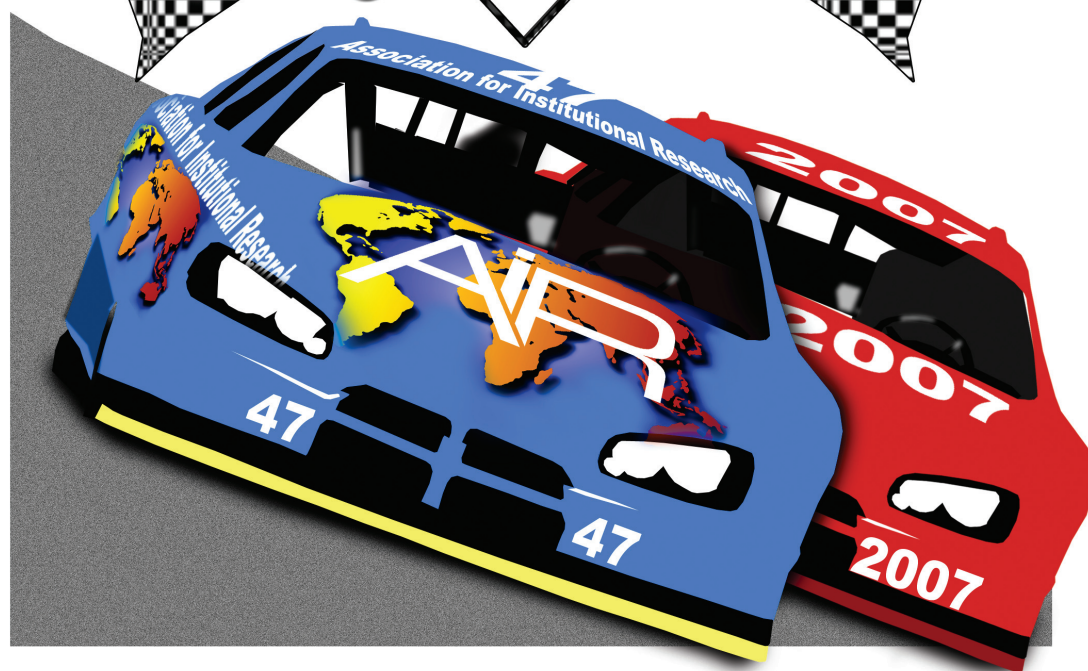


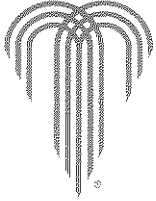
AIR 47TH ANNUAL FORUM

**Choice / Chance:
Driving Change
in Higher Education**



Association for Institutional Research
Kansas City, Missouri
47th Annual Forum
June 2 - 6, 2007

CITY OF FOUNTAINS
HEART OF THE NATION



KANSAS CITY
MISSOURI

Office of the Mayor

Mayor Kay Barnes

29th Floor, City Hall
414 East 12th Street
Kansas City, Missouri 64106-2778

Kansas City
Missouri



2006

(816)513-3500
Fax:(816)513-3518

Greetings!

As Mayor of Kansas City, Missouri, I am delighted to welcome you to Kansas City and the Association for Institutional Research 2007 Annual Forum.

Although you will be busy with the forum, you'll also need to get out and enjoy the "Kansas City experience." Known as "the City of Fountains," Kansas City has much offer with its impressive art museums and galleries, fabulous restaurants, historic sites and shopping venues. The AIR Forum will take place within walking distance of both Union Station and Liberty Memorial, the National World War I Museum. Throughout the City you will find much to enjoy—I encourage you to visit the historic 18th and Vine area which houses both the Negro Leagues Baseball Museum and the American Jazz Museum, take in some shopping on the Country Club Plaza, and just take in the sights and sounds of this vibrant City.

I welcome you, and hope you thoroughly enjoy your time in Kansas City.

Sincerely,



Kay Barnes

**Association for
Institutional Research**



Welcome to Kansas City and the 47th AIR Forum!

The annual meeting of the Association for Institutional Research is designed to advance the careers and competencies of IR professionals, develop networks for practitioners to share their experiences and perspectives, and promote the practice and profession of institutional research throughout the higher education community.

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 creative, to remain competitive, to be accountable, and to be responsive to emerging public demands. *Choice/Chance: Driving Change in Higher Education*, the unifying theme of this Forum, draws attention to these challenges facing colleges and universities today and the strategies used to meet them.

Our program offers an array of professional development opportunities, including pre-Forum Workshops, Scholarly Papers, presentations of Research-in-Action, Poster Sessions, Demonstrations, Panel Discussions, and Affiliate Group and Special Interest Group meetings. Program spotlights include two plenary sessions; the Presidential Symposium, *Global Competition in the Higher Education Enterprise: Roles for IR*; the panel of presidents that explores *The Role of IR in Addressing Student Access: A President's Perspective*; and two opportunities to contribute to planning for the celebration of the 50th AIR Forum in 2010.

Informal opportunities also abound to interact with colleagues during receptions and vendor-sponsored refreshment breaks and the exhibit area is the place to learn about new products and services supporting institutional research.

Developing this Forum has truly been the effort of a planning team of over 200 AIR members who reviewed proposals, organized special events, and coordinated local arrangements. In addition, the Executive Office staff provided steadfast, professional support for all aspects of the planning process. To them we extend our heartfelt appreciation.

And, to you who have joined us as presenters, volunteers, and participants, thank you for sharing this Forum with us.

With best wishes,

Mary Korfhage
2007 Forum Chair

Michelle Hall
2007 Associate Forum Chair

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INTRODUCTION

This Final Program provides brief listings of presentations, including title, presentations format, location and time, presenter, and abstract. The first number of the session number identifies the substantive track to which it is assigned. Track descriptions appear on page 7.

The Online Personalized Scheduling Tool

The Online Personalized Scheduling Tool can be found at the AIR Web site <http://airweb.org>. A 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 number.

You do not need an ID or 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.

World Wide Web and E-Mail Service Access

An Internet Kiosk set up in the Hyatt Pershing Exhibit Hall will be available for use by attendees to access the Web, to use and print updates to their Forum Personalized Schedule and to access E-Mail. You will need your E-Mail address and your password.

Special Sessions

Current and emerging issues of particular interest to the institutional research community are the focus of special sessions designed specifically for this conference. The Forum logo appears beside these programs that include the following:

- * Presidential Symposium: Global Competition in the Higher Education Enterprise: New Roles for IR
- * The Role of IR in Addressing Student Access: A President's Perspective
- * Emerging Framework for Graduation Rate Reporting
- * Voluntary System of Accountability: Response to the Spellings Commission Report
- * AIR Big Read: The Quiet Crisis: How Higher Education is Failing America

Other invited sessions showcase activities of AIR's External Relations Committee and AIR affiliated groups. Look for Best Papers presented at state and regional AIR affiliated group meetings; formal presentation of research sponsored through the AIR Grant Program; International Gathering; and programs by international colleagues. These sessions demonstrate the vitality and depth of state and regional conferences and the quality of institutional research conducted world-wide.

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.

Board and Track Committees

GENERAL INFORMATION

2006-2007 Board of Directors

FRED LILLIBRIDGE (President), Dona Ana Branch Community College
MARY ANN COUGHLIN (Vice President), Springfield College
SANDRA K. JOHNSON (Past President), Princeton University
GLENN W. JAMES (Treasurer), Tennessee Technological University
TIMOTHY K.C. CHOW (Secretary & External Relations), Rose-Hulman Institute of Technology
MARY KORFHAGE (Forum Chair), University of Louisville
MICHELLE HALL (Associate Forum Chair), Southeastern Louisiana University
MARSHA HIRANO-NAKANISHI (Higher Education Data Policy Chair), California State University System
ALAN J. STURTZ (Membership Chair), Connecticut State University System
KAREN WEBBER BAUER (Professional Development Services Chair), The University of Georgia
GARY R. PIKE (Publications Chair), Indiana University-Purdue University Indianapolis

2007 Forum Committee

Mary Korfhage (Forum Chair), University of Louisville
Michelle Hall (Associate Forum Chair), Southeastern Louisiana University
Christine M. Keller (Local Arrangements Chair), University of Kansas
Lorne Kuffel (Newcomers), College of William and Mary
Kathleen K. Bissonnette (Track 1), State University of New York at Buffalo
William F. Ritchie (Track 2), Keiser University
Valerie M. Conley (Track 3), Ohio University
Myrtes D. Green (Track 4), Lawson State Community Colleges
Ruben B. Garcia (Track 5), Texas Workforce Commission
Thulsai Kumar (Track 6), University of Northern Iowa
Yun K. Kim (Posters), Columbia College Chicago
Wm. Michael Wood (Computing Technical Support Chair), Delta College
Dawn R. Kenney (Evaluation), Central New Mexico Community College
Richard J. Kroc (Forum Publications), University of Arizona
Mary Lelik (Forum Workshops), University of Illinois at Chicago

Local Arrangements Committee

Christine M. Keller, (Chair) University of Kansas
Jerry Finch, (2008 Chair) Seattle Pacific University
Charles L. Van Middlesworth, Metropolitan Community Colleges Administrative System Office
Lawrence W. Westermeyer, University of Missouri - Saint Louis
Patricia Hart, University of Northern Iowa
Paul D. Langston, Missouri State University
Melodie E. Christal, Washburn University
Natalie Alleman, University of Missouri - Kansas City
Kelly R. Johnson, Cowley County Community College
Emily M. Petersen, University of Missouri - Rolla

Regina G. Brewer, Johnson County Community College
K. Patricia Sumner, Johnson County Community College
Dawn M. Ressel, Kansas Board of Regents
Kathryn M. Schmidtke, University of Missouri - Columbia
Rick D. Axelson, University of Missouri - Kansas City
Larry W. Bunce, Wichita Area Technical College
Colleen L. Denney, Kansas Board of Regents

PROGRAM TRACKS AND PEER REVIEW COMMITTEES

The 2007 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—Enhancing the Student Experience

Research and practice related to student development and the impact of the student experience outside the classroom, such as quantitative and qualitative measures of personal, social, and life skill development; campus/community engagement; program improvements based on assessments of student needs, as well as demographic and economic issues; student mobility and flow; and student satisfaction with the higher education experience.

Kathleen K. Bissonnette, (Chair) State University of New York at Buffalo
Michelle Appel, (2008 Chair) University of Maryland
Ronald M. Miller, Brigham Young University Hawaii
Lillian Y. Zhu, State University of New York College at Brockport
James Griffith, National Center for Education Statistics
Shannon M. Tinney, University of Maryland Baltimore County
Gregg Thomson, University of California-Berkeley
Sara McPhee, American Association of Community Colleges
Caula Beyl, Alabama A&M University
Dianne Graves, Washburn University
Marthie Cronje, University of Johannesburg
Court S. Crowther, University of California - Irvine
David X. Cheng, Columbia University in the City of New York
Deborah B. Dailey, Georgetown University
Jeffrey E. Dutton, State University of New York at Buffalo
John M. Kalb, Southern Methodist University
Harold V. Hartley, III, Council of Independent Colleges

Track 2—Assessing Student Learning and Outcomes

Research and practice related to assessing student learning outcomes; student intellectual development; quantitative and qualitative measures of student learning; psychometric evaluation and testing; and academic program improvement resulting from assessment of student learning.

William F. Ritchie (Chair) Keiser University
Paula Krist (2008 Chair) University of Central Florida
Melissa L. Freeman, Ohio University
Patricia A. Marsh, University of Central Missouri

John A. Muffo, Ohio Board of Regents
Denise C. Gardner, University of Georgia
William E. Knight, Bowling Green State University
Denise A. Krallman, Miami University Oxford
Yun K. Kim, Columbia College Chicago
Corby Coperthwaite, Connecticut Community Colleges
Dorothy S. Cheagle, Morris College
Craig N. Bach, Kaplan University and KHEC Schools
James Kostecki, Oakton Community College
William B. Armstrong, University of California-San Diego
David J. Kreitner, Keiser University
James F. Trainer, Villanova University
Lisa S. O'Leary, Tufts University
Braden J. Hosch, University of South Carolina - Aiken
George J. Rezendes, Three Rivers Community College
Theresa Waterbury, Winona State University
Amy R. Ballagh, Georgia Southern University
Jane Baillargeon, University of Idaho
Heather Roscoe, Tufts University
Meihua Zhai, National Association of Student Financial Aid Administrators
David W. Murphy, Missouri State University
Barbara McNeice-Stallard, Mt. San Antonio College
J. Fredericks Volkwein, Pennsylvania State University
Paul H. Freebairn, Brigham Young University Hawaii
James Bradley, Calvin College
Gary R. Hanson, University of Texas System
Timothy K. C. Chow, Rose-Hulman Institute of Technology
Georgia I. Gudykunst, Maricopa Community College District
Robert L. Armacost, Higher Education Assessment and Planning Technologies
Julia J. A. Pet-Armacost, University of Central Florida
Mark E. St. Andre, University of Utah
Mia D. Alexander-Snow, University of Central Florida
Robert A. Stanley, Columbia College Chicago
Robyn Marschke, University of Colorado at Colorado Springs

Track 3—Developing Academic Programs, Curriculum and Faculty Issues

Research and practice related to the development and management of academic departments, programs, and curriculum; faculty activities; the academic profession in general; and the changing nature of faculty work, including information and analyses useful to faculty members, department chairs, deans, chief academic officers, external organizations, and the public.

Valerie M. Conley, (Chair) Ohio University
James C. Eck, (2008 Chair) Rollins College
Michael Williford, Ohio University
John W. Curtis, American Association of University Professors
Christine M. Keller, University of Kansas
Chris Fastnow, Montana State University - Bozeman
Santanu Bandyopadhyay, Zane State College
Kelly R. Risbey, University of Minnesota
Jan W. Lyddon, San Jacinto College

Track 4—Informing Institutional Management and Planning

Research and practice related to campus-level planning, evaluation, and management including the types of information and analyses that support institutional policy- and

decision-making, strategic planning, resource allocation, organizational quality and change.

Myrtres D. Green, (Chair) Lawson State Community College
Joseph A. Rives, (2008 Chair) Western Illinois University
Robert G. Norris, University of West Florida
Michael D. McGuire, Georgetown University
Laura Westberg, Argosy University
Craig A. Clagett, Carroll Community College
Waddell M. Herron, California State University System
Phyllis Y. Edamatsu, Delaware State University
Charles Sheppard, Nelson Mandela Metropolitan University
Karen E. Black, Indiana University-Purdue University Indianapolis
Lois A. Alves, Middlesex Community College
Susan S. Gaylor, Lycoming College
Andrew Luna, University of West Georgia
Mona J. Gardner, Illinois Wesleyan University
Martin B. Fortner, Southern University at Shreveport
Sandra Bramblett, Georgia Institute of Technology
Timothy A. Walsh, Temple University
Barrie L. Dubray, University of Saskatchewan
Yves M. Gachette, State University of New York Buffalo State College
Nancy L. Kinsey, Kaskaskia College
Marcia A. Harrington, Christopher Newport University
Amin Muhammad, Bowie State University
Janis L. Newborn, Oakwood College
Debra K. Smith, Ottawa University

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

Research and practice emphasizing issues that go beyond the campus and recognize the national and international dimensions of higher education including accountability of individual institutions to external publics; multi-institutional collaborations (e.g., data exchanges, learning consortia, and articulation agreements) and associations; state and system-level issues; evolving public policy; workforce and economic development initiatives integral to the higher education mission.

Ruben B. Garcia, (Chair) Texas Workforce Commission
Lydia Snover, (2008 Chair) Massachusetts Institute of Technology
Gabriela Borcoman, Texas Higher Education Coordinating Board
Randy McCrary, Oklahoma State Regents for Higher Education
Brenda L. Bailey, Minnesota State Colleges and Universities
John C. Hayek, Kentucky Council on Postsecondary Education
Thomas J. Dimieri, Bryant University
Linda L. Hilts, University of British Columbia
Christopher J. Vinger, Berkeley College
William D. Slinger, North Dakota State University
Mark Macias, Spokane Community College
Mary Schaal, Arizona Western College
Paula N. Cox, Rice University
Tara R. Warne, University of Missouri System
Marilia Costa Morosini, Pontificia Catholic University of Rio Grande do Sul
Kurt L. Gunnell, Kansas Board of Regents

Track Committees

Karl Boughan, Prince George's Community College
Julia W. Carpenter-Hubin, The Ohio State University
David Prince, Washington State Board for Community and Technical Colleges
Emily Dibble, Bunker Hill Community College
Robert S. Goldstein, University of Louisville
Angela Detlev, State Council of Higher Education for Virginia

Track 6—Practicing Institutional Research: Theory, Techniques, Technologies, Tools and Ethics

Research and presentations related to the practice of institutional research, including organizational, ethical, methodological, and technological aspects of the profession.

Thulsai Kumar, (Chair) University of Northern Iowa
Mary Beth Worley, (2008 Chair) Dona Ana Branch Community College
Edith H. Carter, Radford University
Mary A. Day, Chandler/Gilbert Community College
Maryann S. Ruddock, University of Texas at Austin
Xiao Ying Zhang, San Diego Community College District
Sue Herring, Baylor University
Carol J. Bernhard, University of New Mexico
Allan Joseph Medwick, Kean University
Soyoung C. Yim, North Carolina Community College System
Viktor Brenner, Waukesha County Technical College
Zhao Yang, Old Dominion University
Wendy L. Miley, University of Arizona
Michael K. Tamada, Occidental College
Emily Chase Coleman, Syracuse University
Jean Chi-Jen Chen, University of North Dakota
Darby L. Hiller, Northwestern Michigan College
Sharon A. R. Kristovich, Parkland College
Roger P. Mourad, Washtenaw Community College
William Michael Wood, Delta College
Andrew S. LaManque, De Anza College
Karen C. Laljiani, El Centro College
Serge B. Herzog, University of Nevada, Reno
Gerard Dizinno, University of Texas at San Antonio
Kristin Moser, University of Northern Iowa
David Preston, Brazosport College
Kristia Stout, Waubensee Community College
Sutee Sujitparapitaya, San Jose State University
Soon O. Merz, Austin Community College

Best Poster

This Committee reviews and selects the Best Poster displayed at the Forum.

Yun K. Kim, (Chair) Columbia College Chicago
Mary Harrington, (2008 Chair) University of Mississippi
Rebecca E. Carr, Association of American Universities Data Exchange
Karen Frosolid Jones, American University
Denise D. Nadasen, University of Maryland
Pragathi Shetty, Temple University
Gayle M. Fink, University of Maryland System
Royal Dawson, Columbia College Chicago

Technology Support

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

Wm. Michael Wood (Chair), Delta College
Vinaykumar Ramachandra, (2008 Chair) Southeastern Louisiana University

Newcomers

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

Lorne Kuffel, (Chair) College of William and Mary
Karen DeMonte, University of Delaware
Irshad Ruhomutally, McGill University
Kat Collison, University of Delaware
Yves M. Gachette, State University of New York Buffalo State College
Regina N. Gibbons, Hampton University
B. Pinar Basim, Stanford University
Heidi A. Hansel, Kirkwood Community College

Evaluation

This Committee conducts an assessment of the current year's Forum and provides a report to support future Forum planning.

Dawn R. Kenney, (Chair) Central New Mexico Community College
Mitchell S. Nesler, (2008 Chair) State University of New York Empire State College
Evan S. Davies, College of William and Mary
Cornelia Wills, Middle Tennessee State University
Allison M. Walters, University of Delaware
Ruth V. Salter, Albany State University

Special Interest and Associated Groups

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

Timothy K.C. Chow (Secretary and External Relations Chair), Rose-Hulman Institute of Technology

Pre-Forum Professional Development Offerings

This Committee solicits and reviews proposals for half-day and full-day workshops and for submits the Professional Development program sessions for inclusion in the Forum program.

Mary Lelik (Chair), University of Illinois at Chicago
Catherine E. Watt (2008 Chair), Clemson University
James C. Fergerson, Bates College
Lance Kennedy-Phillips, South University
Gary Levy, University of Utah
Jing Luan, San Mateo County Community College District
Kevin B. Murphy, University of Massachusetts

Forum Publications Editorial Advisory Committee

This is a function of the Publications Committee

Richard J. Kroc (Chair), University of Arizona
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 Hyatt, East Lobby Alcove, Lobby Level as follows:

Friday: 4:00 p.m. -6:00 p.m.
 Saturday: 7:30 a.m. - 6:00 p.m.
 Sunday-Tuesday: 8:00 a.m. - 5:00 p.m.
 Wednesday: 9:00 a.m. - 12:00 p.m. in the Forum Office

Forum Bag Pick-Up Desk

The Forum Bag Pick-up will be in the Hyatt, East Lobby Alcove, Lobby Level. The hours are:

Friday: 4:00 p.m. – 8:00 p.m.
 Saturday: 7:00 a.m. – 7:00 p.m.
 Sunday: 8:00 a.m. –7:00 p.m.
 Monday: 8:00 a.m. –5:00 p.m.

Refreshments and Meals

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

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

Breaks are also scheduled during the morning and afternoon of the Forum

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

A few practical tips will help first-time Forum attendees and others who want to get the most out of the AIR Forum.

SCOPE 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 are: 1) Enhancing the Student Experience; 2) Assessing Student Learning and Outcomes; 3) Developing Academic Programs, Curriculum and Faculty Issues; 4) Informing Institutional Management and Planning; 5) Building Higher Education Collaborations, Policy Issues and Accountability; and

6) Practicing 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.

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

On the social side, be sure to take note of the Saturday night Early Arrivers Reception, Sunday evening Opening Forum Reception Tuesday International Gathering and Special Event, the the Forum Awards Luncheon on Wednesday, and the wind-up party Wednesday evening.

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

ATTEND SESSIONS

If there is a "must go to" session in your schedule, get there early. Chances are you won't be alone.

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

- Ask for the URL where the paper can be found
- Leave your business card with the presenter
- Check with the AIR Office regarding availability of extra copies
- Check airweb.org after the Forum for papers submitted for posting.

NETWORK

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.

FORUM SERVICES AND INFORMATION

Forum Office

The general Forum office for Forum is Hyatt, Van Horn B & C, Mezzanine Level. Office personnel will generally be available during the same hours as registration and hospitality.

Hospitality Center

The AIR Hospitality Center (near the Registration area, Hyatt, East Lobby Alcove, Lobby Level) will be open Saturday thru Tuesday: 8:00 a.m. - 5:00 p.m.

The Center will be staffed by people who know the Kansas City 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 Hyatt, Pershing Exhibit Hall, Lobby Level. 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 **Hyatt, Benton A, Mezzanine Level**. There members of the Computing Technical Support Committee will make sure your laptop properly connects to the LCD projector and will make sure your presentation is free of technical glitches.

All presenters using multimedia projectors **MUST** visit the Technology Support Center upon arrival at Forum. For presenters who previously arranged to have Internet access during their session, connection details will be provided 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 Hours and Locations

Saturday: June 2 - 12:30 - 5:00 - Hyatt, Executive Conference Room, Lobby Level

Sunday: June 3 - 12:30 - 5:00 - Benton A, Hyatt, Mezzanine Level

Monday: June 4 - 7:30 - 5:00 (closed for Plenary Session)

Tuesday: June 5 - 7:30 - 5:00

Wednesday: June 6 - Hyatt, Van Horn B & C, Mezzanine Level, 7:30 - 11:45

Messages

The Message Board is located near the Hospitality Center within the Forum Registration area in the Hyatt. 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 Hyatt, Van Horn A, Mezzanine Level. 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 Sunday and

10:00 a.m. - 4:00 p.m Monday and Tuesday

Badges

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

Forum Evaluation

Overall evaluation of the 2007 Forum will take place at the Awards Luncheon on Wednesday, June 6. 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 are included in the back of this program book. The Committee encourages and appreciates your participation.

Questions about the evaluation process should be directed to Dawn R Kenney, Evaluations Committee Chair.

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 TUESDAY, JUNE 5, 2007, to the AIR Forum Office in the Hyatt, Van Horn B & C, Mezzanine Level. If a presenter will not be at the Forum by this time, special arrangements must be made prior to the Forum with Sharron Ronco, sronco@fau.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, Hyatt, Van Horn B & C, Mezzanine Level, **NO LATER THAN 12:00 NOON ON TUESDAY, JUNE 5, 2007.**

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://airweb.org/publicationsubmission.html>. Please submit your paper in Word or PDF format and indicate for which publications you are submitting the paper. The Web site will be available beginning **June 1, 2007, and the deadline for submissions will be extended to noon on Friday, June 8, 2007.** If you have any questions regarding this Web site, please contact Richard Kroc, Chair of the Forum Publications Editorial Advisory Committee at kroc@u.arizona.edu.

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

TRACKS

The session number corresponds to the respective track. For example, session 101 represents a presentation for Track 1, session 205 is a presentation for Track 2, etc.

TRACK 1: ENHANCING THE STUDENT EXPERIENCE - Research and practice related to student development and the impact of the student experience outside the classroom, such as quantitative and qualitative measures of personal, social, and life skill development; campus/community engagement; program improvements based on assessments of student needs, as well as demographic and economic issues; student mobility and flow; and student satisfaction with the higher education experience.

TRACK 2: ASSESSING STUDENT LEARNING AND OUTCOMES - Research and practice related to assessing student learning outcomes; student intellectual development; quantitative and qualitative measures of student learning; psychometric evaluation and testing; and academic program improvement resulting from assessment of student learning.

TRACK 3: DEVELOPING ACADEMIC PROGRAMS, CURRICULUM AND FACULTY ISSUES - Research and practice related to the development and management of academic departments, programs, and curriculum; faculty activities; the academic profession in general; and the changing nature of faculty work, including information and analyses useful to faculty members, department chairs, deans, chief academic officers, external organizations, and the public.

TRACK 4: INFORMING INSTITUTIONAL MANAGEMENT AND PLANNING - Research and practice related to campus-level planning, evaluation, and management including the types of information and analyses that support institutional policy- and decision-making; strategic planning; resource allocation; organizational quality; and change.

TRACK 5: BUILDING HIGHER EDUCATION COLLABORATIONS, POLICY ISSUES AND ACCOUNTABILITY - Research and practice emphasizing issues that go beyond the campus and recognize the national and international dimensions of higher education including accountability of individual institutions to external publics; multi-institutional collaborations (e.g., data exchanges, learning consortia, and articulation agreements) and associations; state and system-level issues; evolving public policy; workforce and economic development initiatives integral to the higher education mission.

TRACK 6: PRACTICING INSTITUTIONAL RESEARCH: THEORY, TECHNIQUES, TECHNOLOGIES, TOOLS AND ETHICS - Research and presentations related to the practice of institutional research, including organizational, ethical, methodological, and technological aspects of the profession.

Academic Analytics

Academic Analytics is the creator of the Faculty Scholarly Productivity Index, the only objective benchmarking tool available to institutional researchers and other university administrators.

Bill Savage, Director of Institutional Sales
bill@academicanalytics.com



Council for Aid to Education's Collegiate Learning Assessment

The Council for Aid to Education (CAE) is a national nonprofit organization based in New York City. Initially established in 1952 to advance corporate support of education and to conduct policy research on higher education, today CAE is also focused on improving quality and access in higher education. The Collegiate Learning Assessment (CLA) is central to that focus, a national effort to assess the quality of undergraduate education by directly measuring student learning outcomes.



Dr. Marc Chun, Research Scientist, Collegiate Learning Assessment
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College Student Experiences Questionnaire Research Program (CSEQ)

The CSEQ Assessment Program is home to the College Student Experiences Questionnaire (CSEQ) and the College Student Expectations Questionnaire (CSXQ). In combination, the instruments measure the quality of students' experiences inside and outside of the college classroom, the degree to which students report gains in various learning outcomes, and the expectations students hold for their undergraduate experience. For more information, please visit www.cseq.iub.edu.



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Data Blocks

The creators of Magenta and Magenta for office scan forms design software announce the latest version of the software (5.0) with new Paste Special feature for moving text from Word or other RTF format and new scan template creation for Magenta for Office.



John Mallon, Product Manager
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Dataliant

Dataliant provides innovative web solutions for higher education to improve communication and collaboration, as well as assist with documentation submission for accreditation. Dataliant's Compliance Assist! is a proven and affordable online solution to simplify the reaffirmation of accreditation process. Dataliant's Portal Assist! is a powerful collaboration tool using Microsoft SharePoint Services and provides easy access to people, documents and information, whether across campus or around the world. Dataliant is a Microsoft Gold Certified Partner based in Alpharetta, GA and has been providing IT services for over 20 years.



Jack Harrington, Director of Marketing
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Datatel

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eXplorance Inc.

eXplorance provides companies, educators, government, and non-profit organizations with 100% Web-based software for intelligence gathering and analysis. With its unique design, Blue helps schools of every type capture, analyze, and share critical feedback information that helps enhance and develop their organizations within or across academic units. eXplorance Blue software supports 3.7 million users in locations around the world, including Stanford University, Babson College, Hong Kong International School, RMIT University, The University of Chicago, the University of Texas, LendingTree, The National Bank of Canada, Olympus, Sandia National Laboratories, The ServiceMaster Company, Unilever, and the Government of British Columbia.



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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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iStrategy Solutions

iStrategy offers a unique, data warehouse application that can be installed in days and implemented in weeks versus months or years for similar deployments. iStrategy's pre-built data model offers out-of-the-box integration multiple ERP platforms and includes hundreds of already defined measures and dimensions, as well as dozens of reports with thousands of permutations. iStrategy has turned an open ended consulting project into a well defined product creating an open, highly extensible platform that delivers immediate results, while creating an architecture for future growth.



Dan Venedam, Vice President
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Knowledge to You

Knowledge to You (K2U) is a powerful, new vertical search engine for education that helps you find and evaluate many different types of learning resources, from podcasts to classes to independent study. Individual learners and businesses may design custom learning plans to meet personalized competencies. Learning tips provide the essence of research on what you and your employees need to know.



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LiveText

LiveText's Accreditation Management System™ (AMS) provides institutions with the most advanced and user-friendly web-based tools for developing, assessing, and measuring student learning outcomes/competencies.



Robert Budnik, Co-Founder, LiveText
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National Resource Center for the First-Year Experience and Students in Transition

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



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National Science Foundation

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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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.



Jeff Tanner, Vice President
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Visit the Exhibit Hall

Visit the Exhibitors at the 47th Annual Forum!
They are located in the Pershing Exhibit Hall in the Hyatt Regency.

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) yields useful information about the quality of the undergraduate experience. NSSE results are used in many ways including: assessment and improvement, accreditation, benchmarking, faculty development, and various accountability efforts. Visit our exhibit to learn more about NSSE, and related surveys, the Faculty Survey of Student Engagement (FSSE) and the new Beginning College Survey of Student Engagement (BCSSE).



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Noel-Levitz

Noel-Levitz partners with campuses to provide the Student Satisfaction Inventory and other satisfaction assessments. Noel-Levitz also offers the Retention Management System/College Student Inventory, an early-alert motivational assessment.



Julie Bryant, Senior Director of Retention Solutions
julie-bryant@noellevitz.com

Rapid Insight Inc.

Data mining and extracting information from your data are not as complex as you'd probably think. Learn how your enrollment data can be analyzed and used to build predictive models to predict which inquiries and which applicants are likely to enroll.



Simplifying data analysis

Learn how to leverage your data to get a better understanding of your inquiries, your applicants, and your students.

Mike Laracy, President
info@rapidinsightinc.com

SAS Institute, Inc.

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.



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Snap Surveys

Snap Survey Software is a powerful, intuitive Windows-based program for questionnaire design, publishing, data collection and analysis. Snap supports **all survey modes** (Web, E-mail, Paper, Kiosk, Phone, PDA, Scanning, Tablet PC). Snap has **robust analysis capability** (Tables, Charts, Reports, Descriptive & Multivariate Statistics) and is very **extensible** – MS Access or SQL database connectivity and seamless integration with MS Office (Word, Excel, PowerPoint, Access) and SPSS.



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Springer

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

Springer SBM, Formerly Kluwer

If you would like to have a book published with Springer, you will find out here how this works. You will also hear what type of books fit best with Springer. A brief overview of the Springer (Higher) Education program will be provided and the latest developments within this global publishing company.

Maria Jonckheere, Publishing Editor
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SPSS

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.



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StudentVoice

StudentVoice is the assessment resource for more than 250 higher education institutions across North America. We partner with administrators at all levels of responsibility and expertise to develop and execute assessment programs.



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SunGard Higher Education

SunGard Higher Education provides software and services to more than 1,600 institutions worldwide, helping them measurably improve their performance. Bringing together people, processes, and technology, we work with colleges and universities to help them strengthen performance through improved constituent services, increased accountability, and better educational experiences. Visit us at www.sungardhe.com.



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Tableau Software

Tableau is software that enables Institutional Research Professionals to visually query and interpret their data. We call this process “visual analysis.” Tableau enables you to transform raw data into smart decisions using a drag and drop process that creates vivid, interactive visualizations.



Kevin Brown, Vice President of Marketing
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The College Board

Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.



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Tk20, Inc.

Tk20, Inc. is a leading provider of campus-wide assessment management and reporting solutions for higher education. As a preferred provider to university campuses in over 25 states, Tk20 consistently delivers robust applications that can replace legacy systems, and are faster to deploy and simpler to maintain. Feel free to visit us at www.tk20.com



Melissa Garland, Product Director
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WEAVEonline^R

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



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ZogoTech

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/CEO
mtaft@zogotech.com

Friday City Hop (035)



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

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University

CHRISTINE M. KELLER (Host), Assistant Director, University of Kansas

Join other Forum early arrivers for a stroll through the galleries and shops of the Crossroads Arts Districts as part of Kansas City's "First Friday" art crawl. Fast becoming a Kansas City favorite, on the first Friday of every month thousands come to enjoy art, shops, dining and drinks in this revitalized and hip downtown hotspot. In addition to the more than 40 galleries, the area features a wide variety of restaurants including Italian, Mexican, Bar B Q, Thai, Cajun, Seafood, Steaks, Burgers and more! Informal groups will depart the Hyatt Lobby beginning at 5:30. Specific times will be posted in the registration area.

Saturday Hospital Hill Run/Walk (034)

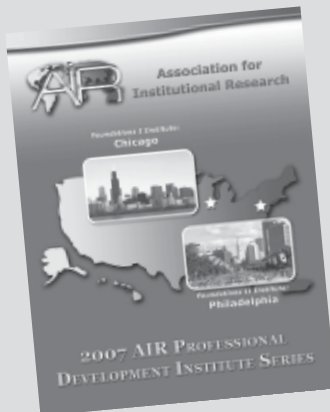
CHRISTINE M. KELLER (Host), Assistant Director, University of Kansas

Run or walk in the "Grandfather of All Kansas City Road Races" for a scenic foot tour of Kansas City! More than 5,000 people are expected to participate in the 34th annual Hospital Hill Run and Festival on Saturday June 2, 2007. The event includes a half marathon (13.1 miles), a 10K (6.2 miles) race, and a 5K (3.1 miles) race - opportunities for runners and walkers of all ability levels!

Through a special arrangement with the race director, AIR Forum participants will receive a discount on the entry fee for each distance - \$5 off for the half marathon, \$4 off the 10K, and \$3 off the 5K. Just enter the code "AIR07" when registering online. We are considering a special "Team AIR" shirt and pace groups for AIR members interested in running or walking together - please contact Christine Keller if you are interested in joining a team.

The race starts and ends directly outside the Crown Center Complex and Forum hotels. The course winds through some of the most scenic areas of Kansas City including the University of Missouri- Kansas City, Westport, Brookside, and the Plaza. The half marathon is challenging with 6 significant hills. All courses contain numerous water stations and traffic is closely controlled by KC police and volunteers. The postrace celebration includes a healthy lifestyle expo, live music, a pancake breakfast, a petting zoo, and a Kidz Zone.

More information can be found at <http://www.hospitalhillrun.com/>.



Save the Dates:

AIR 2007 Institute Series

The 15th Annual AIR Institute Series is approaching!

Foundations I Institute: The Practice of Institutional Research will be held **July 9-13, 2007**, at DePaul University in Chicago, Illinois.

Foundations II Institute: The Advanced Practice of Institutional Research will be held **July 31-August 3, 2007**, at Temple University Center City in Philadelphia, Pennsylvania.

Visit www.airweb.org for additional information.

8:00 am-12:00 pm

COMMITTEE MEETING

Westin/Governors, Fifth Floor

SAIR Board Meeting (059)

LORNE KUFFEL (*Committee Chair*), Associate Provost for Institutional Research, College of William and Mary

SAIR Board meeting.

8:00-11:30 am

WORKSHOP

Hyatt/Regency Chicago, Ballroom Level (Internet)

Data 101 (W02)

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

This basic data analysis course covers 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.

8:00-11:30 am

WORKSHOP

Hyatt/Benton B, Mezzanine Level

How to Write and Publish a Research Paper in a Scholarly Journal (W04)

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

The goal of this half-day workshop is to 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.

8:00-11:30 am

WORKSHOP

Hyatt/Empire B, Mezzanine Level

Planning Today for Your Fiscal Tomorrow (W05)

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

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

8:00-11:30 am

WORKSHOP

Hyatt/Empire A, Mezzanine Level (Internet)

Advanced IPEDS Peer Analysis System (PAS) (W14)

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

This hands-on workshop will provide participants with the skills needed to design analyses and produce customized reports using the advanced capabilities of the IPEDS PAS. Through a series of exercises, participants will acquire experience designing a framework for analysis, determining variables required, calculating variables, performing trend analysis, building complex comparison groups, and otherwise exploring the immense flexibility of PAS at the advanced level.

Prerequisites: "Basic PAS" course or basic knowledge of PAS, including ability to create comparison groups and understanding of the types of reports available; familiarity with data collected in IPEDS; basic knowledge of Excel or other spreadsheet software.

8:00-11:30 am

WORKSHOP

Hyatt/Empire C, Mezzanine Level

Descriptive Statistics and Graphs Using SAS Enterprise Guide (W22)*STEPHANIE THOMPSON (Author), Associate Director of Institutional Research, University of Memphis*

Colleges and universities are collecting more data on their institutions for accreditation and assessment purposes. It can seem like a daunting task to begin to make sense of the data. However, thanks to software advances, there are statistical and reporting techniques that can be used to begin to quickly make sense of data. The purpose of this three hour workshop is to teach participants the first phase of any such data analysis: descriptive statistics and graphs with particular attention paid to those that are pertinent to institutional researchers. SAS Enterprise Guide software will be used to illustrate the concepts taught.

8:00 am-4:00 pm

WORKSHOP

Hyatt/Chouteau B, Mezzanine Level

Principles of Predictive Modeling (W11)*JERRY L. OGLESBY (Author), Director of Higher Education Consulting, SAS Institute Inc.**TOM R. BOHANNON (Author), Assistant Vice President, Baylor University*

This workshop will concentrate on the fundamentals of predictive modeling and illustrate these fundamentals using SAS Enterprise Miner. The workshop will provide hands on experience using SAS Enterprise Miner with workshop demos and exercises. Decision trees and logistic regression will be discussed and compared in the workshop. No previous experience with SAS is necessary. Workshop participants will be given hands on experience with SAS Enterprise Miner.

8:00 am-4:00 pm

WORKSHOP

Hyatt/Chouteau A, Mezzanine Level

MS Access 101 for Institutional Researchers (W30)*MEIHUA ZHAI (Author), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators**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 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 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, filter table records for data checking, create simple and complex queries via QBE, as well as interfacing MS Access with other Office applications. Basic syntax of Access SQL will also be covered.

8:00 am-4:00 pm

WORKSHOP

Hyatt/Benton A, Mezzanine Level

Conducting Faculty Salary Studies (W32)*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**JOSETTA S. MCLAUGHLIN (Author), Associate Professor of Management, Roosevelt University*

Attracting and retaining quality faculty are critical for maintaining institutional quality. Institutional researchers can contribute to the management of faculty resources by providing information about the fairness and competitiveness of faculty salaries at their institutions. In this workshop, the focus will be on the data and analysis issues that must be addressed when conducting faculty salary studies. Specifically, we present ways of addressing questions about equity, competitiveness, compression, and comparability by discussing each issue conceptually and providing examples of appropriate data management, analysis methodologies, and examples of reporting formats. Through exercises, students will design a faculty salary study.

