m.	COMMITTEE MEETING	Mayfair Room, Level 2
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Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

COMMITTEE MEETING

Lincoln Boardroom, Level 3

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

COMMITTEE MEETING

Parlor B, Level 3

RHE Best Paper Committee (098)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

PANEL

Chicago 9, Level 4

Working Students on Our Campuses: A Higher Education Collaboration to Assess The Impact of Employment on The Academic Success of College Students (532)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

PANEL

Michigan Room B, Level 2

The National Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS): New Directions for Improvement (533)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Colorado Room, Level 2

Intercultural Sensitivity Development in Undergraduate Students: Impact of Background Characteristics, Pre-College Experiences and College Experiences (292)

KELLY A. CARTER (Author), Doctoral Candidate, Loyola University of Chicago

JOHN A. MUFFO (Facilitator), Administrator, Special Projects, Ohio Board of Regents

Which student background characteristics, pre-college experiences, and college experiences, contribute to freshman-to-senior year gains in college students' intercultural sensitivity development? The Intercultural Development Inventory (IDI) was administered to an entering class of students at one university immediately prior to the students' first year. Four years later, the IDI was re-administered as a post-test accompanied by a locally-designed activity inventory to the same students. Survey variables were arranged into three blocks: background characteristics, pre-college experiences, and college experiences. This paper will report and discuss the findings from regression analyses with these survey data.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Erie Room , Level 2

Informed Practice: Evaluation of Student Learning of a First Year Student Learning Intervention (293)

JACQUELINE KELLEHER (Author), Western Oregon University

JOE SENDELBAUGH (Author)

KATHERINE SCHMIDT (Author), Western Oregon University

Early services and support bring greater success in college retention rates of students from under-represented groups, students from rural communities, and first generation college students. Quality academic advising, culturally friendly environments, learning strategy instruction, and support of diverse learning styles are indicative of student success – to what extent is the Freshmen Academy effectively addressing these variables? One IR Office was able to partner with several on campus organizations to study the implementation of a new program designed to increase freshmen retention. This presentation outlines the process, product, and data collected and then discusses the decision-making process grounded in the data.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Huron Room, Level 2

Rescuing the Social Sciences from Institutional Marginality: The Case of Sociology (296)

ROBERTA SPALTER-ROTH (Author), Director of Research and Development Department, American Sociological Association

WILLIAM ERSKINE (Author), Research Associate for the Research and Development Department, American Sociological Association

DOUGLAS K. ANDERSON (Facilitator), Director, Admissions Research and Scholarships, Indiana University

Recent articles state that the “soft sciences” have become marginal to the academy because of the declining share of the material base they produce and the declining centrality of their knowledge base. To help chairs increase the material base of one of the “soft sciences” (sociology), dependent on undergraduate enrollments, the American Sociological Association’s Research Department conducted the first phase of a longitudinal survey of a 2005 cohort of senior majors. The survey asked about hard and soft skills learned, social capital gained, and future plans. Using factor analysis and regression models, we found that majors were highly satisfied with what they learned and planned to go into a wide variety of “applied” fields. Based on these learning outcomes, we suggest how the sociology major can be reframed and strengthened to increase the field’s material and knowledge base.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Michigan Room A, Level 2

Mathematics as Gatekeeper to Student Success (2A2)

PATRICIA B. CERRITO (Author), Professor of Mathematics, University of Louisville

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

Typically, the Registrar has a database containing all information concerning grades, courses, and degrees, which can be used to investigate pathways of student choices that lead to success. It is shown in this paper that Mathematics is indeed a gatekeeper, and that there are patterns of student performance that predict graduation outcome. Mathematics courses have the lowest passing rate of all general education disciplines. In particular, students who begin as engineering majors and enroll in mathematics below the level of calculus do not complete an engineering degree.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Mississippi Room, Level 2

Outcomes Assessment of Student Learning and Institutional Mission Statement through A Locally Designed Survey (2A3)

XIANGPING KONG (Author), Director of Institutional Research and Program Development, Saint Thomas Aquinas College

JOHN J. CAHILL (Facilitator), Coordinator, Florida Atlantic University

This study demonstrates an approach to directly assessing the institutional mission statement and indirectly assessing student learning at a liberal arts college. Although standardized instruments may test the mission statement, locally designed survey items would be more appropriate and specific to measure the extent to which the institutional goals have been achieved through student perceptions of academic experience. Student learning outcomes as closely related to these goals can be indirectly measured. The seven year survey administrations have been conducted to examine longitudinal data. The data results indicate strong evidence of student achievement of certain goals stated in college mission statement.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Missouri Room, Level 2

Explaining the Gender Gap in Wages among Recent College Graduates (2A4)

LIANG ZHANG (Author), Assistant Professor, University of Minnesota

Using a nationally representative sample of baccalaureate graduates from 1993 (B&B 93/97/03), we explore factors that contribute to the gender gap in wage among recent college graduates. As one difference, undergraduate majors appear to be the dominant factor of the gender gap in wage. As another difference, male graduates seem to work longer hours than their female counterparts, resulting in higher income for male graduates. Attending a high-cost, prestigious institution seems to provide more or less the same benefits for both groups.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Chicago 10, Level 4

Personality Type Factors Derived from the CIRP as Predictors of College Graduation (434)

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

Factors representing personality types were derived from the 1994 administration of the Cooperative Institutional Research Institute's survey of beginning college students (n=56,818). Differences in these personality factors from institutional means were studied in relation to 4- and 6-year graduation rates, as well as retention after 6 years, utilizing regression and ANOVA techniques. The results of this analysis are presented and discussed.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Sheraton 3, Level 4

Using Institutional Research to Develop a Center for African-American Students (437)

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

LOWELL DAVIS (Facilitator), Project Associate, The National Survey of Student Engagement

In FY2005, the Enrollment Management Team of a Midwestern community college embarked on a year-long investigation of anecdotal narratives from within the college that African-American students, particularly males, withdraw from courses at higher rates than white or other minority students. It was believed that these higher withdrawal rates interfered with their overall success in college and that solutions based on best practices needed to be implemented. This presentation details the journey of this investigation and the role institutional research can play in campus planning and decision-making.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Chicago 8, Level 4

The Impact of Financial Aid and Lottery Scholarships on Retention at Six Public Universities and Thirteen Public Community Colleges (438)

GREGORY J. SCHUTZ (Author), Director of Assessment and Effectiveness, Tennessee Board of Regents
 GEORGE E. MALO (Author), Associate Vice Chancellor for Research and Assessment, Tennessee Board of Regents
 ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

The packaging of financial aid impacts both recruitment and retention. Knowing the impact of different financial aid packages on student success helps college officials achieve the best results (Corder, Corder, and Pattok 2005). This study examines the impact of financial aid on retention at six public universities and thirteen public community colleges. The analysis improves an earlier study by adding greater specificity to the financial aid variables and includes the influence of lottery scholarships. Logistic regression provides one year retention models for two cohorts of first-time freshmen fall entrants: the year prior to lottery implementation and the year of implementation.

9:20 a.m.-10:00 a.m.

RESEARCH PRESENTATION

Sheraton 5, Level 4

Assessing Diversity: Quantitative and Qualitative Approaches (439)

SANDI M. TATMAN (Author), Director of Institutional Research, John F. Kennedy University
 KAYOKO YOKOYAMA (Author)
 ALINA WONG (Facilitator), Graduate Student, University of Michigan

This University is a small private university with five schools at three campuses. The University's mission statement stresses respect for and understanding of diversity in all its forms. The institution's Diversity Affairs Council recently surveyed faculty, staff, and students regarding the degree to which the University's commitment to diversity has been fulfilled. Over 450 respondents to an online survey provided both quantitative and qualitative data. Areas of success and areas for improvement emerged from the quantitative data. The qualitative data provided rich elaboration of these results. Both data forms have been used to develop strategies for improvement.

9:20 a.m.-10:00 a.m.

SCHOLARLY PAPER

Columbus A & B, Level 3

Conducting a Review and Planning Process for Teacher Education Programmes at a Merging University (335)

MARTHINUS OOSTHUIZEN (Author), Professor, Nelson Mandela Metropolitan University

During 2004-2005, a merging university conducted a review of all its Teacher Education Programmes. Because many students study by means of distance education, the review addressed criteria for both on- and off-campus provision. The review made use of an extensive survey of students, academic staff, and staff members at off-campus teaching and learning centres. Based on the survey results and self-evaluation reports by academic programme coordinators, critical recommendations have been made on future Teacher Education provision. On the basis of the review, the University is developing a coherent strategic plan for its Teacher Education programmes.