12:00-5:00 pm

COMMITTEE MEETING

Hyatt/Board Room, Ballroom Level

2006-2007 and 2007-2008 AIR Board of Directors (O11)*FRED LILLIBRIDGE (AIR President), Campus Institutional Effectiveness and Planning Officer, Dona Ana Community College**MARY ANN COUGHLIN (AIR Vice President), Professor of Research and Statistics, Springfield College*

2006-2007 and 2007-2008 AIR Board of Directors meeting.



12:30-4:00 pm

WORKSHOP

Hyatt/Empire C, Mezzanine Level

AIR Newcomers Workshop (W18)

LORNE KUFFEL (Author), Associate Provost for Institutional Research, College of William and Mary

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

YVES M. GACHETTE (Author), Director of Institutional Research, State University of New York Buffalo State College

This FREE workshop is intended for first-time AIR conference participants, both new to AIR and new to IR. The first part of the workshop will present the origins of AIR: a brief history, a description of the organization, and options for personal involvement. The second part of the workshop will present the history of IR as a field. The final part will present the main areas of IR work: analysis and reporting, planning, assessment, and decision support. Pre-registration required.

12:30-4:00 pm

WORKSHOP

Hyatt/Benton B, Mezzanine Level

Assessing General Education Outcomes (W21)

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, The Pennsylvania State University

ALEXANDER C. YIN (Author), Graduate Research Assistant, The Pennsylvania State University

In this workshop, we focus on defining general education and how to assess it. Upon completion of this workshop, participants will be able to:

- Understand general education issues and challenges.
- Summarize a two-pronged process that assesses GenEd at both the course and program levels.
- Compare the GenEd Outcomes recommended by the AAC&U with those at another institution of your choosing.
- Identify general education assessment methods, measures, and instruments.

12:30-4:00 pm

WORKSHOP

Hyatt/Empire B, Mezzanine Level

Developing Program Assessment Plans to Drive Change (W33)

ROBERT L. ARMACOST (Author), Consultant, Higher Education Assessment and Planning Technologies

JULIA J. A. PET-ARMACOST (Author), Assistant Vice President for Special Academic Initiative, 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 to support a high quality program assessment process and drive change in the institution. Specific topics include developing mission statements, defining objectives and student learning outcomes, selecting measurement approaches, and documenting results and their use. 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.

5:00-6:00 pm

SPECIAL INTEREST GROUP

Hyatt/Empire A, Mezzanine Level (Internet)

AIR Mentors and Mentees (S28)

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

A meeting for mentors and mentees.

5:45-Until

SPECIAL EVENT

Westin/Garden Terrace, Executive Level

Early Arrivers Reception (O32)



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

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University

LORNE KUFFEL (Host), Associate Provost for Institutional Research, College of William and Mary

CHRISTINE M. KELLER (Host), Assistant Director, University of Kansas

Re-connect with colleagues and welcome Forum newcomers at the Early Arrivers Reception on Saturday evening. The Newcomers Committee will coordinate dinner groups during the evening. All members – new and seasoned alike – are encouraged to sign up during the event. Cash bar available.

7:30-8:20 am

SPECIAL EVENT Westin/Washington Park Place I, Lobby Level

AIR Standing Committee Breakfast (054)

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

Breakfast for all current members of AIR standing committee.

8:30 am-1:00 pm

COMMITTEE MEETING

Hyatt/Benton B, Mezzanine Level

Publications Committee Meeting (012)

GARY R. PIKE (Committee Chair), Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis

Meeting of the current members of the Publication Committee.

8:30 am-1:00 pm

COMMITTEE MEETING

Westin/Independence, Ballroom Level

Membership Committee (013)

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

Meeting of the current members of the Membership Committee.

8:30 am-1:00 pm

COMMITTEE MEETING Westin/Roanoke, Ballroom Level (Internet)

2006-2007 and 2007-2008 Forum Committees (030)

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

MICHELLE HALL (Associate Chair), Director of Institutional Research and Assessment, Southeastern Louisiana University

Meeting of the 2006-2007 and 2007-2008 Forum Committees.

8:30 am-1:00 pm

COMMITTEE MEETING

Westin/Shawnee, Ballroom Level

Professional Development Services Committee (036)

KAREN WEBBER BAUER (Committee Chair), Interim Associate Provost for Institutional Research, University of Georgia

Professional Development Services Committee meeting.

8:30 am-1:00 pm

COMMITTEE MEETING

Westin/Brookside, Lobby Level

Higher Education Data Policy Committee (037)

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

Higher Education Data Policy Committee meeting.



8:00-11:30 am

WORKSHOP

Hyatt/Empire C, Mezzanine Level

Data 102 (W03)

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

This is a continuation of Data 101. This session will cover basic inferential statistics including hypothesis testing, t-tests, ANOVA, and chi-square.

8:00-11:30 am

WORKSHOP

Hyatt/Empire B, Mezzanine Level

Building an Institutional Balanced Scorecard - Identifying the Measures, Benchmarks and Displays to meet Users' Needs (W06)

JAN W. LYDDON (Author), Executive Vice President of Research and Institutional Effectiveness, San Jacinto College

Dashboards and Balanced Scorecards are among the tools increasingly being requested by top leaders in higher education. The task of building one can be daunting, including selecting the items to display, establishing their values, identifying the signal values (also called control limits) and choosing the technology. At the end of the workshop participants will have a plan for how to execute a dashboard at their institutions, including guidelines for effective deployment. They will also have identified their key performance indicators sources of benchmarks, and various off the shelf technology platforms for display and distribution of the dashboard.

8:00-11:30 am

WORKSHOP

Westin/Pershing West, Ballroom Level (Internet)

Survival Analysis (W12)

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

This workshop is designed for institutional researchers who want to study duration and the timing of critical event, e.g., academic success or difficulty, and to investigate the effects of explanatory variables on the hazard function. It provides an overview of when and why this technique is needed. Moreover, it illustrates how to construct, interpret, and assess the Kaplan-Meier estimator and stratified Cox regression model. 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.

8:00-11:30 am

WORKSHOP

Hyatt/Chouteau B, Mezzanine Level

Logistic Regression - Interpretation and Application in Higher Education for Admission, Retention, and Outcomes Assessment (W17)

AGHAJAN MOHAMMADI (Author), Director of Planning and Research, York College, City University of New York

MEHDI RAZZAGHI (Author), Professor of Statistics, Bloomsburg University

There are many instances in higher education such as enrollment management, retention, and outcomes assessment cases where the response of interest has only two possible outcomes. In the analysis of such data sets, logistic regression is the statistical tool that is utilized. This is a Computer based workshop. Particular attention is given to interpretation of model parameters specifically when there are several covariates. The analysis of such models are briefly discussed and developed. A data set from an urban public four year college will be used to demonstrate the real situation. SPSS software will be used and results are interpreted for illustration.

Association for
Institutional Research



Presidential Symposium (W40)

This panel will discuss approaches to the role of higher education in building global competitiveness on several continents and explore similarities and differences.

Sunday, June 3, 2:00.-4:00 p.m., Westin, Pershing West, Ballroom Level

8:00-11:30 am

WORKSHOP

Hyatt/Empire A, Mezzanine Level (Internet)

A GIST-In-Time Futuring Tool: Automating Information Gathering in the Environmental Scanning Process (W23)

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

Every institutional researcher knows the value of exploring the external environment for trends and issues that may impact our institutions. However, we have little time to collect and organize information that will assist us in creating our preferred future. Our present is busy. Change is accelerating. Still we know that it is impossible to drive institutional change without identifying the change drivers. This workshop will put participants in the information gathering driver's seat. Participants will learn how to create and customize their own transportable scanning web page. Techniques to manage, organize, and analyze information will be presented and practiced.

8:00-11:30 am

WORKSHOP

Westin/Pershing North, Ballroom Level

S.O.S.: Student Outcomes Solutions for Program Assessment (W24)

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

Academic and student support programs need to be concerned with developing and assessing student learning outcomes. Direct evidence of student learning promotes program improvement and meets accountability needs simultaneously. This workshop is appropriate for anyone who wants to become more skilled at developing and assessing program level student learning outcomes. Participants will learn and apply techniques to develop student learning outcomes and measures for their institutions. The workshop will include strategies for sharing good practice in outcomes assessment with faculty and support area personnel. Emphasis will be placed on using assessment data to promote program improvement in the larger institutional context.

8:00-11:30 am

WORKSHOP

Westin/Pershing South, Ballroom Level

The Next Step toward Institutional Effectiveness: Aligning the Planning Process and Institutional Assessment Program (W27)

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

SHANNON SMYTHE (Author), Research and Planning Analyst, Prince George's Community College

This workshop will guide participants in how to look at their strategic goals and objectives and identify effective measures to show mission effectiveness. Using the quality improvement principals of the Malcolm Baldrige framework, the presenters will work with participants on aligning an institutional planning process with an assessment model that carries institutional effectiveness down to the unit and individual levels. Participants will use a case study as they learn to build a framework using tools presented during the workshop. Learning will then continue outside of the "classroom" as participants leave with a workbook to help guide continued work with their college's planning and assessment teams when they return home.

8:00 am-4:00 pm

WORKSHOP

Hyatt/Regency Chicago, Ballroom Level (Internet)

Full-day Hands-On Training on Both Clustering Techniques and Predictive Modeling Skills using Data Mining Application Clementine and a Relational Student/Academic Data Base (W09)

THULASI KUMAR (Author), Director of Institutional Research, University of Northern Iowa

JING LUAN (Author), Vice Chancellor for Educational Services and Planning, San Mateo County Community College District

Attendees will study both clustering techniques and predictive modeling skills using a student/academic relational 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)

8:00 am-4:00 pm

WORKSHOP

Westin/Pershing East, Ballroom Level

Reviewing Different Strategies to Assess General Education Outcomes: Examining the Connections among Critical Thinking, Writing, and Oral Communication (W19)

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

CHRISTOPHER A. MCCULLOUGH (Author), Graduate Student, West Virginia University

Participants will critique different methods to assess general education outcomes. They will examine locally-developed approaches and determine applications for their own campus. They will also review commercially-developed instruments. Participants will develop an assessment instrument for a particular learning outcome. Participants will be provided with extensive handouts.

8:00 am-4:00 pm

WORKSHOP

Hyatt/Chouteau A, Mezzanine Level

Automating MS Access to Process Data for IPEDS Upload: An Advanced Access Workshop Specially Designed for Institutional Researchers (W28)

MEIHUA ZHAI (Author), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators

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 bringing 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 use VBA to automate a routine reporting process (such as IPEDS EAP) that usually take multiple queries and procedures to accomplish.

10:00 am-12:00 pm

COMMITTEE MEETING

Westin/Mission, Ballroom Level

Ethics Task Force (O19)

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

MARY ANN COUGHLIN (Associate Committee Chair), Professor of Research and Statistics, Springfield College

This is the annual meeting of the Ethics Task Force.

12:30-4:00 pm

WORKSHOP

Hyatt/Empire A, Mezzanine Level (Internet)

IPEDS Data Analysis System (DAS) (W15)

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

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

MOHAMAD A. SAKR (Author), Chief Architect, Innovative Solutions

This hands-on workshop is designed for individuals who are familiar with the data collected in IPEDS and want to access or create tables with averages or totals aggregated by state, region, or the entire US. Participants will learn to use the IPEDS DAS to retrieve tables and produce tables of their own design by creating or modifying Table Parameter Files (TPFs). Using a series of exercises, this session will provide users the knowledge and skills to design tables; select variables; use filters, spanners, and qualifying variables; and save, retrieve, and modify TPFs, to create an endless array of IPEDS tables.

12:30-4:00 pm

WORKSHOP

Hyatt/Empire B, Mezzanine Level

Undertaking Alumni Studies (W20)

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.

12:30-4:00 pm

WORKSHOP Hyatt/Regency San Francisco, Ballroom Level

Integrating Higher Education Planning and Assessment: A Practical Guide (W26)

MICHAEL F. MIDDGAUGH (Author), Assistant Vice President of Institutional Research and Planning, University of Delaware
ELIZABETH H. SIBOLSKI (Author), Executive Vice President, 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.

12:30-4:00 pm

WORKSHOP Westin/Pershing South, Ballroom Level

Analysis of Multiple Years of NSSE Data: Tips and Strategies (W36)

ROBERT M. GONYEA (Author), Associate Director of the Center for Postsecondary Research, Indiana University at Bloomington
SHIMON A. SARRAF (Author), Research Analyst, Indiana University at Bloomington
T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington
JULIE M. WILLIAMS (Author), CSEQ Project Manager, College Student Experiences Questionnaire at The Indiana University
PU-SHIH D. CHEN (Author), Assistant Research Scientist, Indiana University at Bloomington

This half-day workshop is for institutions that possess multiple years of data from the National Survey of Student Engagement (NSSE). Through group exercises and discussion, attendees will examine longitudinal engagement data to assess institutional change or the impact of program or policy initiatives. Particular topics covered will include: NSSE survey changes that impact on multi-year analyses; appropriate longitudinal analyses using engagement data; models of multi-year analyses; methods and syntax for merging multi-year NSSE data; and different ways to represent multi-year data in reports and visual presentations. Participants are encouraged to share their own experiences, lessons learned, and questions.

12:30-4:00 pm

WORKSHOP Hyatt/Chouteau B, Mezzanine Level

The Matrix Reloaded: Constructing a Markov Matrix for Projecting Next-Term Undergraduate Enrollment (W37)

CAROL KUIPER (Author), Enrollment Analyst, Purdue University
BRENT M. DRAKE (Author), Assistant Director, Enrollment Management Analysis and Reporting, Purdue University

The key to next-term enrollment forecasting is accurately modeling student flow through an institution. Markov models have always been theoretically attractive, but construction of the Markov matrix was an obstacle that prevented many IR offices from fully exploring this option. Workshop participants will construct an operational projection matrix using tools found in the standard Microsoft Office suite.

This workshop is designed for IR and EM professionals who make or use enrollment estimates. No prior knowledge of Markov chains or matrices is assumed. Experience with Excel is required; an acquaintance with Access will be helpful. Bring a flash drive storage device.

12:30-4:00 pm

WORKSHOP Hyatt/Empire C, Mezzanine Level

Using SAS Arrays to Shape Your Data (W38)

FERNANDO E. COLINA (Author), Assistant Director, Salem State College
LAN LIN (Author), Associate Data Specialist, University of Massachusetts Boston

Data transformations can be a time-consuming and error-prone process. Often, the process of organizing data involves the use of several intermediate data sets. Using arrays in SAS makes this process less difficult to manage.

This workshop introduces participants to some of the most common problems that present themselves in institutional research. Participants will work through exercises involving data transpositions; the traditional hand-coded method will be demonstrated to be less desirable than using arrays to transpose data.

By the end of the workshop, participants will be able to apply the power of array processing to everyday tasks.



1:00-3:00 pm

COMMITTEE MEETING

Westin/Brookside, Lobby Level

Research Advisory Committee to US News (038)

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

Meeting of the members of the Research Advisory Committee.

2:00-4:00 pm

PRESIDENTIAL SYMPOSIUM

Westin/Pershing West, Ballroom Level (Internet)

Presidential Symposium: Global Competition in the Higher Education Enterprise: Roles for IR (W40)

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

JOSETTA S. MCLAUGHLIN (Author), Associate Professor of Management, Roosevelt University

RICHARD D. HOWARD (Author), Director of Institutional Research and Reporting, University of Minnesota

SAMUEL S. PENG (Author), Director of the Center for Research on Educational Evaluation and Development, National Taiwan Normal University

JOHN A. MUFFO (Author), Administrator, Special Projects, Ohio Board of Regents

TERRENCE R. RUSSELL (Author), Executive Director 04/13/07, Association for Institutional Research

RAJ SHARMA (Author), Associate Director, Resource Planning and Analysis, Swinburne University of Technology



Economic competition and competitiveness are global phenomena and governments around the world are looking with increasing expectation to their postsecondary education institutions as underwriters and catalysts for growth and development. While access, affordability, and accountability are watchwords, the international bottom line is economic health. This panel will discuss approaches to the role of higher education in building global competitiveness on several continents and explore similarities and differences. It will look at the key decisions and identify and suggest opportunities for collaboration across associations. This symposium is offered at no charge and is open to all members.

2:00-3:00 pm

COMMITTEE MEETING

Westin/Independence, Ballroom Level

Newcomers Committee Meeting (025)

LORNE KUFFEL (Committee Chair), Associate Provost for Institutional Research, College of William and Mary

Meeting of the current members of the Newcomers Committee.

3:00-5:00 pm

SPECIAL INTEREST GROUP

Westin/Penn Valley, Ballroom Level (Internet)

Where Do We Go From Here? (S13)

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

TBCU is planning to expand its data resource activities to affiliate institutions and external collateral special interest groups in higher education. This session will address TBCU's long term strategic plan, implementation strategies which utilize AIR/IPEDS training delivery models, data warehousing, and professional development.

3:30-6:00 pm

COMMITTEE MEETING

Westin/Brookside, Lobby Level

Meeting of Working Group to Align Graduate Surveys (023)

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

The "Graduate Surveys" Working Group will hold its annual meeting.

4:00-5:00 pm

COMMITTEE MEETING

Westin/Washington Park Place I, Lobby Level

Newcomers Reception - Sponsored by SAS (027)

LORNE KUFFEL (Host), Associate Provost for Institutional Research, College of William and Mary



This is an opportunity for the AIR Forum newcomers to meet the Newcomers Committee and AIR Board.

4:00-5:00 pm

SPECIAL INTEREST GROUP

Westin/Mission, Ballroom Level

AIR Mentors and Mentees (S31)

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

A meeting for mentors and mentees.

5:00-6:00 pm

COMMITTEE MEETING

Westin/Independence, Ballroom Level

The Consortium for Student Retention Data Exchange Advisory Board Meeting (Invitational Meeting) (055)

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

Advisory Board Meeting of the Consortium for Student Retention Data Exchange.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Transfers as First-Generation College Students: A First Picture from a Metropolitan University (105)

JENNY LIU (Author), Associate Director of Institutional Research, University of Nebraska at Omaha

This study focuses on establishing a profile of transfer students who are first-generation college students. It sought answers to the following questions:

- 1). What are the individual and institutional characteristics of the transfers who are first-generation college students?
- 2). How do the first-generation transfers perform academically in the first year of transfer?
- 3). Do first-generation transfer freshmen perform better academically than first-generation non-transfer freshmen?

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Illuminating the New Students in the Shadows: Background, Experiences, and Outcomes of Transfer Students (117)

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

JENNIFER S. MINNER (Author), Research Associate, The Evergreen State College

This poster presentation addresses research conducted at a public, Liberal Arts institution on the characteristics, goals, and skills of new transfer students. The data were obtained through a longitudinal research effort that includes an institutionally-designed New Student Survey and Student Experience Survey. The instruments illuminate the goals and factors in students' decision to attend the institution, as well as student outcomes, confidence, and satisfaction with their learning environment.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

The OTHER New Students: Assessing and Improving the Graduate Student Orientation Experience (127)

KATHERINE TADLOCK (Author), Director, Graduate Student Services, Ohio University

LISA A. MICHNA (Author), Graduate Assistant, Ohio University

An established orientation is an integral part of the undergraduate experience at a large Midwestern university. However, at the graduate level, a new orientation model has been developed in an effort to support a new university strategic plan that brings a renewed focus to graduate education. Learn how existing orientation activities were evaluated and a new model developed through application of theory and research.



5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

The Next Generation of Making Achievement Possible: MAPWorks (134)

SHERRY WOOSLEY (Author), Assistant Director of Institutional Effectiveness, Ball State University
DONALD R. WHITAKER (Author), Executive Director of Institutional Effectiveness, Ball State University
DARLENA JONES (Author), Vice President for Research and Development, Educational Benchmarking, Inc.

Making Achievement Possible is a unique assessment project that utilizes survey results to support first-year student success. Begun in 1989, the MAP project is entering a new phase through the power of technology. MAPWorks, the new on-line system, utilizes an on-line assessment system to administer a survey, engage students with individualized feedback and information, and involve staff with interactive reporting. See and learn how MAPWorks can support first-year student success.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Understanding Adult Student Expectations and Satisfaction Using Importance-Performance Gap Analysis (143)

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

A growing number of studies have been conducted investigating adult student expectations and satisfaction as well as its significant impact on important outcomes such as retention and increased learning. This poster session describes how a private, liberal arts college uses the Noel-Levitz Adult Student Priorities Survey to measure student expectations, satisfaction, and discrepancy between the expectation and the satisfaction. This survey, along with other campus-wide assessment activities, provides valuable information for the college to build a dynamic student-centered community.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

First-Year Seminar in Business: Integrating Student Transition with the World of Business (146)

KYLE V. SWEITZER (Author), Graduate Research Assistant, The Pennsylvania State University
VICKI LYNN BAKER (Author), Graduate Student, The Pennsylvania State University

A research university's college of business recently added modules to its first-year seminar curriculum to simultaneously address current issues in business along with student transition. This poster session will highlight the findings from the first round of data regarding student development within the new modules in this business-specific first-year seminar.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Assessing the Effectiveness and Efficiency of Curricula (203)

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

The effectiveness of curricula is most often measured and demonstrated by the performance of students. The literature on curriculum in higher education contains information that could be used to measure the effectiveness and efficiency of curricula based on the actual attributes of the curriculum itself. This paper presents instruments and strategies to evaluate the effectiveness and efficiency of curricula with data that can be used to improve the curricular processes.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Using the Acronym "FAMOUS" to Demystify the Assessment Process (205)

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

This presentation introduces an innovative assessment approach titled "FAMOUS" and intended to demystify the process. The "FAMOUS" assessment approach involves the following six steps: (1) Formulate statements of outcomes/objectives aligned to the institutional mission/goals. (2) Ascertain the criteria for success. (3) Measure student/service performance using direct and indirect methods. (4) Observing and analyzing results for congruence between expected and actual outcomes. (5) Use the results to effect improvement of instructional programs and administrative and educational support services. (6) Strengthen programs and services by continuously evaluating, planning, allocating resources and implementing new approaches to ensure congruence between expected and actual outcomes.

Dialectic Thought in Asian, American, and Pacific Islander Student Populations (217)

KELSEY COWDEN (Author), Brigham Young University-Hawaii

KEARSTON WASDEN (Author), Brigham Young University-Hawaii

KEITARO YOSHIDA (Author), Research Analyst, Brigham Young University Hawaii

ANNIKEN CARTER (Author), Brigham Young University-Hawaii

JEREMY K. ORREGO (Author), Research Analyst, Brigham Young University Hawaii

SUNG LEUNG (Author), Brigham Young University-Hawaii

RONALD M. MILLER (Author), Professor, Brigham Young University Hawaii

Dialectic thought is the post-formal cognitive ability to simultaneously consider a thesis and anti-thesis. This has in past research been found to be more predominant in Eastern cultures than in Western cultures. Pacific Islanders, though a rapidly increasing minority in America, have not yet been examined in this field. This study examines the differences in dialectical thinking abilities of Asian, American and Pacific Islander populations at a western university. Past research comparing Asians and Americans was supported. New findings concerning Pacific Islanders were also examined and recommendations made to ensure that each group receives appropriate university classroom instruction.

Do Students Care or Use Course Expectations to Direct Their Learning? (219)

PATRICIA A. MARSH (Author), Assistant Professor, Psychology Department, University of Central Missouri

ELIZABETH MATTHEW (Author), University of Central Missouri

This study examined self-reported use of course-level learning outcomes within introductory psychology classes. At the end of the semester, students were asked to rate their level of usage of eight course-level student learning outcomes and various pedagogical techniques; perceived progress on each outcome; and agreement with various instructor characteristics (e.g., evaluation items). To balance the indirect measures, performance on quizzes, exams, and a paper assignment were used as direct measures of learning. In the first study, there were statistically significant differences between low and high utilization of learning outcomes. A replication study was conducted and comparisons will be presented.

Connecting the Evaluation of Assessment Plans to Program Review: Finding a Manageable Link (224)

MARDELL A. WILSON (Author), Director, University Assessment Office, Illinois State University

Pairing the process for evaluation of academic assessment plans with the program review process is an approach that helps to ensure the development/maintenance of high quality assessment plans. In addition, the Process for Review of Academic Assessment Plans [PRAAP] emphasizes assessment as a value added component of program review.

Mining Time-The Use of Data Mining to Identify Demographic, Educational, and Institutional Factors That Influence Time to Doctoral Degree in Education (259)

GAYLE L. MCLAUGHLIN (Author), Program Coordinator, Florida State University

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

DIANA C. RICE (Author), Assistant Professor, Florida State University

The duration of doctoral studies has been linked to low persistence rates and can therefore be viewed as an indirect measure of risk for non-completion. In 2004, the median time between master's and doctorate in Education was 12.7 years, which was 4 years longer than the median for all fields. The purpose of this study was to identify demographic, educational, and institutional factors associated with atypically long degree completion times (i.e., the highest 33%) among doctoral degree recipients in Education. Data mining was used to generate six predictive models which were compared on the basis of accuracy and variable importance.



5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Starting from Scratch: Developing Classroom Assessment Practices for Strengthening Student Learning, an Adjunct Perspective (260)

KRIESTA WATSON (Author), Senior Research Specialist/Assessment Analyst, Coppin State University

This presentation seeks to evaluate assessment tools along with its results in one college-level English course using competencies from an adjunct perspective. Due to the level of preparation required from student learning assessment, this presentation will benefit administrators and faculty who are struggling with the idea of applying student learning assessment practices at the course level and within a department. Additionally, it provides a perspective from an adjunct faculty member who has been formally trained in assessment and demonstrates an example of course level assessment by an adjunct.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Performance of Community College Transfer Students at a Four-Year University (266)

MIKYONG MINSUN KIM (Author), Associate Professor and Director, George Washington University

JANG WAN KO (Author), Senior Research Associate, George Mason University

The purpose of this study is to provide descriptive analysis and to investigate the factors related to academic performance and graduation rates of community college transfer students.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

The Effect of College Education on Students' Level of Engagement in Active Learning (274)

HUI-MIN WEN (Author), Director of Institutional Research, New College of Florida

The main interest of the study is to examine if students have increased their level of engagement in active learning as a result of the college education in a small liberal art college, using the institutional National Survey of Student Engagement (NSSE) data. The study employs the pretest-posttest research design and analyzes the students' intra-individual change between two time periods –at the beginning and towards the end of their study at the College. The research results provide value-added learning outcome information, permitting faculty, administrators and staff to understand the impact of college education on students' engagement of active learning behaviors.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Does the Elimination of Prerequisites Impact Course Success Rates? (302)

FRANK K. ABOU-SAYF (Author), Director of Planning and Institutional Research, Kapiolani Community College

To study the impact of the elimination of prerequisites, all sections of 14 courses at this college removed one or more prerequisite on a trial basis for the fall semester 2006. The impact of this experiment will determine whether the prerequisites will be temporarily removed or reinstated. The data that will be collected at the end of the fall term are principally grade distributions, class GPA, and enrollment counts. Comparisons will be made between fall 2005 and fall 2006 using inferential statistics.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Positive Influences, Part 2: Exploring the Role of Engagement in Student Comments (316)

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

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

This research explores various types of engagement in the positive comments students attribute to influential faculty and staff. 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. Early results show that comments citing instructor engagement are most commonly mentioned, followed by personal engagement and lastly by classroom engagement. Results will be compared and contrasted with those from a nearby community college engaged in a similar study.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Using ArcGIS Mapping with 2005 Census Demographic Data to Predict Prospect Students for For-Profit Proprietary Education (409)*NAN BRIAN HU (Author), Market Research Manager, Corinthian Colleges, Inc*

Forming entering cohorts have been a difficult task in attrition analysis in proprietary education, when students start at different times. This study used monthly starts as entering cohorts and keeps track of the students for six months for attrition. This study shows associate programs have much higher attrition rates than diploma programs. We also examined the impacts of financial gap, GPA, out-of-pocket payment, entrance exams, absence days, high school education, new starts vs. restarts, gender, and ethnicity, etc. Some of these variables show greater impact on student first six-month attrition.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Refining a Faculty Salary Benchmark Process at a Small Private Liberal Arts College (421)*SUSAN S. GAYLOR (Author), Institutional Planning Officer and Executive Assistant to the President, Lycoming College*

The presentation will discuss how a private liberal arts institution's previous approach to faculty salaries, which had been used for 15 years, left faculty, the president and trustees frustrated and unsatisfied. Institutional research strategies were used to highlight the complexities of the issue to all constituents as well as to identify the problems inherent in the previous approach. The presentation will focus on both institutional research tools and the planning process utilized to create a new faculty salary benchmark approach that is more reflective of both the competitiveness of the institution's faculty salaries and the institution's overarching priorities.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Using Undergraduate Prospect Research to Enhance Enrollment Planning and Marketing (423)*DANIEL RODAS (Author), Vice President for Planning, Long Island University**HEATHER IBBS (Author), Assistant Vice President, Long Island University*

This presentation will explore the application of undergraduate prospect research as a tool to inform enrollment planning and marketing. It is based on a yearlong study that sought to understand the perceptions of "Z" University (specifically, its two major residential campuses) in the prospective student marketplace. The study was based on a sample of 2,000 prospective undergraduates ("prospects") to the University's "A" and "B" Campuses. This case study will form the basis for exploring the goals, process, and value of undergraduate prospect research

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Using National Data to Examine the Impact of Ethnic and Cultural Variables on High School Seniors' Postsecondary Education Plan (428)*XIAOBING CAO (Author), Institutional Researcher, University of the Pacific*

A large demographic change in American society is expected with an increase of Hispanics and a decrease of whites. The change might have an impact on the American education system. The data National Education Longitudinal Study of 2004 were used to examine the effects of ethnic and cultural variables on high school seniors' higher education plan. Analysis showed that Hispanics and whites had different education plans resulting not only from SES but also from different cultural variables. The findings could help researchers and administrators in the areas with the expected demographic changes better explain/predict their future enrollment patterns.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

A Crimson Tide is Sweeping the State: Modeling and Depicting UA-AU Enrollment by County of Origin (432)*JON C. ACKER (Author), Coordinator of Student Assessment, The University of Alabama*

The University of Alabama (UA) and Auburn University (AU) are very similar institutions which draw very similar types of students. AU is UA's largest competitor for students, with half of in-state students sending ACT scores to UA also sending scores to AU. The purpose of this study is to better grasp the in-state spatial dynamics of enrollment at UA and AU by depicting current and historical enrollment patterns and developing a predictive model based on these enrollment patterns. This will help effect more efficient enrollment management processes at UA through better enrollment planning, student marketing, and recruitment.



5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Coloring by Numbers: Using Thematic Mapping Techniques to Bring Meaning to Enrollment Data (435)

JON C. ACKER (Author), Coordinator of Student Assessment, The University of Alabama

Mapping data, often times, brings life to raw numbers, manifesting relationships and spatial patterns impossible to see in data tables. This presentation will demonstrate various thematic graphing techniques used to depict enrollment data of various Alabama four-year postsecondary institutions.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Zicked! — Impacts and Implications of Forced Course Withdrawal for Non-Payment (441)

PHILIP A. BATTY (Author), Director Institutional Analysis, Grand Valley State University

This study examines one institution's practice of cancelling course registrations for students with significant unpaid tuition balances. The practice frees up seats held for students who no longer intend to attend classes, but also sets off a scramble to rebuild schedules among students who plan to attend, but missed payment deadlines. Particular attention is paid to these latter students: Are the same students affected repeatedly? Are they able to reassemble comparable schedules? Are they less satisfied with the university or their education? Are they less likely to graduate?

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

"Should We Continue the Survey?" New Students' Advisors Asked —Sharing with Faculty with Survey Information (619)

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

A College implemented a survey to its new students to identify at-risk students for early intervention. Student advisors were asked to take the responsibilities for high student participation and use the survey information in advising. Some advisors questioned if the efforts worthwhile. The Institutional Research Office conducted comprehensive analyses using data mining techniques and worked with the administrators in academic affair and delivered a workshop for the advisors and successfully addressed the concerns. The presentation will demonstrate research methodologies and findings, and how IRs can effectively use survey information to stimulate the actions and win the support from faculty.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Using Experimental Methods in Decision-Making: A Survey Project Example (624)

JOSEPH W. LUDLUM (Author), Coordinator of Survey Research, Georgia Institute of Technology

Assessment projects often require researchers to balance their information needs against available resources. For surveys, this means determining what method of delivery will achieve the desired response rate for an acceptable cost. While "tried and true" methods for administering surveys exist, researchers may find it useful, or necessary, to fine-tune their delivery methods to better fit their target populations, and their budgets. Experimental methodology can be used to help researchers make a more informed decision regarding future surveys administrations. Observations from a series of alumni surveys and a test of alternative delivery methods provide an example of this approach.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Using Data Mining to Predict Course Outcomes (633)

JIMMY JUNG (Author), Assistant Director, Baruch College

JOHN G. CHOONOO (Author), Director Institutional Research and Program Assessment, City University of New York Bernard M Baruch College

The purpose of this study is to apply data mining techniques to the prediction of course outcomes. Using student demographic and precollegiate variables this study aims to identify freshmen students who would perform poorly in their first writing intensive English course. Results from a neural network model, several decision tree algorithms, and a logistic regression will be compared. Implications for student course placement and screening are examined.



Studying Changes of Majors at One University (644)

MICHELLE STINE (Author), Graduate Student / Information Technology Manager, Penn State University

Administrative changes and the use of common years have made tracking student major changes a difficult task. Counts of comparisons between current and past semesters may result in a number that is artificially inflated. This session will walk through the steps taken at one institution for tackling this challenge, providing an explanation for how a more realistic number was calculated through the use of Excel. Finally, it will discuss the results of the study. When common years were taken into account, students had an average of 1.67 majors. Moreover, graduation was not negatively correlated with number of majors.

Data Integrity Reports: A Proactive Approach to Data Quality Challenges (645)

LINDA S. SULLIVAN (Author), Associate Director, University of Central Florida

ANTOINETTE LEE (Author), Coordinator, Computer Applications Project Lead, University of Central Florida

One of the biggest challenges for any data administrator is ensuring the quality, accuracy and integrity of institutional data. Learn how a large university has developed and implemented data integrity reports to monitor data entry and quickly identify errors that have occurred. This presentation will describe how the reports are identified and designed, the types and scope of data that the reports cover, and the interface with functional offices to complete the data cleansing cycle.

Benchmarking in Student Affairs: Exploring Comparability by Two Institutions (649)

JOAN Y. HARMS (Author), Faculty Specialist in Research and Assessment, University of Hawaii at Manoa

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

Benchmarking is one of many tools used by institutional researchers to measure and compare performance on an institutional level. However, in student affairs divisional level comparison are often more desirable or appropriate. Adequate comparison data in student affairs are often more difficult to find. Differences in organizational structure, mission, and enrollment characteristics blur the comparability of service and performance measures. This paper describes the collaboration of two student affairs institutional researchers at different institutions to determine comparability of student affairs benchmark data. Methods and procedures to define comparability are discussed.

What Are We Selling? A Content Analysis of Admissions Material (654)

CATHY COGHLAN (Author), Assistant Director of Institutional Research, Texas Christian University

CALI MEANS (Author), Intern, Texas Christian University

KATHERINE ORTEGA COURTNEY (Author), Research Analyst, Texas Christian University

SARAH COMBS (Author), Intern, Texas Christian University

The decision to attend a particular college is one that takes an increasing amount of time and effort due to the growth of information available via the Internet, catalogues, tours, etc. Previous research has shown that the match between expectations and experiences is crucial for successful integration into a university's environment. As such, the goal of the current study is to determine what types of expectations are set up from admissions material. This study utilizes content analysis to determine if the representation of college life is congruent with its reality by analyzing admissions material and information provided by the university.

Enjoy the Evening: 47th Annual Forum Reception

Join AIR in the Westin Century Foyer following the Sunday Plenary Session at 6:15 p.m. for an evening of fun, food, and networking with colleagues!



5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

The Impact of Having Multiple Check Boxes for Race: Results and Insights from a Four-Year University Study (655)

GREGG THOMSON (Author), Director of the Office of Student Research, University of California-Berkeley

Recently the U.S. Department of Education issued proposed guidelines for how institutions will collect and report race and ethnicity data. Significant changes include the use of multiple check boxes and the addition of "two or more races" in the list of racial categories that sum to 100%. Data collected from 10,500 entering freshmen over the past four years at a large public university are used to compare the distributions of students by race using the current and proposed methods of racial categorization. The data highlight some limitations of the proposed guidelines in capturing the multi-racial identities of students.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Selecting Dental Students for an Integrated, Global and Verbal Learning-Based Curriculum (663)

GARNETT LEE HENLEY (Author), Assistant Professor and Director of Assessments, Howard University College of Dentistry

CECILLE SKINNER (Author), Howard University College of Dentistry

RYLE BELL (Author), Howard University College of Dentistry

LEO E. ROUSE (Author), Howard University College of Dentistry

An east coast college of dentistry revised its curriculum to an evidence-based, integrated model. This study determines how students in the college learn in the global and verbal domains and develops an admissions model that predicts student success. Felder's Learning Styles Index was administered. Only 18.4% (n=32) were verbal learners and 32.8% (n=57) were global learners. Prediction Models:

Verbal = .671 + .055(DATPerception), with R-Square=81.6%

Global Learning = -.018+1.197(NSGPA)-1.076(BCPGPA), with R-Square=67.1%

Results: Standardized entrance dental performance data are adequate to select global and verbal domain students.

5:00-6:00 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

Certificate in Institutional Research at Florida State University — Designed for the Working Professional in Mind (717)

GAYLE L. MCLAUGHLIN (Author), Program Coordinator, Florida State University

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

KRISTINA M. CRAGG (Author), Graduate Student, Florida State University

This program is designed to provide academic and professional development opportunities for institutional research, 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 institution research theory, institutional administration, quantitative research methods, utilization of national databases, and institutional research practice.

5:00-6:00 pm

COMMITTEE MEETING

Hyatt/Benton B, Mezzanine Level

RHE Consulting Editors (005)

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

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

“Feeling Shook:” Understanding Violence and Trauma in Young African American Men (042)

JOHN A. RICH (Plenary Speaker), Professor and Chair of Health Management and Policy, Drexel University School of Public Health

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



Research on violence among young African American men rarely focuses on what their voices can teach us about the complex problem of violence. Using narrative research with young African-American men who have been injured in Boston, Dr. Rich will focus on the meaning of violence in the inner city. Specifically, Dr. Rich will focus on how lack of safety, trauma, mistrust of the police, and the “code of the street” combine to increase the risk of re-injury among young men. He will also focus on the critical role of public health in treating trauma and improving the overall health of young men. John Rich designs new models of health care that stretch across the boundaries of public health, education, social service, and justice systems to engage young men in caring for themselves and their peers. His original approach to social epidemiology research informs our understanding and underscores the contextual details attending prevalent illnesses and the cycle of violence that creates recurrent injury risk.

Forum Reception - Sponsored by SPSS (041)



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

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University

Please join us after the Plenary Session for the Forum Reception. Friends, food and fun await you at this traditional Forum kick-off event. A cash bar will be available.

Monday Plenary Session



Dr. Terrence Russell, AIR’s retiring Executive Director, will discuss the role of institutional research and our Association in the changing scene of higher education.

A memory album, to be presented to Dr. Russell, will be available for you to sign, write a message or share an AIR memory. The album will be located near the AIRStore in the Exhibit Hall throughout the Forum.

Monday, June 4, 8:40 a.m.-9:40 a.m., Westin, Century Ballroom A,B,C, Ballroom Level



7:30-8:20 am

COMMITTEE MEETING

Westin/Independence, Ballroom Level

Past Presidents Breakfast (026)

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

Past Presidents' Breakfast.

7:30-8:20 am

SPECIAL EVENT

Westin/Washington Park Place I, Lobby Level

Graduate Students Breakfast - Sponsored by SAS (028)

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



LORNE KUFFEL (Host), Associate Provost for Institutional Research, College of William and Mary

Graduate students are encouraged to attend this informal gathering to learn about the benefits of AIR and the AIR/NCES Fellowships for Graduate Study, scholarships for professional development institutes and other funding opportunities. In addition, there will be time for discussion, especially about the transition into the IR world and how AIR can help.