9:20 a.m.-10:00 a.m.

SCHOLARLY PAPER

Ontario Room, Level 2

It Isn't Over: The Continuing Under-Representation of Female Faculty (336)

LOUISE AUGUST (Author), Research Specialist, University of Michigan-Ann Arbor

This study examines data from a 1996 faculty survey updated in 2004 with current employment information at a Research I institution in the Midwest. Progress is examined of women and men over the ensuing nine-year period, studying tenure attainment, promotion to full professor, and attrition.

Results indicate the situation for women in this university vis-à-vis their male colleagues is grim and, without change to the status quo, this disparity will persist and likely worsen. Recommendations for changes in policy and practice, informed by this study may aid in turning the tide for academic women, at least at this university.

9:20 a.m.-10:00 a.m.

SCHOLARLY PAPER

Sheraton 1, Level 4

The Impact of Human Capital, Structural, Instructional, Financial and Productivity Variables on The Satisfaction of Community College Faculty by Gender (342)

DUANE AKROYD (Author), Associate Professor, North Carolina State University
 CRYSTAL GAFFORD MUHAMMAD (Author), Assistant Professor, North Carolina State University
 SUSAN BRACKEN (Author), North Carolina State university

While the greatest percentage of women faculty are found in community colleges (approximately 48%), there has been little research that has examined factors that impact their perception of their workplace and how these factors may differ from those of their male colleagues. Using data from National Study of Postsecondary Faculty (NSOPF:99), this study examined selected structural factors, intrinsic/ extrinsic motivating factors and human capital factors that predicted the job satisfaction of community college faculty by gender.

9:20 a.m.-10:00 a.m.

SPECIAL EVENT

Illinois Boardroom, Level 2

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

SPECIAL EVENT

Parlor E, Level 3

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

9:20 a.m.-10:00 a.m.

SPECIAL EVENT

Ohio Room, Level 2

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

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

BEST PAPER/PRESENTATION SESSION

Sheraton 2, Level 4

RMAIR Best Paper: Evaluations and Course Final Grades as a Function of Instructor (738)

GARY LEVY (Author), Director of Institutional Analysis, University of Utah

Assessments of instructor and course quality typically incorporate teaching evaluations and course grade distributions. A common assertion by faculty is that courses and instructors that receive positive student evaluations are also ones in which students earn better grades.

We examined teaching evaluations, grade distributions, and instructor type (e.g., tenure/tenure-track) in undergraduate courses offered during recent fall semesters at a large research university.

Evaluations of teaching effectiveness of tenured/tenure-track faculty instructors were lower on average than those for non-tenured/non-tenure-track instructors. Results suggest stronger positive correlations among students' final grades and their teaching evaluations for tenured/tenure-track faculty instructors than non-tenured/non-tenure-track instructors.

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

COMMITTEE MEETING

Mayfair Room, Level 2

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

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

COMMITTEE MEETING

Lincoln Boardroom, Level 3

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

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

COMMITTEE MEETING

Parlor B, Level 3

RHE Best Paper Committee (098)

Continued from previous time period.

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

COMMITTEE MEETING

Arkansas Room, Level 2

AIR 50th Forum Anniversary Task Force Open Planning Session (744)

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

In 2005, the AIR Board authorized the establishment an AIR 50th Forum Anniversary Task Force. The Task Force was charged to plan and implement activities associated with preserving and celebrating AIR's history. This session will be the beginning of a concerted effort to capture AIR's history through focus groups at AIR Forums in 2006-2009. The group would advise the AIR Executive Director on establishing an AIR Archives to preserve historical resources about AIR's past. The Task Force would sunset following the Chicago Forum in 2010.

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

DEMONSTRATION

Chicago 8, Level 4

Benchmarking Facilities Data (442)

DANIEL K. PAULIEN (Author), President, Paulien & Associates

Many strategic planning processes include benchmarking with selected peer or aspiration institutions. The information collected is often about academic programs, enrollments, staffing, salaries, budgetary information, library statistics, etc. Facilities data is rarely collected as part of these efforts. The presenter will discuss a number of facilities benchmarking efforts for a variety of institutional types and discuss the key elements that resulted in success for those efforts. The presenter will discuss methodology used to normalize data among institutions of different size, methods to insure maximum participation, and selected summarized findings that have resulted from these multiple studies.

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

RESEARCH PRESENTATION

Columbus A & B, Level 3

Portfolio Option for Graduate School Admission: Predicting School Success (288)

LAURIE DODGE (Author), Assistant Dean, Assessment and Academic Publications, Chapman University

KAREN R. GRAHAM (Author), Dean, Chapman University

MARISOL ARREDONDO (Facilitator), Director of Institutional Research, Chapman University

This presentation will describe the newly adopted Portfolio Option for graduate admission in an adult learning focused institution. A scoring rubric of the portfolio was developed assessing the following areas: Field Relevant Experience, Graduate Level Writing, Degree Expectations, Analytical and Conceptual Abilities, and General Experience. A Graduate Admissions Committee reviews and scores the student portfolio rendering admission status. The predictability of the portfolio scoring rubric in predicting graduate student success was explored. Preliminary data (N=70) indicate no significant relationship between undergraduate GPA and graduate GPA. However, a significant relationship between Field Relevant Experience and graduate GPA was noted.

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

RESEARCH PRESENTATION

Parlor F, Level 3

Outcomes of College Students in Japan: The Results of JCSS 2004 (289)

YAMADA REIKO (Author), Doshisha University

SOICHIRO AIHARA (Author), Associate Professor, Osaka Kun-ei Women's College

Recently, attention toward learning and teaching has been spotlighted in Japanese universities. After acceleration of massification and accountability has triggered Japanese higher education institutions toward more learning oriented since later 1990s. However, assessment toward students' learning is not well developed in Japan. Yamada and others are engaged in developing assessment survey emphasizing students' behavior and engagement based on IEO model proposed by Astin. Thus, with approval of HERI, we have developed Japanese version of College Student Survey (JCSS) and conducted JCSS survey for more than 1300 college students in 2004. This research will show the results of 2004 JCSS.

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

RESEARCH PRESENTATION

Chicago 10, Level 4

Applicant's Profile Study for Improving Undergraduate Enrollment at the University (440)

DAVID R. GONZALEZ-BARRETO (Author), Institutional Research Coordinator, University of Puerto Rico-Mayaguez Campus

IRMANNETTE TORRES-LUGO (Author), Assistant Researcher, University of Puerto Rico at Mayaguez

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

ANTONIO A. GONZALEZ-QUEVEDO (Author), Director of Institutional Research and Planning, University of Puerto Rico-Mayaguez Campus

In recent years the undergraduate population at The University has slightly decreased. This work presents a study where demographical, academic performance in high school, entrance examination scores, and family financial data of the students applying to our institution are analyzed. In particular, differences among the denied applicants, the admitted applicants not enrolled, and the enrolled applicants' profiles are of interest. The study's objective is to identify areas where The University Admissions Office can direct its efforts to improve undergraduate enrollment.

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

RESEARCH PRESENTATION

Chicago 9, Level 4

Using Markov Chain Models to Assess Enrollment Policies (443)

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

SANDRA J. ARCHER (Author), Assistant Director, University of Central Florida

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

JENNIFER GREY (Author), University of Central Florida

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

Enrollment planning and management continue to play a primary role in university operations. Enrollment planning that accounts for retention and completion provides the basis for determining how a university will meet its desired distribution of students. Markov chain models have been used successfully to project enrollment levels, but have had limited use in developing admission and management policies that will support a desired enrollment structure. This presentation develops a Markov-based model that can be used to identify feasible policies that provide admission guidance and identify areas for management attention to improve retention.

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

RESEARCH PRESENTATION

Colorado Room, Level 2

Kwantlen University College's Response to Cultural Diversity in Its Community (444)

SUSAN CHAMBERS (Author), Manager of Accountability Reporting and Analysis, Kwantlen University College
 ARIANA ARGUELLO (Author), Manager Strategic Planning, Kwantlen University College

The ability of postsecondary institutions to deal with a multicultural student body is increasingly becoming a source of competitive advantage. This is particularly true in the context of the post-secondary system in British Columbia (BC), given the province's reliance on immigration as a source of population growth. This case study looks at the Kwantlen University College's policies and practices related to diversity along with its successes and any current challenges it is facing. Specifically, this is an exploratory study of the policies and practices pertaining to cultural diversity that have been established in response to both external and internal mandates to meet strategic development goals. This study will examine institutional practices that impact students' overall educational experience, including the ways in which diversity has been incorporated into both the curricula and services.