7:30-8:20 am

SPECIAL INTEREST GROUP

Westin/Presidents, Ballroom Level (Internet)

Banner Users Special Interest Group (S11)

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

This session will provide an opportunity to continue discussion with your IR/Banner colleagues. It's an open forum conducive to the exchange of ideas, seeking help and providing assistance. Come with your questions AND your answers. All Banner users – veteran, novice, and potential – are encouraged to join us.

7:30-8:20 am

SPECIAL INTEREST GROUP

Hyatt/Empire B, Mezzanine Level

For-Profit Institutions (S17)

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

Discussion group for for-profit institutions.

7:30-8:20 am

SPECIAL INTEREST GROUP

Hyatt/Empire C, Mezzanine Level

System Office Institutional Researchers (S18)

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

Meeting for those in state, university and community college system-level institutional research offices to discuss current or emerging issues and share best practices.

7:30-8:20 am

SPECIAL INTEREST GROUP

Hyatt/Chouteau B, Mezzanine Level

COFHE Institutional Research Group Meeting (S23)

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

Breakfast meeting of members of the Institutional Research (IR) group as part of the larger COFHE membership. Meeting intended to discuss research agenda and trends in higher education. Attendance restricted to COFHE IR group members.

7:30-8:20 am

AFFILIATED GROUP

Hyatt/Benton B, Mezzanine Level

Alabama Association of Institutional Research (ALAIR) Meeting (A05)

SARAH C. LATHAM (Convener), Assistant to the President, Samford University

The ALAIR officers will update members on association activities and initiatives.

7:30-8:20 am

AFFILIATED GROUP

Hyatt/Chouteau A, Mezzanine Level

Southern Association for Institutional Research (SAIR) (A23)

LORNE KUFFEL (Convener), Associate Provost for Institutional Research, College of William and Mary

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.

7:30-8:20 am

AFFILIATED GROUP

Westin/Pershing East, Ballroom Level

North East Association for Institutional Research (A24)

MARTHA D. GRAY (Convener), Director of Institutional Research, Ithaca College

Members and all those interested in learning more about the North East Association for Institutional Research are invited to attend this informal session for networking and discussion of current events.

8:40-9:40 am

PLENARY SPEAKER

Westin/Century Ballroom A, B, C, Ballroom Level

Why AIR is Important to Higher Education: Sixteen Years of Choice and Chance (O43)

TERRENCE R. RUSSELL (Plenary Speaker), Executive Director, Association for Institutional Research

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



Sixteen years ago, from the vantage point of a Washington-based science and engineering labor force studies operation, it was clear to me that higher education was changing in two major ways. First, the beginning of the decline of the autonomy of higher education institutions was (ironically, given the current obsession with undergraduate education) clearly signaled by events that were central to the academic research enterprise. The implementation of federal scientific review and control procedures occasioned by the David Baltimore affair and designed to override the peer review system to pursue and protect against science fraud was soon followed by the development of conflict of interest rules that would govern and restrict the conduct of faculty in their research collaborations with business. The second major change was the beginnings of the emergence of a national system of higher education, and for perhaps a hundred US research institutions, an elite subsystem that was and is the core of an emerging global higher education system.

Coming to AIR was an attractive proposition because it was clear to me that what would hold the national higher education system together was not central political control or a rational allocation of functions and resources, but a galaxy of (usually) reluctant competitors held together by a national web of information and resource exchanges necessary for marketing, competitive positioning, and coalition-building. Institutions and the people within them were forced to face up to a changing, turbulent environment where old patrons, student sources and insular modes of governance made the Ivory Tower less a description of a contemporary world apart and more a sigh for the past. The big question was whether the emerging national system would provide a new basis for the autonomy and exercise of the social power of academe synthesized at a higher system level. This, I thought, would depend on the development of the web of information integrating institutions.

AIR's members were central actors in this information web, hence (for better or for worse) prime agents implementing the development of these national and increasingly, global systems. During the next thirty minutes or so I want to describe how I think this has unfolded and where it is going.

The *Triple Helix* is a useful metaphor for the complex system I am describing.



10:00-10:30 am

MORNING COFFEE BREAK

Hyatt/Pershing Exhibit Hall, Lobby Level

SAS-Sponsored Morning Coffee Break (044)

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

10:40 am-12:20 pm

PANEL

Westin/Mission, Ballroom Level

NSSE and CCSSE: Past, Present and Future (256)

GEORGE D. KUH (Author), Chancellor's Professor and Director, Indiana University at Bloomington

The National Survey of Student Engagement (2000) and the Community College Survey (CCSSE) are two of the most widely used annual student surveys in North America institutions could use to become more transparent and accountable for their performance. In this session, key personnel involved in the development, implementation and use of NSSE and CCSSE will discuss the original and evolving purposes and policies guiding the projects. The session will be interactive, with panelists inviting questions and suggestions from participants about how to use student engagement data accurately and responsibly.

10:40 am-12:20 pm

PANEL

Hyatt/Regency New York, Ballroom Level

IPEDS: What's On the Horizon? (503)

ELISE S. MILLER (Author), Program Director, National Center for Education Statistics

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

JANICE E. KELLY-REID (Author), IPEDS Project Director, RTI International

This annual update on IPEDS will review the 2006-07 collection, including a summary of help desk activities for the year; present changes to IPEDS planned for 2007-08 and announce the 2007-08 collection schedule; provide updates on recent meetings of the IPEDS technical review panel and a quick review of changes to IPEDS tools; report on other IPEDS-related projects of interest; and finally, discuss the potential impact of the Commission's report on the future of IPEDS as well as other lingering influences such as the reauthorization of the Higher Education Act.

10:40 am-12:20 pm

PANEL

Westin/Shawnee, Ballroom Level

Student Success, College Preparation and Better Information Highlight the Agenda of The National Postsecondary Education Cooperative (521)

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

This panel will discuss the current projects of the National Postsecondary Education Cooperative (NPEC). Rick Noeth will present his findings on the many and varied definitions of what it takes to be prepared for postsecondary education. Work on what information is necessary and how to improve information on postsecondary institutions and postsecondary participation for prospective college students; how alternate definitions of postsecondary student success can be used to inform institutional information systems; and a description of a web based system for updating the Classification of Instructional Programs will be presented.

10:40 am-12:20 pm

PANEL

Hyatt/Chouteau B, Mezzanine Level

IR and IRB: What Institutional Researchers Need to Know about Institutional Review Boards (621)

DAVID X. CHENG (Author), Assistant Dean for Research and Planning, Columbia University in the City of New York

Institutional researchers face ethical situations similar to their academic counterparts when their projects involve confidential student information or solicit student opinions on various academic or social issues. Evidence suggests that Institutional Review Boards (IRBs) have become more vigilant about institutional research projects in recent years and that even greater oversight may be in store. This panel discussion is designed to offer a platform for institutional researchers to exchange information on different institutions' IRB processes regarding institutional research projects. The panelists and audience can also use this opportunity to share institutional practices and gain better understanding of federal regulations and institutional interpretations.

Becoming a Published Author: Options, Requirements and Strategies (715)

GARY R. PIKE (Author), Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis

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 of Higher Education, University of Memphis

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University at Bloomington

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

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.

AIR Grant Paper: Gender, Geography, Transfer, and Baccalaureate Attainment (711)

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

VALERIE M. CONLEY (Author), Associate Professor of Higher Education and Director, Center for Higher Education, Ohio University

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

Most of the literature regarding persistence in postsecondary education focuses on traditional-aged students who begin in four-year institutions, despite the fact that nearly one-half of all undergraduate enrollments are in two-year institutions. A number of students who begin in a two-year institution have aspirations to complete the baccalaureate degree. Yet, few actually do. Many of these students are older, first generation and have a myriad of barriers. Thus, the notion of the "traditional" student is a misnomer. This study seeks to inform policy and improve information about student decisions and postsecondary education, particularly those who begin in the community college.

Executive Director Search Committee Update (018)

MARY ANN COUGHLIN (Committee Chair), Professor of Research and Statistics, Springfield College

This session will provide interested members with an update on the search for a new Executive Director.

Using CIRP Data for Accreditation, Assessment, and Accountability (284)

JOHN H. PRYOR (Author), Director of CIRP, Higher Education Research Institute

WILLIAM S. KORN (Author), Associate Director of Operations, Higher Education Research Institute

The Cooperative Institutional Research Program (CIRP) is the country's largest and most comprehensive study of higher education. In this session participants will learn how to use the CIRP tools (CIRP Freshman Survey, Your First College Year, and the College Senior Survey) to assist with key IR duties. Using the Astin I-E-O model with CIRP longitudinal data helps go beyond one-time assessments that cannot adequately capture the complex nature of student and institutional change. This session will demonstrate how to move your data out of the file cabinet and into dynamic and useful reporting.



10:40-11:20 am

INVITED PAPER Hyatt/Regency San Francisco, Ballroom Level

Race Matters: What We Know and Might Recall (724)*C. ANTHONY BROH (Presenter), Director of Research, Consortium on Financing Higher Education**MARK P. CHISHOLM (Presenter), Director of Institutional Research, University of New Mexico**MARSHA HIRANO-NAKANISHI (Presenter), Assistant Vice Chancellor for Academic Research and Resources, California State University System*

Since the mid-1990s, issues regarding the collection, reporting, and use of data regarding the race and ethnicity of Americans have been part of the annual meetings of the Association for Institutional Research (AIR). As the federal government now moves forward with implementing changes in the collection and reporting of data regarding the race and ethnicity of students and personnel in postsecondary education, it is timely to provide a brief review of the historical context behind the changes, the impact of differing methodologies, and institutional supplements.

10:40-11:20 am

RESEARCH IN ACTION

Hyatt/Regency Atlanta, Ballroom Level

A Profile of the 2004-05 Remedial Education Students, and Measures of Success for Subsequent Coursework, Retention, and Graduation Rates (206)*TODD J. SCHMITZ (Author), Executive Director of Research and Reporting, Indiana University System**LIN CHANG (Facilitator), Director of Institutional Research and Analysis, Colorado State University - Pueblo*

This research provides a perspective on remedial education at the campuses of a public university by examining the profile of remedial students and their relative success with remedial coursework and subsequent topical courses. To assess progress, rates of retention among a recent cohort of students (2004 beginners) and graduation rates among members of an earlier cohort (1999 beginners) are compared in relation to remedial course taking behaviors. Although the data presented here are drawn from the 2004-05 fiscal year, comparisons to previous years illustrate similar patterns.

10:40-11:20 am

RESEARCH IN ACTION

Hyatt/Empire C, Mezzanine Level

Florida's First Generation Matching Grant Program: The First Year in Review (257)*TRACY J. ALSTON (Author), Graduate Student, Florida State University**YAN L. AVRAM (Facilitator), Coordinator, Planning and Research, North Lake College*

Florida's First Generation Matching Grant Program, as developed during the 2006 Legislative Session, is currently in the implementing phase. This presentation focuses on a two-pronged, multi-method assessment model. The program will be examined using qualitative analysis. The student segment will be quantitative and examine elements related to the success of scholarship recipients.

10:40-11:20 am

RESEARCH IN ACTION

Hyatt/Empire A, Mezzanine Level (Internet)

Improving Teacher Quality by Understanding Teacher Education (539)*TOD R. MASSA (Author), Director of Policy Research and Data Warehousing, State Council of Higher Education for Virginia**ALONA A. SMOLOVA (Facilitator), Coordinator of Assessment, Radford University*

In a state where potential teachers are prohibited from majoring in "education," but instead must major in a liberal arts field, it becomes difficult to track such students. The development of TEAL2 - the Teacher Education and Licensure system phase 2 will address this problem and provide an ambitious vehicle for a truly effective way to study the effect and outcomes of teacher preparation programs.

Accountability in Action: Evaluating and Remediating College Preparation (544)

PATRICK D. ALLES (Author), Director of Research and Information Technology, Independent Colleges of Indiana
VICTOR M.H. BORDEN (Author), Associate Vice President, Indiana University
SCOTT E. EVENBECK (Author), Dean, Indiana University-Purdue University Indianapolis

Two projects that address college preparation at the high school level have been brought together to improve the effectiveness of teaching and improve student learning outcomes, especially in science and math. A statewide high school feedback report that previously stood alone as a reporting system is being combined with a professional development project that identified and sought to close "gaps" between high school and college curricula in subject matter classes. This presentation highlights the opportunities and challenges for using school-level reporting systems to effect change in the classroom.

CANCELLED

The Impact of Hurricanes Katrina and Rita on Higher Education along the Gulf Coasts of Louisiana, Mississippi and Texas (730)

RENE J. TOUPS (Author), 2006 AIR / NCES Research Fellow,
CHAU-KUANG CHEN (Facilitator), Director of Institutional Research, Meharry Medical College

Over one-and-a-half years has elapsed since hurricanes Katrina and Rita devastated the Gulf Coasts of Louisiana, Mississippi and Texas. Overall, recovery has been slow in the hardest hit areas of Louisiana and Mississippi. Higher education institutions have also been severely impacted, but are on the rebound. This paper will examine the state of higher education in the area and relate its recovery to the on-going recover efforts in the surrounding communities. Examination of enrollment, faculty and staff, funding, and applications will be presented. Several re-organizational plans will be discussed along with the overall impact to higher education in the affected states. Steps have been taken by various institutions in the New Orleans area to re-position their institutions will be examined because of the population shift resulting from the flooding. Funding for this project has been provided by an Association for Institutional Research (AIR)/National Center for Education Statistics (NCES) Research Fellowship.

Identifying and Exploring Issues of Compliance: An Analysis of The External Peer Review Process for Institutions Seeking Reaffirmation of Their Accreditation During 2005-2006 (733)

DAVID A. CARTER (Author), Vice President and Director of Training and Research, Southern Association of Colleges and Schools
RUTH V. SALTER (Facilitator), Director of Institutional Research and Planning, Albany State University

Issues arising during a three-tiered peer review process applied at each of 156 institutions seeking reaffirmation of their accreditation are identified and the influence of the findings on Commission's emerging research projects focused on general education competencies and student learning outcomes are explored. Of particular interest are the concerns raised at each successive level of review as they relate to the recently adopted Principles of Accreditation (2001).

Reaching Out to Retain At-Risk Students: Early Identification and Intervention (136)

MARSHA V. KROTSENG (Author), Associate Vice President for Strategic Research and Analysis, Valdosta State University
MICHAEL G. MEACHAM (Author), Associate Professor, Division of Social Work, Valdosta State University

Which students are at greatest risk of leaving – and why? What meaningful, early intervention strategies might successfully retain those individuals? These questions are examined through the results of a pilot test of the Student Adaptation to College Questionnaire at a public comprehensive university. The SACQ assesses adjustment to college based on four scales: Academic, Social, Personal-Emotional, and Attachment, and it offers an early alert for students experiencing difficulty. The study will compare the return rate of first-year students participating in the SACQ with retention of other students with similar characteristics and explore the relationship of SACQ scales to retention.



10:40-11:20 am

SCHOLARLY PAPER

Hyatt/Benton B, Mezzanine Level

The Status of Males in Higher Education: Losing Momentum (156)*BOBBIE EVERETT (Author), Senior Research Analyst, Central Piedmont Community College**TERRI M. MANNING (Author), Associate Vice President for Institutional Research, Central Piedmont Community College**ELIZABETH P. MOEN (Facilitator), Information Systems Specialist, Wayne State University*

We examine our enrollment profile to shed light on trends among males in higher education. In Fall 2004, males and females each represent approximately 50% of first time students who come into the college and take placement tests for math and English. Of those males who took developmental math classes in Fall 2004, 43.9% made A-C grades while 53.4% of females made A-C grades. Of those males who took developmental English classes in Fall 2004, 68% made A-C grades while 77.4% of females made A-C grades. Finally, we explore possible reasons for a gender gap in our own campus community.

10:40-11:20 am

SCHOLARLY PAPER

Hyatt/Regency Chicago, Ballroom Level (Internet)

Student Test Performance Across Academic Years: A Fair Comparison? (262)*MARGARITA D. KOKINOVA (Author), Director, Institutional Effectiveness, Northeastern Ohio Universities College of Medicine**IRENA BOJANOVA (Facilitator), Assistant Academic Director, University of Maryland University College*

The study investigates measurement situations with regard to using five alternate forms of a medical science test and analyzes test results from the perspective of the Item Response Theory to address questions related to comparability of students' performance as measured by different test forms across academic years. The study analyzes test scores by employing Item Response Theory procedures without excluding the use of conventional test and item statistics that are well understood by broader audiences. The psychometric approach proposed in this work provides more accurate data to support decision-making about the academic progress of medical students at the local level.

10:40-11:20 am

SCHOLARLY PAPER

Westin/Brookside, Lobby Level

Deriving Enrollment Management Scores from ACT Data (411)*JOE L. SAUPE (Author), Emeritus Professor of Education, University of Missouri - Columbia**MARK EHLERT (Author), Research Analyst, University of Missouri - Columbia**BRADLEY R. CURS (Author), Assistant Professor, University of Missouri - Columbia**CHAD A. MUNTZ (Facilitator), Research and Policy Analyst, University of Maryland*

The derivation of scores that predict whether or not prospective first-time freshmen will apply or will enroll and whether or not first-time freshman enrollees will graduate using data from the ACT Assessment is investigated. Using a regression methodology, four basic scores are derived to be independent of academic ability which is indicated by a fifth score. Potential uses of the scores are discussed and the inclusion or exclusion of no response or missing data items, the optimal number of data items to include in an enrollment management score and other characteristics of the scores are examined.

10:40-11:20 am

SCHOLARLY PAPER

Westin/Washington Park Place III, Lobby Level

Retention and Graduation: An Examination of Students Who Earn Academic Probation (454)*CHARLES MATHIES (Author), Research Analyst, University of Georgia**DENISE C. GARDNER (Author), Associate Director of Institutional Research, University of Georgia**KAREN WEBBER BAUER (Author), Interim Associate Provost for Institutional Research, University of Georgia*

A regular analysis conducted by many institutional research offices relates to student retention and persistence. Despite voluminous research, no definitive model has been developed to provide guidelines for institutional officials to enhance student persistence through graduation. This study examines the academic progression of three cohorts of entering freshmen at a large southeastern Research I university who have been placed on academic probation at some point during their tenure at the institution. Findings include a series of descriptive analyses followed by regression analysis to examine potentially contributing factors to academic probation.

Visualize Your IR Data: Find the Hidden Gems that Make All the Difference (E01)

KEVIN BROWN (Presenter), Vice President, Tableau Software

This session is for researchers, analysts, and strategists. Based on a real-life case study, the session will focus on familiar problems, but will demonstrate new approaches and tools.

Attendees of this session will benefit in the following ways:

- Discover a whole new world of "visual analysis" for Institutional Research
- Learn how to "see" the key relationships, trends, and anomalies in your data that make all the difference
- Improve your organizational decision-making based on deeper insights

Introducing the Faculty Scholarly Productivity Index (E02)

BILL SAVAGE (Presenter), Exhibitor, Academic Analytics

This session will introduce the Faculty Scholarly Productivity Index from Academic Analytics. The FSP Index is a performance metric which aids in program assessment and strategic planning. Through collecting data on over 180,000 individual faculty in over 7,000 Ph.D. programs nationwide, the Faculty Scholarly Productivity Index determines per capita faculty scholarly productivity by applying a standard set of statistical algorithms to measure research funding, journal and book publication, citations, and honors and awards. The standard reporting format presents client institutions in the context of ten self-selected institutional peers and national decile averages. Other customizable formats are available.

Get the Most Out of Your Course Evaluations, Efficiently with eXplorance Blue (E11)

SAMER JAFFAR (Presenter), Account Executive, eXplorance, Inc.

SAMER SAAB (Presenter), Director of Product Management, eXplorance, Inc.

eXplorance presents Blue/Evaluation, software designed specifically to fully automate your organization's instructor/course evaluation process; providing utmost flexibility, visibility, scalability and efficiency to all stakeholders.

Would you believe us if we told you that, among many other features, Blue enables you to:

1. publish an automated and intelligent evaluation process in minutes?
2. follow-up to guarantee the highest possible response rates?
3. seamlessly integrate with your IT initiatives (portal, single sign-on and instructor/course/student data and relationships)?
4. distribute reporting and analysis capabilities to instructors pertaining to their own reviews, chairpersons for their reporting structure, and IR staff for every sliced and diced view of the totality of the evaluation?

MI /AIR Best Paper: Will The Results Be Statistically Significant? Improving Institutional Research Using Power Analysis (728)

STEPHANIE D. WREN (Author), Research Analyst, Oakland Community College

AMIN MUHAMMAD (Facilitator), Director of Institutional Research, Bowie State University

As researchers, how often do we question the validity of our results? How often are we questioned about the validity of our results? How often do we give the "it's the sample size" response? Let's add to our arsenal of knowledge by investigating the relationship between sample size, effect size, and power.



11:40 am-12:20 pm

DEMONSTRATION

Hyatt/Regency San Francisco, Ballroom Level

Creating Weights to Improve Survey Population Estimates (615)

PU-SHIH D. CHEN (Author), Assistant Research Scientist, Indiana University at Bloomington
SHIMON A. SARRAF (Author), Research Analyst, Indiana University at Bloomington

The assumption among many institutional researchers is that weighting data can improve the accuracy of survey population estimates based upon smaller samples. However, our educated guess is that, with the exception of a relatively small group of AIR members, many avoid weighting, or leave the details to other researchers, because of the general difficulty with finding step-by-step materials to guide them through this process and/or the absence of workshops and programs at conferences. Using experience gained from working at a large survey research operation, presenters will attempt to shed light on this area and begin to fill some of this gap.

11:40 am-12:20 pm

DEMONSTRATION

Westin/Pershing West, Ballroom Level (Internet)

IR Fact Book Design: Issues to Consider (661)

KAREN WEBBER BAUER (Author), Interim Associate Provost for Institutional Research, University of Georgia
DENISE C. GARDNER (Author), Associate Director of Institutional Research, University of Georgia

Presenters 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.

11:40 am-12:20 pm

RESEARCH IN ACTION

Hyatt/Regency Chicago, Ballroom Level (Internet)

Comparing the Culture of American with American-Based Universities in Lebanon: Measuring it Through the Quality of Students Output (267)

RAMZI N. NASSER (Author), Assistant Professor and Researcher in the Office of Testing and Measurement, Notre Dame University
DIANE NAUFFAL (Author), Director of Special Programs/ Assistant Professor, University of Balamand

Differences between two types of organizational cultures, American and American-based universities were studied in Lebanon. American-based universities are Lebanese universities following the American system, however, American universities are American in administrative and academic structures. In both types of organizations, no less than the other, academics share the same values, beliefs, and assumptions. American higher education organization exhibit greater cohesive administrative and academic cultures than the American-based institutes (Nauffal, 2004). The study highlights the differences between the institutional types in relation to student performance outputs based on students' perceptions of their overall educational experience such as teaching and learning experiences.

11:40 am-12:20 pm

RESEARCH IN ACTION

Hyatt/Benton B, Mezzanine Level

Faculty Coaching for Under-Prepared Community College Freshmen Students: A Strategy for Improving Student Outcomes (281)

DEORAJ BHARATH (Author), Director of Educational Research, Broward Community College
BARBARA M. POOLE (Facilitator), Director of Institutional Research & Assessment, Bossier Parish Community College

The purpose of this study was to determine the effect of using success coaches on student outcomes for highly under-prepared community college students. Faculty held weekly coaching sessions with students, sometimes individually or in groups, both in and out of class, to address concerns, provide guidance, and help students navigate their first semester through college. Results showed that students with high coaching interactions with faculty earned a statistically significant higher number of credit hours, and had a higher success rate in remedial courses than students with medium or low coaching interactions.

The Future of the Institutional Research Professional: Right-Brained and Resilient? (468)

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

What attributes will the institutional research professional of the future possess? Until recently, most departmental tasks have required a good analytical left brain, an unstable enterprise system, and perseverance. What if the analyses and troubleshooting we perform are automated? What if our enterprise systems are outsourced? The current popular literature suggests that the "world is flattening" and our jobs may require "A Whole New Mind." How will these trends transform our current jobs over the next ten years? How will resilience and perseverance enable this transition? Join this ongoing research project presentation as it seeks to answer these important questions.

Why Do Our Youth Serve Others? Longitudinal Examination of Community Service among College Undergraduates (102)

JAMES GRIFFITH (Author), Program Director, National Center for Education Statistics

JANIS L. NEWBORN (Facilitator), Director of Institutional Effectiveness, Oakwood College

The 2004/2006 Beginning Postsecondary Students Longitudinal Study offered the opportunity to examine students' motivations for performing community service. About 23,000 beginning students were first interviewed in 2004, and then later interviewed in 2006. In both years, these students were asked whether they performed community service and the types of community service. Changes in community service, both participation and type, could be examined across two time periods. Changes could then be associated with reasons for performing community service and important life goals, and therefore, offer information on the motivational bases of helping others.

Important Factors Considered by First-Generation-Low-Income Students in Deciding on a College and Academic Major: A Survey of College Freshmen in Taiwan (142)

WEI-CHENG MAU (Author), Professor, Wichita State University

This study examined factors important to first-generation low-income college (FGLO) students in Taiwan regarding college choice and academic major. A nationally representative sample of college freshmen (N=49,611) was surveyed. Findings suggested FGLO students considered institutional factors such as academic major, job marketability, and college cost/financial aid the most important factors in deciding on a college. When deciding on an academic major, FGLO students considered individual factors, i.e., academic interests and academic ability as the most important factors. Parents played a greater role for students whose parents had attended college than for FGLO students in both college and academic major decisions.

Lessons Learned When Assessing Learning: Hills and Valleys on the Road to Curricular Change (215)

VICTORIA ROBSON (Author), Graduate Assistant to the Director of the Academic Assessment Program, Virginia Polytechnic Institute and State University

JOHN A. MUFFO (Author), Administrator, Special Projects, Ohio Board of Regents

VINOD LOHANI (Author), Virginia Tech

RAY VAN DYKE (Author), Virginia Tech

MARGARITA D. KOKINOVA (Facilitator), Director, Institutional Effectiveness, Northeastern Ohio Universities College of Medicine

As part of an ongoing NSF/Department-level reform (DLR) project, the Office of Academic assessment collaborated with engineering faculty to develop an assessment plan for continuous improvement of the first-year engineering program. Multiple instruments and methods were employed to: (1) assess the knowledge and experiences of the engineering freshmen, (2) evaluate success in learning introductory engineering fundamentals, (3) develop curricular content and assess impact of ongoing curricular changes and (4) predict engineering retention and cumulative G.P.A. This presentation focuses on assessment lessons learned and factors related to retention and success in the freshman engineering program.



11:40 am-12:20 pm

SCHOLARLY PAPER Hyatt/Empire A, Mezzanine Level (Internet)

The Influence of a Summer Bridge Program on College Adjustment and Success: The Importance of Early Intervention and Creating a Sense of Community (254)

MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University-Purdue University Indianapolis
 BARBARA JACKSON (Author), Associate Dean, Indiana University-Purdue University Indianapolis
 GAYLE ANN WILLIAMS (Author), Assistant Dean, Indiana University-Purdue University Indianapolis
 STEPHEN W. THORPE (Facilitator), Director of Institutional Research, Widener University

This paper focuses on the factors influencing the academic success of students participating in a student support and retention initiative at a large, urban, public university: a "bridge" program. The summer bridge program is an intensive two-week program designed to introduce first-year students to collegiate-level expectations for writing, mathematics, communications, critical inquiry, technology, library resources, and study skills. The authors report how qualitative and quantitative methods were employed to assess how effective the summer bridge program has been in helping first-year students make successful transitions to college.

11:40 am-12:20 pm

SCHOLARLY PAPER

Hyatt/Empire B, Mezzanine Level

Who Are They and Where Did They Come from? Utilizing Data about Students and Sending Institutions to Improve Transfer Student Success (434)

PETER M. RADCLIFFE (Author), Senior Analyst, University of Minnesota
 JION LIOU YEN (Facilitator), Principal Researcher and Associate Director, National-Louis University

A measure of timely graduation for transfer students is proposed and compared to the results for native students at the same institution, and an analysis of transfer student graduation is performed using characteristics of both the student and their previous institution to identify students at risk for attrition. This information can be used to inform programs for smoothing the adjustment of transfer students to the new institution and for targeted outreach that takes into account both the student's needs and prior experiences.

11:40 am-12:20 pm

SCHOLARLY PAPER

Westin/Washington Park Place II, Lobby Level

The De-Registration Paradox: Exploratory Research to Minimize Non-Paying Registrants While Maximizing Headcount (443)

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

Managing college enrollments by deregistering students for non-payment provides opportunities for reallocating classroom seats to paying students while it creates staffing and fiscal challenges. This paper traces potential procedural changes at an urban technical college that relies on a data-driven management process when confronted by issues with internal and external constraints. A paradox results from employing a deregistration process that taxes staff to manage non-payments while not providing tangible ways to change behavior among economically-strapped students balancing work, school and family responsibilities. Survey data is combined with institutional data to elucidate the paradox while outlining factors to resolve the college's challenge.

11:40 am-12:20 pm

TABLE TOPIC

Westin/Pershing North, Ballroom Level

What Influences Patterns of Campus Involvement among Transfer Students? (T01)

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

Transfer students, a significant and growing segment of the college population, warrant more representation in research on student engagement. Focusing on factors that influence transfer student involvement in academic and social activities on campus, this interactive table session provides a platform for interested institutional researchers to exchange thoughts, practices, and research findings on this issue.

New Approaches to Assess Service-Learning Courses (T02)

JIE YAO (Author), Doctoral Candidate, The Ohio State University

MELISSA KESLER GILBERT (Author), Director of the Center for Community Engagement, Otterbein College

ANNA GASIORSKI (Author), University of Maryland

This study proposes new ways to assess unique student learning in service-learning courses, with a particular focus on solving social problems and developing citizenship for social justice. Both quantitative and qualitative survey methods are adopted. A distinctive component of the survey instrument is an open-ended question asking students to identify a social problem related to their service-learning courses and to propose a solution. Results suggest that students have made significant growth in most outcome domains. This research was supported by a grant from the Corporation for National and Community Service, Learn and Serve America.

StudentTracker for Institutional Research (E03)

RICHARD J. REEVES (Presenter), Director of Research, National Student Clearinghouse

This presentation will give background on the National Student Clearinghouse and the Student Tracker service. Extra attention will be devoted to the basics of file submission, return, and research possibilities. Discussion of case studies will be encouraged.

National Survey of Student Engagement (NSSE) (E04)

JILLIAN L. KINZIE (Presenter), Associate Director of NSSE Institute, Indiana University at Bloomington

ROBERT M. GONYEA (Presenter), Associate Director of the Center for Postsecondary Research, Indiana University at Bloomington

Now in its eighth year, the NSSE is an assessment tool used by more than 1,100 four-year institutions. 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, and various accountability efforts. This session provides an overview of NSSE, and related surveys, the Faculty Survey of Student Engagement (FSSE) and Beginning College Survey of Student Engagement (BCSSE), and is most appropriate for first-time users.

Knowledge to You (K2U): A Powerful, New Search Engine for Education (E10)

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

Knowledge to You (K2U) is a powerful, new vertical, search engine for education designed to help students and trainers find, evaluate, and use custom learning resources. See a demo of K2U features, including the ability to create personalized learning plans tied to competencies, with tags, annotations, comparison, ratings, and reviews. Get your school's class schedule and materials listed! Begin using Knowledge to You today at <http://knowledge.to>

Visit the Exhibit Hall

Have YOU visited the Exhibitors for the 47th Annual Forum today?

They are located in the Pershing Exhibit Hall in the Hyatt Regency.



11:40 am-12:20 pm

VENDOR DEMONSTRATION

Westin/Liberty, Ballroom Level (Internet)

Business Intelligence: Only the First Step (E24)

ROD MANCISIDOR (Presenter), Senior Architect, ZogoTech
 LINDA MEDINA (Presenter), Director of Marketing, ZogoTech
 MICHAEL TAFT (Presenter), President, Zogo Tech
 MICHAEL NGUYEN (Presenter), Account Executive, ZogoTech

In this session, we'll show how ZogoTech's integrated Institutional Intelligence software can benefit all levels of college or university. We'll show a scenario where an executive monitors strategic goals and KPIs via dashboards / scorecards and sees low graduation rates. An institutional researcher then uses OLAP, data mining, and other statistical techniques on a data warehouse to uncover causes. A student services group implements intervention programs to alleviate them, recording engagement data in a centralized location for further analysis and assessment.

11:40 am-1:20 pm

SPECIAL EVENT

Westin/Washington Park Place I, Lobby Level



Affiliated Groups Luncheon (Invitational Event) (021)

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

Presidents and current liaisons of the AIR Affiliated Groups and other guests are invited to meet with the External Relations Committee, AIR Board of Directors and the AIR Executive Director for discussion and exchange of information.

12:40-1:20 pm

COMMITTEE MEETING

Westin/Independence, Ballroom Level

Professional File Editorial Board (010)

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

Professional File Editorial Board meeting.

12:40-1:20 pm

SPECIAL INTEREST GROUP

Hyatt/Benton B, Mezzanine Level

Arab-American Institutional Researchers Gathering (S06)

Build professional relationships and exchange of expirtes between Arab-American IR and with IR from Arab-Countries.

12:40-1:20 pm

SPECIAL INTEREST GROUP

Hyatt/Chouteau A, Mezzanine Level

Association of American Universities Data Exchange (AAUDE) (S08)

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

AAUDE representatives and invited guests are invited to attend this informal session for updates and information on AAUDE issues and developments.

12:40-1:20 pm

SPECIAL INTEREST GROUP

Westin/Pershing West, Ballroom Level (Internet)

PeopleSoft Users Group (S10)

NANCY C. MCNERNEY (Convener), Assistant Vice President, College of Lake County

This is an opportunity for institutional researchers who are using the PeopleSoft system to network and discuss issues and problems. Names, colleges and email addresses are collected and shared. Everyone is welcome both beginning and advanced users and those whose colleges are considering PeopleSoft as a new system.



12:40-1:20 pm

SPECIAL INTEREST GROUP

Westin/Shawnee, Ballroom Level

The Kansas Study of Community College Instructional Costs and Productivity Special Interest Group (S15)

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

This is a discussion/question-and-answer session for both Kansas Study participants and individuals from institutions that might be interested in participating in the Study.

12:40-1:20 pm

SPECIAL INTEREST GROUP

Hyatt/Empire B, Mezzanine Level

CIRP Users Group (S22)

JOHN H. PRYOR (Convener), Director of CIRP, Higher Education Research Institute

What's new at the nation's oldest study of higher education? Come talk with the folks at HERI and learn about some significant and exciting changes that are being made. Meet fellow CIRP users and exchange ideas.

12:40-1:20 pm

SPECIAL INTEREST GROUP

Hyatt/Chouteau B, Mezzanine Level

Consultants for IR and Assessment (S24)

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

This group will provide an opportunity for dialogue among the many different types of consultants in IR and assessment. In addition to discussion about the current nature and type of work which is available, this group will also work to professionalize the role of consultants and to document best practices. It is hoped that an official AIR listing of consultants will emerge as a proposal to the Board which will document the individuals and organizations serving as consultants and their agreement with the AIR code of conduct and ethics.

12:40-1:20 pm

SPECIAL INTEREST GROUP

Hyatt/Empire C, Mezzanine Level

Cognos SIG (S25)

KAREN DEMONTE (Convener), Institutional Research Analyst, University of Delaware
KAT COLLISON (Convener), Senior Institutional Research Analyst, University of Delaware

IR Cognos users will share experiences using the Cognos reporting tool.

1:40-2:20 pm

DEMONSTRATION

Westin/Pershing West, Ballroom Level (Internet)

Regional and Discipline Specific Credentialing and OMB_A21 Federal Effort Reporting.....The Connection and Leverage between the Two (310)

KEVIN FRENZEL (Author), Specialist, Faculty Research, University of South Florida
KUNAL GUPTA (Author), Programmer/Analyst, University of South Florida

We will demonstrate a software application that uses the OMB-A21 Federal Effort Reporting information to drive the capture of mandated regional accreditation, and desired discipline specific credentialing information.



1:40-2:20 pm

OPEN HEARING

Westin/Washington Park Place III, Lobby Level

Learn More about Your AIR Membership and What it Means for You (722)

ALAN J. STURTZ (*Convener*), Director of Institutional Research and Planning, Connecticut State University System
 LORNE KUFFEL (*Moderator*), Associate Provost for Institutional Research, College of William and Mary

The Membership Committee wants you to know more about AIR services, benefits and resources specifically for AIR members. Find out how to become involved and enhance your career, expand your network and meet new colleagues.

1:40-2:20 pm

RESEARCH IN ACTION

Hyatt/Regency New York, Ballroom Level

A Little "Taking Stock Project" to Know Who We're Reaching—And More Importantly, Who We're Not Reaching: What Do Those Groups Look Like and What's to be Done about It? (122)

LESLIE M. GALBREATH (*Author*), Director, Talent Development Center, Northwest Missouri State University

The capstone event of the Talent Development Center's (TDC) twentieth year celebration was a thorough assessment of how the TDC interacted with every undergraduate student on campus. A lot was known about students who used the TDC's programs, but very little was known about those who didn't. The author utilized an action research approach to celebrate the TDC's anniversary by reassessing, rethinking, reconnoitering, and regrouping.

1:40-2:20 pm

RESEARCH IN ACTION

Hyatt/Empire A, Mezzanine Level (Internet)

Looking for Directions: What High School Students Experience on Both Community College and Non-Selective Four-Year College Web Sites (145)

CLIFFORD ADELMAN (*Author*), Senior Associate, Institute for Higher Education Policy
 MICHELLE S. APPEL (*Facilitator*), Associate Director, Enrollment Policy and Planning, University of Maryland

This paper presents a comparative examination of Web sites of 27 community colleges serving large numbers of traditional-age students and 20 non-selective four-year colleges to assess how well they function as de facto high school guidance counselors. Student experience along an information tree highlighting preparation, application procedures, placement testing, and tuition and fees was followed through each of the sites, with the results aggregated along with observations on navigation patterns and interface sequences. The session will include an on-line demonstration, drawn from the sites examined, of exemplary cases of Web guidance on academic preparation, financial planning, and treatment of parents.

1:40-2:20 pm

RESEARCH IN ACTION

Westin/Liberty, Ballroom Level (Internet)

The Race to Third Week: How One Community College Combines Strategic Enrollment Management and Institutional Research to Combat Enrollment Leakage (451)

TAMELA H. HAWLEY (*Author*), Dean of Planning and Institutional Research, Prince George's Community College
 TRACY K. HARRIS (*Author*), Dean of Enrollment Services, Prince George's Community College
 MARIETTA MILLER-JONES (*Author*), Research Coordinator, Prince George's Community College
 VIKTOR BRENNER (*Facilitator*), Institutional Research Coordinator, Waukesha County Technical College

Competition for students has increased among two-year and four-year colleges. For the community college, "open enrollment" is now less of a draw for recruiting new students or retaining those currently enrolled. Enrollment at many large community colleges has declined significantly over the past several years. This paper presents the results of an analysis of enrollment patterns and reasons for student withdrawal at a large, metropolitan community college. The presentation shares a new enrollment management model, based upon the findings from this analysis, that is targeted at addressing student leakage during the first three weeks of the semester.

Developing a Link between Programs/Courses and Work Activities (501)

RUBEN B. GARCIA (Author), Director of Follow-Up, Texas Workforce Commission

Most program and course descriptions' learning outcomes are broadly defined. Specific tasks students can accomplish from course completion are seldom listed. Most employers reading program/course descriptions and their corresponding learning outcomes are sometimes unable to determine how these relate to workplace tasks. Employers looking for training will be better served if providers can clarify learning outcomes in business terms rather than educational language. This presentation will provide information on a project linking programs and courses to occupationally-specific work activities to help bridge the gap between employers and training providers.

Enrollment Patterns, Time-to-Degree, and Degree Progression for Baccalaureate Degree Recipients at a Large Urban Public University (125)

LAP-PUN T. LAM (Author), Assistant Director, Arizona State University

CLOVER W. HALL (Facilitator), Vice President of Institutional Research and Academic Planning, St. John's University

This study provides a descriptive framework of the attendance patterns and time-to-degree of baccalaureate degree recipients at a public urban university during the recent ten-year period. The relationships of attendance patterns to demographic and academic variables of the study cohort (N=18,252) were analyzed. In addition to the traditional time-to-degree measurement, the new Baccalaureate Degree Progression Index was adopted as an alternative approach to examine the students' progression toward degree completion. This study revealed that the higher the number of institutions attended, the more lifetime earned hours accumulated, and the longer the elapsed time or lower the progression index.