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

RESEARCH PRESENTATION

Sheraton 1, Level 4

The Use of IPEDS Peer Analysis Data to Assess Expenditure Impacts on Graduation Rates and How Those Expenditures Were Appropriated by Public Urban Institutions (607)

ARTHUR KRAMER (Author), Director of Institutional Research, New Jersey City University
 IRMA G. THOMAS (Facilitator), Senior Institutional Research and Evaluation Associate, Virginia Commonwealth University

After using public, urban, and size of city as criteria within the IPEDS Peer Analysis System a data file of over 200 institutions was created. Expenditure data for the six-year period of fiscal 1998 through 2003 were regressed onto graduation rates of the 1997 first-time full-time cohorts. The model used the percent of minority students as a controlling variable. A follow-up analysis of Master's I institutions was performed, as was a tabulation of the percentages per expenditure category of all institutions, Master's institutions, and institutions whose graduation rates surpassed the mean rate.

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

RESEARCH PRESENTATION

Sheraton 3, Level 4

Nursing Program Success Predicted through a Regression Model (610)

LEONARD WAYMYERS (Author), Research and Planning Administrator, Midlands Technical College
 JAN W. LYDDON (Facilitator), Director of Institutional Research and Planning, Jackson Community College

"Nursing Program Success Predicted through a Regression Model" is a statistical method that's used to empirically predicts student's success in nursing based on performances measures that are directly related to success. The model is used to help a community college make program decision that serve students better while not wasting resources. This presentation will be of interest to any IR professional and especially those institutions who wants to make better data driven decisions related to nursing student admission practices.

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

SCHOLARLY PAPER

Erie Room , Level 2

Senior Faculty Motivations, Stresses, and Professional Development Needs: Are There Significant Disciplinary Differences? (338)

KELLY R. RISBEY (Author), Graduate Student, University of Minnesota
 CAROLE J. BLAND (Author), Professor, University of Minnesota

Little is known about the needs of senior faculty, even though the majority of academic faculty are over 50. An online survey conducted during Fall 2003 collected information from senior faculty, at public research universities and public and private comprehensive and liberal arts institutions, about their perceptions and practices. In comparing senior faculty responses for three broad disciplines—health sciences, natural sciences, and social sciences—we identified several important areas of disciplinary differences related to motivations, stress, and professional development needs. This suggests that institutions striving to support senior faculty would be wise to tailor support initiatives to discipline differences.

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

SCHOLARLY PAPER

Michigan Room A, Level 2

Examining Part-Time Faculty Utilization and its Impact on Student Retention at a Public Research University (461)

IRYNA JOHNSON (Author), Coordinator of Student Success Program, Indiana State University
 DENISE A. KRALLMAN (Facilitator), Director of Institutional Research, Miami University Oxford

The important concern surrounding growing reliance on part-time faculty is its effect on student retention. Existing studies explored the relationship between part-time faculty utilization and retention of entering cohorts. The study herein assesses retention of the entire population of degree-seeking undergraduates at a single institution. The findings suggest that exposure to part-time faculty generally reduces the probability of subsequent enrollment, but the effects are marginal and disappear after controlling for other student characteristics. Freshmen are more likely to enroll in courses taught by part-time faculty, but the effect of exposure to part-time faculty does not differ across student classification.

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

SCHOLARLY PAPER

Michigan Room B, Level 2

Hooking Up Retention Theory and Practice: Closing the Gap Between Retention Theory and Urban Research University Data (465)

ELIZABETH A. BARLOW (Author), Executive Director of Institutional Research, University of Houston
 SUSAN E. MORENO (Author), Assistant Director Institutional Research, University of Houston
 S. BROOKE DURBIN (Author), Director for PreK-16 Outreach and Planning, University of Houston System
 MICHAEL G. CROW (Facilitator), Director of Institutional Research and Planning, Savannah State University

Persistence theory and research have provided comprehensive answers for many institutions and practitioners, yet the fit for urban, commuting, non-traditional students is lacking. This study examines the gap between the prevailing models and the growing number of non-traditional students, and analyzes data to propose direction toward a new model.

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

SCHOLARLY PAPER

Mississippi Room, Level 2

Measuring Institutional Effectiveness: A Strategic Planning Approach (467)

SANTANU BANDYOPADHYAY (Author), Director, Institutional Research, Zane State College
 CHRISTINA L. LEIMER (Facilitator), Director of Institutional Research, Planning and Assessment, California State University- Fresno

Institutions of higher education have been performing their role, though they have not been very successful in communicating the results to the society. As the resource crunch started, the lack of understanding was misconstrued as an efficiency issue and the demand for accountability in corporate fashion started emerging. Lack of an easy-to-understand effectiveness model made matters more complex. Integrating the broad outcomes of strategic plan with specific outputs of institutional effectiveness is a possible solution to document how successful an institution is in accomplishing its vision, mission and goals. This paper provides a framework for such an evaluation.

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

SCHOLARLY PAPER

Missouri Room, Level 2

Examining Herzberg's Job Satisfaction Theory among Financial and Business Employees at a Research University (472)

RYAN SMEREK (Author), University of Michigan
 CHRISTOPHER J. MAXWELL (Facilitator), Research and Planning Analyst, Purdue University

This research examines whether intrinsic factors are more important than work context factors in determining job satisfaction among employees of a research university. Using factor analysis and linear regression, a survey of 2,768 employees is analyzed in the departments of financial operations, human resources, information services, and plant operations. The study is relevant to senior-level administrators concerned with institutional improvement, particularly administrators with limited resources to allocate to improve their organization's work environment. It also explores theoretical approaches to job satisfaction asking whether such factors as achievement, recognition, and the work itself have more bearing than salary, relationships, and institutional policy.

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

SCHOLARLY PAPER

Ontario Room, Level 2

First-Year Students' Plans to Volunteer: An Examination of the Predictors of Community Service Participation (482)

TY CRUCE (Author), Research Analyst for National Survey of Student Engagement, Indiana University
 JOHN V. MOORE (Author), Project Associate, National Survey of Student Engagement (NSSE) at Indiana University

The impacts of community service participation on college student development are extensive and well-documented. The characteristics of students that predict volunteerism, however, are not well understood. The purpose of this study is thus to estimate the differences in first-year students' plans to volunteer while in college (i.e., 'Done,' 'Plan to do,' 'Do not plan to do,' or 'Have not decided') by their background characteristics and by the characteristics of the institutions that they attend. Study results suggest changes to several campus policies and programs that may remove barriers to successful community service participation among first-year students.

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

SPECIAL EVENT

Illinois Boardroom, Level 2

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

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

SPECIAL EVENT

Parlor E, Level 3

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

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

SPECIAL EVENT

Ohio Room, Level 2

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

10:10-11:40 am

PANEL

Sheraton 5, Level 4

Data Mining Tools Compared, Clementine, Enterprise Miner and Others, Using a Common Database (653)

JING LUAN (Author), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College
 THULASI KUMAR (Author), Director of Information Management and Analysis, University of Northern Iowa
 PAUL W. EYKAMP (Author), Coordinator of Long Range Enrollment and Analysis, University of California
 TOM R. BOHANNON (Author), Assistant Vice President, Baylor University

This session provides a demonstration of the strengths and weaknesses of three all-in-one-suite data mining applications through the use of a common database. Using a common database is an industry standard practice to evaluate software from different vendors. The audience will witness predictive model accuracies, algorithms sophistication, database interface capabilities, and graphing.

11:00 a.m.-11:40 a.m.

COMMITTEE MEETING

Mayfair Room, Level 2

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

COMMITTEE MEETING

Lincoln Boardroom, Level 3

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

COMMITTEE MEETING

Parlor B, Level 3

RHE Best Paper Committee (098)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Mississippi Room, Level 2

Reporting EXCElence: Automate Your Report Generation Process Using Microsoft Excel Macros (631)

T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington
 ROBERT M. GONYEA (Author), Associate Director of the Center for Postsecondary Research, Indiana University at Bloomington
 JOHN V. MOORE (Author), Project Associate, National Survey of Student Engagement at Indiana University

Institutional research offices are often asked to maximize scarce resources to produce a wealth of reports. Processes that automate routine tasks make meeting deadlines more possible. Microsoft Excel macros allow users to accomplish complex reporting tasks with a click of a button that would otherwise require several manual steps. Excel macros thus permit an institutional research office to do more in less time. In this demonstration, participants will first be introduced to Excel macros in general. The demonstrators will then illustrate the power of Excel macros for institutional research applications by sharing several practical examples of Excel macros.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Missouri Room, Level 2

The Geographical Dimensions of Institutional Research (632)

RICHARD TUCKER (Author), Director for Research and Analysis, Northwestern University

Institutional researchers and policymakers interested in understanding stratification of educational opportunities tend to focus their attention almost exclusively on socio-economic factors. The geographical dimensions of students' post-secondary choices, however, are largely unexplored. The de-emphasis on geographically-oriented explanatory variables in large-N multivariate analyses is due, primarily, to a lack of useable quantitative information in electronic format. In this vein, I delineate the development behind, and plans for the public delivery of, a massive (300 million records) dataset of distances to, and from, higher education institutions. Finally, I will also discuss a variety of substantive and empirical applications.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Huron Room, Level 2

Using Optimal Data Analysis for Classification and Prediction (634)

JACK WILLIAMSEN (Author), Associate Professor of Psychology and Data Analyst, Saint Norbert College

Optimal Data Analysis (ODA) is an attractive statistical methodology for classification and prediction. For any given set of data, ODA provides the maximum possible level of predictive or classification accuracy.

Despite this desirable feature, ODA has been little used in higher education in comparison to such classification/prediction methodologies as logistic regression, discriminant analysis, or SPSS Answer Tree.

This presentation will provide a brief history of ODA, describe its basic concepts, and demonstrate an ODA analysis. Benefits and limitations of the current iteration of ODA will be discussed, along with brief comparisons to logistic regression and other classification methodologies.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Ontario Room, Level 2

Analyzing Text Data with SPSS Text Analysis (635)

DANIEL TEODORESCU (Author), Director of Institutional Research, Emory University

VINCENT CARTER (Author), Information Analyst II, Emory University

The comments provided by students to IR surveys typically provide more varied and textured information than multiple-choice questions do. Until recently, however, categorizing responses to open-ended questions has been a tedious, time-intensive, and expensive process. SPSS Text Analysis for Surveys automates this process, while also enabling researchers to intervene manually to refine results, keeping them in control of the categorization process. The presenters will demonstrate how this tool can be used to save time when analyzing large amounts of text data.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Sheraton 2, Level 4

Pivot Tables on Steroids: Enhancing Data-Driven Decisions (640)

CINDY WIJMA (Author), Research Analyst, San Diego Community College District

WILLIAM GRIMES (Author), Manager of Institutional Research and Planning, San Diego Community College District

The recent and strong demand for "executive dashboards" underscores the desire of decision makers to have access to useful and effective methods for examining data. In response, our IRP office developed Excel pivot tables as an interactive tool that promotes campus wide inquiry and advanced user sophistication. This demonstration will show how easily data can be put into pivot table format so end-users can manipulate variables of interest and retrieve information in mere seconds. A CD will be distributed containing examples and features of pivot tables and handouts.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Sheraton 1, Level 4

Using a Data Warehouse to Feed a Data Management Tool (649)

JOHN A. CLAYTON (Author), Assistant Director of Assessment, Information and Analysis, Northwest Missouri State University

DAVID C. OEHLER (Author), Director of Assessment, Information and Analysis, Northwest Missouri State University

Data warehousing has been the trend in business for several years and has become the hot topic in higher education. This presentation will show how one institution used data warehousing to store and load information into its data management tool. A diverse array of data types are accommodated in the system. This presentation is directed toward IR and IT staff.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Sheraton 3, Level 4

The Overseas Chinese Association for Institutional Research Friday SAS Salon (651)

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

LAN LIN (Author), Associate Data Specialist, University of Massachusetts Boston

The OCAIR Friday SAS Salon started in October, 2004. It supplied OCAIR members with a virtual salon, where SAS users could raise/answer a SAS question, introduce SAS new features, discuss which SAS techniques/procedures could be most efficiently used in IR related projects, and/or compare SAS with SPSS, Access, Excel, etc., in solving the same problem. Its activities not only encouraged SAS veterans to exchange their successful experiences but also attracted novices to improve their SAS skills quickly. This session will demonstrate some interesting salon topics as well as how the salon summaries were posted on OCAIR Web site.

11:00 a.m.-11:40 a.m.

DEMONSTRATION

Erie Room , Level 2

Actionable Data, Delivered on Time: A Demonstration of Applications for Advances in Commercial Text Analysis Software (652)

LOUIS C. MILANESI (Author), Program Director, University of Wisconsin- Stout

Well-focused survey questions affording open ended responses are commonly viewed as useful tools for a variety of assessment applications within organizations; however the qualitative data they yield often prove to be both time consuming and expensive to analyze using traditional manual techniques. Thus, a frustrating paradox results; while easily collectable data that is rich in information is available, it is simultaneously difficult to analyze and interpret in a timely manner. This demonstration illustrates recent advances in commercially available text analysis software that now afford a more efficacious means to organizing, understanding and employing this valuable potential resource.

11:00 a.m.-11:40 a.m.

PANEL

Sheraton 5, Level 4

Data Mining Tools Compared, Clementine, Enterprise Miner and Others, Using a Common Database (653)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

RESEARCH PRESENTATION

Chicago 8, Level 4

The Matrix: A Markov Chain Approach to Undergraduate Enrollment Projections (616)

CAROL KUIPER (Author), Enrollment Analyst, Purdue University

REX DAISEY (Author)

VIKAS SINGHANIA (Author), Purdue University

FEI PAN (Author), Purdue University

ALEXANDER C. YIN (Facilitator), Graduate Research Assistant, The Pennsylvania State University

The key to next-term enrollment forecasting is accurately modeling student flow through an institution; e.g., next year's junior technology majors will come from this year's:

1. sophomores who advance
2. juniors who won't advance
3. engineering majors who CODO
4. etc.

Keeping track of the possibilities and estimating the contributions of each would be daunting were it not for the matrix, a mathematical tool that performs such computations with ease.

The speaker will introduce the logic behind the Markov flow model, compare it to competing models, and demonstrate an Excel workbook that produces enrollment projections based on the matrix.

11:00 a.m.-11:40 a.m.

RESEARCH PRESENTATION

Columbus A & B, Level 3

Assessing Student Learning Outcomes: Pitfalls, Challenges and Outcomes of Surveying Employers (619)

DANNY R. OLSEN (Author), Director of Institutional Assessment and Analysis, Brigham Young University

ERIC JENSON (Author), Researcher, Brigham Young University

This session presents an effective model of obtaining employer feedback being implemented by a large university yet applicable to all. Instrument development included a targeted linkage to institutional learning outcomes. Discussion will include methods used, lessons learned, resulting data usage, outcomes, and future considerations. Selected findings to be presented include: 1) the most effective methods by which graduates can find jobs in varying industries, 2) employer's perceived expectations of graduates, 3) strengths and weaknesses of graduates hired, and 4) hiring profiles of interns and employees by industry. Instrument content and findings will be shared and made available.

11:00 a.m.-11:40 a.m.

RESEARCH PRESENTATION

Chicago 9, Level 4

"Unknown" Students on College Campuses: An Exploratory Analysis (623)

ALMA R. CLAYTON-PEDERSEN (Author), Vice President for Education and Institutional Renewal, Association of American Colleges and Universities

JOSE MORENO (Author), Assistant Professor, California State University-Long Beach

CEL JOHNSON (Facilitator), Executive Director of Institutional Research and Planning, University of San Diego

Responding to the increasing number of students who fall into the "race/ethnicity unknown" category of postsecondary demographic data, we devised a method to ascertain the racial/ethnic backgrounds of these students by comparing enrollment data to a second, independent data set. Tested at three institutions in California, findings point mainly to two groups comprising previously "unknown" students – those who identify as white-only, and those identifying as multiracial-white. These findings alert campus leaders to the need to be more attentive to this growing segment of the student population. We conclude with recommendations for both campus and federal data collection and use.

11:00 a.m.-11:40 a.m.

RESEARCH PRESENTATION

Michigan Room A, Level 2

Determining Substantive and Consequential Validity of Student Ratings of Instruction (627)

KARMA A. EL HASSAN (Author), Director of the Office of Institutional Research and Assessment, American University at Beirut

This study aimed at exploring faculty and student perspectives on student evaluations, as well as identifying their perceptions of the usefulness and appropriateness of the ratings for evaluating teaching effectiveness. At the beginning of the fall term 2005-6, two surveys were developed and placed on Web site of Office of Institutional Research & Assessment .E-mails were sent to all students and faculty participating in ICE soliciting their cooperation and requesting their input. Data were analyzed and frequencies and descriptive information were reported per item. Faculty and student perceptions were compared qualitatively and statistically. Results were discussed and implications for system improvement provided.