Institutional Versus Academic Discipline Measures of Engagement—A Matter of Relative Validity (212)

STEVEN P. CHATMAN (Author), SERU/UCUES Project Director, University of California-Berkeley

THOMAS F. NELSON LAIRD (Facilitator), Assistant Professor, Indiana University at Bloomington

The University of California's census survey of undergraduates, UCUES, presents an opportunity to measure the contribution of disciplinary differences to observed institutional differences in academic engagement as reported by students. Early results of nearly 60,000 responses (38%) from the 2006 administration suggest greater variance among majors within an institution than between equivalent majors across institutions. Various cluster analysis techniques will be employed to establish disciplinary patterns. Among reporting practices that will be scrutinized are (1) institutional comparisons that ignore academic program mix and (2) discipline to campus performance comparisons that do not recognize pedagogical differences by major.

The Influence of Service-Learning Curricula Embedded within First-Year "Success" Courses on the Development of Service-Learning Outcomes (247)

MATT J. MAYHEW (Author), Assistant Professor of Higher Education, New York University

HEIDI E. GRUNWALD (Author), Assistant Dean, Administration and Planning, Temple University

The purpose of this study is to examine the effectiveness of service-learning courses on promoting service-learning outcomes, including personal competence, charitable responsibility, social justice responsibility, and interpersonal relationships. These outcomes were longitudinally assessed for 87 students enrolled in one of five first-year success courses infused with service-learning components and for 86 enrolled in five first-year success courses without these components. Students enrolled in the service-learning courses entered with significantly higher scores than their counterparts, indicating the likelihood of a selection effect. To address this concern, we used propensity score analysis which reduces bias introduced by non-randomization. Implications are discussed.



1:40-2:20 pm

SCHOLARLY PAPER

Hyatt/Empire B, Mezzanine Level

Studying Student Learning at Two-Year and Four-Year Institutions with CCSSE and NSSE (251)*WILLIAM E. KNIGHT (Author), Assistant Vice President for Planning and Accountability, Bowling Green State University**CORBY COPERTHWAITTE (Author), Director of Planning, Research and Assessment, Connecticut Community Colleges**MARY ANN COUGHLIN (Author), Professor of Research and Statistics, Springfield College**DOUGLAS N. EASTERLING (Author), Vice President for Institutional Planning and Research, San Juan College**TRUDY H. BERS (Author), Executive Director of Institutional Research, Curriculum and Strategic Planning, Oakton Community College**SCOTT E. EVENBECK (Author), Dean, Indiana University-Purdue University Indianapolis**LAURA R. CRANE (Facilitator), Director, Office of Research, William Rainey Harper College*

As more students enroll at community colleges, questions are raised of whether learning is the same in the two- and four-year sectors, overall and for sub-groups, and whether effects of student backgrounds and college experiences on learning are similar. This study used structural equation modeling with CCSSE and NSSE data from a sample of 18 institutions to determine that mean gains were significantly less for students at two-year colleges, that the results hold true for sub-groups, and that a model where gains are influenced by involvement, perceptions of the environment, and student backgrounds fits the data for both sectors.

1:40-2:20 pm

SCHOLARLY PAPER

Westin/Pershing East, Ballroom Level

Mentoring Undergraduate Students: Validating the Multi-Dimensions of a Student Support System (271)*GLORIA CRISP (Author), Associate Director of Research and Institutional Effectiveness, San Jacinto College District**FERNANDO E. COLINA (Facilitator), Assistant Director, Salem State College*

Many students do not persist to graduation, which makes the study of effective mentoring paramount. Unfortunately, the utility of existing mentoring research is limited due to definitional, methodological, and theoretical flaws. The present study sought to identify and verify the multi-dimensions associated with mentoring. The existence of four major mentoring domains is currently being tested using a stratified random sample of 400 community college students from a two-year institution in the south-central area of the United States. Results of the present study will inform current policy and practice by identifying the components that comprise mentoring experiences of community college students.

1:40-2:20 pm

SCHOLARLY PAPER

Hyatt/Regency Atlanta, Ballroom Level

What is "Good" Assessment? A New Model for Fulfilling Accreditation Expectations (272)*LINDA A. SUSKIE (Author), Executive Associate Director, Middle States Commission on Higher Education**MARDELL A. WILSON (Facilitator), Director, University Assessment Office, Illinois State University*

Perhaps one of the most common questions accreditors hear is, "What kind of assessment work is 'good enough' to satisfy accreditors' expectations?" One regional accreditor has answered this question with a review of existing published statements of good assessment practices that led to a publication that synthesizes prior statements into a new model of "good" assessment with just five elements. While the model addresses student learning assessment, it can be applied to the assessment of other aspects of institutional effectiveness. This model provides a simple framework for institutional researchers who wish to foster good assessment practices at their institutions.

Visit the Exhibitor Hall

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They are located in the Pershing Exhibit Hall in the Hyatt Regency.

Nonresponse Bias in Student Assessment Surveys: A Comparison of Respondents and Non-Respondents of the National Survey of Student Engagement at an Independent Comprehensive Catholic University (276)

ELIZABETH D. MCINNIS (Author), Coordinator of Post- Secondary Partnerships, Milton Hershey School

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

A major concern in survey research has always been a low response rate and the threat that nonresponse bias poses to the external validity of results. This paper reports the results of a quantitative study that measured nonresponse bias of first-year undergraduate students in the National Survey of Student Engagement 2004. It tested research hypotheses by comparing the results of the five NSSE engagement scales as well as seven student socio-demographic variables. Implications of findings are offered for advancing the scholarship of student assessment.

Job Satisfaction of International Faculty in U.S. Higher Education (308)

RYAN WELLS (Author), Doctoral Candidate, University of Iowa

TRICIA ANNE SEIFERT (Author), Doctoral Student and Research Assistant, University of Iowa

PAUL D. UMBACH (Author), Assistant Professor, University of Iowa

RYAN D. PADGETT (Author), Project Associate, Indiana University-Bloomington

ERIC REED (Author), Graduate Student, University of Iowa

SUEUK PARK (Author), University of Iowa

Postsecondary institutions are using various strategies to internationalize the collegiate experience, including the recruitment of international faculty members. In order to recruit and retain an international professoriate in today's global climate, understanding the needs, expectations, and factors affecting job satisfaction is imperative. This study examines the extent to which job satisfaction differs between international faculty members and their non-international colleagues. We use data from both before and after 9/11 to discuss how those events may have changed the satisfaction and attitudes of international faculty members. We discuss issues and policies concerning an internationalized faculty in light of these findings.

Using the Kansas Cost Study Data to Model Academic Program Cost Estimates for Planning Purposes (415)

RON R. PENNINGTON (Author), Director of Institutional Research and Effectiveness, St. Charles Community College

ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

This presentation will describe how community colleges can develop statistical and simulation models using data from the Kansas Cost study. Instead of simply comparing cost ratios by academic programs, it will show that community colleges can also develop their own statistical and logical constructs to determine how certain cost ratios will change if one or more key cost driver/inputs are altered. Two models will be illustrated using EXCEL spreadsheets that estimate how future faculty hiring decisions or changes to class size for various academic disciplines could impact instructional costs.

Student Attrition and Graduation at a Public Research University: Does High School Matter? (448)

IRYNA JOHNSON (Author), Research Analyst, Indiana University

Educational research has illustrated that individual-level background characteristics, such as parental socio-economic status and academic ability, influence the student's college persistence. This study tests for existence of a high school effect on college persistence and degree attainment among a public research university's in-state students. It links institutional data with state data on high schools' performance and populations, i.e. high school share of standardized test takers, average standardized test scores, high school locale, and the percentage of students receiving a free lunch. The effect of aggregate-level high school characteristics on college persistence is tested before and after controlling for individual-level variables.



1:40-2:20 pm

SCHOLARLY PAPER

Westin/Brookside, Lobby Level

A Policy Framework to Increase Transfer from 2-Year to 4-Year Institutions (517)*SANTANU BANDYOPADHYAY (Author), Director of Institutional Research, Zane State College*

Education Commission of the States identify seven areas to be addressed by state policy makers to increase transfer from 2-year to 4-year institutions. Several states had existing policies to address some or all of these areas since 1990. However, ongoing research does not show much improvement in transfer rates over the last ten years. The flat transfer rate probably indicates that the current policy framework is necessary but not sufficient to facilitate transfer. This paper posits individual and institutional characteristics affect transfer rates. A replicable policy framework involving these characteristics and recommending inter-institutional co-operation developed.

1:40-2:20 pm

SCHOLARLY PAPER

Westin/Century C, Ballroom Level

Cost of Instruction Models - An Overview (523)*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 paper synthesizes the literature and research about cost of instruction and presents recommendation about their effective use. Cost of instruction methodologies are particularly relevant to larger discussions about costs, price, and affordability, with a focus on their practical applications. A variety of approaches and policy issues are analyzed, with emphasis on the models of NCHEMS and NACUBO. This research was funded by a grant from the Lumina Foundation for Education to the University of Virginia.

1:40-2:20 pm

SCHOLARLY PAPER

Westin/Mission, Ballroom Level

Looking Ahead of the Curve: an ARIMA Modeling Approach to Enrollment Forecasting (603)*JOHN G. ZHANG (Author), Data Research Analyst, William Rainey Harper College**TERI L. THILL (Facilitator), Director of Institutional Research, University of Wisconsin-La Crosse*

Looking back in the rear-view mirror by doing queries and reports gives the hindsight for what happened in the past, but looking ahead through the windshield by doing forecasts provides the foresight for what will happen in the future. This presentation discusses enrollment forecasting in general and the ARIMA model in particular. The presentation is for anyone interested in enrollment forecasting and resource planning. Prior experience in forecasting is not required but knowledge of regression would be helpful.

1:40-2:20 pm

VENDOR DEMONSTRATION

Westin/Presidents, Ballroom Level (Internet)

Validation of the SAT Reasoning Test for Admission and Placement (E06)*MARY-MARGARET KERNS (Presenter), Director of College Placement and Retention Research, College Board**EMILY J. SHAW (Presenter), Research Assistant Scientist, College Board*

This session will describe the Admitted Class Evaluation Service (ACES), a free online service provided by the College Board, which validates admission and/or placement predictors to predict student performance at your institution. This session will also inform four-year colleges and universities of the opportunity to participate in the national SAT Validity Study. Using ACES, participating institutions will submit data on the entering class of 2006, and will receive an institution-specific admission and placement validity study, a comprehensive datafile returned with supplementary student-level variables from a College Board database, as well as an honorarium.

1:40-2:20 pm

VENDOR DEMONSTRATION

Westin/Penn Valley, Ballroom Level (Internet)

Campus Analytics: An Introduction to the SAS Business Intelligence Platform (E12)*SUE WALSH (Presenter), Higher Education Consultant, SAS Institute Inc**LORI ROTHENBERG (Presenter), Higher Education Consultant, 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.

1:40-2:20 pm

VENDOR DEMONSTRATION

Hyatt/Chouteau A, Mezzanine Level

Outcome Assessments, e-Portfolios, and Accreditation Reporting: An Integrated Approach (E26)*ROBERT BUDNIK (Presenter), Co-Founder, LiveText*

As programs struggle with gathering evidence of student learning, measuring outcomes, demonstrating faculty professional and academic development, and meeting their missions/goals, LiveText can help. In LiveText, students have the ability to create directed assignments, e-portfolios, and other artifacts, which can be assessed by faculty using customized online outcome assessment scoring guides. Custom reports can then be generated for accreditation purposes and to demonstrate how students are meeting your learning outcomes. In addition to direct student assessments, LiveText also offers a full suite of accreditation management tools to track faculty accomplishments, evaluate course instructors, and survey alumni/employers. LiveText offers your program a fully integrated Accreditation Management System™ (AMS) for your accreditation requirements. Join us as we demonstrate and discuss how our solution can assist you in achieving your accreditation goals.

1:40-2:20 pm

VENDOR DEMONSTRATION

Westin/Century B, Ballroom Level

Innovative Web Solutions for Higher Education (E27)*JACK HARRINGTON (Presenter), Director of Marketing, Dataliant*

In this session, you will learn about the innovative web solutions Dataliant provides for higher education to improve communication and collaboration, as well as assist with documentation submission for accreditation. Dataliant's Compliance Assist! is a proven and affordable online solution to simplify the reaffirmation of accreditation process. Dataliant's Portal Assist! is a powerful collaboration tool using Microsoft SharePoint Services and provides easy access to people, documents and information, whether across campus or around the world. Dataliant is a Microsoft Gold Certified Partner based in Alpharetta, GA and has been providing IT services for over 20 years.

1:40-2:20 pm

VENDOR DEMONSTRATION

Westin/Roanoke, Ballroom Level (Internet)

Data Mining Your Enrollment Data with Rapid Insight® Analytics (E30)*MIKE LARACY (Presenter), President, Rapid Insight, Inc.*

Data mining and extracting information from your enrollment data is not as complex as you'd probably think. Learn how your enrollment data can be analyzed and used to build predictive models, to predict which inquiries and which applicants are likely to enroll. Learn how to leverage your data to get a better understanding of your inquiries, your applicants, and your students.

2:30-3:00 pm

AFTERNOON BREAK

Hyatt/Pershing Exhibit Hall, Lobby Level

Vendor-Sponsored Afternoon Break (O45)

Please join us for an afternoon vendor-sponsored break and take time to visit with the vendors and catch up with your colleagues. Take a minute to sign the memory album for Executive Director Terry Russell.



3:00-3:40 pm

VENDOR DEMONSTRATION

Westin/Presidents, Ballroom Level (Internet)

An Introduction to the Collegiate Learning Assessment (CLA) (E09)*MARC CHUN (Presenter), Research Scientist, Council for Aid to Education**JAMES PADILLA (Presenter), Program Manager, Collegiate Learning Assessment*

The Collegiate Learning Assessment (CLA) measures growth in undergraduate student learning in the areas of critical thinking, analytic reasoning and written communication. The CLA employs open-ended, performance-based instruments in which students demonstrate their abilities to use information and craft or analyze persuasive arguments. The longitudinal and cross-sectional administration modes can be used to chart learning and growth through a unique value-added analytical approach.

3:10-3:50 pm

BEST PAPER/PRESENTATION SESSION

Westin/Pershing South, Ballroom Level

INAIR Best Paper: Communicating the Strategic Plan (737)*PATRICIA J. MCCLINTOCK (Author), Associate Director for Institutional Research and Effectiveness, Indiana State University**MARGARET L. DALRYMPLE (Author), Assistant Director of Institutional Research, Purdue University**FERNANDO E. COLINA (Facilitator), Assistant Director, Salem State College*

As two Indiana institutions develop, implement and evaluate their strategic plans, their IR personnel will offer examples of communicating the strategic planning process. They have found that the key to the successful implementation of a strategic plan lies within effective communication, common language and internal marketing. This crucial role of communication engages the variety of stakeholders and encourages their participation, which is an important condition for successful planning.

3:10-3:50 pm

DEMONSTRATION

Hyatt/Empire A, Mezzanine Level (Internet)

New from the U.S. Census Bureau: Annual Data on Population Characteristics (647)*ELAINE L. FIELDING (Author), Institutional Research Analyst Senior, University of Michigan*

Researchers have long relied on the U.S. Census for data on social and economic characteristics of the population. Information on characteristics such as racial composition, educational attainment, and income was available for specific geographic areas only every ten years. Now this information is available annually from the American Community Survey (ACS). Data released in Fall 2006 enable institutional researchers to create up-to-date descriptions of their immediate socio-demographic environments. This demonstration will teach you about the ACS and how to access it online. Knowing how to use the ACS will add a valuable tool to the institutional researcher's toolbox.

3:10-3:50 pm

RESEARCH IN ACTION

Hyatt/Benton B, Mezzanine Level

Institutional Rankings, Marketing, and The Needs of Intending Students (113)*BERNARD LONGDEN (Author), Professor of Higher Education Policy, Liverpool Hope University*

As students in the UK are about to commit significant sums of personal money through tuition fees for their higher education the proliferation and importance placed on commercially produced rankings is growing. It is claimed that the level and nature of information provided by the universities themselves remains incomplete and frequently hyped that the commercial publications fill the gap. This paper explores the nature of rankings and the understanding that readers of such rankings need to consider when interpreting a single score which it is claimed represents the diversity and complexity of a single institution.

The National Community College Benchmark Project (NCCBP) Data Set: Summaries and Implications for Peer Comparisons (238)

RALPH JUHNKE (Author), Senior Research Analyst, Johnson County Community College

The NCCBP collects and reports data to support community colleges' planning, performance measurement, and accountability activities. It provides significant opportunities to relate institutional characteristics and indicators of instructional processes to student outcomes and organizational performance indicators. In 2006, over 150 community colleges from across the country provided data to the NCCBP. The presentation will summarize portions of those and preceding years' data, describe relations between institutional characteristics, processes, and outcome and effectiveness measures, and propose ways that community colleges can draw on NCCBP data to make useful inter-institutional comparisons.

Predicting Award Productivity of a Cohort Based on Baseline Characteristics Using IPEDS Data (422)

MARCUS E. BERZOFSKY (Author), Research Statistician, RTI International

LAURA G. KNAPP (Author), Senior Research Education Scientist, RTI International

ROY WHITMORE (Author), Senior Research Statistician, RTI International


SCOTT GINDER (Author), RTI International

Institution administrators would benefit from the ability to predict the number of students in an undergraduate cohort that will graduate within 150% of their program length. This paper presents a Poisson model based on data from the Integrated Postsecondary Education Data System (IPEDS) that uses baseline characteristics of a student cohort and the institution where they are enrolled to predict the number of completers and transfers the cohort will have. Our model examines the relationship institutional characteristics and student characteristics have on graduation rates and the impact that transfer students and exclusions have on an institution's graduation rate.

First-Generation Student Engagement in Effective Educational Practices in a Four-Year Public University (124)

DILNESAW ASRAT (Author), Programmer, Analyst, Florida A&M University

There is a growing trend in a postsecondary institution today that first-generation students constitute a significant proportion of the student population. Not only increasing access to higher education for first-generation and low-income students has been the concern of most postsecondary institutions, but also, once they are enrolled, the extent to which they are engaged in meaningful educational activities is becoming a concern. This paper examines the differences between first-generation college students and other college students in their engagement in effective educational practices in one of the HBUCs. The paper also attempts to assess the implication on cognitive and psychological outcomes.



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3:10-3:50 pm

SCHOLARLY PAPER

Hyatt/Regency New York, Ballroom Level

Graduate Perceptions of Their College Experience – Obstacles and Facilitators of Success (144)*SHIRLEY JORGENSEN (Author), Coordinator of Institutional Research, Dawson College**CATHERINE FICHTEN (Author), Dawson College**ALICE HAVEL (Author), Dawson College*

A questionnaire was used to evaluate thirty-two factors perceived by graduates as facilitating or hindering their college studies. Items were averaged to develop an overall index of difficulty and graduates were compared based on sex, disability category and whether they registered for disability related services. The groups were also compared on university entrance scores and these were correlated with the index. In addition, two open-ended questions asked graduates to identify facilitators and obstacles to success. Information gleaned from such studies can college administrators take the steps that are needed to ensure college students are provided with more facilitative learning environments.

3:10-3:50 pm

SCHOLARLY PAPER

Hyatt/Regency Atlanta, Ballroom Level

How Postsecondary Education Improves Economic and Work Outcomes of an Underserved Group: Longitudinal Unit Records Analyses of Admissions and Social Security Data of Deaf/Hard of Hearing Applicants (228)*SARA SCHLEY (Author), Senior Institutional Researcher, RIT/NTID**TERESA L. WONNELL (Facilitator), Coordinator of Enrollment Research, Johns Hopkins University*

This presentation discusses long-term outcomes of post-secondary degrees on work, income and public assistance dependence of individuals who ever applied to the National Technical Institute for the Deaf, a college of the Rochester Institute of Technology. In collaboration with Cornell University and the Social Security Administration, NTID provides micro-level data on all applicants to the SSA; who merges the data with SSA databases. This presentation reports on the economic status of alumni, using cross-sectional and longitudinal analyses, and describes the process of unit-record outcomes analysis from the perspective of an institutional research office collaborating with a government agency.

3:10-3:50 pm

SCHOLARLY PAPER

Westin/Century A, Ballroom Level

Fitting Outcomes of General Education Assessment and Other Academic Assessments to Structural Equation Modeling: What Academic Factors Affect CAAP Scores? (241)*MINGCHU LUO (Author), Senior Institutional Researcher, Emporia State University**BRUCE W. VIEWEG (Author), Chief Informational Officer, Emporia State University**CHRISTY SCHRECK (Author), Institutional Research Analyst, Emporia State University**RACHELLE L. BROOKS ((Facilitator), Director of College Sports Project, Northwestern University*

Using institutional data and structural equation modeling, this study examines the academic factors that affect general education skills measured by CAAP scores and explores the interactive relationships among areas of learning outcomes measured by different assessments at a Midwest university. This research indicates that ACT subscores have strong direct effect on the CAAP scores, general education course-based GPA, and comparatively weaker effects on cumulative GPA. ACT subscores have dominant predictability on CAAP scores rather than general education course-based academic performance. The results of this study have implications for policy with regard to addressing assessments of learning outcomes in general education.

***Morning AIR***

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Engaging Distance Learners: Lessons Learned from the National Survey of Student Engagement (NSSE) (245)

PU-SHIH D. CHEN (Author), Assistant Research Scientist, Indiana University at Bloomington

ROBERT M. GONYEA (Author), Associate Director of the Center for Postsecondary Research, Indiana University at Bloomington

National Survey of Student Engagement began to survey U.S. undergraduate students in 2000 when distance education just began to take off in the US. In 2006, NSSE added a new question into its core web survey to identify distance learners and to study the engagement patterns of this student population. This presentation will report what we have learned in our study with three goals in mind: (a) help participants understand the characteristics of distance learners; (b) compare the engagement patterns between distance learners and non-distance learners; and (c) provide suggestions on how to assess the engagement pattern of distance learners.

The Role of Institutional Research with Professional Development and Student Learning Outcomes (249)

MIKE ROGERS (Author), Assistant Director for Institutional Research, University of the Pacific

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

WASC has implemented new standards for two year institutions that require faculty to develop their own learning outcomes. Faculty will work more with others in helping to meet the new WASC standards. The field of institutional research may be of utmost importance in helping faculty determine learning outcomes. This study will help identify the current needs, barriers, and use of learning outcomes at institutions that have implemented the new WASC standards. Other higher education administrators will be able to use the results to design similar methods at their own institutions.

Gender Gaps: Understanding Teaching Style Differences between Men and Women (309)

THOMAS F. NELSON LAIRD (Author), Assistant Professor, Indiana University at Bloomington

AMY GARVER (Author), FSSE Project Associate, Indiana University at Bloomington

AMANDA S. NISKODE (Author), Indiana University

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

Using data from over 7,000 faculty that participated in the Faculty Survey of Student Engagement, this study found gender differences in the percentage of class time spend on various activities, a measure of teaching style, but that the gaps between men and women in lecturing and small group activities, for example, can vary by factors including disciplinary area and academic rank.

Good to Great: Implications for Higher Education Institutions and the Practice of Institutional Research (417)

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

TERRY MCCAMISH (Facilitator), Assistant Director of Institutional Effectiveness, DeKalb Technical College

This presentation considers the implications of Jim Collin's "Good to Great" model for developing and sustaining organizational excellence on both higher education institutions and the practice of institutional research. After reviewing the model, the presenter will hone in on those aspects that are likely to require the most attention and support from institutional researchers: confronting the brutal facts and understanding the institution's resource engine. Final discussion will focus on the qualities that might define and passions required to pursue excellence in the practice of institutional research.



3:10-3:50 pm

SCHOLARLY PAPER

Westin/Liberty, Ballroom Level (Internet)

Discouraged Students: Examining The Veracity of Students' Reasons for Departure from Higher Education (456)

GLENDA DROOGSMA MUSOBA (Author), Assistant Professor, Florida International University

ANNA S. CHUNG (Author), Research Associate, Indiana Project on Academics Success, Indiana University at Bloomington

Student exit interview or surveys and other forms of autopsy studies use students' self reported reasons why they withdrew as information to improve institutional retention services. Yet, there is speculation whether students give socially acceptable reasons or are unable to articulate the real reasons they left. Using a national dataset (BPS), this study tests the validity of students self reported reasons for departure by comparing these students against their peer who persisted or against their status at admission. Results are disaggregated by ethnicity and gender.

3:10-3:50 pm

VENDOR DEMONSTRATION

Westin/Roanoke, Ballroom Level (Internet)

Early Assessment and Intervention Promote Strong Student Retention (E07)

JULIE BRYANT (Presenter), Senior Director of Retention Solutions, Noel-Levitz

The best way to promote student retention is to eliminate problems before they start. Noel-Levitz retention tools help you assess your students and intervene early. The Student Satisfaction-Priorities Suite give you powerful tools to improve the quality of student life and learning for traditional, adult and distance learning students. The surveys measure both how satisfied your students are as well as what issues are important to them. The Retention Management System identifies the leading academic and affective indicators that may lead to attrition. You can intervene earlier, in more specific ways, to get students started on the right path.

3:10-3:50 pm

VENDOR DEMONSTRATION

Westin/Penn Valley, Ballroom Level (Internet)

Snap Surveys Software (E08)

STANLEY SMITH (Presenter), Sales Manager, 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 25 years.

- Fully integrated survey software for questionnaire design, data collection and analysis for all types of surveys (paper, phone, Web, E-mail, PDA, Scanning, Kiosk).
- Robust analysis in the form of tables (crosstabs, frequencies), charts (2-D and 3-D), Descriptive/Multivariate Statistics and reports.
- MS Access or SQL database connectivity and seamless integration with SPSS and MS Office (Word, Excel, PowerPoint, Access).

Applications include Course Evaluations, Needs Assessment, Testing, Alumni Surveys, Faculty/Staff Satisfaction, Longitudinal studies and much more.

3:10-4:50 pm

COMMITTEE MEETING

Hyatt/Empire B, Mezzanine Level

AIR Budget Briefing (003)

GLENN W. JAMES (Treasurer), 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.

External Relations Committee (020)

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.

Leaping off the Shelf: Exchanging the Staid Annual Report for a Dynamic Academic Dialogue (420)

JULIA W. CARPENTER-HUBIN (Author), Director of Institutional Research and Planning, The Ohio State University

JOHN RYAN (Author), Assistant Vice Provost, The Ohio State University

MICHAEL SHERMAN (Author), The Ohio State University

A major research university found that its annual report process had become formulaic and focused on the past. Although yearly reports provided bragging points to central administration, they did little to actually move the institution forward. The creation of a new biennial process founded on data and analysis from the center has sparked a true dialogue between the Office of the Provost and colleges. This panel presentation will review the process, provide examples of the data and analysis used and summarize outcomes, with an emphasis on new directions and activities inspired by the dialogue.

Strategic Management: Balancing Internal Parity, Competitive Position, and Institutional Priorities at a Research University (457)

RICHARD D. HOWARD (Author), Director of Institutional Research and Reporting, University of Minnesota

Strategic management of academic units (colleges, etc.) with multiple disciplines, requires balancing three forces: 1) competing for institutional priority of specific disciplines (institutional strategic planning), 2) providing resources that allow priority programs the capacity to be competitive nationally while, 3) maintaining relative balance between all disciplines within the college. Tools required to strategically manage in this environment include trend data at the discipline, college, and institutional levels, like data from comparative institutions, and processes that result in allocations consistent with priorities and expected productivity. Two deans, a provost, and an institutional research director discuss strategic management and decision support needs.

The Common Data Set: The Year Ahead (508)

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

Come weigh in on proposed changes to the Common Data Set for the year ahead. Learn what the Common Data Set is and how supporting publishers work with the education community to fine tune this data set.

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3:10-4:50 pm

PANEL

Westin/Shawnee, Ballroom Level

Issues Related to Reporting on The National Science Foundation Survey of R&D Expenditures at Universities and Colleges (525)

JAMES W. FIRNBERG (Author), Consultant,
RONDA BRITT (Author), Project Manager, Academic R & D Expenditures Survey, National Science Foundation
MARK A. MORGAN (Author), Technical Director, ORC Division Macro

The National Science Foundation annually collects data on separately budgeted R&D in science and engineering. NSF periodically holds workshops to discuss issues concerned the collection of these data. Recently a workshop was held to discuss the collection of data at medical schools. The purpose of this panel is to discuss the recommendations resulting from that workshop and to receive further input from AIR members concerning these issues and others regarding the R&D Survey.

3:10-4:50 pm

PANEL

Hyatt/Chouteau B, Mezzanine Level

Creating a Culture of Evidence to Drive Improvement in Student Outcomes and Institutional Effectiveness at Community Colleges (605)

DAVIS JENKINS (Author), Senior Research Associate, Community College Research Center
THOMAS BAILEY (Author), Director, Community College Research Center, Columbia University
PATRICIA WINDHAM (Author), Associate Vice Chancellor for Evaluation, Florida Community College System
JOANNE BASHFORD (Author), Associate Provost for Institutional Effectiveness, Miami-Dade College

This panel session seeks to advance understanding about the efforts of a growing number of community colleges to create a "culture of evidence" in which institutional researchers work with faculty and others to use data to improve student outcomes and institutional performance. What is involved in creating a culture of evidence at community colleges? What are the barriers to doing so? What can be done to encourage more widespread adoption of this approach? Offering their perspectives on these questions will be a leading practitioner, two community college researchers and a state director of research and evaluation.

3:10-4:50 pm

PANEL

Westin/Pershing North, Ballroom Level

Theory and Application of Data Mining in Higher Education Research - Why We Do It (607)

THULASI KUMAR (Author), Director of Institutional Research, University of Northern Iowa
JING LUAN (Author), Vice Chancellor for Educational Services and Planning, San Mateo County Community College District
SUTEE SUJITPARAPITAYA (Author), Associate Vice President, San Jose State University
TOM R. BOHANNON (Author), Assistant Vice President, Baylor University

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.

Panel of Presidents

The Role of IR in Addressing Student Access: A President's Perspective

Tuesday, June 5, 10:30 a.m. - 12:10 p.m.
Westin, Washington Park Place II, Lobby Level



Skits Depicting Ethical Dilemmas, Focusing on Best Management Practices (634)

ALICE M. SIMPKINS (Author), Director of Institutional Research, Paine College
RENA CHESKIS-GOLD (Author), Consultant, Demographic Perspectives
LARRY G. JONES (Author), Senior Public Service Associate, University of Georgia
RANDALL B. NELSON (Author), Director of Institutional Research, University of Puget Sound
MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
LYNN H. STEWART (Author), Coordinator of Institutional Research, Hampton University
DAWN GERONIMO TERKLA (Author), Executive Director, Institutional Research and Evaluation, Tufts University
MICHAEL WILLIFORD (Author), Associate Provost, Ohio University
MARJORIE E. WISEMAN (Author), Senior Associate Director, Northeastern University

AIR's Code of Ethics was adopted in 1992 by the membership and updates were approved by the Board in 2001. The Task Force has also created guidelines for avoiding ethical dilemmas and will present skits depicting situations on this topic, focusing on the relationship between best management practices and ethics. The skits will be followed by discussion, a review of the guidelines for avoiding dilemmas, and an update on work that has been done to make the Task Force an AIR Committee. Participants are also encouraged to submit their own ideas for skits (anonymously) for avoiding ethical dilemmas.

TennAIR Best Paper: Using Regression to Address Faculty Salary Compression (707)

STEPHANIE THOMPSON (Author), Associate Director of Institutional Research, University of Memphis
GREGORY J. SCHUTZ (Facilitator), Director of Assessment and Effectiveness, Tennessee Board of Regents

A large, public, urban research institution, undertook a study to address possible salary compression. Since the institution is a public university, percentage-based pay raises are mandated and set by the state legislature. Some years additional funding is allocated by the legislature to be used to reward high performing employees and address issues of salary inequity. Identifying compressed salaries is the first part of rectifying the situation. Establishing a generally valid model to forecast salary is the first step in the process. The models which will be discussed in the paper will help other institutions look at their salary distributions differently.

AIR/AAUP Advisory Committee (001)

JOHN W. CURTIS (Member), Director of Research, American Association of University Professors

AIR members advise the AAUP Director of Research on the annual Faculty Compensation Survey.

Developing a Model to Predict Students Who are at Risk for Eating Disorders (107)

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

About 15% of women who are of college age are at risk for an eating disorder. These disorders offer real and profound implications for student health and welfare. The nationally mandated EAT-26 survey was administered to the student population of a military academy. The results indicated that nearly one-fifth of the women are at risk for eating disorders and about 6% of the men. Using binomial regression and factor analysis, a model was developed to understand eating disorders. The results of this study have enabled the student development center to design specific interventions, education, and support systems to address it.



4:10-4:50 pm

RESEARCH IN ACTION

Westin/Pershing East, Ballroom Level

The Road Less Traveled: A Study of Non-Continuous Enrollment Patterns (140)*RINA BONGSU-PETERSEN (Author), Research Associate, DePaul University**ROBERT C. BERGMANN (Facilitator), Senior Research Analyst, Iowa State University*

We often wonder what happens to students who stepped out for a quarter or more. Do they come back, transfer to another institution or drop out of college entirely? National research suggests that most undergraduates graduate have more than one institution on their transcript. To what extent are our students taking non-traditional paths?

This study looks at the three year enrollment history of undergraduates who enrolled in the fall of 2002 but did not enroll the following term using National Clearinghouse data. We share findings on the routes these students took and the characteristics of students on each route.

4:10-4:50 pm

RESEARCH IN ACTION

Hyatt/Regency New York, Ballroom Level

Using Optimization to Develop Individualized Programs of Study to Enhance the Student Experience (149)*ROBERT L. ARMACOST (Author), Consultant, Higher Education Assessment and Planning Technologies**SANDRA J. ARCHER (Author), Interim Director for University Analysis and Planning Support, University of Central Florida**JULIA J. A. PET-ARMACOST (Author), Assistant Vice President for Special Academic Initiative, University of Central Florida**DAVID X. CHENG (Facilitator), Assistant Dean for Research and Planning, Columbia University in the City of New York*

A student's university experience is greatly affected by advising received and availability of classes. Frequently, plans are jeopardized when a particular class is not offered in a given term and matters made worse when that class is a prerequisite for others. What is lacking is a reliable way to develop an individualized program of study that accounts for a student's situation. This presentation develops an optimization structure for developing individualized programs of study using recently developed five-year plans of projected course offerings. The various assumptions and data requirements are discussed and experience with using Excel Solver and SAS/OR is included.

4:10-4:50 pm

RESEARCH IN ACTION

Westin/Pershing South, Ballroom Level

Comparing the Performance of Community College Transfers and First Time Freshmen in Science, Technology, Engineering and Mathematics (STEM) (225)*JAMES SSEMAKULA (Author), Associate Director, California State University System*

This study compares graduation and retention rates for given cohorts of community college transfer students (transfers) and of first-time full-time freshmen (FTF) in STEM. It also estimates major-specific six-year graduation rates in STEM majors. The study also investigates the major-switching behavior of the two groups, as they progress toward graduation. It also examines gender and ethnic differences in these traits, and whether these differences are major-specific. In this study the classification standard is CIP 2000 (U.S. Department of Education; 2002), as used in the Consortium for Student Retention Data Exchange (CSRDE) annual surveys.

4:10-4:50 pm

RESEARCH IN ACTION

Westin/Century C, Ballroom Level

Renewing Institutional Vision Through a Comprehensive, Collaborative Process (405)*ROBERT B. WILKINSON (Author), Director of Analysis, Planning and Assessment, Pittsburg State University**STEVE SCOTT (Author), Pittsburg State University**TARA R. WARNE (Facilitator), Associate Research Analyst, University of Missouri System*

This session will examine how one institution used an eighth-month long process to engage university stakeholders in conversations about its future. The process yielded a renewed vision and specific recommendations for achieving that vision. The replication and applicability of this process to other institutions will be addressed. The session will focus on how to construct a process that engages stakeholders in conversations about an institution's future. As one can imagine, the results of this process have important implications for strategic planning, marketing, and campus-wide accreditation efforts.

Using Research to Establish the Viability of a New Regional Campus: A Case Study (450)

DANIEL RODAS (Author), Vice President for Planning, Long Island University

This presentation will summarize the results of a 2006 research project to inform "X" University's decision to create a new regional campus. The presentation will provide a framework for how colleges and universities can use institutional research to support and inform the creation of a branch or regional campus.

Using Student Flow Model to Track Nontraditional Students (121)

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

This study examined if any significant difference existed in the independent variables like gender, age, race, major, and full-time/part-time status for nontraditional student's one year retention rate, four year graduation rate, one year college GPA, and graduation GPA. The study was based on the information supplied by the Nontraditional Student Flow Model, in which tracked were 120 undergraduates at age of 25 or older when they first enrolled at a four-year university in fall 1998. Besides the descriptive results of the cohort, the linear regression and logistic regression were also utilized to determine significant effects upon outcomes for this population.

Training Future Scientists: Factors Predicting Underrepresented Minority Student Participation in Undergraduate Research (155)

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

MIGUEL LOPEZ (Author), University of California, Los Angeles

KEVIN EAGAN (Author), Doctoral Student, University of California, Los Angeles

JULIE J. PARK (Author), University of California, Los Angeles

MONICA H. LIN (Author), University of California, Los Angeles

Using longitudinal data from the UCLA Cooperative Institutional Research Program (CIRP) and Your First Year of College (YFCY), this study examines factors that predict the likelihood of students participating in a health science research program or working on a professor's research project during their first-year of college. While few freshmen actually participate in activities designed to provide an early orientation to a research career, key preparation, peer-based experiences, and concern about finances influence participation in these activities. The findings inform efforts to orient students, particularly underrepresented minorities, toward biomedical and behavioral science research careers.

Determinants of Nonresident and Resident Undergraduate Tuition and Enrollments at Public Institutions (502)

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University at Bloomington

JOHN V. MOORE (Author), Research Associate, Project on Academic Success, Indiana University Bloomington

PAUL JACOB GROSS (Author), Graduate Assistant, Indiana University

DONALD R. HOSSLER (Author), Faculty, Indiana University at Bloomington

MARY ZISKIN (Author), Senior Research Associate, Indiana University Bloomington

In this paper, we examine the various factors that affect how public institutions set their resident and nonresident tuition rates. We analyze data on over 400 4-year, public institutions of higher education (IHE) to determine how factors such as subsidies from state governments, subsidies from private entities, institutional selectivity, and other factors affect resident tuition rates, nonresident tuition rates, and the differential between them.



4:10-4:50 pm

SCHOLARLY PAPER Hyatt/Empire A, Mezzanine Level (Internet)

A Triangle: Out-of-State Tuition, College Access, and Regional Context (535)*MIKYONG MINSUN KIM (Author), Associate Professor and Director, George Washington University**JANG WAN KO (Author), Senior Research Associate, George Mason University*

This study aims to examine the relationship among out-of-state tuition, college access, and regional context. We obtained data from the Integrated Postsecondary Data System (IPEDS) and the US News and World Report. Our preliminary result suggests that the Far-west or western states are lower in out-of-state student enrollment than other regions, although their academic rank is the highest. New England public universities have the highest percentage of out-of-state student enrollment although the out-of-state tuition price is very high and academic ranking score is relatively low. The reasons for the patterns will be discussed in the meeting.

4:10-4:50 pm

SCHOLARLY PAPER

Westin/Century B, Ballroom Level

Re-Gendering Data: Quantifying Qualitative (608)*TERESA WARD (Author), Research Associate, Georgia State University**DAVID K. DIRLAM (Facilitator), Senior Assessment Coordinator, Savannah College of Art and Design*

Much of the research in education is quantitatively constructed; but by including a qualitative component in survey research, for example, one can generate data that may provide insight into what the numbers actually mean and broaden theoretical conceptualizations around many of the issues that concern institutional researchers (e.g., retention rates, learning outcomes). Yet, the relevance of qualitative data in informing policy decision making is often ignored and, consequently, less employed as a research strategy in institutional research.