11:00 a.m.-11:40 a.m.

RESEARCH PRESENTATION

Michigan Room B, Level 2

Applying Organizational Effectiveness Models to the Development of Program Assessment Plans (629)

JOHN N. MOYE (Author), Director of Curriculum Development, Capella University

ELIZABETH YEH (Author), Assessment Specialist, Capella University

KATHERINE C. COY (Facilitator), Director of Institutional Research, Drury University

This presentation identifies and explains the standard frameworks developed in the field of organizational effectiveness to assess organizational performance. These frameworks are used to design program effectiveness plans for higher education academic programs that seek to monitor and improve performance on the basis of the values and structure of the program. A model of an assessment plan is developed for each framework that specifies suggested performance indicators and possible measurements.

11:00 a.m.-11:40 a.m.

SCHOLARLY PAPER

Arkansas Room, Level 2

Attrition among Female Tenure-Track Faculty (337)

LOUISE AUGUST (Author), Research Specialist, University of Michigan-Ann Arbor

This study examines data from a 1996 faculty survey updated in 2004 with current employment information at a Research I institution in the Midwest. A series of logistic regressions was conducted to examine faculty attrition using actual departure rather than self-reported departure intentions. The rate of attrition was found to be higher for women than for men ($p < .01$). The findings further suggest, as does the research literature, that women experience their academic careers differently from men, and that different factors contribute to their decisions to leave.

11:00 a.m.-11:40 a.m.

SCHOLARLY PAPER

Parlor F, Level 3

Doctoral Persistence: Using Multiple Data Sources to Address a Complex Issue (340)

DHANALAKSHMI THIRUMALAI (Author), University of California-Los Angeles

The purpose of this session is to examine how the experiences of current students and doctoral recipients, in programs with a range of completion rates, can provide insight into the topic of doctoral persistence. The presentation will include a summary of the importance of research on doctoral persistence, a discussion of the various data sources institutions can use to study this topic, and selected findings. The session will conclude with a conversation about obstacles associated with research on doctoral persistence, what session attendees are experiencing on their campuses, and how best to address these issues.

11:00 a.m.-11:40 a.m.

SPECIAL EVENT

Illinois Boardroom, Level 2

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

SPECIAL EVENT

Parlor E, Level 3

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

11:00 a.m.-11:40 a.m.

SPECIAL EVENT

Ohio Room, Level 2

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

12:00 p.m.-2:00 p.m.

COMMITTEE MEETING

Lincoln Boardroom, Level 3

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

12:00 p.m.-2:00 p.m.

SPECIAL EVENT

Chicago 6 and 7, Level 4

Awards Luncheon (011)

WILLIAM E. KNIGHT (Convener), Assistant Vice President for Planning and Accountability, Bowling Green State University
 MARY KORFHAGE (Convener), Senior Associate, University of Louisville

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.

2:10 p.m.-2:50 p.m.

BEST PAPER/PRESENTATION SESSION

Missouri Room, Level 2

AIR Best Paper: Faculty Labor Market Disparities by Race/Ethnicity and Family Status: Evidence from NSOPF:99 (731)

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University Bloomington
 JOHN V. MOORE (Author), Project Associate, National Survey of Student Engagement at Indiana University
 ANNE MARIE DELANEY (Facilitator), Director of Institutional Research, Babson College

In this study, we use data from the 1999 National Study of Postsecondary Faculty (NSOPF:99) to examine labor market differences for faculty based on their race/ethnicity and family status. We focus more specifically on whether the race/ethnicity and family status of an individual influences his/her compensation, rank, and nature of employment in academe.

2:10 p.m.-2:50 p.m.

COMMITTEE MEETING

Lincoln Boardroom, Level 3

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

2:10 p.m.-2:50 p.m.

DEMONSTRATION

Michigan Room B, Level 2

Building a New Department Review Model Based on Quality Improvement Principles (435)

NANCY C. MCNERNEY (Author), Assistant Vice President, College of Lake County
 DENISE ANASTSIO (Author), College of Lake County

The IR director along with the department review team are responsible for all nonacademic department reviews. With the college's adoption (AQIP) a continuous improvement management model, the team decided to revise its department review procedures to incorporate principles of continuous improvement (CI). To implement the new process, a manual for conducting the new department review model was developed with step-by-step procedures for departments to implement the new process. This presentation will provide highlights of the new model and examples of outcomes. An electronic copy of the manual will be given to each participant.

2:10 p.m.-2:50 p.m.

DEMONSTRATION

Mississippi Room, Level 2

Spreading the Culture of Evaluation: An Online Course for Outcomes-Based Evaluation (528)

RACHEL APPLGATE (Author), Assistant Professor, Indiana University

To improve accountability, a shift from output to outcome evaluation is needed in all aspects of academic services. In order to educate library and museum professionals in the conceptual framework of outcomes-based evaluation, the Institute of Museum and Library Services has funded the development of an online, instructor-mediated tutorial. Libraries too often focus on providing tools and counting uses rather than attempting to measure the impact of their resources and services. This presentation showcases the pedagogical elements of the online course and the structure of the cross-disciplinary project developing it.

2:10 p.m.-2:50 p.m.

DEMONSTRATION

Sheraton 2, Level 4

Let's Get Together: Cross-Divisional Collaboration for Student Success at a Large Comprehensive Urban Public University (534)

MICHELLE A. SAINT-GERMAIN (Author), Professor, California State University-Long Beach

VINCENT A. NOVACK (Author), Assistant Vice President, Institutional Research and Assessment, California State University-Long Beach

SUSAN PLATT (Author), Director, Testing and Evaluation, California State University- Long Beach

While cross-divisional collaboration in comprehensive colleges and universities is not common, this presentation provides a detailed account of how to share data across divisional lines to improve student success. The presentation discusses how the idea arose, the various plans that were adopted and discarded, the barriers that were encountered, and how solutions were found. A model is presented for other institutions to follow in providing easily accessible data from student testing, institutional research, and academic affairs for faculty and staff engaged in program evaluation, outcome assessment, and other initiatives for student success. Implications for cost-savings will be shared.

2:10 p.m.-2:50 p.m.

DEMONSTRATION

Arkansas Room, Level 2

Desktop Publishing for Institutional Researchers: Using Adobe InDesign CS2 to Create Professional Reports (654)

ALLAN JOSEPH MEDWICK (Author), Research Analyst, Kean University

This demonstration will show how to create a short brochure containing text, tables, and graphs using Adobe InDesign CS2. Participants will be able to do the following after attending this session: (1) create a new Adobe InDesign document; (2) design a basic layout using text and graphics frames; (3) import and format text from a Microsoft Word document; (4) import and format a table from a Microsoft Excel spreadsheet; and (5) import graphs from both SAS and SPSS. AIR members looking for a break from the science of institutional research will appreciate this foray into the art of institutional research.

2:10 p.m.-2:50 p.m.

DEMONSTRATION

Chicago 8, Level 4

Data Warehousing for Easier Reporting at A Public Technical College Using Estudios Enterprise by ZogoTech (660)

DARLINE MORRIS (Author), Director of Institutional Effectiveness Research and Planning, Texas State Technical College

MICHAEL TAFT (Author), Zogo Tech

This demonstration will illustrate how a public two-year technical college increased the effectiveness of their institutional research processes while providing information for informed decision making in a more timely manner. The development of a data warehouse supported by Estudios Enterprise software with all of the advanced analytics such as data mining and prediction that institutional administrators need, in addition to a suite of server-based student tracking and reporting software has consolidated silos of information. Users can create their own ad-hoc queries and reports in a secure, central location – all designed from the ground up.

2:10 p.m.-2:50 p.m.

DEMONSTRATION

Chicago 9, Level 4

Developing a Targeted Recruitment Model Using One State's No Child Left Behind Accountability Data (663)

SONIA SCHAIBLE BRANDON (Author), Director of Institutional Research, Mesa State College

The purpose of this demonstration is to display one institution's in-state recruitment model utilizing No Child Left Behind accountability data. Utilizing the data that the state department provides for high schools, this tool offers targeted recruitment for high school graduates by using variables of the high school.

2:10 p.m.-2:50 p.m.

RESEARCH PRESENTATION

Erie Room , Level 2

Do You Hear What I Hear? Use of Focus Group Methodology to Capture Student Opinions (675)

NANCY C. SHOWERS (Author), Director of Institutional Research, Oakland Community College

BARANDA J. FERMIN (Facilitator), Graduate Assistant, Michigan State University

Institutional Research offices within higher education institutions utilize many methodologies to learn more about their students. Focus groups can provide an alternative and innovative way to "hear" what students have to say. By capturing direct comments and verbatim feedback, researchers can learn and gain a new level of understanding about students' thoughts and perceptions. The focus group methodology provides a viable and useful tool to gather honest and direct student opinions.

3:00 p.m.-3:40 p.m.

COMMITTEE MEETING

Lincoln Boardroom, Level 3

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

3:00 p.m.-3:40 p.m.

DEMONSTRATION

Michigan Room B, Level 2

“Making the Case” for Independent Higher Education: An On-Line Data Resource (538)

HAROLD V. HARTLEY (Author), Director of Research, Council of Independent Colleges

The Council of Independent Colleges (CIC) recently launched a Web site that compiles the evidence of the quality and effectiveness of private higher education, organizing it in a way that communicates the breadth of this message, presented in a format that is easy to understand and share with others. The Web site presents data from over a dozen studies supporting messages that offer support for the private sector of higher education. This demonstration session presents an overview of the CIC “Making the Case” Web site, explaining the rationale, clarifying the messages, describing the site structure, and detailing the research that supports the messages.

3:00 p.m.-3:40 p.m.

DEMONSTRATION

Mississippi Room, Level 2

Open Source Dynamic Fact Book: Construction Kit (637)

S. WICKES WESTCOTT (Author), Statistician Research Analyst, Clemson University

NANCY T. JAMES (Author), Statistical Research Analyst III, Clemson University

We have implemented a Web fact book that has significantly reduced the time required for annual updates while substantially increasing viewing options. Views are constructed via a Web form and require only basic knowledge of HTML and SQL query language. Annual updates only require an upload of new data to database tables. The application is completely open source, based on Perl and MySQL running on a Linux Apache server. Application files will be available to others under the General Public License. We hope to establish a core group of users who will share innovations for continuous improvement of the application.

3:00 p.m.-3:40 p.m.

DEMONSTRATION

Sheraton 2, Level 4

Major Assessment Profiles at a 4-Year Public Institution (646)

AMY L. EDWARDS (Author), Assistant Director, Eastern Illinois University

On-line Excel spreadsheets (Major Assessment Profiles) were created to allow academic departments to access frequently requested data. A major assessment profile was created for each academic program at the university. Each spreadsheet includes data regarding the academic department, program, majors, and alumni. The data is used for program reviews, accreditation, assessment, departmental surveys, and other ad hoc reports.

3:00 p.m.-3:40 p.m.

RESEARCH PRESENTATION

Chicago 9, Level 4

Texas Higher Education Accountability System: A Tool for Promoting Excellence in Postsecondary Education (526)

GABRIELA BORCOMAN (Author), Program Director, Texas Higher Education Coordinating Board

SUSAN R. GRIFFITH (Facilitator), Executive Director of Institutional Research - Office of Institutional Effectiveness, University of Texas-Pan American

On January 22, 2004, Texas Governor Perry issued Executive Order RP 31, that represented the start of the Higher Education Accountability System in the state. The Executive Order required all institutions, colleges, universities, and university systems plus Texas Higher Education Coordinating Board (THECB) to work together and to provide “the information necessary to determine the effectiveness and quality of the education students receive at individual institutions”. The presentation will focus on the structure of the accountability system and the measures used. Comparison with other accountability systems will be also attempted. The presentation will end with lessons learned and recommendations.

3:50 p.m.-4:30 p.m.

COMMITTEE MEETING

Lincoln Boardroom, Level 3

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

3:50 p.m.-4:30 p.m.

DEMONSTRATION

Chicago 9, Level 4

Development of an Assessment, Institutional Effectiveness and Accreditation Web Portal (668)

THERESA MARTIN (Author), Director of Institutional Research, Demography and Assessment, Eastern Washington University

LINDA KIEFFER (Author), Associate Professor of Computer Science, Eastern Washington University

Can a Web portal be developed that will allow for the collection, analysis and report generation for all assessment, accreditation and institutional effectiveness data? This is the store of such a development of such a system and the demonstration of the system.

3:50 p.m.-4:30 p.m.

DEMONSTRATION

Mississippi Room, Level 2

Dynamic Charts: An Approach to Making Institutional Data Available Through Graphical Means (670)

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

Charts are powerful, visual representations of data. They are generally much easier to understand than large tables of numbers. Because of this, we are implementing an interactive, Web-based tool that will allow users to look at graphical representations of our institutional data, instead of just simple tables. This demonstration will 1) describe the process followed to develop the system, including the different tools used; 2) walk through several of the different charts available on the system, while interacting with them; and 3) offer some practical advice from lessons learned during the development of the system.

4:00 p.m.-7:30 p.m.

COMMITTEE MEETING

Mayfair Room, Level 2

2007 Forum Committee (096)

MARY KORFHAGE (Committee Chair), Senior Associate, University of Louisville

Meeting of the 2007 Forum Committee.

7:00 p.m.-Until

COMMITTEE MEETING

Lincoln Boardroom, Level 3

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

7:00 p.m.-Until

SPECIAL EVENT

Sports Bar, Level 3

Forum Wind-Up Party (009)

WILLIAM E. KNIGHT (Host), Assistant Vice President for Planning and Accountability, Bowling Green State University

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

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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- W02 Beginning/Intermediate MS Access for Institutional Researchers (p. 11)
- W03 Intermediate/Advanced MS Access for Institutional Researchers A Hands-on Workshop Specially Designed for Institutional Researchers (p. 12)
- W04 Strategies for Overcoming Barriers to Implementing Outcomes-Based Assessment (p. 13)
- W05 Assessing Student Learning and Development (p. 17)
- W06 Data 101 (p. 11)
- W07 Introduction to XML (p. 19)
- W08 Undertaking Alumni Studies (p. 19)
- W10 Action Research: Promoting Systematic Inquiry on Relevant Educational Problems in the Classroom and the Co-curriculum (p. 16)
- W11 An Introduction to Using DAS Online for Research (p. 13)
- W12 Knowledge Management for Higher Education: A Primer (p. 16)
- W13 An Introduction to SAS Enterprise Guide (p. 13)
- W14 Developing Reference Groups and Using Comparative Data Online (p. 12)
- W15 Environmental Scanning: Using Technology to Create a GIST-In-Time Futuring Tool (p. 13)
- W16 Getting Started with Student Learning Assessment (p. 17)
- W17 Developing Program Assessment Plans (p. 19)
- W18 Program Assessment System Design and Implementation (p. 16)
- W19 Presidential Pre-Conference Symposium: Dealing with Disaster: An Institutional Research Necessity (p. 19)
- W20 Creating Learning Outcomes Assessment Plans in Student Affairs (p. 17)
- W21 Applying the Principles of Project Management to Facilitate Institutional Research, Planning and Assessment (p. 13)
- W22 Learning by Doing: Using External Environmental Scanning and Forecasting to Improve Strategic Planning (p. 11)
- W24 Learning Microsoft Excel and Access PivotTables (p. 11)
- W25 Training on Both Clustering Techniques and Predictive Data Mining Techniques Using a Datawarehouse (p. 17)
- W26 Data Mining the Institutional Databases to Examine the Issue of Student Success (p. 16)
- W27 Developing Survey Questionnaires for the Web (p. 11)
- W28 Enhancing Your SAS Programming Skills (p. 18)
- W29 Planning and Analysis as Essential Components of Institutional and Programmatic Accreditation (p. 19)
- W30 How to Conduct Your Surveys on the Web with WebSurveyor (p. 20)
- W31 Survival Analysis (p. 17)
- W32 Using IPEDS Data Tools via the Web (p. 18)
- W33 Research Design Ideas for Institutional Researchers (p. 20)
- W34 Using SAS Arrays to Shape Your Data (p. 18)
- W35 Building an Institutional Dashboard - Identifying The Measures, Benchmarks and Displays to Meet Users' Needs (p. 12)
- W36 How to Write and Publish a Research Paper in a Scholarly Journal (p. 14)
- W37 Foundations of Planning Within the Context of Higher Education (p. 12)