4:10-4:50 pm

TABLE TOPIC

Westin/Penn Valley, Ballroom Level (Internet)

IR and City Politics: Using IR Tools in the Community (T15)*PHYLLIS Y. EDAMATSU (Author), Director of Strategic Planning and Institutional Research, Delaware State University*

A campus climate survey instrument was adapted and used to assess the climate of an urban community. Tensions between a city's different ethnic and racial communities resulted in the creation of a human relations commission. As chair of the assessment committee of the commission, the Director of Institutional Research and Strategic Planning of a local University worked with faculty at the university and the commission chair to develop and administer the assessment instrument. University students aided in entering results of the survey into an SPSS database. The process and findings are discussed.

4:10-4:50 pm

VENDOR DEMONSTRATION

Westin/Presidents, Ballroom Level (Internet)

College BASE: General Education Assessment (E17)*PAMELA A. HUMPHREYS (Presenter), Senior Coordinator, Assessment Resource Center*

College BASE, a criterion-referenced academic achievement examination, evaluates students' knowledge and skills in English, mathematics, science, and social studies, usually after a student completes a college-level core curriculum. Developed to provide colleges with an accurate assessment of academic progress, College BASE emphasizes concepts and principles derived from course materials. Session participants will review the development of College BASE, the subjects and skills tested by the exam, and the testing formats. In addition, examples of institutional summary data and individual student reports will be provided. This session is of special interest to representatives seeking an instrument to assess institutional effectiveness.

**Tuesday Night Event**

Kansas City T-Bones v Gary-Southshore RailCats

Tickets are only \$37! It's the only game in town!

4:10-4:50 pm

VENDOR DEMONSTRATION

Hyatt/Empire C, Mezzanine Level

Higher Education Resource Institute (E28)

JOHN H. PRYOR (Presenter), Director of CIRP, Higher Education Research Institute

WILLIAM S. KORN (Presenter), Director of Operations, Higher Education Research Institute

Come and hear about new developments for the CIRP Surveys (Freshman Survey, Your First College Year, and College Senior Survey). Director of CIRP John Pryor and Bill Korn, Associate Director for Operations will demonstrate new features and the survey programs and take any questions. This year CIRP is unveiling a web portal and a new on-line data analysis system, as well as new questions that will assist your assessment needs.

4:10-5:50 pm

COMMITTEE MEETING

Hyatt/Regency Atlanta, Ballroom Level

2007 AIR Nominating Committee (058)

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

AIR Nominating Committee meeting.

5:10-5:50 pm

COMMITTEE MEETING

Westin/Pershing South, Ballroom Level

The Consortium for Student Retention Data Exchange (Invitational Meeting) (056)

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

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

5:10-5:50 pm

COMMITTEE MEETING

Westin/Century B, Ballroom Level

Knowledge Matrix Committee Meeting (057)

KAREN WEBBER BAUER (Committee Chair), Interim Associate Provost for Institutional Research, University of Georgia

Meeting of the Knowledge Matrix Committee.

5:10-5:50 pm

POSTER

Hyatt/Pershing Exhibit Hall, Lobby Level

All AIR Poster Sessions (Repeat presentation of Sunday's Poster sessions) (753)

- 105 Transfers as First-generation College Students: A First Picture from a Metropolitan University
- 117 Illuminating the New Students in the Shadows: Background, Experiences, and Outcomes of Transfer Students
- 127 The OTHER New Students: Assessing and Improving the Graduate Student Orientation Experience
- 134 The Next Generation of Making Achievement Possible: MAPWorks E
- 146 First-Year Seminar in Business: Integrating Student Transition with the World of Business
- 143 Understanding Adult Student Expectations and Satisfaction Using Importance-Performance Gap Analysis
- 203 Assessing the Effectiveness and Efficiency of Curricula
- 205 Using the Acronym "FAMOUS" to Demystify the Assessment Process



- 217 Dialectic Thought in Asian, American, and Pacific Islander Student Populations
- 219 Do Students Care or Use Course Expectations to Direct Their Learning?
- 224 Connecting the Evaluation of Assessment Plans to Program Review: Finding a Manageable Link E
- 259 Mining Time- The Use of Data Mining to Identify Demographic, Educational, and Institutional Factors That Influence Time to Doctoral Degree in Education
- 260 Starting from Scratch: Developing Classroom Assessment Practices for Strengthening Student Learning, an Adjunct Perspective
- 266 Performance of Community College Transfer Students at a Four-Year University
- 274 The Effect of College Education on Students' Level of Engagement in Active Learning
- 302 Does the Elimination of Prerequisites Impact Course Success Rates?
- 316 Positive Influences, Part 2: Exploring the Role of Engagement in Student Comments
- 409 Using ArcGIS Mapping with 2005 Census Demographic Data to Predict Prospect Students for For-Profit Proprietary Education
- 421 Refining a Faculty Salary Benchmark Process at a Small Private Liberal Arts College
- 423 Using Undergraduate Prospect Research to Enhance Enrollment Planning and Marketing
- 428 Using National Data to Examine the Impact of Ethnic and Cultural Variables on High School Seniors' Postsecondary Education Plan
- 432 A Crimson Tide is Sweeping the State: Modeling and Depicting UA-AU Enrollment by County of Origin
- 435 Coloring by Numbers: Using Thematic Mapping Techniques to Bring Meaning to Enrollment Data
- 441 Zicked! — Impacts and Implications of Forced Course Withdrawal for Non-Payment
- 619 "Should We Continue the Survey?" New Students' Advisors Asked —Sharing with Faculty with Survey Information
- 624 Using Experimental Methods in Decision-Making: A Survey Project Example
- 633 Using Data Mining to Predict Course Outcomes
- 644 Studying Changes of Majors at One University
- 645 Data Integrity Reports: A Proactive Approach to Data Quality Challenges
- 649 Benchmarking in Student Affairs: Exploring Comparability by Two Institutions
- 654 What Are We Selling? A Content Analysis of Admissions Material
- 655 The Impact of Having Multiple Check Boxes for Race: Results and Insights from a Four-Year University Study
- 663 Selecting Dental Students for an Integrated, Global and Verbal Learning-Based Curriculum
- 717 Certificate in Institutional Research at Florida State University -- Designed for the Working Professional in Mind

5:10-5:50 pm

SPECIAL INTEREST GROUP

Brasserie Bar, Lobby Level , Westin

Louisiana Association for Institutional Research (A32)

MICHELLE HALL (Convener), Director of Institutional Research and Assessment, Southeastern Louisiana University

Current members and all who are interested in learning more about the Louisiana Association for Institutional Research are invited to attend.

5:10-5:50 pm

SPECIAL INTEREST GROUP

Westin/Liberty, Ballroom Level (Internet)

Research on Faculty (S02)

VALERIE M. CONLEY (Convener), Associate Professor of Higher Education and Director, Center for Higher Education, Ohio University

This year's special interest group session will focus on two primary topics: (1) a discussion of a recent publication: "The American Faculty: The Restructuring of Academic Work and Careers" by Jack H. Schuster and Martin J. Finkelstein and (2) issues related to conducting analyses using the National Study of Postsecondary Faculty (NSOPF). As always, the format for the discussion will be informal. Anyone interested in research on faculty is welcome to attend.

5:10-5:50 pm

SPECIAL INTEREST GROUP

Westin/Independence, Ballroom Level

Teacher Preparation and K12 Student Learning Researchers (S04)

TOD R. MASSA (Convener), Director of Policy Research and Data Warehousing, State Council of Higher Education for Virginia

This SIG is for members involved specifically in research on teacher education and preparation. Further, it is for those researchers involved in the study of student learning outcomes in K12, especially the new crop of professionals coming out of the Local Education Agencies.

5:10-5:50 pm

SPECIAL INTEREST GROUP

Westin/Century A, Ballroom Level

The SEAAIR SIG Will Provide Updates on SEAAIR Developments (S09)

RAJ SHARMA (Convener), Associate Director, Resource Planning and Analysis, Swinburne University of Technology

SEAAIR was established in 2000 as an initiative of AIR. This meeting will provide updates on the development of the organisation. It will also mention the opportunities for AIR colleagues to contribute to the SEAAIR Forum to be held in Bangkok Thailand during September 2007 and other future Fora of SEAAIR. It is expected that the 2007 Forum brochures will be available at the SIG.

5:10-5:50 pm

SPECIAL INTEREST GROUP

Westin/Shawnee, Ballroom Level

Catholic Higher Education Research Cooperative (CHERC) (S12)

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

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

Members of CHERC will update participants on research initiatives, the web site, the annual meeting at Villanova University, and developing relationships with the Association of Catholic Colleges and Universities. Participants may also bring up topics of interest to them and give brief summaries of their research.

5:10-5:50 pm

SPECIAL INTEREST GROUP

Westin/Brookside, Lobby Level

The Delaware Study: Instructional Costs and Productivity and Out-of-Classroom Faculty Activity (S14)

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

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

ALLISON M. WALTERS (Convener), Institutional Research Analyst, University of Delaware

This session will provide an open forum for those interested in discussing all aspects of the Delaware Study.



5:10-5:50 pm

SPECIAL INTEREST GROUP

Hyatt/Empire C, Mezzanine Level

Integrated Queries and Reporting Special Interest Group (S19)

JAMES C. FERGERSON (Convener), Director of Institutional Planning and Analysis, Bates College

MARILYN H. BLAUSTEIN (Convener), Director of Institutional Research, University of Massachusetts Amherst

This is a forum for those interested in integrated database query, Executive Information System (EIS), and Business Intelligence (BI) tools to automate reporting for institutional research or assessment. Examples include Hyperion Intelligence, WebFocus, Crystal Reports, Oracle Developer, Cognos, or Hummingbird. These tools help users to develop the custom reports that large administrative systems rarely provide, and they can be used to develop data warehouses or data marts. Our focus is not on the products, but on how these tools transform our data management roles, the questions we ask, the ways we deliver information, and the analyses that we do.

5:10-5:50 pm

SPECIAL INTEREST GROUP

Hyatt/Empire B, Mezzanine Level

iStrategy Users (S26)

SARAH MATTINGLY (Convener), Senior Research Analyst, University of Louisville

Meet other iStrategy users and discuss challenges and issues related to its implementation and use.

5:10-5:50 pm

SPECIAL INTEREST GROUP

Hyatt/Chouteau B, Mezzanine Level

National Survey of Student Engagement (NSSE) (S27)

JILLIAN L. KINZIE (Convener), Associate Director of NSSE Institute, Indiana University at Bloomington

Please join us to learn more about new developments at NSSE and its related surveys, FSSE, BCSSE and LSSSE, share ideas with staff, and exchange approaches to using NSSE data with other users.

5:10-5:50 pm

SPECIAL INTEREST GROUP

Hyatt/Empire A, Mezzanine Level (Internet)

Financial Aid (S29)

MEIHUA ZHAI (Convener), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators

RICHARD A. VOORHEES (Convener), Principal, Voorhees Group LLC

This SIG is to provide a platform for those interested in the study of student aid to exchange experience, ideas and resources regarding student aid and related issues such as student access, aid and affordability, institutional enrollment management strategies, student persistence patterns and their college success, as well as student debt management, etc.

5:10-5:50 pm

AFFILIATED GROUP

Hyatt/Benton B, Mezzanine Level

Southern African Association for Institutional Research (A01)

MARTHIE CRONJE (Convener), Institutional Researcher, University of Johannesburg

A gathering for those interested in Institutional Research in the Southern African region.

5:10-5:50 pm

AFFILIATED GROUP

Hyatt/Chouteau A, Mezzanine Level

IR Faculty and Graduate Students (A03)

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

All interested are encourage to attend.

5:10-5:50 pm

AFFILIATED GROUP

Westin/Penn Valley, Ballroom Level (Internet)

SCAIR Business Meeting (A04)

CATHERINE E. WATT (Convener), Director of the Alliance for Research and Higher Education, Clemson University

Join your fellow South Carolina colleagues for a short business meeting followed by an opportunity for fun and fellowship. All are welcome to attend.

5:10-5:50 pm

AFFILIATED GROUP

Westin/Pershing East, Ballroom Level

Ohio Association for Institutional Research and Planning (A07)

JOHN J. NUTTER (Convener), Director of Institutional Research, University of Toledo

The most important meeting you will attend.

5:10-5:50 pm

AFFILIATED GROUP

Westin/Century C, Ballroom Level

The National Community College Council for Research and Planning (NCCCRP) Annual Meeting (A10)

GEORGIA I. GUDYKUNST (Convener), Director of Institutional Effectiveness, Maricopa Community College District

The NCCCRP is the only research and planning group for community colleges in the U.S. NCCCRP holds an annual meeting at the AIR Forum.

5:10-5:50 pm

AFFILIATED GROUP

Westin/Presidents, Ballroom Level (Internet)

Maryland AIR (A15)

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

Meeting of Maryland AIR members and friends.

5:10-5:50 pm




AFFILIATED GROUP

Hyatt/Board Room, Ballroom Level

Southeastern Association for Community College Research (A16)

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

Members and all those interested in learning more about SACCR 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.

Upcoming AIR Publications	Now Available
<p data-bbox="380 1650 597 1682"><i>Mixed Methods</i></p> <p data-bbox="293 1713 683 1745"><i>Assessment in Engineering</i></p>  <p data-bbox="431 1772 678 1898">Take advantage of the online AIR bookstore at www.airweb.org!</p>	 <p data-bbox="899 1661 1208 1745"><i>Assessment of Student Learning in College Mathematics</i></p>  <p data-bbox="891 1818 1200 1898"><i>Assessment of Student Learning in Business Schools</i></p>



5:10-5:50 pm AFFILIATED GROUP Westin/Pershing West, Ballroom Level (Internet)

Tennessee Association for Institutional Research (TENNAIR) (A18)

JANE MCGUIRE (Convener), Vice President for Institutional Effectiveness, Research, Planning and Assessment, Volunteer State Community College

Members and all those interested in learning more about the Tennessee 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.

5:10-5:50 pm AFFILIATED GROUP Westin/Roanoke, Ballroom Level (Internet)

AIR of the Upper Midwest (AIRUM) (A19)

PETER M. RADCLIFFE (Convener), Senior Analyst, University of Minnesota

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.

5:10-5:50 pm AFFILIATED GROUP Westin/Washington Park Place III, Lobby Level

Indiana Association for Institutional Research (INAIR) (A22)

SHERRY WOOSLEY (Convener), Assistant Director of Institutional Effectiveness, Ball State University

An information meeting for INAIR used to apprise Indiana members of events or announcements.

5:10-5:50 pm AFFILIATED GROUP Westin/Mission, Ballroom Level

Georgia Association of Institutional Research, Planning, Assessment, and Quality (GAIRPAQ) (A27)

SARAH E. MAY (Convener), Director of Institutional Research, Mercer University

Join colleagues for a discussion of higher education issues in Georgia.

5:10-5:50 pm AFFILIATED GROUP Westin/Washington Park Place II, Lobby Level

Illinois Association for Institutional Research (IAIR) (A30)

LINDA L. BENZ (Convener), Assistant Director External Reporting, Southern Illinois University at Carbondale

Members and all those interested in learning more about the Illinois Association for Institutional Research are invited to attend this informal session.

5:10-5:50 pm AFFILIATED GROUP Westin/Pershing North, Ballroom Level

Pacific Northwest Association for Institutional Researchers and Planners (PNAIRP) (A31)

KAREN GRIGOLEIT (Convener), Instructional Liaison Manager, Thompson Rivers University

HARRY S. YANG (Convener), Manager, Enrollment Reporting and Systems Management, Kwantlen University College

This session will provide an opportunity for members of PNAIRP to get together, converse and make plans for going out to dinner. All PNAIRP members are encouraged to attend and connect with your regional colleagues.

5:30-Until

SPECIAL EVENT

Lobby, Hyatt

2007 Forum Committee Reception (Invitational Event) (031)

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

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University

The Forum Planning Committees and volunteers are invited to celebrate the 2007 Forum.

6:00-Until

AFFILIATED GROUP

Lobby, Hyatt

NCCCRP Annual Networking Dinner (A28)

GEORGIA I. GUDYKUNST (Host), Director of Institutional Effectiveness, Maricopa Community College District

The NCCCRP holds an Annual Networking Dinner at the AIR Forum to renew or begin new connections with colleagues in an informal atmosphere.

6:00-Until

SPECIAL EVENT

Westin/Washington Park Place I, Lobby Level

CIC and NAICU Reception (Invitational Event) (060)

HAROLD V. HARTLEY (Host), Director of Research, Council of Independent Colleges

6:00-Until

SPECIAL EVENT

Hyatt/Regency New York, Ballroom Level

HERI/CIRP Reception (Invitational Event) (061)

JOHN H. PRYOR (Host), Director of CIRP, Higher Education Research Institute



**International Gathering
Meet and Greet Colleagues
from Abroad!**

Tuesday, June 5, 10:30 a.m. - 12:10 p.m.

Westin, Washington Park Place I, Lobby Level



7:30-8:20 am

SPECIAL EVENT

Hyatt/Empire B, Mezzanine Level

AIR Annual Business Meeting (048)

FRED LILLIBRIDGE (AIR President), Campus Institutional Effectiveness and Planning Officer, Dona Ana Community College

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

Please plan to participate in the Annual Business Meeting of your Association. The printed agenda and Annual Report will be provided at the meeting.

8:50-9:30 am

BEST PAPER/PRESENTATION SESSION Hyatt/Empire C, Mezzanine Level

OCAIR Best Paper: Understanding the Effect of Student Geographic Characteristics on First-Year Persistence at a Micropolitan University (738)

MINGCHU LUO (Author), Senior Institutional Researcher, Emporia State University

BRUCE W. VIEWEG (Author), Chief Informational Officer, Emporia State University

CHRISTY SCHRECK (Author), Institutional Research Analyst, Emporia State University

CLIFFORD ADELMAN (Facilitator), Senior Associate, Institute for Higher Education Policy

This study analyzes the data of two freshmen cohorts at a Midwest micropolitan university to examine the influence of proximity and urbanicity of students' home-city on first-year persistence. By using sequential logistic regression, the geographic elements were integrated to the selected factors of freshmen's background characteristics, financial aid, and university academic outcomes in the model development of first-year persistence. The study observes that in addition to academic performance demonstrated from high school through university and major certainty, proximity of home city has significant contribution to freshmen's persistence. Urbanicity of home city does not seem to influence first-year persistence. This study informs institutional policies and practices with regard to addressing first-year persistence at rural-based universities.

8:50-9:30 am

BEST PAPER/PRESENTATION SESSION Westin/Washington Park Place II, Lobby Level

SAAIR Best Paper: Theories of Truth and Benchmarking: The 2005 HEQC Institutional Audit of Stellenbosch University as a Case Study (745)

JAN BOTHA (Author), Director of Academic Planning and Quality Assurance, Stellenbosch University

The University of Stellenbosch was one of three public universities in South Africa audited during 2005 by the Higher Education Quality Committee (HEQC). Institutions are required to provide evidence on how it engages in benchmarking in the process of planning and setting of priorities for quality development and enhancement. This paper explores the approach to benchmarking used during the self-evaluation process. It is presented against the background of different theories of truth and different notions of a university. The simplistic notion that the closer a university is to the "true" university, the better it is, is challenged.

8:50-9:30 am

DEMONSTRATION

Hyatt/Regency Chicago, Ballroom Level (Internet)

A Universal Model of Institutional Similarity for Selecting an IPEDS Institutional Data Report Comparison Group (507)

VIKTOR BRENNER (Author), Institutional Research Coordinator, Waukesha County Technical College

We developed a model for identifying appropriate comparison institutions for the IPEDS Institutional Data Report. The model quantifies degrees of similarity between institutions rather than applying strict selection criteria as does the IPEDS default comparison group. The model is universal as it can be applied by any institution, using data easily obtainable from IPEDS and the Carnegie Foundation. The model will be demonstrated and participants will receive an SPSS Syntax command file allowing anyone to apply the model at their home institution.

AIR HEDPC Open Session (723)

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

The Higher Education Data Policy Committee (HEDPC) of AIR anticipates that it will be issuing a series of AIR Alerts regarding IPEDS implementation and reporting concerns, as well as launching HEDPC Resources, an online reference of briefs on common issues in institutional research to assist colleagues.

Learn More about the AIR Grant Program and How to Obtain Funding (725)

ELISE S. MILLER (Author), Program Director, National Center for Education Statistics

KAREN WEBBER BAUER (Author), Interim Associate Provost for Institutional Research, University of Georgia

JOHN TSAPOGAS (Author), Senior Analyst, National Science Foundation

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

Participants will explain the AIR Grant Programs.

Examining Student Achievement in Diversity-Related Course Outcomes: An Evolving Inter-Institutional Assessment Project (248)

NEIL P. PAGANO (Author), Associate Dean, Columbia College Chicago

MARSHA WATSON (Author), Dean of Assessment, Grand Canyon University

A group of five institutions is collaboratively developing measures to assess the evolution and growth of student perspectives in diversity-related courses. We have developed a nineteen item pre/post survey to examine student change during the course of the semester. We have also developed a grading rubric, based on Bloom's Taxonomy, which faculty can use to measure student accomplishment of diversity-related course outcomes. We will present results from the survey, our rubric, and make an open invitation for other interested and committed institutions to join us as we examine the effects of our diversity-related curriculum.

Presenting Benchmarking Data to Faculty & Administrators: Conveying the Importance of Method, Data Presentation, and Context (469)

LOUIS C. ATTINASI (Author), College Associate Dean for Institutional Effectiveness, Suffolk County Community College

M. PAIGE BORDEN (Facilitator), Director and Data Administrator of Institutional Research, University of Central Florida

As part of their responsibilities, the members of the Strategic Planning Council (SPC) at the author's college were expected to review a variety of research data produced by internal and external entities, including benchmark data provided by the National Community College Benchmark Project (NCCBP). In this forum presentation, the author—the Associate Dean for Institutional Effectiveness at the college—shares his experience assisting SPC members, primarily faculty and administrators, to appropriately understand and use the NCCBP data by pointing out the importance of method, data presentation, and institutional context to their interpretation.



8:50-9:30 am

RESEARCH IN ACTION

Hyatt/Empire A, Mezzanine Level (Internet)

Students and Sensitive Issues: Disclosing Sexual Orientation and Transgenderism (602)*HEATHER ROSCOE (Author), Assistant Director, Tufts University**DAWN GERONIMO TERKLA (Author), Executive Director, Institutional Research and Evaluation, Tufts University*

In spring 2006, the Office of Institutional Research was asked to begin collecting sexual orientation information. We became concerned about our campus' reaction to requests for such personal information. In preparation, we reviewed the relevant literature and administered a survey to higher education professionals to gather insight and advice from IR professionals who might have experience dealing with a similar situation. This presentation will describe our initial concerns, relevant findings from the literature, results from our survey of colleagues, and our own experiences collecting this sensitive information.

8:50-9:30 am

RESEARCH IN ACTION

Westin/Pershing North, Ballroom Level

An Interactive and Engaging Model for Selecting Peer Institutions (616)*VICTOR M.H. BORDEN (Author), Associate Vice President, Indiana University**GLORIA A. DOHMAN (Facilitator), Associate Vice President for Strategic Effectiveness, North Dakota State College of Science*

Selecting peer institutions is a common task requiring institutional research support. The process provides institutional researchers with an opportunity to work with administrative colleagues to review evidence, test assumptions, and develop a deeper, shared understanding of their institution. This presentation will review and demonstrate an interactive spreadsheet model that employs a hybrid threshold/distance methodology. The model was developed and used successfully to engage colleagues across seven campuses of a large, public university in developing peer institutions for accountability and improvement purposes.

8:50-9:30 am

RESEARCH IN ACTION

Hyatt/Benton B, Mezzanine Level

How Important Is It? The Utility of Derived Versus Stated Importance as Indicators for Planning (618)*TERRA SCHEHR (Author), Director of Institutional Research, Loyola College in Maryland*

Institutional Research offices are often asked to provide needs assessment data that can be used in program development and resource allocation decision-making on their campuses. One task in the needs assessment process is determining the importance of existing or proposed services or programs. This presentation will demonstrate that a common practice of determining importance—asking survey respondents to rank or rate the importance of attributes—is not the best practice. Derived importance will be presented as an alternative to stated importance; computational techniques and use of derived importance in creating a priority action grid will be discussed.

8:50-9:30 am

RESEARCH IN ACTION

Westin/Washington Park Place III, Lobby Level

Authority, Data, and Information Integrity: Whose Website Do You Trust? (653)*GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University**JOSETTA S. MCLAUGHLIN (Author), Associate Professor of Management, Roosevelt University*

This research explores issues associated with use of Internet websites for environmental scanning. While some literature addresses the need to establish guidelines for evaluating these sites, the guidelines must be customized for institutional researchers. The importance of establishing guidelines is growing as the sites are used to debate political events with substantial implications for the future of higher education. The presentation will include identification of models and literature on assessing Internet website integrity, application of criteria for assessing Internet websites containing information about higher education, implications of the growth in specific types of Internet websites, and recommendations for future research.

Do International and U.S. College Freshmen Share Social and Cultural Values? Implications for Integration (129)

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

Based on analyses of 800 freshman responses to Your First College Year Survey (YFCY), this paper compares the values of international and United States college freshmen and explores how value differences may affect integration. Results revealed that international students ascribe more importance to: helping others in difficulty ($X^2 = 8.49$, $p \leq .01$); developing a meaningful philosophy of life ($X^2 = 16.14$, $p \leq .05$); promoting racial understanding ($X^2 = 16.51$, $p \leq .01$); and improving understanding of other cultures ($X^2 = 45.48$, $p \leq .001$). Findings highlight the need to enhance cultural awareness and intercultural education, particularly among U.S. students.

Where You Go, What You Do, What You Know?: Understanding The Influence of Campus Experiences on The Academic Achievement and Self-Concept of Black Undergraduates (133)

KIMBERLY GRIFFIN (Author), University of California, Los Angeles

WALTER R. ALLEN (Author), University of California, Los Angeles

TERI L. THILL (Facilitator), Director of Institutional Research, University of Wisconsin-La Crosse

This study employs structural equation modeling to explore the influence of high school achievement and self concept, faculty interaction, campus engagement, and sense of community on college academic self concept and achievement for a national sample of 529 African American students attending predominantly White institutions. Findings reveal that faculty interaction and campus engagement had significant direct and indirect effects on academic achievement and self concept after four years of college; however, there were significant gender differences in their influence, with women more likely to respond positively to faculty interaction and men to campus engagement.

Student Experiences on Campus: Predictors or Outcomes of Civic Engagement? (139)

JACLYN A. CAMERON (Author), Research Analyst, DePaul University

JUDAH VIOLA (Author), Research Associate, DePaul University

The current project explored the student experience in terms of students' perceptions of the campus atmosphere and participation in pro-social/civic engagement in their communities. More specifically, our project used two self-report measures of 1,150 undergraduate students to investigate the relationship between demographic characteristics (i.e. sex, level in school, race, and transfer status) students' perceptions of DePaul's pro-social atmosphere and reports of their own civic engagement. Regression analyses show significant relationships between perceptions, engagement and demographics. The directionality of the predictive relationships are discussed along with ideas for addressing the needs of groups with lower perceptions and engagement rates.

The Working Student's Experience: The Hidden Costs of Working on College Student Success and Engagement (153)

JOHN V. MOORE (Author), Research Associate, Project on Academic Success, Indiana University Bloomington

MELANIE A. RAGO (Author), Assistant Director, PAS, Indiana University

Educators have been made aware of the prevalence of students working and the high number of hours typically worked in a week. Although it is understood that this must have an impact on academic success, co-curricular involvement and, at times, the retention of students, little has been done to understand these consequences (Perna, 2006). This paper will examine, through the use data from the National Survey of Student Engagement, what impact working has on student engagement and student reported academic success.



8:50-9:30 am

SCHOLARLY PAPER

Hyatt/Regency Atlanta, Ballroom Level

A Web Database System for Aligning and Monitoring Course Learning Outcomes: Approach, Results, and Lessons Learned (218)

JAMES ROBERTSON (Author), Academic Director, University of Maryland University College

IRENA BOJANOVA (Author), Assistant Academic Director, University of Maryland University College

RUTH V. SALTER (Facilitator), Director of Institutional Research and Planning, Albany State University

An approach for aligning course-level learning objectives with questions on exams or other direct measures of student learning is presented. The process, results, and lessons learned from several semesters of research using a web database system for automating the data gathering, database population, and statistics generation are described. Initial results indicate this approach has provided improvements in student learning and agreement in the critical components of each course through passionate discussions among the faculty and administrators. A better understanding of student learning trends, program improvement, and the support of meaningful, data-based dialogue between faculty, administrators, and students has resulted.

8:50-9:30 am

SCHOLARLY PAPER

Hyatt/Chouteau A, Mezzanine Level

Examining Alternative Explanations for Student Outcomes (226)

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, The Pennsylvania State University

ALEXANDER C. YIN (Author), Graduate Research Assistant, The Pennsylvania State University

KIMBERLY A. THOMPSON (Facilitator), Director of Assessment and College Research, Regis University

Using several student outcomes, this research compares the relative strengths of three sets of competing influences on those outcomes — student characteristics, institutional characteristics, and student experiences. Most college outcomes studies either fail to include all of these indicators in the analysis, or they control for one or more of these competing sets of variables without comparing their relative strengths. The findings from 203 engineering programs reveal that the student pre-college variables are the most powerful predictors of Cum GPA, while the student experiences inside and outside the classroom are the most powerful predictors of student technical and professional skills.

8:50-9:30 am

SCHOLARLY PAPER

Westin/Pershing West, Ballroom Level (Internet)

Improving First-Year Students' Academic Self-Efficacy and Performance: The Effects of an Academic Advising Intervention (252)

MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University-Purdue University Indianapolis

SCOTT E. EVENBECK (Author), Dean, Indiana University-Purdue University Indianapolis

CATHY BUYARSKI (Author), Assistant Dean and Director of Advising, University College, Indiana University-Purdue University Indianapolis

This paper describes a comprehensive assessment of the impacts of an academic advising intervention on students' academic efficacy levels and academic performance levels at a large, urban public university. Results suggest that advising had a positive impact on students' academic success, learning outcomes, and academic self-efficacy levels. By participating in the academic advising intervention students made significant gains in the following areas: confidence to persist and achieve goals despite obstacles, academic planning and goal setting self-efficacy, career decision making self-efficacy, and level of campus engagement.



Tuesday Night Event

Kansas City T-Bones v Gary-Southshore RailCats

Tickets are only \$37! It's the only game in town!

Gender Differences in Salary for Recently-Hired Faculty, 1988-2004 (303)

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

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University at Bloomington

JOHN V. MOORE (Author), Research Associate, Project on Academic Success, Indiana University Bloomington

MARYANN S. RUDDOCK (Facilitator), Associate Vice President, University of Texas at Austin

In this study we focus on salary at hire for new assistant professors rather than salaries for all faculty. By studying starting salary, we can look at discrimination at hire more clearly than if we looked at salaries for all faculty at various points in their careers. We use the 1988, 1993, 1999 and 2004 of the National Studies of Postsecondary Faculty to answer two questions: Does the unexplained wage gap for starting salaries differ from estimates of the unexplained wage gap using faculty samples that include faculty at all ranks? Has the wage gap changed between 1988 and 2004?

Reverse Transfers and Swirlers: The Norm or The Exception? Evidence from the Illinois Public High School Class of 2002 (467)

YUQIN GONG (Author), University of Prince Edward Island

BRAD WHITE (Author), Researcher, Illinois Education Research Council

ROBERT C. BERGMANN (Facilitator), Senior Research Analyst, Iowa State University

Using National Student Clearinghouse and ACT data, we have tracked college enrollments for the Illinois Class of 2002 (N=113,660) through their first four years after high school. We focus on reverse transfers and swirlers – those students who initially enrolled in a four-year institution and transferred to a two-year college, and those who alternated between two- and four-year institutions. We quantify and describe these students, examine their enrollment patterns, and explore the characteristics of institutions from which and to which these students transfer. Finally, we use ACT scores to describe the academic “mismatch” between these students and their various institutions.

An Empirical Test of the Nontraditional Undergraduate Student Attrition Model Using Structural Equation Modeling (532)

VALERIE M. CONLEY (Author), Associate Professor of Higher Education and Director, Center for Higher Education, Ohio University

CHAD BROWN (Author), Dean, Division of Health, Public Service and Service-Related Program, Zane State College

Nearly 50% of the students attending college for the first time this year will do so at a two-year college, and nationally, there is an increasing call for accountability. This means that two-year colleges, which have predominantly focused on access, now must place equal importance on student success. Conceptual models traditionally used to study persistence and success, do not adequately address the diverse needs and the unique characteristics of two-year college students. Using structural equation modeling to examine direct and indirect effects, this research intends to test an alternative model described by Bean and Metzner (1985) using data from BPS:96/98.

Association for
Institutional Research

**Don't Miss the Annual AIR Awards Luncheon!**

Celebrate the 2007 Forum, preview the 2008 Forum in Seattle, and join in recognizing colleagues for their accomplishments and service to AIR.

Wednesday, June 6, 12:30 p.m. - 2:30 p.m., Hyatt Regency Ballroom

8:50-9:30 am

SCHOLARLY PAPER

Hyatt/Chouteau B, Mezzanine Level

Using Weighting Adjustments to Compensate for Survey Nonresponse (627)

GARY R. PIKE (Author), Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis

STEPHANIE W. THORPE (Facilitator), Director of Institutional Research, Widener University

Surveys have become a key method of data collection in higher education. Unfortunately, response rates have been declining in surveys of faculty and students. High rates of nonresponse raise serious questions about the accuracy and appropriateness of the inferences being made from survey data. This study examined the conditions under which weighting adjustments affected NSSE benchmark scores and the consequences of those adjustments. The results indicated that institutions should carefully evaluate the need for and consequences of weighting before relying on weighting schemes to adjust for poor response rates.

8:50-9:30 am

SPECIAL EVENT

Hyatt/Board Room, Ballroom Level

AIR 50th Forum Anniversary Task Force Focus Group Meeting for Invited Senior AIR Members (014)

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

DENISE P. SOKOL (Committee Co-Chair), Assistant Vice Chancellor for Institutional Research, (Retired), University of Colorado at Denver and Health Sciences Center

NICOLAS A. VALCIK (Committee Co-Chair), Assistant Director for Strategic Planning and Analysis, University of Texas at Dallas

CANCELLED

AIR 50th Forum Anniversary Task Force is authorized by the AIR Board to plan and implement activities associated with preserving and celebrating AIR's history. This meeting will be used to begin to capture AIR's history through focus groups of senior AIR members.

8:50-9:30 am

TABLE TOPIC

Westin/Shawnee, Ballroom Level

CCSSE as a Predictor of Student Success: Does Student Engagement Go Hand in Hand with Student Success? (T03)

PENELOPE A. PARMER (Author), Project Analyst, Sinclair Community College

JARED C. CUTLER (Author), Project Analyst, Sinclair Community College

The Community College Survey of Student Engagement (CCSSE) measures student engagement with coursework, faculty, and other students. CCSSE is a well-designed instrument with high reliability, but is this measure of student engagement predictive of student success at one large, urban community college? This research examines whether ratings on CCSSE are related to grades, credit completion ratio and/or retention? Are some benchmark areas more predictive of success than others? How can this information be used to increase student success? Other factors that may mediate the relationship between CCSSE ratings and student success including race, age, and terms completed will be explored.

8:50-9:30 am

VENDOR DEMONSTRATION

Westin/Penn Valley, Ballroom Level (Internet)

Tk20 Campus Wide Assessment, Reporting and Management System (E13)

BHUPI BHASIN (Presenter), President, Tk20, Inc

MICHAEL KENNEY (Presenter), Senior Product Consultant, Tk20, Inc.

MIELISSA GARLAND (Presenter), Product Director, 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.

Solving the Information Riddle: Delivering the IR Info Without the IT Code (E14)

DAN VENEDAM (Presenter), Vice President, iStrategy 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.

Making Open-Ended Responses Count with SPSS Text Analysis for Surveys (E15)

SHERRI L. SAHS (Presenter), Systems Engineer, SPSS

SPSS Text Analysis for Surveys makes coding your open-ended survey responses an easier task by automating various parts of the process. Whether you're already using SPSS Text Analysis for Surveys, or just want to see it in action, you don't want to miss this demonstration. You'll see:

- Automated coding process
- Category import and export: Categories (and definitions) can be exported and shared with other users. This enables the convenient reuse of category work in new projects (with no categories)
- Coding progress tracking: Responses can be marked as "complete" or "important" to monitor coding progress. You don't want to miss it!

SAS-Sponsored Morning Coffee Break (046)



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

AIRUM Best Paper: Examining the Timing and Incidence of Student Attrition through Survival Analysis (740)

PETER M. RADCLIFFE (Author), Senior Analyst, University of Minnesota
RONALD L. HUESMAN (Author), Analyst, University of Minnesota
JOHN P. KELLOGG (Author), Assistant Director, University of Minnesota-Twin Cities

This project identifies factors that impact a student's ability to persist and graduate at a public, Midwestern doctoral extensive university. As part of the university's strategic planning and positioning process, improvements in graduation rates have been highlighted as both an important strategic goal and as a critical measure of the university's progress on broader initiatives to achieve academic excellence. Survival analysis, a statistical technique for modeling longitudinal event data, was used to identify these important factors and to demonstrate how an early warning system could be developed and applied throughout a student's academic career.



Morning AIR

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10:30-11:10 am

COMMITTEE MEETING

Hyatt/Benton B, Mezzanine Level

1 of 2 - AIR 50th Forum Anniversary Task Force Open Meeting (016)



FRED LILLIBRIDGE (Committee Co-Chair), Campus Institutional Effectiveness and Planning Officer, Dona Ana Community College
DENISE P. SOKOL (Committee Co-Chair), Assistant Vice Chancellor for Institutional Research, (Retired), University of Colorado at Denver and Health Sciences Center
NICOLAS A. VALCIK (Committee Co-Chair), Assistant Director for Strategic Planning and Analysis, University of Texas at Dallas

This is an open meeting of AIR 50th Forum Anniversary Task Force. It was established by the AIR Board to plan and implement activities associated with preserving and celebrating AIR's history. The Task Force was organized at Chicago Forum. The Task Force is charged to hold events to capture AIR's history through focus groups at AIR forums in 2007-2009. The group would advise 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.

10:30-11:10 am

DEMONSTRATION

Westin/Pershing West, Ballroom Level (Internet)

Academic Program Review: Integrating Assessment, Planning, and Core Indicators of Program Quality (322)

JACKIE R. BOURQUE (Author), Director of Office of Institutional Effectiveness, J Sargeant Reynolds Community College

This session describes an academic program review model utilized at a community college that requires annual assessment and planning reporting along with a more comprehensive program review once every five years. The comprehensive program review looks for evidence of (a) effective strategic planning, (b) the need for the program, (c) student learning, (d) use of assessment results as a decision-making tool, (e) a strong action plan for improvement, (f) performance benchmarks being met, and (g) student success after leaving the program. The web-based system for providing core indicator data to programs will be demonstrated.

10:30-11:10 am

DEMONSTRATION

Westin/Liberty, Ballroom Level (Internet)

IPEDS Peer Analysis System (PAS), Version 2.0 (625)

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

The National Center for Education Statistics recently launched a new version of IPEDS PAS. Come see how this enhanced data use tool can help you work more effectively and efficiently.

The new peer tool interface was designed using feedback from PAS users over the past 5 years. Panelists will demonstrate the advanced features in the new PAS: variable search utility, easy selection of variables over multiple years, built-in trend table function, improved navigation, modern web-site design features. Also see the new Report Templates, many suggested by institutional researchers. Panelists will use problems and examples to demonstrate the new PAS capabilities.

10:30-11:10 am

DEMONSTRATION

Westin/Pershing South, Ballroom Level

Driving Report Generation: Saving Time with Excel Macros (642)

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), Research Associate, Project on Academic Success, Indiana University Bloomington

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.