SUNDAY MATRIX

Sunday Room Matrix											
Room	8:00-8:59 am	9:00-9:59 am	10:00-10:59 am	11:00-11:30 am	11:31-12:29 pm	12:30-12:59 pm	1:00-1:59 pm	2:00-2:59 pm	3:00-3:59 pm	4:00-4:59 pm	5:00-5:59 pm
Arkansas Room	W37	W37	W37	W37	W37	W37	W37	W37	W37	W37	W37
Colorado Room							W04	W04	W04	W04	
Huron Room	W22	W22	W22	W22							
Illinois Boardroom	005	005	005	005	010	010	010	010	010	010	010
Michigan Room A - Computer Lab	W02	W02	W02	W02	W03	W03	W03	W03	W03	W03	
Michigan Room B Internet/Computer	W14	W14	W14	W14	W14	W14	W14	W14	W14	W14	
Mississippi Room Internet/Computer	W24	W24	W24	W24							
Missouri Room							W21	W21	W21	W21	
Ohio Room	W35	W35	W35	W35	W35	W35	W35	W35	W35	W35	
Parlor A (Technology Support Center, Parlor C (Forum Office)											
Parlor G											015
Sheraton 2 Internet/Computer Lab	W27	W27	W27	W27							
Superior Room A											
SPSS Computer Lab 1							W36	W36	W36	W36	
SPSS Computer Lab 2	W06	W06	W06	W06			W15	W15	W15	W15	
SAS Lab 1							W11	W11	W11	W11	
Exhibit Promenade							W13	W13	W13	W13	
											001

TUESDAY MATRIX

Room	7:30-8:30 am	8:30-9:30 am	9:30-10:30 am	10:30-11:00 am	11:00-11:30 am	12:00-12:30 pm	1:00-1:40 pm	1:40-2:30 pm	2:40-3:10 pm	3:20-4:00 pm	4:10-4:50 pm	5:00-5:40 pm	5:40- pm
Adkins Room	50		44		34	51	33	33	33	33	33	33	
Chicago 10	071		49		60		70	70	70	036	036	64	
Chicago 6 and 7		03											
Chicago V	54		26		28		45	45	45	001	001	19	
Chicago V (Main)			60		67		63	63	63	630	630	67	
Conrad Room	52		31		28		30	30	30	231	231	31	
Coulter A & B	50		50		69		36	36	36	28	28	30	
Eng Room	52		57		47		62	62	62	33	33	32	
Harco Room	50		72		72		74	74	74	715	715	42	
Illinois Boardroom							075					33	
Union Boardroom	59						006	006				310	
Walter Room	007												
Michigan Room A & B	54		24		17		27	24	24	150	150	60	
Michigan Room A			24		17		27	24	24	150	150	60	
Michigan Room B Internet	57		24		29		31	31	31	279	279	29	
Management Room Internet			31		40		40	40	40	427	427	39	
Missouri Room	007		60		76		89	76	76	289	289	28	
Ohio Room	54		27		50		54	54	54	245	245	146	
Oxiana Room			67				66	66	66	674	674	24	
Perfor A (Technology Support Center)													
Perfor A	500		00		07		000	000	000	010	010	011	
Perfor C (Person Office)													
Perfor E			24		14		149	29	29	151	151	240	
Perfor F	521		26		20		266	266	266			603	
Perfor G			109		101		109	103	103	113	113	104	
Perfor H (Exhibit A & B)										002		741	
Perfor I			118		63		119			117	117	667	
Perfor J Internet			23		68		60	60	60	237	237	64	
Perfor K			17		46		616	616	616	210	210	67	
Perfor L			36		73		707	703	703	211	211	106	
Perfor M			54		70		703	703	703	24	24	24	
Perfor N			06		43		406	406	406	107	107	716	
Perfor O			63		38		604	604	604	247	247	115	
Chicago V			41		41		387	387	387	142	142	142	
Chicago 7			207		207		305	305	305	617	617	617	

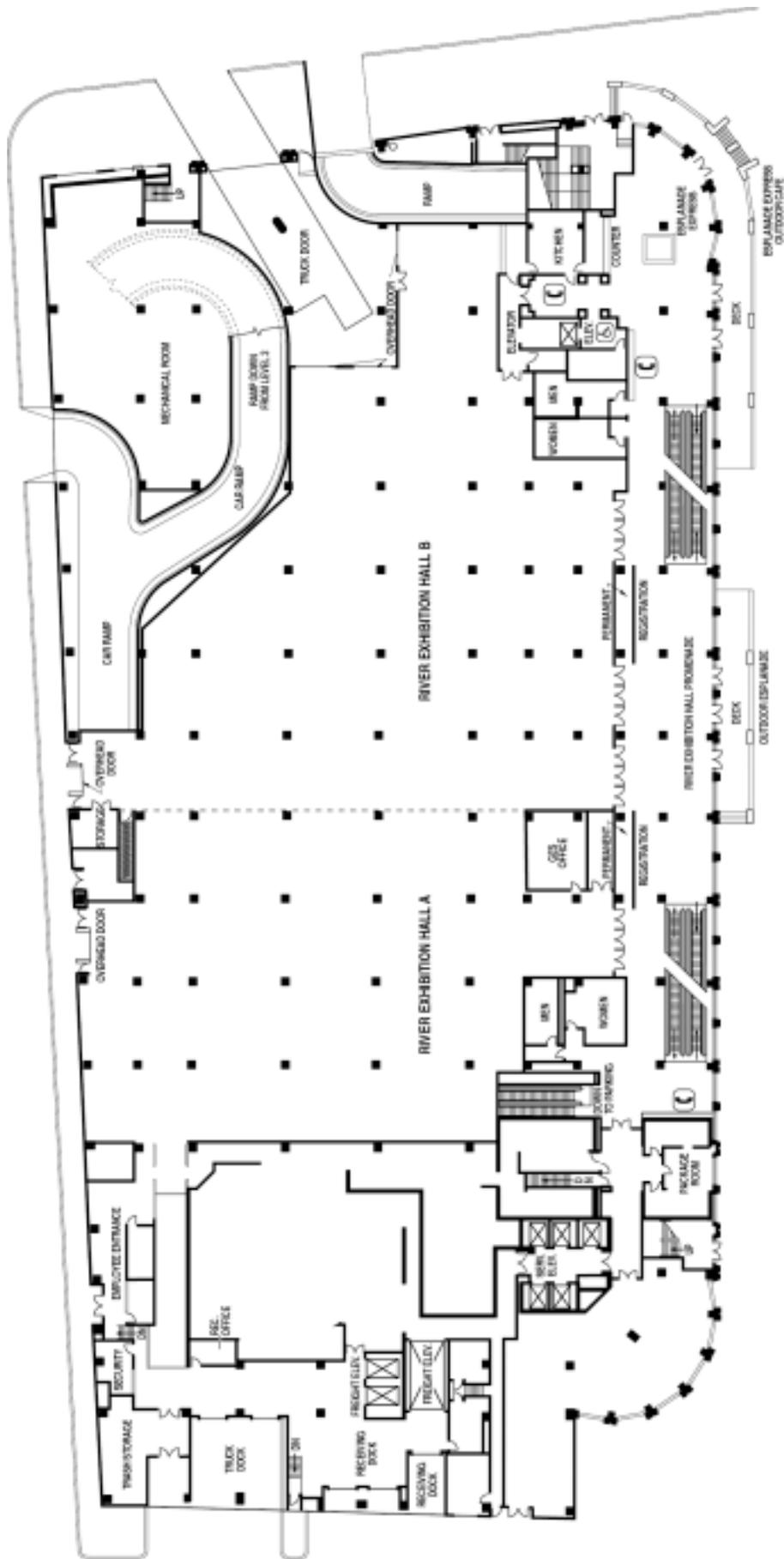
WEDNESDAY MATRIX

Room	7:30-8:20 am	8:30-9:10 am	9:40-10:10 am	10:20-11:00 am	11:10-11:50 pm	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	4:30-5:00 pm	5:10-5:50 pm
Arkansas Room	125				114	214	234	267	347	329	156	420
Chicago 10	606				606	401	183	183	747	420	420	
Chicago 8	602				510	403	284	413	730	416	422	
Chicago 9 Internet					525	312	628	447	447	603	548	
Colorado Room	309					126	155	222	664	236	748	874
Columbus A & B	205				749	750	621	621	740	729	729	
Erie Room	452	016			255	334	446	446	343	239	735	815
Huron Room	720				464	656	522	645	522	242	257	
Illinois Boardroom						085	085	085	085	085	085	
Lincoln Boardroom						528						529
Mayfair Room					004	004		220	221	222	223	
Michigan Room A	132				717	717	719	719	121	232	256	583
Michigan Room B Internet	615				111	124	235	515	666	511	209	546
Mississippi Room Internet	516				112	128	514	519		542	200	961
Missouri Room					724	138	203	225	742	244		564
Ohio Room	455				113	201	216	239	550	550	262	
Ontario Room	644				298	203	217	229	743	246	264	
Parlor A (Technology Support Center)												
Parlor B	412				413	428		416	417	418		
Parlor C (Forum Office)												
Parlor E	119				460	204	332	341	328	247	266	697
Parlor F	223				756	206	449	449	745	288		532
Parlor G	110				113	108	107	108	105	111	110	535
River Exhibit A & B			083									
Sheraton 1	307				611	209	622	622	256	250		
Sheraton 2 Internet	727				116	513	218	230	544			
Sheraton 3	718				118	404	424	425	426	417	427	
Sheraton 4	221				120	406	630	630	412	418	424	
Sheraton 5	223				122	344	410	344	419	419	425	
Superior Room A	473				726	210	219	735	735	251	272	
Superior Room B	511				135	339	221	233	103	624	275	
Chicago 6	297				536	536	704	704	603	530	530	
Chicago 7	285				509	492	603	285	751	415	421	