The College Sports Project: Data Collection and Analysis for Division III Institutions (729)

RACHELLE L. BROOKS (Author), Director of College Sports Project, Northwestern University

AARON W. HOSMON (Author), Assistant Director, College Sports Project, Northwestern University

This session will provide an opportunity for the 130 Division III institutions participating in the College Sports Project (CSP) data collection to share experiences, ask questions, and learn about the next phase of the project. CSP is a national initiative funded by the Andrew W. Mellon Foundation to evaluate and compare undergraduate educational experiences and outcomes for athletes and non-athletes at Division III institutions. IR officers will receive an overview of the type of reports recently released to their presidents, and will get a preview of the types of analyses planned for upcoming years. Those in Division III but not currently participating are welcome to attend to learn about the project to determine whether joining it would be of interest for their institution.

First-Generation SAT Takers: A Look at The Data (135)

CHRISTEN H. POLLOCK (Author), Strategic Information Analyst, College Board

RENEE L. GERNAND (Author), Senior Director of Guidance Services, College Board

The College Board has analyzed data about first generation SAT takers, students who make up fully 36.8% of the 2005 SAT cohort. The analysts will share their findings, with an emphasis on these students' college plans and expectations.

Use and Impact of a Quality Enhancement System: A Tale of Two Universities (222)

JESSICA L. JONSON (Author), University Wide Assessment Coordinator, University of Nebraska - Lincoln

KIM BENDER (Author), Director of Assessment, Colorado State University

TOM SILLER (Author), Colorado State University

JIM WALTER (Author), University of Nebraska Lincoln

This session will compare and contrast how two large Research I institutions agreed to implement the same on-line assessment management system to strengthen assessment processes, share research on student learning, and investigate the system's impact on faculty culture. Similarities, differences, contributions, lessons learned, and future directions of the projects at both institutions will be shared.

"Those Can't Be Our Students!" How to Change Academic Culture and Gain Faculty Buy-In for NSSE Data Using Local Instruments and Feedback Loops (232)

PAMELA WASHINGTON (Author), Dean of College of Liberal Arts, University of Central Oklahoma

GARY A. STEWARD (Author), Assistant Dean College of Liberal Arts, University of Central Oklahoma

CATHY R. TANNER (Facilitator), University of Alabama at Birmingham

The purpose of this research is to present best practices utilized by a large Liberal Arts college to gain faculty buy-in for initiatives based on NSSE data. Practices includes development of local instruments and student focus groups. Discussion will center on ways of encouraging faculty to take ownership of national data and to create initiatives to improve NSSE scores.



AIR's BIG READ

The Quiet Crisis: How Higher Education is Failing America by Peter Smith

Tuesday, 4:00-4:50, Westin/Washington Park Place II, Lobby Level



10:30-11:10 am

RESEARCH IN ACTION

Westin/Brookside, Lobby Level

Disadvantaged Students in Selective Institutions: Perceptions of Educational Experience (268)

TAO ZHANG (Author), Research Analyst, Faculty of Arts and Sciences Office, Washington University in St. Louis

This project proposes to compare the perceptions between disadvantaged students and their rich peers in the nation's 31 selective institutions regarding satisfaction with campus services and support and their willingness to recommend future seniors to attend their institutions. The data came from about 20,000 seniors who responded to Consortium on Financing Higher Education's (COFHE) Senior Survey 2006. The results will enlighten on how to better serve and support disadvantaged students on campus.

10:30-11:10 am

RESEARCH IN ACTION

Westin/Century C, Ballroom Level

Faculty Satisfaction and Stress: What's Changed? (304)

CHRISTINA L. LEIMER (Author), Director of Institutional Research, Assessment and Planning, California State University-Fresno

In the years between the 1998 and 2005 administrations of the HERI Faculty Survey, budget cuts at this large, public university reduced the number of full-time instructional faculty by 3%. Additionally, the proportion of Full Professors declined from 66% to 44%. In 2006, in response to concerns about difficulty in hiring faculty, stagnant faculty salaries and increased workload, these two surveys were analyzed to examine changes in faculty satisfaction and stress during this seven-year period. Results showed higher levels of satisfaction among Full Professors, decreased satisfaction and increased stress for some lower ranks, and widening distinctions between the academic ranks.

10:30-11:10 am

RESEARCH IN ACTION

Westin/Washington Park Place III, Lobby Level

The Utility and Effectiveness of Using State Unit Record Systems to Study Campus-Based Transfer Behaviors (408)

DONALD R. HOSSLER (Author), Faculty, Indiana University at Bloomington

PAUL JACOB GROSS (Author), Graduate Assistant, Indiana University

MARY ZISKIN (Author), Senior Research Associate, Indiana University Bloomington

HANS P. L'ORANGE (Facilitator), Director of Data and Information Management, State Higher Education Executive Officers

Interest among campus policy makers in student transfer behavior is increasing. Most institutions are unable to track transfer students. Using a state unit record database (SUR), this presentation examines transfer students at 15 institutions. Descriptive statistics and logistic regression techniques were used to examine student characteristics such as ethnicity, GPA, major, and types of institutions to which students transferred. Using SURs to study transfer students enables campus practitioners and researchers to more accurately study student enrollment behaviors. We also address the utility of these studies and SURs for institutions and for statewide educational policy analysis.

10:30-11:10 am

RESEARCH IN ACTION

Westin/Pershing East, Ballroom Level

Snakepit or Shangri-La? Issues and Potential Pitfalls in Implementing a Student Data Warehouse (671)

KATHLEEN MOORE (Author), Assistant Provost, University of Rochester

CARL DICKINSON (Author), University of Rochester

JESSICA FOSTER (Author), Assistant Provost for Institutional Research, University of Rochester

NANCY SPECK (Author), University of Rochester

This session will take an in-depth look at some of the administrative (rather than technological) issues encountered over the past year in the design and implementation of a student data warehouse at our complex institution. General areas discussed will include finding funding; getting buy-in from top administration; arcane architecture and confusing acronyms; guerilla databases; data cleanup – getting the bugs out; testing, testing, and more testing; changing business practices; training issues; "Hey, this thing is cool – and it really works!", and reality vs. the wish list.

Decompose Earning Gap between College Transfer and Non-Transfer Students (147)

PO YANG (Author), Doctoral Candidate, Teachers College, Columbia University

Economics of education literature identifies a persistent earning gap between college transfer and non-transfer students. Using samples of recent college students from NELS: 88/2000 data, the study decomposes the earning gap into the difference because of variation in degree attainment between transfer and non-transfer group and the difference due to varying returns to college degree across groups. The empirical evidence suggests college transfer indirectly boosts individual's earning through degree reciprocity. Nevertheless, horizontal and vertical transfer students have lower expected earnings due to inferior returns to their degrees in labor market.

Diversity and Educational Benefits: Moving beyond Survey-Based Research (223)

SERGE B. HERZOG (Author), Director of Institutional Analysis, University of Nevada, Reno
TERI L. THILL (Facilitator), Director of Institutional Research, University of Wisconsin-La Crosse

Research on the impact of diversity in higher education is based almost strictly on student and/or faculty self-reported survey data. To enhance the research corpus in this area, this study estimates compositional (structural) and curricular diversity effects on educational benefits via direct measures derived from actuarial course enrollment records. Using mixed-level and logistic regression modeling, the study examines fixed and random diversity effects on graduation and post-graduation outcomes of 5,000 bachelor degree recipients at a public research university. Results yield significant insights into the correlates of the undergraduate experience and the role of diversity in educational outcomes.

Weaving the Common Thread of Assessment in Accreditation (250)

GITA W. PITZER (Author), Associate Vice President of Academic Affairs, Florida A&M University
STEVEN L. WILKERSON (Facilitator), Assistant Vice Provost, University of Texas at San Antonio

In the past two decades, assessment has become a major driver of change in higher education. It is now part of the criteria of all six regional accrediting organizations and most of the specialized accrediting organizations. The paper will review the commonalities and differences in requirements for assessment evident in the criteria of the regional accrediting bodies and several specialized accrediting organizations such as those in education, engineering, nursing and business. The paper will also propose strategies to accommodate the disparate assessment requirements that a single institution faces in seeking accreditation from multiple organizations.

Unintended Consequences of Mission Creep: Analyzing Stability and Change over Time in U.S. News' Peer Assessment Reputation Ratings (416)

KYLE V. SWEITZER (Author), Graduate Research Assistant, The Pennsylvania State University
J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, The Pennsylvania State University
TARA R. WARNE (Facilitator), Associate Research Analyst, University of Missouri System

Many colleges and universities strive to improve their academic competitiveness and reputations, some via altering their mission and degree offerings. Using the annual U.S. News and World Report peer assessment ratings, this study examines the relative stability and change over time in the academic reputation of colleges and universities, focusing especially on those with changes in mission and highest degree offering.



10:30-11:10 am

SCHOLARLY PAPER

Westin/Shawnee, Ballroom Level

Examining Students Who Stopout of American Community Colleges (419)*LARRY T. HUNTER (Author), Director, Office of Institutional Research, Ohio Dominican University**VALERIE M. CONLEY (Author), Associate Professor of Higher Education and Director of the Center for Higher Education, Ohio University**ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College*

This study is designed to describe characteristics of students who stop out of American community colleges and to examine if these characteristics influence students in their decision to stop out. In addition, a review of the literature highlights interventions that could be used to shorten the time students stop out. Stopping out is not always a detriment to the students' educational endeavors; rather, it may help students to refocus their energy toward fulfilling their academic goals once they return to school (Brunsden et al., 2000). The data used for this study are taken from the National Center for Education Statistics BPS:1996/2001 Study.

10:30-11:10 am

SCHOLARLY PAPER

Westin/Pershing North, Ballroom Level

College Readiness = College Success beyond the First Year (444)*JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.**JUSTINE RADUNZEL (Author), Senior Research Associate, ACT, Inc.**TIMOTHY A. WALSH (Facilitator), Director of Institutional Research, Temple University*

The National Governor's Association (2004a) and the Commission on the Future of Higher Education advocate increased curricular alignment between postsecondary institutions and secondary schools to increase student readiness for college-level work. Using data for 425,000 students from over 175 institutions, we examine six college outcomes, including time to degree and degree completion, and their relationship with five sets of college readiness indicators based on high school students' ACT records. Multiple statistical methods are used, including hierarchical modeling, discrete-time survival analysis, and descriptive analyses. Results are also disaggregated by institutional characteristics.

10:30-11:10 am

SCHOLARLY PAPER

Hyatt/Regency Chicago, Ballroom Level (Internet)

Predicting States' Percentage of Adults with a College Degree (504)*JOHN W. MILLER (Author), President, Central Connecticut State University**MARK SKIDMORE (Author), University of Wisconsin-Whitewater*

Factors such as the quality of the K-12 system, quality of the higher education system, and homogeneity of the population, vibrancy of the economy, and relative tax burdens were included in a series of regressions to predict the percentage of the adult population (25-39) with a college bachelors degree or more. Virtually all of the variation across 50 states is explained by these factors. The findings are interpreted for both policymakers and education administrators seeking to understand economic development and formulate directions for higher education systems.

10:30-11:10 am

TABLE TOPIC

Westin/Century A, Ballroom Level

AAUP Faculty Compensation Survey (T08)*JOHN W. CURTIS (Author), Director of Research, American Association of University Professors*

An opportunity to learn more about AAUP's annual survey on faculty compensation, to find out about any upcoming changes, ask questions about submitting data or ordering reports, and to make suggestions.

Academic Administrators' Decisions about Resource Allocation: Do Disciplinary Differences Matter? (T09)

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

JOHN W. FOLKINS (Author), Bowling Green State University

RICHARD KENNEL (Author), Bowling Green State University

Facing constrained resources and conflicting constituencies, higher education often engages in an apparently objective process of resource allocation, yet the objectivity of individuals functioning across disciplines may be questioned. This study examined differences in resource allocation decisions of a national sample of 1,690 academic administrators as they relate to differences across disciplines. Hard-Applied disciplines were evaluated more favorable than others. Disciplines were evaluated more favorably in a "more resources scenario" than in a "cuts scenario." Decisions varied with participants' home disciplines, but not with their time in academe or in administration.

What's New at the CSEQ Assessment Program! (E18)

JULIE M. WILLIAMS (Presenter), CSEQ Project Manager, College Student Experiences Questionnaire at The Indiana University

This session provides an overview of the College Student Experiences Questionnaire (CSEQ) and College Student Expectations Questionnaire (CSXQ). The CSEQ measures the quality of effort students invest toward meaningful educational opportunities during their undergraduate experience. Over 170,000 students have completed the fourth edition of the CSEQ instrument. The CSXQ is adapted from the CSEQ to measure new students' expectations for their college experience. The instruments can be used individually, or in combination, to respond to a variety of institutional assessment needs. Institutions can add up to 20 customized questions to each survey. Online versions for both instruments are available.

Leveraging ERP Data for Quality, Planning, and Management (E19)

JOHN VAN WEEREN (Presenter), Product Manager, Datatel

LAUREN RILEY (Presenter), Associate Trade Show Coordinator, Datatel

STEVEN TELTER (Presenter), Business Advisor, Datatel

Join Wendy Knutson from the University of Wisconsin-Stout, winner of the Malcolm Baldrige National Quality award, and John Van Weeren of Datatel, Inc. to learn how UW-Stout is leveraging the full power of its enterprise resource planning (ERP) system. See how the University is successfully using information from Datatel Colleague and other sources combined in a data warehouse environment to drive effective decision making aligned with institutional strategy. This presentation reviews the systems and processes UW-Stout has put in place to ensure data quality, perform data queries, and deliver information in useful presentation formats for IR and managers.

Student Voice: A Strategic Assessment Partnership Opportunity (E20)

MICHAEL WEISMAN (Presenter), Vice President, Student Voice

Institutional Research offices frequently receive requests from faculty or staff to facilitate assessment projects. StudentVoice provides a comprehensive assessment system that includes expert consultation, assessment resources, individual project design, and cutting-edge data collection and reporting technologies. Partnering with StudentVoice allows Institutional Research offices to efficiently service assessment request without having to pull resources from mission critical efforts. Learn how StudentVoice can support your office to best facilitate learning outcomes, needs, satisfaction/importance, benchmarking, and other types of assessment efforts.



10:30 am-12:10 pm

PANEL

Westin/Washington Park Place II, Lobby Level

The Role of IR in Addressing Student Access: A President's Perspective (731)



JERRY FARLEY (Author), President, Washburn University
 GUY BAILEY (Author), Chancellor, University of Missouri - Kansas City
 THOMAS F. GEORGE (Author), Chancellor, University of Missouri - St. Louis
 JACQUELINE I. SNYDER (Author), Chancellor, Metropolitan Community Colleges, Kansas City, Missouri
 LINDA W. MANNERING (Moderator), Director of Institutional Research, University of Nebraska at Omaha
 RICHARD D. HOWARD (Moderator), Director of Institutional Research and Reporting, University of Minnesota

Access to higher education is an issue which continues to challenge our institutions, high schools, and state and federal governments. Student preparation, demand for specific academic programs, the cost of attending, financial aid, changing student demographics are among a number of access-related issues that colleges and universities are increasingly having to face. In this panel, presidents, leading colleges and universities with different missions, will discuss access issues and forces that impact student access to their institutions. Within this discussion the panel will describe the role of institutional research in understanding these issues and developing strategies.

10:30 am-12:10 pm

SPECIAL EVENT

Westin/Washington Park Place I, Lobby Level



International Gathering (022)

TIMOTHY K. C. CHOW (Host), 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 around the world.

11:30 am-12:10 pm

SPECIAL INTEREST GROUP

Hyatt/Chouteau A, Mezzanine Level

Data Mining in Higher Education Annual Gathering (S01)

JING LUAN (Convener), Vice Chancellor for Educational Services and Planning, San Mateo County Community College District

Colleagues interested in data mining will gather together to discuss issues, exchange ideas, examine new technology development, and network. This is the 2nd annual meeting of the Data Mining in Higher Education Consortium (<http://www.dmhe.org>)

11:30 am-12:10 pm

SPECIAL INTEREST GROUP

Westin/Pershing South, Ballroom Level

Intercollegiate Athletics (S05)

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.

11:30 am-12:10 pm

SPECIAL INTEREST GROUP

Westin/Penn Valley, Ballroom Level (Internet)

Environmental Scanning (S07)

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

Take this opportunity to learn what other colleagues are doing institutionally to scan, track, and forecast trends and issues in a continuous effort to plan for the future. This meeting is open to everyone; from those just learning, to those seasoned veterans that are willing to share their experiences, activities, and successes associated with environmental scanning.

11:30 am-12:10 pm

SPECIAL INTEREST GROUP

Hyatt/Chouteau B, Mezzanine Level

The National Community College Benchmark Project (S16)

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

This is a discussion/question-and-answer session for both participants and individuals from colleges that may be interested in participating in the National Community College Benchmark Project.

11:30 am-12:10 pm

AFFILIATED GROUP

Hyatt/Empire B, Mezzanine Level

AIR Affiliated Groups: Best Practices for Successful Meetings (A09)

MARYANN S. RUDDOCK (Member), Associate Vice President and Office of Information Management and Analysis, University of Texas at Austin

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

As a follow up to the 2006 AIR Forum discussion on "Best Practices for Organizing and Managing AIR Affiliated Groups", the 2007 Affiliated Group Forum session will examine practices, policies, planning and procedures for successful affiliated group meetings. Officers of AIR Affiliated groups are invited to share and examine the foundations of good, better and best meetings.

11:30 am-12:10 pm

AFFILIATED GROUP

Westin/Pershing West, Ballroom Level (Internet)

Mid-America Association for Institutional Research (A12)

LARRY W. BUNCE (Convener), Director of Institutional Effectiveness, Wichita Area Technical College

This session is an informal opportunity for members, prospective members, and other interested colleagues to meet, socialize, and discuss issues of interest to Mid-America AIR. MidAIR consists of members from Arkansas, Iowa, Kansas, Nebraska, Missouri, and Oklahoma.

11:30 am-12:10 pm

AFFILIATED GROUP

Westin/Independence, Ballroom Level

Michigan Association for Institutional Research (MI /AIR) SIG (A13)

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

MI/AIR members will get together to welcome new members and to discuss the fall conference and other issues of mutual interest to the group.

11:30 am-12:10 pm

AFFILIATED GROUP

Westin/Pershing East, Ballroom Level

Rocky Mountain Association for Institutional Research (RMAIR) (A17)

SUZANN M. KOLLER (Convener), Associate Director, University of Wyoming

Meet and greet friends and colleagues from RMAIR. Discuss & review plans for the next annual meeting.

11:30 am-12:10 pm

AFFILIATED GROUP

Westin/Presidents, Ballroom Level (Internet)

SUNY AIRPO Special Topic Discussion (A26)

SHAWN E. VAN ETTEN (Convener), Assistant Vice Chancellor for Institutional Research, Planning and Assessment, University of Massachusetts at Dartmouth

The aim of this meeting will be for SUNY Institutional Research, Planning, and Assessment officers to discuss system topics and other pressing issues affecting practice.



11:30 am-12:10 pm

AFFILIATED GROUP

Hyatt/Empire C, Mezzanine Level

Kentucky Association for Institutional Research Meeting (A29)

CHRISTINA E. WHITFIELD (Convener), Director of Research and Policy Analysis, Kentucky Community and Technical College System

EDWARD J. KEELEY (Convener), Executive Director, Institutional Effectiveness and Research, Eastern Kentucky University

Meet fellow institutional researchers and learn more about institutional research in Kentucky.

12:00-5:00 pm

COMMITTEE MEETING

Hyatt/Board Room, Ballroom Level

2007-2008 AIR Board of Directors Meeting (040)

MARY ANN COUGHLIN (AIR President), Professor of Research and Statistics, Springfield College

2007-2008 AIR Board of Directors meeting.

12:30-1:10 pm

AIR GRANT PAPER

Westin/Washington Park Place III, Lobby Level

AIR Grant Paper: Persistence Trajectories in Postsecondary Education: Implications for the Study of Beginning Community College Students (710)

C. NATHAN MARTI (Author), Senior Research Associate, Community College Survey of Student Engagement

ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

The study uses the National Educational Longitudinal Survey and the Beginning Postsecondary Students Longitudinal Study to model pathways of postsecondary persistence. A typology of pathways derived from latent trajectory analyses will be presented. After establishing a set of latent trajectory groups, a wide variety of predictors will be examined to understand the factors that differentiate students that follow successful pathways from those that follow fractured and incomplete pathways. The implications of the results will be considered with regard for their potential to inform the development of a beginning community college student survey.

12:30-1:10 pm

BEST PAPER/PRESENTATION SESSION

Hyatt/Regency San Francisco, Ballroom Level

Best Forum Visual Presentations: Designing and Creating Visual Presentations (741)

SHARRON L. RONCO (Author), Associate Provost, Florida Atlantic University

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

JENNIFER S. MINNER (Author), Research Associate, The Evergreen State College

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

This session is presented by the Best Visual Presentation Committee and will present an overview of visual design, including what makes visual presentations effective. Members of the audience are invited to participate in a general discussion of what makes a good visual presentation.



Tuesday Night Event

Kansas City T-Bones v Gary-Southshore RailCats

Tickets are only \$37! It's the only game in town!

RMAIR Best Paper: Expanding a Small IR Office by Engaging Undergraduate Student Researchers (754)

KATHY L. PULOTU (Author), Lead Institutional Research Analyst, Brigham Young University Hawaii

RONALD M. MILLER (Author), Professor, Brigham Young University Hawaii

DAVE KING (Author), Western Wats, Inc.

How does a small IR shop find the time for in-depth research and analysis while maintaining the daily load of responsibilities? We share how we began an IR research group using key players on our campus and by engaging undergraduate student researchers. We outline how the team was created and organized. We also present a conceptual model that defines roles and benefits of each of the key players and identifies the motivation for each party involved.

2007-2008 AIR Board of Directors Meeting (040)

Continued from previous time period.

Building on Assessment of Student Academic Achievement to Improve Program Effectiveness (213)

DEBRA K. SMITH (Author), Director of Institutional Analysis, Ottawa University

This presentation demonstrates a model of program review used by a private liberal arts college that is highlighted by the assessment of student academic achievement and includes a program fiscal review and a market viability review. The assessment of student academic achievement relies on a triangulated approach of methods including self-study, direct evidence and indirect evidence.

WEAVEonline: Redefining Assessment Management with a Web-Based Assessment Management System (239)

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

BARBARA S. FUHRMANN (Author), E.B. 'Ted' Robert Professor and Dean, WEAVEonline

WEAVEonline is a web-based assessment management system developed by Virginia Commonwealth University to help academic and administrative programs capture and report on accreditation, assessment, and quality improvement processes. It tracks the assessment cycle: mission, outcomes/objectives, measures, findings, analysis/reflection, and actions planned and implemented. It also links program-level outcomes/objectives to institutional priorities such as general education and strategic plan. The newest feature is curriculum mapping, providing a rich, flexible way for programs to analyze how educational experiences support student learning outcomes.

**Association for
Institutional Research**



AIRStore

Stop by the AIRStore and pick up some AIR goodies, including t-shirts, stress relievers, and water bottles! Your Forum experience isn't complete until you've visited the AIR Store!



12:30-1:10 pm

DEMONSTRATION

Westin/Liberty, Ballroom Level (Internet)

Categorizing and Reporting Doctoral Degrees (505)*ELISE S. MILLER (Author), Program Director, National Center for Education Statistics**KIM WILLIAMS (Author), Project Director of Types of Doctorates, NORC**MARY HESS (Author), SED Project Manager, NORC**KENNETH E. REDD (Associate Committee Chair), Director of Research and Policy Analysis, Council of Graduate Schools*

The National Center for Education Statistics (NCES) and the National Science Foundation (NSF) both conduct surveys that collect data on doctoral degrees. NCES recently announced changes in how graduate level degrees will be collected in the Integrated Postsecondary Education Data System (IPEDS) and NSF has completed a review of doctoral degree programs in relation to its Survey of Earned Doctorates (SED). In this session, staff from NCES, NSF, and the Council of Graduate Schools will discuss these projects and the implications they have for institutions, graduate departments and deans, and institutional researchers.

12:30-1:10 pm

RESEARCH IN ACTION

Hyatt/Regency New York, Ballroom Level

Learning Outside the Classroom: A Qualitative Study (150)*RON GERMAINE (Author), National University*

This presentation provides the context and description of a learning activity designed to increase teacher candidates' awareness of other cultures and their own place in a cultural development continuum through their involvement in a setting outside the classroom. Qualitative analysis of themes is drawn from candidates' journals as evidence of transformational learning. Session participants will be shown evidence of transformational learning, and evidence of clear alignment between student learning outcomes and the external standards of WASC and NCATE, the internal institutional mission, and program goals.

12:30-1:10 pm

RESEARCH IN ACTION

Hyatt/Empire C, Mezzanine Level

Best Practices in Conducting Outcomes Assessment: A Case Study (240)*CHRISTOPHER A. MCCULLOUGH (Author), Graduate Student, West Virginia University**ELIZABETH A. JONES (Author), Associate Professor, West Virginia University**STEVEN L. WILKERSON (Facilitator), Assistant Vice Provost, University of Texas at San Antonio*

During the Spring semester of 2006, University 101 course leaders implemented an assessment plan predicated on best practices as developed by the American Association of Higher Education (In Huba & Freed, 2000). The assessment plan measured student achievement across two piloted outcomes pertaining to critical thinking. Assessment activities were developed to assess student learning within each cognitive domain relevant to the intended learning outcome. Multiple measures (direct and indirect) of student achievement provided a complete picture of student learning; thus, illustrating strengths and weaknesses within specific cognitive domains. An analysis of the data provided the evidence necessary to suggest curricular revisions.

12:30-1:10 pm

RESEARCH IN ACTION

Westin/Century B, Ballroom Level

Institution-Wide Assessment of Character in the Ethical, Social and Spiritual Domains: Crossing Internal Borders (279)*THOMAS P. JUDD (Author), Assistant Dean for Academic Assessment, United States Military Academy**MICHAEL J. JOHNSON (Author), United States Military Academy*

Our 4-year undergraduate institution has a mission-based student developmental model that addresses several distinct domains, including the intellectual, ethical, social and spiritual domains. Building on the successes of a well developed academic assessment program, an institution wide assessment committee has made great progress in defining these domains, identifying outcome goals, establishing both indirect and direct outcome assessment measures, and implementing the assessment process. Following a description of the academic assessment model, the focus of the presentation will be on adapting the model to the three institution-wide character domains, and will include descriptions of both process and content.

12:30-1:10 pm

RESEARCH IN ACTION

Hyatt/Regency Chicago, Ballroom Level (Internet)

Shaping the Future through Program Reviews (314)*HALYNA M. KORNUA (Author), Director of Assessment and Educational Effectiveness, California Lutheran University**LEANNE NEILSON (Author), Associate Provost, California Lutheran University*

Program Reviews are identified by accrediting agencies as contributing to educational effectiveness. This session describes the advances we have made in shaping the future by using program review data to make decisions. We will share professional products, effective practices, and evidence of our success through the stories of the outcomes from recent program reviews.

12:30-1:10 pm

RESEARCH IN ACTION

Westin/Pershing North, Ballroom Level

A Quantitative Approach to the Identification of Factors that Contribute to Graduation and Attrition at an Hispanic-Serving Institution (424)*DENISE CARREJO (Author), University of Texas at El Paso**ROY MATHEW (Author), Director of CIERP, University of Texas at El Paso**THOMAS J. TAYLOR (Author), University of Texas at El Paso**FERNANDO E. COLINA (Facilitator), Assistant Director, Salem State College*

Improving graduation rates is a major priority for institutions of higher education. This presentation focuses on the efforts of one Hispanic-serving, public university to identify factors that contribute to undergraduate student success. The research is part of a multi-year grant funded by Lumina Foundation. The presentation will focus on our research design and preliminary findings on a cohort of students and predictors of graduation and attrition. Our preliminary findings are promising, and once our models are refined, they will allow us to develop focused interventions to improve student success.

12:30-1:10 pm

RESEARCH IN ACTION

Westin/Pershing West, Ballroom Level (Internet)

Enhancing the Effectiveness of the Strategic Planning Process through Online Collaboration Making Using "Engage Thoughtware" Technology (437)*WILLIAM G. NEAL (Author), Assistant to the President, Brigham Young University Hawaii**CLAYTON HUBNER (Author), Dean, School of Business, Brigham Young University Hawaii*

Strategic planning is a highly inclusive process, requiring the coordinated efforts of multiple individuals working in concert to complete a number of planned elements. It also requires extensive input from stakeholders within the university community. In formulating the latest strategic plan BYU Hawaii supplemented traditional forums through the implementation of a unique online collaboration tool called Engage ThoughtWare™. This system enabled our institution to conduct multiple asynchronous, online conversations that rapidly pushed forward all elements of our strategic plan formulation process. This presentation chronicles the process by which our strategic plan was developed using this 21st century collaboration tool.

12:30-1:10 pm

RESEARCH IN ACTION

Westin/Brookside, Lobby Level

Long-Term Enrollment and Degree Projections: A Case Study of How Kentucky Plans to Double Its Number of Bachelor's Degree Holders by 2020 (545)*HEIDI HIEMSTRA (Author), Senior Associate, Research and Analysis, Council on Postsecondary Education**JOHN C. HAYEK (Author), Associate Vice President, Kentucky Council on Postsecondary Education**DANIEL K. PAULIEN (Facilitator), President, Paulien & Associates*

In order to better understand and communicate what it will take to dramatically improve the quality of life and standard of living in Kentucky, representatives from the state's coordinating agency used a multi-level, mathematical model to predict future undergraduate enrollment and bachelor's degree targets and looked at what it would take to dramatically close the state's educational attainment gap by 2020. This session will provide an overview of this model, the steps required to achieve the desired results, and discuss long-term funding implications.



12:30-1:10 pm

SCHOLARLY PAPER

Westin/Century C, Ballroom Level

The Efficacy of Strategy in the Competition for Research Funding in Higher Education (404)*JEFF M. LITWIN (Author), Associate Dean, George Brown College*

The high level of competition among research intensive universities (RIUs) for research funds necessitates the use of strategy. The question is whether some expressions of strategy are more closely associated with success than others. This presentation details the methodology used to expose the strategic emphases of individual RIUs which are correlated with strategic performance, as measured by changes in the shares of federally financed research funding actually realized by the institutions. The relationship between strategy and institutional performance can then be used to inform the process of strategy formation.

12:30-1:10 pm

SCHOLARLY PAPER

Westin/Pershing East, Ballroom Level

Tackling the Issues in Attrition Analysis for Corporate Proprietary Education (465)*NAN BRIAN HU (Author), Market Research Manager, Corinthian Colleges, Inc*

Forming entering cohorts have been a difficult task in attrition analysis in proprietary education, when students start at different times. This study used monthly starts as entering cohorts and keeps track of the students for six months for attrition. This study shows associate programs have much higher attrition rates than diploma programs. We also examined the impacts of, financial gap, GPA, out-of-pocket payment, entrance exams, absence days, high school education, new starts vs. restarts, gender, ethnicity and distance from the campus, etc. Some of these variables show greater impact on student first six-month attrition.

12:30-1:10 pm

SCHOLARLY PAPER

Westin/Washington Park Place II, Lobby Level

Does the Adoption of Performance Indicators Contribute to Research Productivity? (530)*JUNG-CHEOL SHIN (Author), Assistant Professor at the Department of Education, Seoul National University**SANDE D. MILTON (Author), Professor, Florida State University*

The purpose of this study is to explore the effects of performance indicators (PIs) in relation to research productivity measured by the number of publication and federally financed research fund using longitudinal data from the IPEDS, the WebCasper of NSF, Web of Science. In order to explore the effects of PIs, the institutional performance of states with research productivity indicators will be compared to the institutional research quality of states without research quality indicators. For the statistical analysis on the changes of research productivity, HLM growth analysis will be applied.

12:30-1:10 pm

SCHOLARLY PAPER

Hyatt/Empire A, Mezzanine Level (Internet)

Alternative Methods for Describing and Modeling College Student Migration: Implications for Research and Public Policy (543)*ALLAN JOSEPH MEDWICK (Author), Research Analyst, Kean University**HUI-LING CHEN (Facilitator), Assessment Specialist, Center for Teaching and Learning, New Hampshire Community Technical College at Manchester*

Approximately 20% of college students attend college outside of their home state. Understanding migration patterns is important to researchers and policy makers at the institutional, state, and federal levels; however, making sense of these patterns requires advanced tools that take into account the spatial nature of the data. The purpose of this paper is to address three problems with the analysis of spatial data in higher education: (1) standardizing measures of migration to discover salient—not just large—flows in the data; (2) selecting which of potentially thousands of flows to map; and, (3) adjusting regression models to account for spatial correlation.

Predicting First-Year College GPA Using Subject-Specific High School Averages (620)

JIMMY JUNG (Author), Assistant Director, Baruch College

JOHN G. CHOONOO (Author), Director Institutional Research and Program Assessment, City University of New York Bernard M Baruch College

TARA MASTRORILLI (Author), Baruch College

This study seeks to improve on the methods previously used to predict first-year college GPA. Prior studies have primarily relied on high school average as a measure of high school academic performance. In this study high school average is disaggregated into several subject-specific (English, math, science, social studies, and foreign language) averages to examine the predictive power of each in relation to first-year college GPA. Both ordinary least squares regression and hierarchical linear models are used to compare the difference between using high school average and subject-specific averages in predicting first-year college GPA.

The Role of Institutional Research – Transforming Performance Strategy Into Reality (E21)

ALLYSON B. WELLS (Presenter), Director, Strategic Services, SunGard Higher Education

Institutions of higher education are facing increasing pressures to measure, account for, and improve performance associated with:

- Meeting educational needs
- Operational efficiency and administration
- Improving institutional understanding, planning and operations

Join in this interactive session and lend your voice to the discussion exchange. Examine the changing role of institutional research, institutional planning, and policymaking and share how research, statistics and data can help institutions of higher education turn measurable performance strategy into reality.

WEAVEonline: Redefining Assessment Management with a Web-based Assessment Management System (E22)

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

MATT E. UREY (Presenter), Conference Coordinator, Weave Online

WEAVEonline is a web-based assessment management that helps institutions manage accreditation, assessment and quality improvement processes. It increases the college or university's understanding of and commitment to ongoing planning and evaluation from the level of individual programs up through the entire institution. In so doing, WEAVEonline promotes collaboration within and across all academic and administrative units and builds institutional commitment to continuous improvement in the college or university.

How The Remark Products Can Help You Quickly and Easily Process Scannable Paper and Online Forms (E23)

SUZANNE KITWIN (Presenter), Independent Sales Consultant, Gravic, Inc

Do you need to collect data from surveys, evaluation, tests or other paper and online forms? The Remark product family, from Gravic, Inc., is the unique, affordable software solution for collecting data from paper-based or web-based forms. Remark Office OMR® works with image scanners to collect data from user-created forms. Remark Web Survey® makes it very easy for users to create web surveys, tests and other online forms, post them to the Internet or an intranet and collect the data.



3:00-4:40 pm

PANEL

Westin/Century A, Ballroom Level

U.S. News & World Report's America's Best Colleges-What Will be New in 2007 and How U.S. News Will Implement the New Carnegie Classifications (119)

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 how U.S. News plans to implement the new Carnegie Classifications. It will also discuss how this implementation by U.S. News will impact the rankings of schools in the upcoming 2008 edition of the America's Best Colleges rankings to be published in August 2007. There will also be a discussion of other methodology and present issues being seriously considered for the upcoming America's Best Colleges rankings. These issues include changing the names of some U.S. News ranking categories and how or when to incorporate the new SAT/ACT test into the Best Colleges ranking methodology.

NOTE:
Time and
Room have
changed

12:30-2:10 pm

PANEL

Hyatt/Chouteau B, Mezzanine Level

Providing Accountability Through Data and Process – The Program Audit (510)

ROBERT W.G. MULLEN (Author), Associate Director, University of Missouri System
 TARA R. WARNE (Author), Associate Research Analyst, University of Missouri System
 LAWRENCE W. WESTERMEYER (Author), Director of Institutional Research, University of Missouri - Saint Louis
 CUBA PLAIN (Author), University of Missouri System

The development of the Department Profiles is a collaborative process between System and Campus staff. The panel will discuss this development process, including the incorporation of internal cost data, integration of data from the "Delaware Study", the uses, and limitations of the profiles from a System and campus perspective.

12:30-2:10 pm

PANEL

Hyatt/Regency Atlanta, Ballroom Level

Update on the NRC Assessment of Research-Doctorate Programs (526)

JAMES VOYTUK (Author), Senior Program Officer, National Academies
 CHARLOTTE V. KUH (Author), Deputy Executive Director, National Research Council

The National Research Council began the study of research-doctorate programs in the fall of 2005 with the formation of a study committee and a data panel. Early in 2006 four questionnaires were developed to gather data from institutions, programs, faculty, and students. Data was collected from these four constitutes during the fall of 2006 and spring of 2007. The session will describe the progress of the data collection and present information on the overall characteristics of doctoral education. Data on individual programs will not be presented. The session will also describe the process for ratings and rankings of individual programs.

12:30-2:10 pm

PANEL

Westin/Mission, Ballroom Level

Consultants: Their Effective Use for IR and Assessment (629)

JOHN H. MILAM (Author), Executive Director, HigherEd.org, Inc.
 RICHARD A. VOORHEES (Author), Principal, Voorhees Group LLC
 ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Indiana University at Bloomington
 GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University
 JOHN B. LEE (Author), President, JBL Associates

Consultants fill a range of needs for institutions, systems, associations, foundations, SHEEOs, and other federal and state agencies, from developing strategic plans to building web applications to providing enrollment projections. This panel of consultants will discuss the roles, benefits, selection, monitoring, and evaluation of consultant relationships; as well as how and when they may be used most effectively to supplement the institutional research and assessment function. At a time in which the work of IR is expanding exponentially, consultants can provide a badly-needed, short-term resource without unnecessary investment in staffing or reinventing the wheel and leveraging wider expertise.

Emerging Framework for Graduation Rate Reporting (720)



CLIFFORD ADELMAN (Author), Senior Associate, Institute for Higher Education Policy
 JEFFREY A. SEYBERT (Author), Director of Institutional Research, Johnson County Community College
 MARSHA KELMAN (Author), Assistant Vice Chancellor, University of Texas System
 MARSHA V. KROTSENG (Author), Associate Vice President for Strategic Research and Analysis, Valdosta State University
 MELODIE E. CHRISTAL (Author), Director of Institutional Research, Washburn University

A new approach for viewing and calculating graduation rates is receiving attention by the major higher education associations. Learn the details and hear the reactions of campus level institutional researchers. Join the discussion if you wish. Suggested reading: "Making Graduation Rates Matter," at: <http://insidehighered.com/views/2007/03/12/adelman>

AIR Grant Paper: Obtaining a Liberal Education and Breadth of Study: An Analysis of College Transcript Data (701)

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

While understanding student learning has long been a concern of scholars and policymakers, not much is known about college student achievement in terms of breadth of knowledge across disciplines. Instead, research on student learning and achievement tends to focus on specific knowledge and skill areas such as written communication and quantitative literacy, and relies heavily on student self-reports. This paper uses survey and college transcript data from Baccalaureate and Beyond: 93/03 to understand why breadth of study varies across students and institutions.

ALAIR Best Paper: Improving Retention In a Non-Traditional Campus (706)

DAN E. TENNIMON (Author), Coordinator of Institutional Research, Troy University
 BAI KANG (Author), Troy University Dothan

The first-year retention is crucial to a college student's success, especially in a non-traditional environment. Using Dr. Alexander Astin's I-E-O model, the study examined various student characteristics and environmental differences on a non-traditional campus to explore factors that may have impact on the retention of first-time freshmen at a university of mostly non-traditional students. The presentation includes the background of the study, related literature, research methodology, and recommendations, in addition to the findings that may help college administrators in their efforts to improve the student retention on their campuses.

IAIR Best Paper: Using Econometric Modeling to Identify High-Risk Students and Direct Intervention (752)

ROYAL DAWSON (Author), Director of Institutional Research, Columbia College Chicago
 AMIN MUHAMMAD (Facilitator), Director of Institutional Research, Bowie State University

As part of a U.S. Department of Education Title III grant to improve retention and graduation rates, Columbia College Chicago has devised a framework for systematically identifying high-risk students drawn from a study utilizing econometric modeling. The seven themes emerging from this study have broadened conventional thinking at the institution about what a "high-risk" student is, and provide guidance to both the student affairs and advising offices for directing appropriate interventions for students at the moment of initial enrollment. In this presentation, you will learn how an econometric model has been employed to detect at-risk students, in addition to supporting other institutional needs such as providing a framework to track changes in retention or project enrollment.



1:30-2:10 pm

COMMITTEE MEETING

Hyatt/Board Room, Ballroom Level

2007-2008 AIR Board of Directors Meeting (040)

Continued from previous time period.

1:30-2:10 pm

DEMONSTRATION

Westin/Pershing West, Ballroom Level (Internet)

Using Flashlight Online 2.0 for Matrix Surveys: Student Course Evaluation; Scholarship of Teaching and Learning; Program Evaluation; Benchmarking (270)

STEPHEN EHRMANN (Author), The TLT Group

The session will demonstrate the use of Flashlight Online 2.0. In a matrix survey, each group of respondents gets somewhat different questions. When using this online system for a course evaluation, for example, each section can receive a survey whose content can be determined by meta-data about that section (e.g., Seminar? Writing intensive course?) Meta-data can also tailor wording of items. When writing items, authors can use meta-tags to search for relevant work by other authors in Flashlight Online. Developed with The TLT Group by Washington State University, Flashlight Online 2.0 is being used to support innovative institutional research strategies.

1:30-2:10 pm

DEMONSTRATION

Hyatt/Empire A, Mezzanine Level (Internet)

Supporting Statewide Retention & Graduation Initiatives with System Data Warehouse and Oracle Discoverer (665)

MEIHUA ZHAI (Author), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators

RUTH V. SALTER (Author), Director of Institutional Research and Planning, Albany State University

DONNA HUTCHESON (Author), Assistant Director, Kennesaw State University

GLENN FERNANDEZ (Author), Data Warehouse Development Manager, University System of Georgia

State-wide initiatives on improving student persistence and graduation rates call for close monitoring of student persistence and graduation rates based on their demographic features. Institutional self-studies require detailed account of student success based on academic programs. This demonstration will show how IR professionals at the campus and the State levels work together with the professionals in the State's Enterprise Application Systems to develop reports in Oracle Discoverer that enable all institutions within the System to obtain for their own retention and graduation info from the System. It will also describe procedures behind the front-end Oracle Discoverer that produces the reports.

1:30-2:10 pm

PANEL

Hyatt/Chouteau A, Mezzanine Level

U.S. News & World Report's America's Best Colleges-What Will be New in 2007 and How U.S. News Will Implement the New Carnegie Classifications (119)

Continued from previous time period.

1:30-2:10 pm

PANEL

Hyatt/Chouteau B, Mezzanine Level

Providing Accountability Through Data and Process – The Program Audit (510)

Continued from previous time period.

1:30-2:10 pm

PANEL

Hyatt/Regency Atlanta, Ballroom Level

Update on the NRC Assessment of Research-Doctorate Programs (526)

Continued from previous time period.

Tuesday, June 5, 2007

1:30-2:10 pm

PANEL

Westin/Mission, Ballroom Level

Consultants: Their Effective Use for IR and Assessment (629)

Continued from previous time period.

1:30-2:10 pm

PANEL

Hyatt/Empire B, Mezzanine Level

Emerging Framework for Graduation Rate Reporting (720)

Continued from previous time period.

1:30-2:10 pm

RESEARCH IN ACTION

Westin/Brookside, Lobby Level

I'm Not New But I Still Feel Lost: Examining the Needs of Second-Year Students (210)

ANN GANSEMER-TOPF (Author), Associate Director of Institutional Research, Grinnell College

The second-year experience is garnering increased attention on many campuses. Although the idea of a "sophomore slump" has been around since the mid-50s, it is only recently that more time and resources have been dedicated to this population of students. This program will present the results of a study of the second-year experience at a small, liberal arts college and describe how student affairs, academic affairs and the institutional research office partnered on a project that was focused on meeting the needs of this population of students.

CANCELLED

1:30-2:10 pm

RESEARCH IN ACTION

Westin/Century A, Ballroom Level

Graduation Rates in the State University System of Florida: A Predictive Model (258)

TRACY J. ALSTON (Author), Graduate Student, Florida State University

Based on the Input-Environment-Output model (Astin, 1996) this research develops a model to calculate and predict graduation rates within Florida's public institutions. Regression techniques will examine student data (both input variables and environmental variables) and institutional data in order to predict student success and possible areas for improvement by the institutions and system as a whole.

1:30-2:10 pm

RESEARCH IN ACTION

Westin/Century B, Ballroom Level

Do Colleges and Universities Really Need a Monitored Probation Program? (301)

ANNETTE NELSON (Author), Assistant Professor, Northland College

MIRANDA LAWVER (Author), Associate Registrar, Northland College

This research study evaluated the need for and the effectiveness of the monitored probation program at a private undergraduate college in the Midwest. The program was established to address retention of this special population of students to degree completion. The cost of not retaining these students was analyzed, and recommendations for required elements of an effective monitored probation program were identified.



Tuesday Night Event

Kansas City T-Bones v Gary-Southshore RailCats

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1:30-2:10 pm

RESEARCH IN ACTION

Westin/Pershing East, Ballroom Level

Faculty Activity Reports: How FAR Can We Go? (321)

MARIANNE D. KENNEDY (Author), Professor and Coordinator of Assessment and Planning, Southern Connecticut State University

MICHAEL BEN-AVIE (Author), Associate Coordinator of Assessment, Southern Connecticut State University

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

Faculty Activity Reports (FARs) are useful for a variety of internal and external purposes. These reports, while generally asking for similar information, vary greatly in format and reporting mechanism. This presentation will describe one university's journey from a pencil-and-paper FAR with little uniformity across departments and modest compliance toward an interactive web-based tool that is linked to a data warehouse with the goal of universal compliance. We will also describe the struggles and pitfalls encountered as the FAR concept evolved into a mechanism to answer both the university's short-term reporting and long-term analysis requirements.

1:30-2:10 pm

RESEARCH IN ACTION

Westin/Washington Park Place III, Lobby Level

Conducting an Institutional Audit of Policies, Practices and Attitudes Affecting Transfer Students (406)

BARBARA K. TOWNSEND (Author), Professor of Higher Education, University of Missouri-Columbia

TRUDY H. BERS (Author), Executive Director of Institutional Research, Curriculum and Strategic Planning, Oakton Community College

This session will present an audit for institutions to use in determining institutional policies, practices and attitudes toward transfer students. One version is for community colleges to use in assessing their programs and services for future transfer students. The other is for receiving institutions to use in examining the policies and programs in place to support transfer students, particularly those from community colleges. The audit assists an institution in assessing its support for and receptivity to transfer students and the effectiveness of transfer student policies and practices.

1:30-2:10 pm

RESEARCH IN ACTION

Westin/Liberty, Ballroom Level (Internet)

Using the IPEDS Peer Analysis System to Describe the Degree-Granting Proprietary College Sector (537)

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

REBECCA J. DRENNEN (Author), Assistant Director of Institutional Research, Berkeley College

This presentation will demonstrate the application of the IPEDS Peer Analysis System as a tool to provide summary data on the proprietary degree-granting sector of higher education in the Middle States region. Very little summary information on the proprietary sector has been produced and the IPEDS PAS provides an ideal tool for looking at this sector in detail. Information on overall enrollment, tuition and fee costs, financial aid patterns, and staffing will provide useful examples of what comparative information can be gleaned from the PAS while providing details about a less familiar sector of higher education.

1:30-2:10 pm

SCHOLARLY PAPER

Westin/Pershing South, Ballroom Level

Connecting Action to Attitudes: Linking Participation to Civic Engagement (111)

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

LISA S. O'LEARY (Author), Assistant Director, Tufts University

This session highlights results of a multi-year, time-series study aimed at assessing one institution's success in achieving its objective to ensure that all students graduate as committed public citizens, dedicated to acquiring civic knowledge, skills and values.

The study addresses two main research questions examining the linkages between the student experience and their civic engagement: 1) To what extent does participation in specific programs and other activities affect students' attitudes towards civic engagement, both during the undergraduate years and after graduation? 2) How do students' civic and political attitudes, knowledge, and skills develop and change during the undergraduate years?

Student Self-Rated Knowledge and Satisfaction Services and Programs at a Private University in Lebanon (128)

RAMZI N. NASSER (Author), Assistant Professor and Researcher in the Office of Testing and Measurement, Notre Dame University

GEORGE EID (Author), Notre Dame University

BECHARA KHOURY (Author), Notre Dame University

KAMAL ABOUCHEDID (Author), Notre Dame University

This study develops satisfaction measures for university services and programs in a coeducational Lebanese catholic institution of higher education formed on the American model. The study attempts to relate the self-assessment of knowledge of the university services and programs to student satisfaction. A cluster random selection procedure was used to select n=870 students. The study analyzes student satisfaction by student groups. The purpose of this study is to evaluate and assess the level of knowledge and student satisfaction. This research contributes to the understanding of how student self-assess their knowledge and how it impacts on student life in higher education.

Gender Differences in Seniors' Interactions with Faculty and Satisfaction with College (151)

MARNE K. EINARSON (Author), Senior Research and Planning Associate, Cornell University

MARIN CLARKBERG (Author), Senior Research Associate, Cornell University

IRENA BOJANOVA (Facilitator), Assistant Academic Director, University of Maryland University College

This study uses longitudinal survey data from students enrolled in a selective, research-intensive university to examine whether and how gender moderates the relationship between students' interactions with faculty and their evaluations of their undergraduate experiences. There is a positive association between interaction with faculty and the quality of the undergraduate experience for females and males alike. However, there are also differences by gender in the effects that specific forms of interaction with faculty have on satisfaction.

Assessing Student Learning: An Evaluation of The Effects of Problem-Based Learning on Ethical Reasoning and Critical Thinking (242)

JUAN RAMIREZ (Author), Assistant Director of Institutional Research, Western University of Health Sciences

HYE SUN MOON (Author), Research Analyst, Western University of Health Sciences

PAULA L. HARMER (Author), Director of Institutional Research, Western University of Health Sciences

RACHELLE L. BROOKS (Facilitator), Director of College Sports Project, Northwestern University

Cultivating well-rounded students who can successfully transition from learner to practitioner is one of the central goals of health professions educators. The purpose of the present research was to determine whether Problem-based Learning could enhance student performance in two major areas: critical thinking and ethical reasoning. The sample (N = 85) consisted of the inaugural class of students at a Veterinary College in the Western United States. Pre-post test results showed elevated critical thinking and ethical reasoning scores. Implications of these findings are discussed with respect to health professions education and their potential use in other academic disciplines.

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1:30-2:10 pm

SCHOLARLY PAPER

Hyatt/Regency Chicago, Ballroom Level (Internet)

Academic Disciplines and Faculty Instruction: An integration of Holland and Biglan (317)

PAUL D. UMBACH (Author), Assistant Professor, University of Iowa
 JOHN C. SMART (Author), Professor of Higher Education, University of Memphis
 CORINNA A. ETHINGTON (Author), Associate Professor, University of Memphis
 RYAN D. PADGETT (Author), Project Associate, Indiana University-Bloomington

Integrating Holland's theory of academic environments and Biglan's typology of academic disciplines, we examined the variation in how faculty in disparate academic environments structure their courses. The findings suggest that faculty members teach in a manner consistent with Holland's theory and that Biglan's typology is useful in explaining considerable variation within the Holland environments. Implications of the findings for faculty, students, and other campus leaders responsible for student learning are discussed.

1:30-2:10 pm

TABLE TOPIC

Hyatt/Regency San Francisco, Ballroom Level

Transition from College to Work: Lived Experiences and Self-Perceptions of College Students with Disabilities Seeking Employment Opportunities after Graduation (T17)

BRENDA C. WILLIAMS (Author), Doctoral Student, George Washington University

Choice/Chance: Driving Change in Higher Education conference topic is compatible with the proposed research study. The study seeks to address the needs of special students and their transition from college to work. The study will discover the lived experiences and perceptions of college students with disabilities seeking employment opportunities after graduation. The purpose of the study is to discover the phenomena of disability and employment employing a phenomenological research method. The researcher will provide an overview of the dissertation proposal to include: introduction; problem statement; purpose; significance; paradigm of inquiry; theoretical framework; and methodology.

2:20-2:50 pm

COMMITTEE MEETING

Hyatt/Board Room, Ballroom Level

2007-2008 AIR Board of Directors Meeting (040)

Continued from previous time period.

2:20-2:50 pm

AFTERNOON BREAK

Westin/Washington Park Place I, Lobby Level



Afternoon Reception (047)

The AIR Board of Directors invites all members to honor Executive Director Terry Russell on the occasion of his retirement as Executive Director of the association and to celebrate his many accomplishments on its behalf. A memory album will be available at this event and throughout the Forum in the exhibit area for members who wish to record a personal message to Terry. The album will be presented to him at the end of the Forum.

3:00-3:40 pm

AIR GRANT PAPER

Westin/Century C, Ballroom Level

AIR Grant Paper: Examining the Issue of Student Retention and Mathematics Courses (702)

PATRICIA B. CERRITO (Author), Professor of Mathematics, University of Louisville
 SHARON LYNN (Facilitator), National Continuing Education and Grant Manager, Association for Institutional Research

Many students are enrolled in remedial mathematics; their likelihood of success is small. However, students struggle with mathematics all the way through graduate work, and retention is an issue at all levels. It is the purpose of this paper to examine retention of students through improvements in mathematics delivery. Recommendations are made to retain students at the general education level by raising minimum standards to reflect the mathematics required, to retain undergraduate students by having more reasonable expectations in dual enrollment courses, and to retain graduate students by having qualifying examinations more reasonably reflect course material.

AIR Grant Paper: The Relationship between College Costs, Local Labor Market Conditions and Persistence among Low-Income Community College Students (705)

TATIANA MELGUIZO (Author), University of Southern California

GREGORY S. KIENZL (Author), Research Assistant, American Association of Community Colleges

MARIANA ALFONSO (Author), Interamerican Development Bank

This study enhances the understanding of college persistence and attainment by examining how time-varying measures of direct and indirect costs affect the pursuit and completion of additional postsecondary education. A sample of first-time community college students are used because they are the most likely to be affected by rising tuition costs (direct) and labor market conditions (indirect). We test whether individuals from low socioeconomic backgrounds are more adversely affected by costs than those from higher socioeconomic backgrounds, and find that year-to-year increases in indirect costs have a greater (negative) impact on the persistence of students from lower socioeconomic backgrounds.

CSRDE Best Paper: A Decade in Review: 1995-2005 Building Institutional Collaboration for Successful Student Retention (743)

PATRICIA E. PATES (Author), Director, Academic Development and Research, University of Central Florida

DELAINE PRIEST (Author), Assistant Vice President, University of Central Florida

MARIBETH EHASZ (Author), Vice President, University of Central Florida

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

During the years 1995 – 2005, first year student retention rates increased steadily from 69% to 84% at the University of Central Florida, in Orlando. This increase is all the more significant since at the same time overall enrollment at this large research metropolitan university increased from less than 20,000 in 1995 to over 40,000 by 2005. This paper describes a collaborative institution-wide approach to improving student retention by engaging key players in building an effective process. Integrating the leadership of faculty, administrators and staff, initiatives such as academic advising and mentoring, transition services, personal and career development programs, learning in communities in the classroom and in learning residence halls, supplemental instruction and learning support programs, led to the development of a substantive co-curricula retention program. The challenges of developing a diverse array of student success and faculty/staff development programs, as well as the impact of these initiatives, will be described and finally, lessons learned will be shared.

2005 TAIR Best Paper: Characteristics of Concurrent/Dual Credit Students in the Gulf Coast Community Colleges of Texas (744)

DAVID L. PRESTON (Author), Director of Institutional Research, Brazosport College

The Gulf Coast Association for Institutional Research (GCAIR) conducted a study of those concurrent/dual credit (CDC) students enrolled fall semester, 2001. The purpose was to determine a profile for this group of students which included gender, ethnicity, GPA, re-enrollment, etc. Since there has been little research done on these students, policies are general and assumptions go unquestioned. Within the processes of recruiting, career counseling, and retention strategies, either these students are ignored or lumped in with all enrolled students, which may mask the makeup and unique needs, if any, of these students.

2007-2008 AIR Board of Directors Meeting (040)

Continued from previous time period.



3:00-3:40 pm

DEMONSTRATION

Westin/Pershing West, Ballroom Level (Internet)

The Logistical Tracking System (LTS®) Five Years Later: What Has Been Accomplished? (604)*NICOLAS A. VALCIK (Author), Assistant Director for Strategic Planning and Analysis, University of Texas at Dallas*

In 2001 our office began developing a new facilities tracking system named the Logistical Tracking System (LTS®). In 2002, the university began using the facility module of LTS as a production status software application. This presentation will discuss the progressive strides made by the university utilizing LTS. The presentation will also discuss some of the obstacles to implementation of LTS at the university as well as methods used to gain support for a new university wide system. During the presentation added aspects of LTS for different departmental uses will be demonstrated and new capabilities of the system will be discussed.

3:00-3:40 pm

INVITED PAPER

Hyatt/Empire A, Mezzanine Level (Internet)

Comparative Performance of International Students in an Australian University of Technology (708)

RAJ SHARMA (Author), Associate Director, Resource Planning and Analysis, Swinburne University of Technology
JITENDRA CHANDRA (Author), Lilydale Faculty, Swinburne University of Technology

Since the mid-nineties the Australian Government has reduced funding per student rates to higher education. A catch cry from the Government has been to increase the number of fee paying international students and thereby to not only make up any University budgetary deficits but also help to boost Australia's exports. Nevertheless long term export of Australian higher education requires that the overseas students must sustain positive experiences in Australia both in terms of their social development and academic progress. The latter is the issue addressed in this study that reports on the performance of international students at an Australian University.

3:00-3:40 pm

PANEL

Westin/Mission, Ballroom Level

Community College Remedial Courses: Lots of Students Take Them, but Do They Work? (214)

DAVIS JENKINS (Author), Senior Research Associate, Community College Research Center
PATRICIA WINDHAM (Author), Associate Vice Chancellor for Evaluation, Florida Community College System
JUAN CARLOS CALCAGNO (Author), Columbia University

Well over half of community college students require at least some remedial instruction upon entering college, but there is almost no rigorous research analyzing effectiveness of community college remediation. Moreover, the efficacy of different organizational and instructional approaches remains largely untested. This panel presents findings from a new study that provides quasi-experimental estimates of the effectiveness of remedial and college success skills courses at community colleges and examines the impact of different organizational approaches to college remediation. The panelists will explore the implications of these finding for community college policy and practice.

3:00-3:40 pm

RESEARCH IN ACTION

Westin/Brookside, Lobby Level

Student Engagement - A Phenomenological Study and Follow-Up Survey at a Midwestern Public University (114)

WENDY S. KNUTSON (Author), Institutional Research Associate, University of Wisconsin - Stout
DAN RIORDAN (Author), University of Wisconsin - Stout

Faculty members of a public Midwestern university commissioned a study to determine the level of alignment between traditional definitions of engagement (including the National Survey of Student Engagement) and student definitions of engagement in learning. A phenomenological study in 2006 identified what engagement in learning looks like to students. From those results, a survey has been developed using both the identified themes and the statements made by students regarding engagement. The survey will administered to students during spring semester 2007 to determine the generalizability of the phenomenological study information. Results from both studies will be presented.

From Assessment to Action: Using the Delphi Technique to Encourage Faculty Buy-In (202)

SEAN A. MCKITRICK (Author), Assistant Provost for Curriculum, Instruction and Assessment, Binghamton University, State University of New York

The issue of faculty buy-in is significant in outcomes assessment. This presentation outlines the use of the Delphi technique, which involves the gathering of open-ended information in an initial round, and then the gathering of "consensus answers" using a closed ended survey in a second assessment round. It reviews the implementation of the technique, but stresses how the technique, when triangulated with other assessment measures, can be used to spark faculty discussions about the quality of student learning for the purposes of assessment and enhancement of student learning.

Four Perspectives: How do Institutional Research and Assessment Work Together? (211)

KAY SCHNEIDER (Author), Director of Assessment and Institutional Research, Concordia College-Moorhead
WILLIAM D. SLANGER (Author), Director of Institutional Research and Analysis, North Dakota State University
CARMEN J. WILLIAMS (Author), Director of Institutional Research, University of North Dakota
GLORIA A. DOHMAN (Author), Associate Vice President for Strategic Effectiveness, North Dakota State College of Science
BARBARA M. POOLE (Facilitator), Director of Institutional Research and Assessment, Bossier Parish Community College

Presenters from four institutions will discuss how their roles as institutional research directors contribute to student learning assessment at their institutions. The presenters will share their insights regarding various organizational structures that enhance the relationship between institutional research and assessment. The presenters will share strategies for strengthening the partnership between these two functional areas. The strategies that will be discussed are not just applicable to the presenters' institutions but can be adapted at a variety of institutions. Presenters will also provide specific examples of institutional research projects that have enhanced the student learning assessment programs at their institutions.

Disappearing Students: A Reality Check and an IR Endeavor (407)

RICHARD J. REEVES (Author), Director of Research, National Student Clearinghouse

This research project examined out-flows of students from a private college. Declining enrollment poses serious challenges to all institutions, especially tuition-driven private colleges. A reality check at the college is alarming. Enrollment decreased by 5.5% from fall 03 to fall 04. The decrease transferred into 6% decline of credit-hours sold in fall 04, financially a revenue downfall of \$1.76 million. The study examined three groups of students who left the College: graduates, transfers, and students admitted but going elsewhere. Based on data provided by National Student Clearinghouse, the study produced information on these students' destination institutions and subsequent academic accomplishment.

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Wednesday, June 6, 12:30 p.m. - 2:30 p.m., Hyatt Regency Ballroom



3:00-3:40 pm

RESEARCH IN ACTION

Hyatt/Benton B, Mezzanine Level

A Survey of Institutional Practices Surrounding Student Persistence (425)*DONALD R. HOSSLER (Author), Faculty, Indiana University at Bloomington**MARY ZISKIN (Author), Senior Research Associate, Indiana University Bloomington**PHOEBE K. WAKHUNGU (Author), Indiana University,**PAUL JACOB GROSS (Author), Graduate Assistant, Indiana University**THERESA MARTIN (Facilitator), Director of Institutional Research, Demography and Assessment, Eastern Washington University*

In this presentation, we report results from a pilot study on the practices, resources, and programs that colleges and universities devote to improving student retention. A survey of four-year institutions in five state contexts — California, Georgia, Indiana, New York, and Texas— asked respondents to report on participation rates, programs, and policies related to student persistence, and on first-to-second-year retention rates. In our analysis, we use multiple regression to model how institutional characteristics, conditions, and practices are associated with retention rates across multiple institutional and state contexts.

3:00-3:40 pm

RESEARCH IN ACTION

Westin/Penn Valley, Ballroom Level (Internet)

Hong Kong Universities in the Hearts and Minds of their Students and Alumni (462)*LISA SHAM (Author), University of South Australia**SOO-MAY CHENG (Author), Macau Institute for Tourism Studies*

As Hong Kong's tertiary education sector become marketised, universities will need to win the minds and hearts of their students and alumni. A survey shows that students are more positive in their cognitive perceptions ('mind') but less affectively related ('heart') to their alma mater than are alumni. The implications are that universities have tended to underestimate the importance of alumni relations, as well as the role of academics in this battle for hearts and minds.

3:00-3:40 pm

RESEARCH IN ACTION

Westin/Pershing South, Ballroom Level

Validating the National Survey of Student Engagement (NSSE) for Distance Education Students (651)*PU-SHIH D. CHEN (Author), Assistant Research Scientist, Indiana University at Bloomington**ROBERT M. GONYEA (Author), Associate Director of the Center for Postsecondary Research, Indiana University at Bloomington*

National Survey of Student Engagement (NSSE) began to survey U.S. undergraduate students in 2000 when distance education just began to take off in the United States. In 2006, NSSE added a new question into its core web survey to identify distance learners "Thinking about this current academic term, are you taking all courses entirely online?" In the same time, NSSE research team also developed a set of experimental items to test the validity of NSSE instrument for distance learners. The purpose of this presentation is to report our finding on the validity study.

3:00-3:40 pm

RESEARCH IN ACTION

Hyatt/Chouteau A, Mezzanine Level

Preliminary Findings from the SCORE and GOALS Studies (732)*ANN M. KEARNS (Author), Associate Director of Research, NCAA**TIMOTHY A. WALSH (Facilitator), Director of Institutional Research, Temple University*

This session will provide data from the Study of College Outcomes and Recent Experiences (SCORE) and the Growth, Opportunities, Aspirations and Learning of Students in college (GOALS) study. SCORE is a study of former student-athletes who applied to the IEC in 1994. Topics will include academic attainment, career trajectories, health and well-being, and satisfaction with their college experience. GOALS data examines similar issues of current student-athletes in addition to issues related to time commitments. Together, these studies represent the NCAA's most ambitious effort to understand the lives and experiences of student-athletes on campus.

Community Service and Post-College Career Choice: A Theory-Based Investigation (157)

JIE YAO (Author), Doctoral Candidate, The Ohio State University

Based on Holland's theory of vocational choice and Weidman's undergraduate socialization model, this study seeks to understand the socializing role of community service participation in affecting college graduates' career choices – measured as service-related or non-service-related occupations. It takes into account the confounding influences of personality preferences and major environmental factors (such as family socialization, academic major in college) on career choice, which are statistically controlled for with blocked stepwise logistic regression. Data from the National Education Longitudinal Study (NELS: 88) suggest that consistent volunteering from high school to college uniquely contributes to the likelihood of pursuing service-related careers after college.

The Effects of Academic Environment on the Development of Knowledge Economy Competencies (275)

TRICIA ANNE SEIFERT (Author), Doctoral Student and Research Assistant, University of Iowa

Using a multi-institutional sample of alumni who completed the Alumni Outcomes Survey from 1996 to 2005, academic environments, as defined by Holland, significantly influence the development of knowledge economy competencies. The results provide further evidence that academic environments tend to promote the development of competencies in areas it most closely values. Given that competencies necessary for success in the global knowledge economy overlap, these findings suggest that developing competencies within one's distinctive academic environment to the detriment of developing competencies outside of one's environment may inhibit alumni success within the 21st century economy.

From the Ground Floor to the Penthouse: Building an Effective Institutional Research Program (T19)

CHRISTINA L. LEIMER (Author), Director of Institutional Research, Assessment and Planning, California State University-Fresno

With the ever-increasing emphasis on accountability and demonstrating the worth of higher education, many colleges and universities are developing new institutional research offices or expanding their existing institutional research capacity. What does it take to build an institutional research office? Where should it report? What staffing is needed? How do we obtain and justify resources? How do we assure the office influences the organization's effectiveness? This discussion is for those who have built an IR office or are currently building or expanding an institutional research program and want to contribute ideas or learn from others.

Redesign of the Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS): Demonstration and Data Uses (414)

JULIA D. OLIVER (Author), Survey Manager for Survey of Graduate Students and Postdoctorates in Science and Engineering, National Science Foundation

In 2004 NSF began a systematic evaluation of the GSS, both the data collection process and the quality of the data. As part of this process, NSF held a panel session at the 2005 AIR Forum presenting results from the evaluation and obtaining input from AIR members. Since the 2005 Forum, NSF has completed the initial evaluation and redesign intended for implementation in the 2007 survey. Continuing the dialogue began at the 2005 Forum, this session will demonstrate the redesigned GSS and seek feedback from AIR members.



3:00-4:40 pm

PANEL

Hyatt/Empire B, Mezzanine Level

Report on Results from the National Postsecondary Education Cooperative's (NPEC) National Symposium on Student Success (431)

JAMES C. HEARN (Author), Institute of Higher Education, University of Georgia

This panel will be comprised of members of NPEC Symposium planning committee and some authors of commissioned papers. They will discuss the proceedings of the symposium, some of the papers that were presented and the recommendations for action that came about as a result of the Symposium and that were documented in a report by Jane Wellman and Peter Ewell.

3:00-4:40 pm

PANEL

Westin/Century A, Ballroom Level

Implementing New Race/Ethnicity Standards in IPEDS (515)

ELISE S. MILLER (Author), Program Director, National Center for Education Statistics

MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami

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

The U.S. Department of Education recently issued guidance on maintaining, collecting and reporting data on race and ethnicity to the Department, including to IPEDS. In November 2006, a meeting of the IPEDS Technical Review Panel (TRP) convened to discuss the specifics on how to implement the change within IPEDS under the Department's guidance. In this session, panelists will discuss the suggestions made by the TRP and the NCES plan for implementing the change across the different IPEDS components as well as the impact it will have for data collection on postsecondary campuses.

CANCELLED
and replaced with
session 119

3:00-4:40 pm

PANEL

Hyatt/Chouteau B, Mezzanine Level

Data Mining Tools Compared, Clementine, Enterprise Miner and Insightful Miner, Using a Common Database (613)

THULASI KUMAR (Author), Director of Institutional Research, University of Northern Iowa

JING LUAN (Author), Vice Chancellor for Educational Services and Planning, San Mateo County Community College District

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

PAUL C. KOCH (Author), Associate Vice President for Assessment and Institutional Research, St. Ambrose University

This session provides a demonstration of the strengths and weaknesses of three all-in-one-suite data mining applications (Clementine, Enterprise Miner and Insightful Miner) 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.

4:00-4:40 pm

BEST PAPER/PRESENTATION SESSION

Westin/Liberty, Ballroom Level (Internet)

MidAIR Best Paper: Bayesian Predictions on Re-Enrollment Rates and Totals (739)

MARK S. HAMNER (Author), Associate Professor, Texas Woman's University

LINDSAY A. RENFRO (Author), PhD Student, Baylor University

For many universities, the need for accurate enrollment prediction is crucial for future financial and infrastructure planning. Here, we use SAS to derive information through innovative partitioning of student data and expose consistent re-enrollment patterns. Only a few variables-common to most institutions of higher education-are needed to uncover these patterns. Our research uses Bayesian inference, which explicitly incorporates a priori knowledge of historical patterns into the model to predict 12th day total re-enrollment. More importantly, our models provide prediction intervals-with lower and upper bounds on both re-enrollment rates and re-enrollment totals-that have strict probabilistic interpretations.

MdAIR Best Paper: The Pluses and Minuses of Academic Policy Analysis: IR's Role in Assessing the Impact of a New Grading System (742)

MICHELLE S. APPEL (Author), Associate Director, Enrollment Policy and Planning, University of Maryland

CHAD A. MUNTZ (Author), Research and Policy Analyst, University of Maryland

JESSICA SHEDD (Facilitator), Director of Research and Policy Analysis, National Association of College and University Business Officers

This study sought to understand the impact of a new weighted plus/minus grading calculation on undergraduate graduation rates and course availability. Grades from the fall 2002 cohort of incoming undergraduate students were used to determine the change in probation and dismissal and the accompanying impact on graduation rates. Additionally, all undergraduate courses assigning the C- grade during the 2003-04 and 2004-05 Academic Years were examined to understand course availability should students have to repeat courses. This session will discuss the Institutional Research office's role in determining the potential impact of University policies.

2007-2008 AIR Board of Directors Meeting (040)

Continued from previous time period.

Graduate Information Management System (641)

GARY O. HARTGE (Author), Coordinator of Data Management, University of Florida

GANN ENHOLM (Author), University of Florida

The Graduate Information Management System (GIMS) is an interactive web based relational data management system to coordinate graduate student academic progress and degree certification with departments. The application also provides departmental data on a variety of topics to assist in the operations of the department.

Community College Remedial Courses: Lots of Students Take Them, but Do They Work? (214)

Continued from previous time period.

Redesign of the Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS): Demonstration and Data Uses (414)

Continued from previous time period.

Report on Results from the National Postsecondary Education Cooperative's (NPEC) National Symposium on Student Success (431)

Continued from previous time period.



4:00-4:40 pm

RESEARCH IN ACTION

Westin/Brookside, Lobby Level

How Well is Your College Evaluating Student Retention? Using CIRP Data to Inform Institutional Planning & Practice (138)

VICTOR SAENZ (Author), Research Analyst, University of California-Los Angeles
DOUG BARRERA (Author), University of California, Los Angeles
FERNANDO E. COLINA (Facilitator), Assistant Director, Salem State College

Enabling students to complete their undergraduate degrees is of critical importance to all constituents within the higher education framework, including students, parents, policymakers, and college and university personnel. This session will facilitate an in-depth discussion of the multiple strategies available to employ CIRP longitudinal data to inform institutional efforts aimed at college student retention. The session will include a discussion of how institutions can use CIRP data and analytic techniques to enhance their understanding of the college experience at their respective institutions, to strengthen campus assessment efforts, and to facilitate strategic planning with regards to student retention.

4:00-4:40 pm

RESEARCH IN ACTION

Hyatt/Regency New York, Ballroom Level

Assessing Student Progress toward Degree Completion: Who is Graduating in Four Years? (201)

HUIMING MING WANG (Author), Assistant Director, Texas A&M University
CINDY DUTSCHKE (Author), Assistant Vice President, Texas A&M University

This study uses cluster analysis to examine influences upon baccalaureate students' time-to-degree attainment at a public university. The dataset includes 20,409 bachelor's degree receivers from three freshman cohorts. Their time-to-degree status was divided into two groups: Graduated in four-years or longer. Specific factors included in the analysis are student background characteristics and university behavioral variables. Using the classification tree which is a series of analytical processes of the data mining approach, the author intends to explore the important factors influencing time-to-degree.

4:00-4:40 pm

RESEARCH IN ACTION

Westin/Pershing South, Ballroom Level

Learning Outcomes of College Students in Japan: Comparative Analysis between and within Universities (273)

REIKO YAMADA (Author), Doshisha University
JOHN H. PRYOR (Facilitator), Director of CIRP, Higher Education Research Institute

Recently, attention toward teaching and learning 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. With approval of HERI, we have developed Japanese version of College Student Survey (JCSS) and conducted JCSS survey for 4000 college students in 2005. By controlling the characteristics of institutions and within characteristics such as grade and major, this study can compare college students between and within institutions. So, this research will show the results of 2005 JCSS.

4:00-4:40 pm

RESEARCH IN ACTION

Westin/Pershing West, Ballroom Level (Internet)

Using Impact of Developmental Mathematics Courses to Improve College Success at a Rural Community College (278)

SANTANU BANDYOPADHYAY (Author), Director of Institutional Research, Zane State College
DOUGLAS N. EASTERLING (Facilitator), Vice President for Institutional Planning and Research, San Juan College

A rural, Appalachian community college studied 418 developmental mathematics students to determine the immediate and long term impact on their learning abilities. The study grouped the students in college level mathematics courses according to their level of preparedness and tested for difference in performance. Also, the students were grouped by performance in college level courses and, their preparedness was tied back to their grades. The research measured the immediate impact through net gain score of students taking developmental mathematics. The findings are intended for use by the academic advisors help choose freshmen courses according to their ability to complete.



Online Course Evaluations: Are Their Results Different from Traditional Ones? (307)

YINGXIA CAO (Author), Research Analyst, University of La Verne

AL CLARK (Author), University of La Verne

JAMES SCHIRMER (Author), University of La Verne

This research addresses the concern that whether web-based course evaluations produce similar results as paper-format course evaluations do. It firstly describes the transition to web-based course evaluations and narrates the challenges and skepticisms around adopting web-based course evaluations. After reviewing relevant literature, it then examines the differences and similarities of the results produced by web-based and paper-format online course evaluations with three sets of experimental data. This research finds that the course evaluation results from the two different methods are not significantly different in response rate and mean score and online course evaluations have more levy in qualitative comments.

Maximizing the Impact of First-Year Seminars on Student Achievement and Retention (312)

JULIE WEISSMAN (Author), Associate Provost, Saint Louis University

BRETT A. MAGILL (Author), Data Manager, Saint Louis University

LAURA R. CRANE (Facilitator), Director, Office of Research, William Rainey Harper College

Many institutions of higher education have designed a variety of first-year seminars to facilitate student transition to college. However, limited research has been conducted to identify the types of seminars that are most effective for specific kinds of students. This presentation describes a study that used cluster analysis to develop a typology of student groups based on precollege characteristics and examined the influence of two types of first-year seminars on the academic performance and retention of each student group. The findings indicate that the characteristics of students play a role in the effectiveness of first-year seminars.

A Recipe for Successful Decision Making: Dashboard, Data Mining and Analysis (402)

ALBERTHA H. LAWSON (Author), Director of Institutional Research and Statistical Analysis, Louisiana State University System

WILLIS H. BREWER (Author), Financial Management Analyst, Louisiana State University System

An excellent way to advance higher education business practices and decision making is to re-conceptualize the indicators that higher education uses. The increasing high expectations for higher education and the call for higher education to become more accountable are echoed by an array of stakeholders and supporters. Leadership accountability for the decisions they make have soared. The use of indicators creates a dashboard that translates an institution's mission and strategy into tangible measures. Those tangible measures represent a balance between measures for stakeholders, internal measures of critical business processes, innovation, and institution growth.

Build Your Brand on a Rock: The Importance of Research in Institutional Brand Identity Development (429)

KRISTIA A. STOUT (Author), Manager of Institutional Research, Waubonsee Community College

JEFF NOBLITT (Author), Marketing and Communications Manager, Waubonsee Community College

Most institutions recognize the importance of branding but few take the time to build a brand based on quality research. This session presents best practices for undertaking a process- and outcome-based rebranding effort. Although enjoying steady growth, disparate and conflicting messages hampered effective marketing. Qualitative and quantitative research was conducted to measure image and awareness among stakeholders. After using research to create the "brandcore strategy," creative elements—including logo, tagline and creative campaign—rounded out the effort. This institution's process was successful because it followed thorough, solid practices which were tested each step of the way.



4:00-4:40 pm

SCHOLARLY PAPER

Westin/Penn Valley, Ballroom Level (Internet)

Beyond Behavior: Developing a Model for Assessing Spirituality (255)*RONALD M. MILLER (Author), Professor, Brigham Young University Hawaii**PAUL H. FREEBAIRN (Author), Director of University Assessment and Testing, Brigham Young University Hawaii**KATHY L. PULOTU (Author), Lead Institutional Research Analyst, Brigham Young University Hawaii**KEARSTON WASDEN (Author), Brigham Young University-Hawaii**KELSEY COWDEN (Author), Brigham Young University-Hawaii**NICOLE STRONG (Author), Brigham Young University Hawaii**TERRA SCHEHR (Facilitator), Director of Institutional Research, Loyola College in Maryland*

A number of researchers have examined the beneficial effects of spirituality in the lives of university students. However, although there are many instruments designed to measure spirituality, from Allport and Ross to Hall and Edwards, etc., each has a possible deficiency in that they tend to measure behaviors or general religious attitudes. We present an instrument based on Kohlberg's model of moral development that relieves this difficulty. In other words, while we examine religious behaviors, we use Kohlberg's moral guidelines to examine why the religious behaviors occur (perceived rewards/punishments, to affect social relationships/standing, internalized religious standards, etc.).

4:00-4:40 pm

SCHOLARLY PAPER

Westin/Century B, Ballroom Level

Designing Disciplined Competency-Based Curricula (306)*JOHN N. MOYE (Author), Director of Curriculum Development, Capella University*

Authors have consistently suggested the concept of a discipline based, competency based curricula for higher education. A process or framework for accomplishing this task has not been included in the discussion. This work identifies a structure and specifications for designing competency-based curricula that reflect the structure and characteristics of the discipline it serves.

4:00-4:40 pm

SCHOLARLY PAPER

Westin/Washington Park Place III, Lobby Level

Staying or Leaving after College? Understanding How Financial Aspects the Higher Education Policy Setting Influence Retention of College Graduates within a State (542)*MARVIN A. TITUS (Author), Assistant Professor of Higher Education, North Carolina State University*

This study examines how the retention of bachelor's degree recipients within a state is influenced by the fiscal and financial aspects of a state's higher education policy setting. Data are drawn from the final follow-up of the 1993 Baccalaureate and Beyond (B&B:93/03) survey, the Integrated Postsecondary Education Data System (IPEDS), and various state-level sources. This study combines the use of hierarchical generalized linear modeling (HGLM) and propensity score matching (PSM) to examine the location decisions of college graduates. In addition to its implications for methods, this study's helps to inform policy.