THURSDAY MATRIX

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	12:00-2:00 pm	2:10-2:50 pm	3:00-3:40 pm	3:50-4:30 pm	7:00- pm
Arkansas Room	578	241	434	440	444	337		654		
Chicago 10		428	434	440						
Chicago 6 and 7						011				
Chicago 8		430	438	442		616		660		
Chicago 9 Internet		532	532	443		623		663	626	668
Colorado Room		276	292	444						
Columbus A & B		429	335	200		619				
Erie Room		277	293	338		652		675		
Huron Room		278	296			634				
Illinois Boardroom	086	086	086	086		086				
Lincoln Boardroom		090	090	090		090	090	090	090	090
Mayfair Room	084	084	084	084		084				096
Michigan Room A		280	282	461		627				0
Michigan Room B Internet		533	533	465		629		435	536	
Mississippi Room Internet		287	283	467		611		528	617	670
Missouri Room		203	284	472		632		711		
Ohio Room	091	091	091	091		091				
Ontario Room			336	482		635				
Parlor B	098	098	098	098		098				
Parlor C (Forum Office)										
Parlor E	087	087	087	087		087				
Parlor F	095	525		289						
Sheraton 1		290	342	607		649				
Sheraton 7 Internet	521			738		640		534	646	
Sheraton 3		431	437	610		651				
Sheraton 5		433	439	653		653				
Sports Bar										009

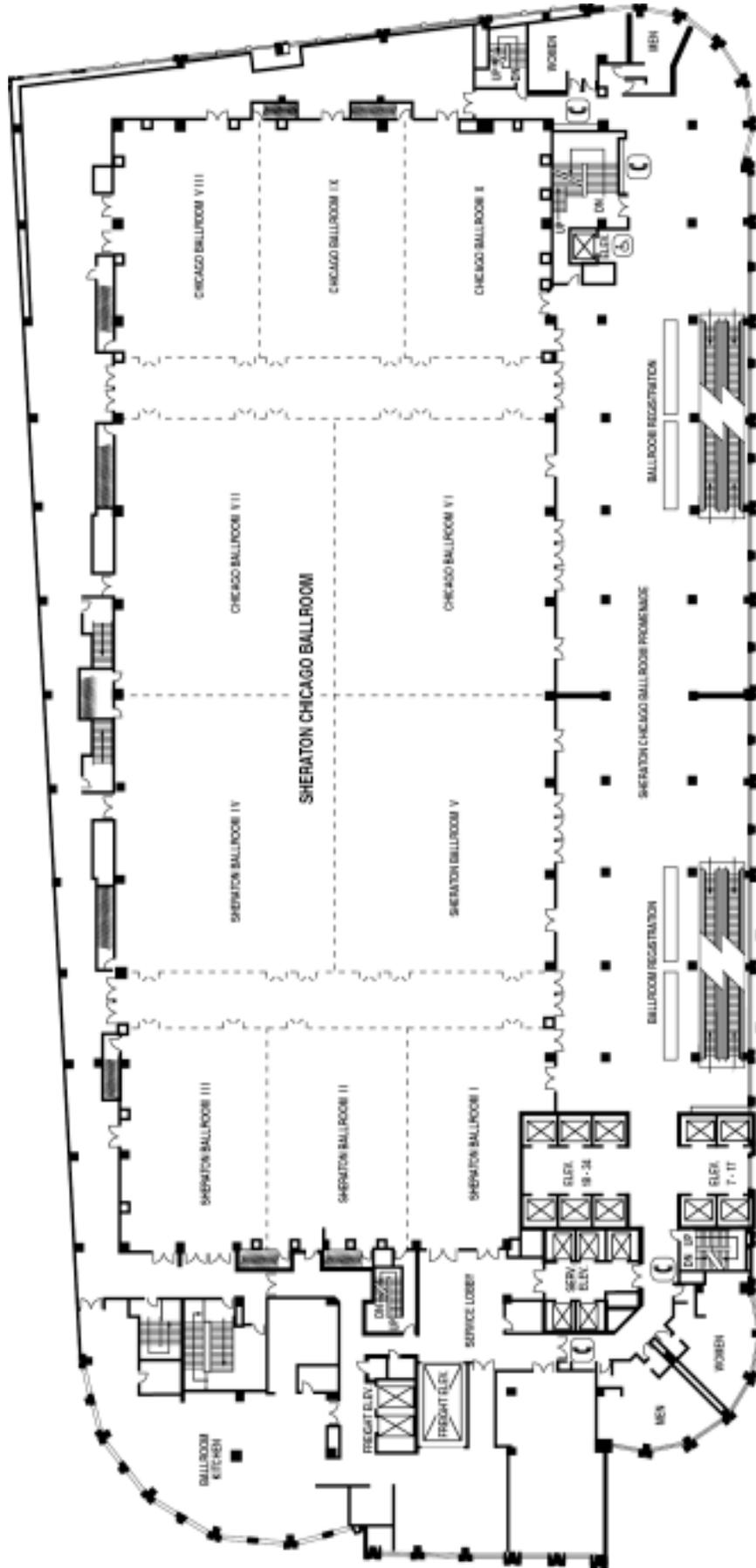
FLOOR PLAN - LEVEL 1

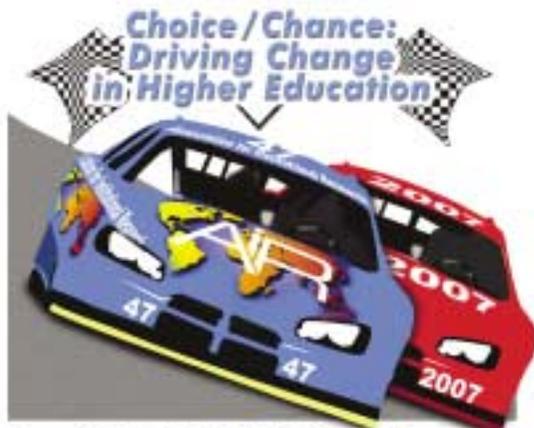


FLOOR PLAN - LEVEL 2



FLOOR PLAN - LEVEL 4





Association for Institutional Research
Kansas City, Missouri
47th Annual Forum
June 2 - 6, 2007

Rally in Kansas City for the 47th Annual AIR Forum

Kansas City, Missouri
June 2-6, 2007

Higher education, long recognized as a leader in the creation and dissemination of knowledge and its innovative application, is now challenged by its own success to remain competitive, to remain creative, to be accountable, and to be responsive to emerging public demands. Successfully meeting these expectations means change. Change that at times is driven by choice motivated to reinvent the institution, and at other times, by chance and the desire to minimize its risk or capitalize on its opportunity.

Institutional research is often called to inform decisions and change-producing actions. Are you ready to meet the demands ahead? Join your colleagues on the IR team at the 2007 Forum, re-stock your IR toolbox, share successes and lessons learned, refuel for the year ahead and prepare to keep pace as ***Choice and Chance Drive Change in Higher Education.***

The Forum location, Kansas City may be best known for steaks, barbeque, and jazz, but it is also a city of fountains and boulevards in the "Heart of America."

It is home to Hallmark Cards, Russell Stover Candies, Sprint Corp, the Kansas City Chiefs and Royals, the Negro Leagues Baseball Museum, and the Kansas Speedway. And, let's not forget the Kansas City Zoo, the Nelson-Atkins Museum of Art, and the 18th and Vine Historic Jazz District.

Shopping, entertainment, and fine and food dining options abound in The Crown Center, across the street in the beautifully restored Union Station, and nearby at Westport, a popular nightlife district, and the Country Club Plaza, a 14-block outdoor shopping and entertainment area For details visit <http://www.visitkc.com>

2007 Forum Planning Committee

Mary Korfhage
Forum Chair

Michelle Hall
Associate Forum Chair

Kansas City, Here We Come!