4:00-4:40 pm

SCHOLARLY PAPER

Hyatt/Benton B, Mezzanine Level

Evaluation of the AIR National Graduate Certificate Program in Institutional Research (622)*JOHN A. MUFFO (Author), Administrator, Special Projects, Ohio Board of Regents**RICHARD A. VOORHEES (Author), Principal, Voorhees Group LLC**VICTORIA ROBSON (Author), Graduate Assistant to the Director of the Academic Assessment Program, Virginia Polytechnic Institute and State University*

In 2002 the Association for Institutional Research (AIR), with funding from the National Center for Education Statistics (U.S. Department of Education), provided three-year grants to five universities to develop graduate-level certificate programs in institutional research. The grants were awarded based on a competitive process. During autumn of 2005 an evaluation was conducted of the four certificate programs still in existence at that point. This paper describes the major findings of that study and suggests possible implications for graduate programs for producing institutional researchers with or without certificate options.

Comprehensive Assessment Plan for a Four-Year Curriculum (T05)

MARGARITA D. KOKINOVA (Author), Director, Institutional Effectiveness, Northeastern Ohio Universities College of Medicine
MARK PENN (Author), Northeastern Ohio Universities College of Medicine

The comprehensive assessment plan outlines the process through which the effectiveness of an educational program can be monitored at meeting its stated goals and objectives. The process includes assessment of student learning, assessment of teaching effectiveness, as well as evaluation of the curriculum as a whole. The purpose of the assessment plan is twofold: (a) to promote student learning by focusing on student learning outcomes, and (b) to provide evidence that accountability requirements are met, which happens through evaluation of strengths and weaknesses of the educational program as part of the continuous improvement of the institution.

Cost, Quality, and Measures that Matter (T10)

MERRILL P. SCHWARTZ (Author), Director of Special Projects, Association of Governing Boards of Universities and Colleges

Administrators and governing boards need meaningful indicators for costs and quality to understand the options, monitor progress, and make better decisions. Learn from your peers and from a national study of college costs about the best tools IR professionals have to offer, using available comparative data, and language and presentation styles that improve communication. Come prepared to share your own successes with indicators and analyses of student learning outcomes, costs of instruction, tuition discounting, and other concerns. Hear about common misconceptions about costs and quality in board rooms around the country.

Outsourcing Assessment: Best Practices and Lessons Learned (T21)

JACK PHADUNGTIN (Author), Director of Institutional Research and Assessment, National University
MARK LAKATOS (Author), Assistant Director of Institutional Research, National University

The table topic will discuss emerging trends of outsourcing university assessment activities. Presenters will share both best practices and lessons learned at a private institution. Topics include 1) Background, 2) Types of Outsourced Assessment, 3) Benefits, 4) Limitation/Drawbacks, 5) Cost, 6) Accountability, 7) Transition Process, 8) Trend, and 9) Recommendations

AIR's Big Read: The Quiet Crisis: How Higher Education is Failing America (T23)



SUSAN R. GRIFFITH (Author), Executive Director of Institutional Research, University of Texas-Pan American

Peter Smith's *The Quiet Crisis: How Higher Education is Failing America* has been selected as the Big Read for the 2007 Forum. All participants are encouraged to read then join a discussion of Smith's "urgent plea for reform" and "vision for the future."

Data Mining Tools Compared, Clementine, Enterprise Miner and Insightful Miner, Using a Common Database (613)

Continued from previous time period.



4:10-4:50 pm

TABLE TOPIC Hyatt/Regency San Francisco, Ballroom Level

Database Management: Planning, Collection, Maintenance, and Dissemination (T22)

SHAWN E. VAN ETTEN (Author), Assistant Vice Chancellor for Institutional Research, Planning and Assessment, University of Massachusetts at Dartmouth

The aim of this presentation is to provide the audience with detailed issues/concerns/problems/considerations associated with the development and maintenance of a comprehensive database system and strategies/tactics for addressing those considerations. There are many steps to consider when developing a comprehensive database system including but not limited to: (a) logistical issues; (b) sustainability; (c) security; (d) automation; (e) operational definitions; (f) collection approaches and data organization; (g) error checking; and (h) dissemination processes (e.g., in the box static reports; robust self-query approaches; multilevel reports).

5:00-5:40 pm

COMMITTEE MEETING

Hyatt/Board Room, Ballroom Level

2007-2008 AIR Board of Directors Meeting (O40)

Continued from previous time period.

5:00-5:40 pm

SPECIAL INTEREST GROUP

Westin/Penn Valley, Ballroom Level (Internet)

Colonial IR Group (S32)

MARY M. SAPP (Convener), Assistant Vice President, Planning and Institutional Research, University of Miami

Learn more about the Colonial IR Group.

5:00-5:40 pm

AFFILIATED GROUP

Hyatt/Benton B, Mezzanine Level

Arizona AIR (A02)

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

Please join us for conversation about common issues and our annual conference.

5:00-5:40 pm

AFFILIATED GROUP

Westin/Independence, Ballroom Level

Canadian Institutional Research and Planning Association (CIRPA-ACPRI) (A06)

JEFF K. DONNELLY (Convener), Manager of Institutional Research, Northern Alberta Institute of Technology

Delegates from Canadian Institutions are invited to attend this session to discuss issues of relevance in the Canadian context. The agenda will be developed at the meeting or with items that are forwarded to the convener prior to the meeting.

5:00-5:40 pm

AFFILIATED GROUP

Westin/Pershing West, Ballroom Level (Internet)

Traditionally Black Colleges and Universities (TBCU) (A08)

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

Annual Business Meeting for the TBCU affiliate group. Forum attendees are encouraged to attend.

Tuesday, June 6, 2007

5:00-5:40 pm

AFFILIATED GROUP

Hyatt/Chouteau A, Mezzanine Level

Texas Association for Institutional Research (A11)

RUBEN B. GARCIA (Convener), Director of Follow-Up, Texas Workforce Commission

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 the opportunity to plan activities for next year.

5:00-5:40 pm

AFFILIATED GROUP

Westin/Shawnee, Ballroom Level

OCAIR Annual Meeting (A14)

BIAO ZHANG (Convener), Director of Institutional Research, University of South Dakota

This is a special session for all current Overseas Chinese Association for Institutional Research (OCAIR) members, and for those who are interested in OCAIR affairs.

5:00-5:40 pm

AFFILIATED GROUP

Westin/Presidents, Ballroom Level (Internet)

California Association for Institutional Research (CAIR) (A25)

CEL JOHNSON (Convener), Executive Director of Institutional Research and Planning, University of San Diego

Current members and others interested in learning more about CAIR are invited to attend this informal exchange of ideas, discussion of plans for CAIR 2007, and dinner after the meeting.

6:00-Until

SPECIAL EVENT

Lobby, Hyatt

Tuesday Night Event (O33)



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

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University

CHRISTINE M. KELLER (Host), Assistant Director, University of Kansas

Enjoy one of Kansas City's favorite summer events: barbeque and baseball at CommunityAmerica Stadium, home of the Kansas City T-Bones. Come see the T-Bones take on the Gary-Southshore RailCats! Participants receive admission to the ballpark, dinner, two drink tickets, and round-trip transportation. Buses will begin departing from the Hyatt Regency Crown Center at 5:30 p.m. Tickets are only \$37!

Don't Miss the Annual AIR Awards Luncheon!

Association for
Institutional Research



Celebrate the 2007 Forum, preview the 2008 Forum in Seattle, and join in recognizing colleagues for their accomplishments and service to AIR.

Wednesday, June 6, 12:30 p.m. - 2:30 p.m., Hyatt Regency Ballroom

7:30-8:20 am

COMMITTEE MEETING

Westin/Penn Valley, Ballroom Level (Internet)

Forum Publications Editorial Advisory Committee (008)

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

Meeting of the members of the Forum Publications Editorial Advisory Committee.

7:30-8:20 am

SPECIAL EVENT

Brasserie Bar, Lobby Level, Westin

Past Forum Chairs (004)

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

Past Forum Chairs gather to enjoy the camaraderie of the Forum.

7:30-8:20 am

AFFILIATED GROUP

Hyatt/Benton B, Mezzanine Level

New Mexico Association for Institutional Research & Planning (NMAIRP) (A20)

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

Members of NMAIRP will conduct a business meeting.

7:30-11:40 am

COMMITTEE MEETING

Hyatt/Benton A, Mezzanine Level

The Best Visual Presentation Committee (007)

SHARRON L. RONCO (Committee Chair), Associate Provost, Florida Atlantic University

Best Visual Presentation Committee meeting.

8:30-End

COMMITTEE MEETING

Hyatt/Van Horn A, Mezzanine Level

Forum Evaluation Committee Working Session (050)

DAWN R. KENNEY (Committee Chair), Director of Planning and Institutional Research, Central New Mexico Community College

MITCHELL S. NESLER (Associate Committee Chair), Assistant Vice President for Academic Affairs, State University of New York Empire State College

Forum Evaluation Committee working session.

8:00 am-12:00 pm

SPECIAL EVENT

Westin/ Union Hill, Lobby Level

Forum Evaluation Survey (Invitational Event) (051)

DAWN R. KENNEY (Committee Chair), Director of Planning and Institutional Research, Central New Mexico Community College

MITCHELL S. NESLER (Associate Committee Chair), Assistant Vice President for Academic Affairs, State University of New York Empire State College

Forum Evaluation Survey (Invitational Event).

Forum Evaluation Survey (Invitational Event #3) (053)

DAWN R. KENNEY (Committee Chair), Director of Planning and Institutional Research, Central New Mexico Community College

MITCHELL S. NESLER (Associate Committee Chair), Assistant Vice President for Academic Affairs, State University of New York Empire State College

Forum Evaluation Survey (Invitational Event #3)

Update on the Status of the Project to Align Graduate School Surveys (518)

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

MARY A. BLACK (Author), Director, Institutional Studies, Michigan State University

KENNETH E. REDD (Author), Director of Research and Policy Analysis, Council of Graduate Schools

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

JAIME GALINDO (Author), Data Resource Analyst, Michigan State University

CEL JOHNSON (Author), Executive Director of Institutional Research and Planning, University of San Diego

SARAH B. LINDQUIST (Author), Assistant Dean of Division of Graduate Studies, Arizona State University

JULIA D. OLIVER (Author), Survey Manager for Survey of Graduate Students and Postdoctorates in Science and Engineering, National Science Foundation

DAWN PIACENTINO (Author), Associate Director of the Higher Education Division, Educational Testing Service

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

MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami

STEPHEN SAUERMECH (Author), Director of Research Operations, Thomson Peterson's

LYDIA S. SNOVER (Author), Director of Institutional Research, Massachusetts Institute of Technology

JUDI SUI (Author), Director of Data Management and Services, University of California-Berkeley

The Working Group to Align Graduate Surveys, which includes representatives of the IR community and survey sponsors, has been working to improve the process of providing data for surveys of graduate programs since the 2003 AIR Forum. The group has been focusing its efforts on streamlining and standardizing the data submission processes, in particular by developing standard definitions where possible, and simplifying the data submission process. This session will present the results so far for discussion and feedback from interested parties.

Institutional Researchers Working Collaboratively for Achieving the Dream: Helping Community College Students Succeed (533)

RIGOBERTO RINCONES (Author), Program Director, MDC, Inc.

JAN W. LYDDON (Author), Executive Vice President of Research and Institutional Effectiveness, San Jacinto College

TERRI M. MANNING (Author), Associate Vice President for Institutional Research, Central Piedmont Community College

KEN GONZALEZ (Author), University of San Diego

Achieving the Dream: Community Colleges Count is a multiyear national initiative to help more community college students succeed. The initiative emphasizes the use of data to drive change and provides a range of support to participating institutions. Now in its third year, AtD involves 58 institutions from 9 states. This panel will discuss the initiative's data-driven design, and how participating institutions are being guided and mentored to focus on measurable outcomes. The panel will also share lessons learned about working with data teams, and keeping institutions focused on asking the right questions as well as building a culture of inquiry.



8:40-10:20 am

PANEL

Hyatt/Empire C, Mezzanine Level

Retention, Progression and Graduation Rates: A System's Perspectives on "Best Practices" (630)

MEIHUA ZHAI (Author), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators
CATHIE MAYES HUDSON (Author), Associate Vice Chancellor for Strategic Research & Analysis, Board of Regents of the University System of Georgia
REBECCA R. FARROW (Author), Director Institutional Research and Planning, Coastal Georgia Community College
JAYNE PERKINS BROWN (Author), Director, Office of Strategic Research & Analysis, Georgia Southern University
MICHAEL GASS (Author), Director of Institutional Research, Georgia College and State University
CHARLES H. HAWKINS (Author), Director of Institutional Research and Planning, North Georgia College and State University

Four institutional IR directors and two System-level research policy analysts will discuss and share their perspectives on "Best Practices" in system-wide initiatives to improve student retention, progression, and graduation (RPG) rates. Factors affecting RPG will be discussed and "best practices" to increase student chance to succeed will be shared. A state-level overview of institutional RPG study findings and plans for improvement will be discussed.

8:40-9:20 am

AIR GRANT PAPER

Westin/Mission, Ballroom Level

AIR Grant Paper: Measuring Female Faculty's Workload Productivity over Time (703)

VICKI J. ROSSER (Author), Associate Professor, University of Missouri - Columbia

The goal of this project is to propose a multi-group structural equation model that examines the workload of female faculty members' service, teaching, and research across three cross-sectional national samples using the National Study of Postsecondary Faculty (i.e., NSOPF: 1993, 1999, 2004) restricted databases. The purpose of the study is to examine the extent to which differences in female faculty members' workload responsibilities have changed (or not changed) over time from the three subsets, and to compare the potential change in perceptions (while controlling for selected demographic and profile characteristics) between the three-groups of faculties regarding their workload responsibilities.

8:40-9:20 am

AIR GRANT PAPER

Hyatt/Benton B, Mezzanine Level

AIR Grant Paper: Making It on a Dime (or not) in College (704)

ANNE M. HORNAK (Author), Assistant Professor, University of Toledo
PATRICIA L. FARRELL (Author), Senior Research Associate, Michigan State University

This paper reports results of a longitudinal study of first time freshman students at six different institutions across three states. The study was designed to fill gaps in the literature, utilizing NCES, NPSAS, and BPS databases, focus groups, and on-line journaling. The data tells the story of how these students make decisions based on their unmet financial need, and how this impacts their attitudes regarding involvement, engagement, academics, and relationships with others on-campus. The implications of the study are designed to assist student affairs professionals, policy makers, university budget offices, and lawmakers, at both the state and federal levels.

8:40-9:20 am

BEST PAPER/PRESENTATION SESSION

Westin/Pershing South, Ballroom Level

TAIR 2006 Best Paper: An Impact of Developmental Requirements in Student Retention (746)

YAN L. AVRAM (Author), Coordinator, Planning and Research, North Lake College
TERESA ISBELL (Author), Director, Institutional Research, North Lake College
RUBEN B. GARCIA (Facilitator), Director of Follow-Up, Texas Workforce Commission

Student retention is an important issue for all campus. The NCES has identified several risks factors for the potential drop out. Is there any correlation between developmental requirements and retention? The result of study would assist researchers and academic related advisors to better understand students' leaving behavior and foster the retention rate across all colleges.

8:40-9:20 am

COMMITTEE MEETING

Hyatt/Benton A, Mezzanine Level

The Best Visual Presentation Committee (007)

Continued from previous time period.

8:40-9:20 am

COMMITTEE MEETING

Hyatt/Van Horn A, Mezzanine Level

Forum Evaluation Committee Working Session (050)

Continued from previous time period.

8:40-9:20 am

DEMONSTRATION

Hyatt/Empire A, Mezzanine Level (Internet)

Clickable Assessment Tools: Freeing Faculty for Formative Feedback (221)

JEFF GRANN (Author), Capella University

Although learners benefit from criterion-referenced assessments, most learning management systems do not provide a supportive technical infrastructure for such assessments. To enhance the feasibility of providing criterion-specific feedback on assignments, a clickable rubric tool and a clickable checklist tool were developed to interface with a major LMS. The tools were designed to facilitate faculty communication by associating judgments and comments with individual criterion and by converting qualitative judgments into a quantitative grade. This session will demonstrate how structuring and automating common assessment tasks frees faculty to provide formative feedback.

8:40-9:20 am

DEMONSTRATION

Westin/Roanoke, Ballroom Level (Internet)

Getting It Together: Using an Electronic Tool to Submit the Systems Portfolio for Higher Learning Commission (HLC) Accreditation (516)

EDWARD J. MACK (Author), Director of Institutional Research, Metropolitan State University

TIMOTHY S. DUNSWORTH (Author), Research Analyst, Metropolitan State University

LAWRENCE ERICKSON (Author), Metropolitan State University

The traditional accreditation process resulted in the creation of mass quantities of paper documents to support the accreditation review. The HLC's Academic Quality Improvement Process (AQIP) provided an alternative path for seeking accreditation. It also included the option of submitting the Systems Portfolio in an electronic format. This format provided new challenges and opportunities in the preparation, compilation and presentation of information and data to support the application. The presenters will describe how the people, processes and structure were pulled together to prepare an electronic Systems Portfolio for an urban university.

8:40-9:20 am

DEMONSTRATION

Westin/Pershing West, Ballroom Level (Internet)

Dynamic Parameter Driven Charts for Institutional Research Web Reporting (635)

HELEN WU (Author), Webmaster and Institutional Research Analyst, George Mason University

This demonstration will introduce dynamic parameter-driven web chart. We'll talk about what it is, why we need it in institutional research web reporting, what tools and steps we should use to build one. We'll also talk about how to design web applications with dynamic parameter-driven web chart, by demonstrating a current web product in our IRR web site.

CANCELLED



8:40-9:20 am

RESEARCH IN ACTION

Hyatt/Chouteau B, Mezzanine Level

Student Satisfaction/Engagement Survey, Student Diaries, and Student Interviews as Assessment and Self-Study Tools (104)

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

How do we really know our students? What have we really learned about them by doing a student satisfaction and or student engagement survey? This session will show what one institution is doing to go beyond simple surveying to learn more about its students. The research methodologies used and the results gained will be the focus of the presentation.

8:40-9:20 am

RESEARCH IN ACTION

Westin/Century C, Ballroom Level

The Development and Validation of Follow-Up Surveys for University Programs (234)

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

LAURA SCHULTE (Author), University of Nebraska at Omaha

In this presentation we will discuss the processes used to develop follow-up surveys for university programs. We will use the development and validation of a follow-up survey for teacher preparation programs as an example. We will discuss the (a) adoption of a framework, (b) item development process, (c) item content validity process, and (d) statistical analyses used to ensure construct validity and reliability. At the university level we are using these processes to develop and validate our recent graduate follow-up survey. The framework will be our general education outcomes. During this presentation, we will discuss the process and the results.

8:40-9:20 am

RESEARCH IN ACTION

Westin/Pershing North, Ballroom Level

College Dropouts: A Cox Regression Approach (269)

XIAO YING ZHANG (Author), Associate Director of Institutional Research and Planning, State University of New York Fredonia

JI-HONG ZHANG (Author), Associate Professor, Xiangnan University

WILLIAM GRIMES (Author), Manager of Institutional Research and Planning, San Diego Community College District

Premature departure from higher education has been an important issue for decades. Concerns about student attrition have become especially prominent when institutions face budget cuts and enrollment slowdowns. The study used Cox regression to: (1) identify factors that put students at risk of dropping out, (2) examine if different groups are at different level of risk, (3) determine when students are most likely to leave college prematurely, and (4) investigate if certain institutional interventions have any impact upon student retention. The findings of this study will be helpful in identifying high-risk students and developing intervention strategies targeting key risk factors.

8:40-9:20 am

RESEARCH IN ACTION

Westin/Century B, Ballroom Level

Where Do They Go? A Migration Study of Graduates and Drop-Outs from Kentucky Postsecondary Education Institutions (426)

CHARLES E. MCGREW (Author), Director, Information and Research, Council on Postsecondary Education

Presentation of the methodology and results from a migration study conducted by the Kentucky Council on Postsecondary Education. The methodology would be useful to anyone who wants to know where their graduates go after they leave the institution and what kind of an impact institutions may have on migration both in- and out-of-state.

The Squishy and Stubborn Problem of Retention: A Case Study of a Historically Black Institution with a Land-Grant Mission (471)

STANLEY M. NYIRENDA (Author), Director of Institutional Research, Assessment and Evaluation, University of Maryland Eastern Shore

TAO GONG (Author), Research Analyst, University of Maryland Eastern Shore

This case study examines the retention problem at the University of Maryland Eastern Shore (UMES), a Historically Black Institution with a land-grant mandate. UMES' mission focuses on providing access to high quality University education to a diverse population of students with potential to succeed, while at the same time fulfilling its land-grant commitment. Like many institutions in the nation, UMES with approximately 4,000 students has experienced a steady decline of its second-year rates over the past several years from 70% to 64%. This study has been undertaken to address the retention issue at UMES.

Evaluating a Statewide Mandatory Developmental Education Placement Policy: Lessons from Kentucky (514)

HEIDI HIEMSTRA (Author), Senior Associate, Research and Analysis, Council on Postsecondary Education

HANS P. L'ORANGE (Facilitator), Director of Data and Information Management, State Higher Education Executive Officers

The presentation will summarize the extent and effectiveness of developmental education in Kentucky's public two and four-year sectors after the implementation of a statewide mandatory placement policy. Data will be presented from a series of policy reports on the statewide entry cohorts of 2002 and 2004. This research finds substantial levels of developmental need among both traditional and non-traditional students and insufficient developmental course-taking by students with developmental needs. State policy-makers' reaction to and use of these findings will also be discussed.

Trends in Latino Students' Receipt of Financial Aid: Patterns, Problems, and Possibilities (528)

PAUL JACOB GROSS (Author), Graduate Assistant, Indiana University

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

This project relies on longitudinal, student-level data to explore trends in financial aid. Much of the prior research on patterns of Latino students' receipt of aid has relied on cross-sectional data. This study further contributes to understandings of relationships among race/ethnicity, income, institutional sector, and financial aid by using student data from the Free Application for Federal Student Aid (FAFSA) for all students who applied for aid in Indiana from 2000-2005, this study examines patterns of aid packaging and aid use disaggregated by race/ethnicity, including interactions among race/ethnicity, income, and postsecondary institution type attended.

Looking beyond Access: Academic Ability, Ability to Pay, and Degree Completion (108)

MICHAEL J. DOORIS (Author), Director, Planning, Research, and Assessment, The Pennsylvania State University

MARIANNE GUIDOS (Author), Quality and Planning Research Associate, The Pennsylvania State University

Admitting capable students is an important first step to promoting access. But how effectively do we then provide the resources that translate participation into degree attainment? This analysis looks at students after admission to a major research university, comparing the path to a degree for low-income and high-income students of similar academic ability.



8:40-9:20 am

SCHOLARLY PAPER

Westin/Washington Park Place III, Lobby Level

Do Online Degree Programs Measure Up to Their Classroom-Based Counterparts? Comparing Student Achievement and Retention in The Same Degree Program Offered in Both Online and Classroom-Based Formats (204)

DONALD J. RUDAWSKY (Author), Senior Research Associate, Nova Southeastern University

The growth of online education opportunities has brought questions about the comparability of online education to traditional classroom-based options. This study compares student achievement and retention outcomes for degree programs offered in both online and classroom-based formats. The results show that overall, students in online and in classroom-based programs have similar student achievement and retention outcomes. This presentation will discuss the challenges present in conducting this research such as obtaining adequate sample sizes, controlling for demographic characteristics, and identifying comparable online and classroom-based student cohorts. The results for one representative degree program are presented in detail.

8:40-9:20 am

SCHOLARLY PAPER

Hyatt/Chouteau A, Mezzanine Level

The Effects of Liberal Arts Experiences on Liberal Arts Outcomes (282)

TRICIA ANNE SEIFERT (Author), Doctoral Student and Research Assistant, University of Iowa

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

CHARLES F. BLAICH (Author), Director of Inquiries, Wabash College

KATHY GOODMAN (Author), University of Iowa

NATHAN LINDSAY (Author), University of Michigan

JAMIE JORGENSEN (Author), University of Iowa

Despite scholars' praise of liberal arts education as a model form, very little research has examined the actual impact of liberal arts education on learning outcomes. Using data from the first phase of the Wabash National Study of Liberal Arts Education, we found, net of student background characteristics and institution attended, liberal arts experiences had a positive effect on four of the six liberal arts outcomes, including leadership, inclination toward lifelong learning, psychological well-being, and intercultural effectiveness.

8:40-9:20 am

SCHOLARLY PAPER

Westin/Century A, Ballroom Level

Perceptions of Gender Equity among Faculty: The Effect of Compensation and Benefits (320)

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

PAUL D. UMBACH (Author), Assistant Professor, University of Iowa

We use the 2004 NSOPF faculty and institution surveys to understand perceptions of gender equity on campuses. Our dependent variable is the question, "Female faculty members are treated fairly [at this institution], and we use individual and institutional-level variables and an ordinal logistic multilevel regression to understand why perceptions vary. Of particular interest is the effect of offering subsidized child care, paid maternity and paternity leave, and the male-female salary differential on perceptions of gender equity.

Don't Miss the Annual AIR Awards Luncheon!

Association for Institutional Research



Celebrate the 2007 Forum, preview the 2008 Forum in Seattle, and join in recognizing colleagues for their accomplishments and service to AIR.

Wednesday, June 6, 12:30 p.m. - 2:30 p.m., Hyatt Regency Ballroom

Retention and Performance of GED Recipients in a Non-Traditional College Setting: Are They Doing Better or Worse? (453)

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

Holder of a GED certificate is one of the seven defining characteristics of the "nontraditional" undergraduate given by Choy (NCES 2002). When a GED student possesses another defining characteristic, he/she becomes moderately nontraditional. This study tracked five fall semesters of entering GED students who enrolled in an urban public college with a highly non-traditional population, and compared them with high school graduates of traditional/non-traditional traits for persistence, performance and progression. Results surprisingly showed that GED students with the most common non-traditional characteristics of age 25 or older and part-time attendance out-performed high school graduates in retention and other performance outcomes

2 of 2 - AIR 50th Forum Anniversary Task Force Focus Group Meeting for Invited Senior AIR Members (015)

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

DENISE P. SOKOL (Committee Co-Chair), Assistant Vice Chancellor for Institutional Research, (Retired), University of Colorado at Denver and Health Sciences Center

NICOLAS A. VALCIK (Committee Co-Chair), Assistant Director for Strategic Planning and Analysis, University of Texas at Dallas

AIR 50th Forum Anniversary Task Force is authorized by the AIR Board to plan and implement activities meeting will be used to begin to capture AIR's history through focus groups of senior AIR members.

Forum Evaluation Survey (Invitational Event) (051)

Continued from previous time period.

Forum Evaluation Survey (Invitational Event #3) (053)

Continued from previous time period.

Community Colleges and the Common Data Set: An Open Discussion (T13)

RENEE L. GERNAND (Author), Senior Director of Guidance Services, College Board

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

STEPHEN SAUERMECH (Author), Director of Research Operations, Thomson Peterson's

STANLEY V. BERNSTEIN (Author), Associate Director, Annual Survey of Colleges, College Board

The publishers who support the Common Data Set would like to discuss how to make the CDS a more useful tool for community colleges. We welcome input from community colleges on any aspect of the CDS.

8:40-9:20 am

TABLE TOPIC Westin/Penn Valley, Ballroom Level (Internet)

The Not-Quite-Antiques Roadshow: A Colloquium for Experienced Practitioners (T20)

MICHAEL J. DOORIS (Author), Director, Planning, Research, and Assessment, The Pennsylvania State University
MICHELLE S. APPEL (Author), Associate Director, Enrollment Policy and Planning, University of Maryland
JAMES F. TRAINER (Author), Director of Planning and Assessment, Villanova University

How can IR and planning veterans stay sharp? How can our offices anticipate and address changing needs, and continue making contributions valued by our stakeholders? This colloquium is geared especially to practitioners with at least five years of experience, who are invited to come prepared to share their thoughts. The session is intended as an exchange of ideas and on emerging topics, challenges, and creative approaches (that is, beyond the usual reports) that IR veterans, in particular, might find useful in keeping our worklives fresh and productive.

9:40-10:20 am

AIR GRANT PAPER

Westin/Mission, Ballroom Level

AIR Grant Paper: Cooling-Out as Institutional Racism: Does Academic Advising Discourage the Educational Attainment of Underprepared Students of Historically Disadvantaged Racial Groups? (712)

PETER RILEY BAHR (Author), Assistant Professor, Wayne State University

The idea, proposed by Burton Clark, that one of the functions of the community college, and, specifically, the community college counselor/advisor, is to “cool-out” students whose academic ambitions exceed their abilities has a long and contentious history in educational research, and it continues as a point of debate even to this day. Recently, evidence has been presented that suggests that advising tends to diminish the attainment of underprepared students of historically disadvantaged racial/ethnic groups. In this study, I test this proposition to determine if evidence supports a conclusion of widespread institutional racism accomplished through the vehicle of academic advising.

9:40-10:20 am

COMMITTEE MEETING

Hyatt/Benton A, Mezzanine Level

The Best Visual Presentation Committee (007)

Continued from previous time period.

9:40-10:20 am

COMMITTEE MEETING

Hyatt/Benton B, Mezzanine Level

RHE Best Paper Committee (009)

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

RHE Best Paper Committee meeting.

9:40-10:20 am

COMMITTEE MEETING

Hyatt/Van Horn A, Mezzanine Level

Forum Evaluation Committee Working Session (050)

Continued from previous time period.

9:40-10:20 am

DEMONSTRATION

Westin/Washington Park Place III, Lobby Level

What Does It Really Cost and Why Should I Care? (617)

TERRA SCHEHR (Author), Director of Institutional Research, Loyola College in Maryland

Disaggregating the costs and revenues associated with academic programs within common departments allows faculty and senior administrative staff to think strategically about leveraging resources to reduce curricular inefficiencies and grow or add academic programs to meet the emerging needs of students. A curricular cost-revenue planning tool was developed to serve this function. Using a case study of two departments at one college, the rationale for curricular cost-revenue analysis and the practical and political issues encountered in the process will be discussed. Use of the planning tool will be demonstrated and the tool will be available for download after the session.

9:40-10:20 am

DEMONSTRATION

Westin/Roanoke, Ballroom Level (Internet)

Developing Dashboards in BRIO/Hyperion without the Assistance of Wizard-Driven Applications, or: How I Learned to Stop Worrying and Love JavaScript (632)

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

For institutions running Brio 6.x on up to the latest Hyperion Intelligence platform, users have the ability to develop dashboards that enable non-technical audiences to generate customized results with intuitive interfaces. Dashboards could be accessed via individual Brio/Hyperion installations or as web-based tools via Hyperion Intelligence Server.

Wizard-driven interfaces for dashboard development are available as separately purchased programs. However, development utilizing the native JavaScript environment is still a practical alternative.

The process of native dashboard development will be demonstrated, focusing on the basic techniques that will enable attendees to start designing their own applications.

9:40-10:20 am

DEMONSTRATION

Hyatt/Regency Chicago, Ballroom Level (Internet)

Introduction to Excel PivotTables (648)

SANDRA J. ARCHER (Author), Interim Director for University Analysis and Planning Support, University of Central Florida
ROBERT L. ARMACOST (Author), Consultant, Higher Education Assessment and Planning Technologies

This presentation will introduce participants to the concept of using PivotTables for dynamic data exploration and ad-hoc reporting. PivotTables are a powerful feature of Microsoft Excel that allows users to rotate or "pivot" its rows and columns to see different summaries of the source data and drill into the details of multi-dimensional data, using drag-and-drop technology. This session is geared toward users who are familiar with Excel spreadsheets but unfamiliar with PivotTables and will provide a practical introduction with a focus on data solutions that Institutional Researchers often seek.

9:40-10:20 am

PANEL

Westin/Washington Park Place II, Lobby Level

Update on the Status of the Project to Align Graduate School Surveys (518)

Continued from previous time period.

9:40-10:20 am

PANEL

Hyatt/Empire B, Mezzanine Level

Institutional Researchers Working Collaboratively for Achieving the Dream: Helping Community College Students Succeed (533)

Continued from previous time period.



9:40-10:20 am

PANEL

Hyatt/Empire C, Mezzanine Level

Retention, Progression and Graduation Rates: A System's Perspectives on "Best Practices" (630)

Continued from previous time period.

9:40-10:20 am

RESEARCH IN ACTION

Hyatt/Chouteau A, Mezzanine Level

Using Assessment to Impact Students: Making Achievement Possible (131)

SHERRY WOOSLEY (Author), Assistant Director of Institutional Effectiveness, Ball State University
DARLENA JONES (Author), Vice President for Research and Development, Educational Benchmarking, Inc.
DONALD R. WHITAKER (Author), Executive Director of Institutional Effectiveness, Ball State University
DENISE C. GARDNER (Facilitator), Associate Director of Institutional Research, University of Georgia

Surveys are often useful for campus administrators, but how often are they useful for the college student? Making Achievement Possible (MAPWorks) is on-line assessment system that uses technology and a student survey in a unique way to support first-year student success. Information is provided directly, and quickly, to the first-year students, their hall directors, and their academic advisors. Learn how university staff work with IR to utilize MAP to improve their interactions with students, identify at-risk students, and promote student learning.

9:40-10:20 am

RESEARCH IN ACTION

Westin/Brookside, Lobby Level

Effects of Institutional Intervention on Assessment Practices in Higher Education (305)

MOHAMAD SAHARI NORDIN (Author), International Islamic University Malaysia
HASNAH HASHIM (Author), International Islamic University Malaysia
AINOL ZUBAIRI (Author), International Islamic University Malaysia
NORA NASIR (Author), International Islamic University Malaysia

A government-funded university has formulated a university-wide assessment policy and standards, aiming at a balanced practice of assessment of and for learning. The research examined the effects of the internally-initiated policy. The policy intervention yielded promising results. The data showed that the university-wide consultative efforts yielded encouraging outcomes; department-based workshops were organized to create awareness of the policy, enhance instructors' knowledge and skills in assessment, and formulate mechanisms, processes and procedures of assessment practices. Also, the analysis on the new assessment plans produced discernable patterns of shift from a content-oriented assessment to student-centered assessment.

9:40-10:20 am

RESEARCH IN ACTION

Westin/Century B, Ballroom Level

Do Unions Make a Difference to Non-Tenure Track Faculty?: Findings from a National Institution-Level Survey (323)

LOUISE AUGUST (Author), Research Specialist, University of Michigan-Ann Arbor
JEAN WALTMAN (Author), Research Specialist, University of Michigan
CAROL HOLLENSHEAD (Author), University of Michigan - Ann Arbor
JEANNE MILLER (Author), Director of Information Services, University of Michigan-Center for the Education of Women

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. Results from a web-based institutional level study of 500+ four-year institutions indicate that the presence of a faculty union has considerable impact on an institution's policies, practices and perceptions vis-à-vis their non-tenure track faculty.

Searching for Campus Policy Oriented Understanding of Student Persistence (410)

DONALD R. HOSSLER (Author), Faculty, Indiana University at Bloomington

MARY ZISKIN (Author), Senior Research Associate, Indiana University Bloomington

JOHN V. MOORE (Author), Research Associate, Project on Academic Success, Indiana University Bloomington

The results of a pilot effort to develop a policy oriented student retention survey will be presented. Based upon results from 8 campuses we examine the following questions: the efficacy of the instrument; lessons learned in sampling; implications for institutional practice and theory development. Descriptive analyses, factor analysis, and logistic regression techniques were employed. Findings reveal that campus financial aid, interactions with faculty and academic advisors, and campus climate factors influence persistence. Results indicate it is possible to develop retention surveys that can provide more insights into the role of campus policies in promoting or hindering student persistence.

Graduation and Retention Rates of Doctoral Students at a Research University from Fall 1994 through The Present (427)

SAMUDRA S. KUGEL (Author), Doctoral Graduate Student, North Dakota State University

WILLIAM D. SLANGER (Author), Director of Institutional Research and Analysis, North Dakota State University

JANET K. CARLSON (Author), Research Analyst, North Dakota State University

Twelve cohorts were meticulously formed from nearly 7000 student-semester records with 33 variables. Five- and six-year graduation rates were calculated for cohorts and degree majors. Five-year completion rate was 24%; the five-year retention rate was 62%. There was variation among majors. Retention and graduation rates for new majors will be presented. Completion rates by demographic categories will also be presented. Attendees will be reviewed of the challenges of forming such a data set and hear of the resulting persuasiveness of such accurate and thorough results not only in the context of this university but in the national context as well.

Data Mining with Bayesian Belief Networks to Examine Retention and Graduation at a Public University (664)

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

DRAGOLJUB POKRAJAC (Author), Delaware State University

DRAGANA JANKOVIC (Author), Delaware State University

Bayesian Belief Networks (BBN) are graphical models that depict conditional dependency among discrete or discretized random variables. Mathematically speaking, the BNN is a directed acyclic graph with discrete variables as nodes and conditional probabilities as weights. One node (called a parent) may be connected by an arc to another node (a child). A node can be an input node, if there are no arcs coming into the node (hence, the node has no parents), or an output node, when there are no arcs coming out of the node (the node does not have children). A variable represented by a node is assumed conditionally dependent only on variables which nodes are immediately connected to the node.

Join the Expanded Discussion

Global Competition in the Higher Education Enterprise working follow-up to the Presidential Symposium about securing the international bottom line: economic health.

Wednesday, 11:40 a.m. - 12:20 p.m., Hyatt/Chouteau B, Mezzanine Level



9:40-10:20 am

SCHOLARLY PAPER

Westin/Pershing East, Ballroom Level

Enhancing Student Retention in Community Colleges (445)

EDITH H. CARTER (Author), Assistant Professor of Educational Research, Radford University
CATHY R. TANNER (Facilitator), University of Alabama at Birmingham

In addition to access, retention is important elements for community who serve a diverse student population. Retention has become a significant factor for measuring institutional effectiveness in an environment of accountability and budget constraints. Retention, whether viewed as an institutional effectiveness issue, an enrollment management issue or a financial issue continues to be a challenge for community colleges. It will be the purpose of this presentation to investigate theories on retention, retention strategies used by community colleges and to suggest ways in which Institutional Research can assist the institution in its retention efforts.

9:40-10:20 am

SCHOLARLY PAPER

Westin/Century A, Ballroom Level

Recent Trends in State Level Tuition Policy: Understanding the Politics of Postsecondary Policymaking (519)

TARA R. WARNE (Author), Associate Research Analyst, University of Missouri System
JUNG-CHEOL SHIN (Facilitator), Assistant Professor at the Department of Education, Seoul National University

Much has been written about the impact of declining state support to higher education on students' ability to afford college. Scholars, however, pay less attention to the processes by which lawmakers make decisions about the relationship between postsecondary institutions and the state. This paper examines the factors that shape legislative decision making about tuition policy, emphasizing state decisions to centralize or decentralize tuition setting authority. Using a multinomial logit model, tuition policy decisions across the fifty states from 2000 to 2006 are analyzed to consider the role played by social, institutional, economic, and postsecondary variables in those decisions.

9:40-10:20 am

SCHOLARLY PAPER

Westin/Pershing South, Ballroom Level

Using IPEDS Data in Peer Group Selection (606)

JUAN XU (Author), Manager, Institutional Analysis, Brock University

Comparing to traditional classifications, developing a peer group using IPEDS data allows institutions to add comparative dimensions, to make updates of the peer group, and to track changes at peer institutions. The purpose of this study is to develop a peer group by adopting a comprehensive approach. A total of 20 institutions were selected based on their size, intensity, student mix, research activity, and program mix. This paper documented the steps taken in the peer selection process. Lessons learned were also shared in order to provide guidance to other universities wishing to develop a peer group.

9:40-10:20 am

SPECIAL EVENT

Westin/ Union Hill, Lobby Level

Forum Evaluation Survey (Invitational Event) (051)

Continued from previous time period.

9:40-10:20 am

SPECIAL EVENT

Westin/Independence, Ballroom Level

Forum Evaluation Survey (Invitational Event #3) (053)

Continued from previous time period.

Counting Public Service Contributions of Colleges (T14)

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

Recent developments in public service contributions of colleges and universities will be discussed in terms of the changing definition, the difficulty of measurement, the perspective of different institutions, and the potential publics impacted.

Voluntary System of Accountability: Responding to the Spellings Commission Report (735)



CHRISTINE M. KELLER (Author), Assistant Director, University of Kansas

GARY R. PIKE (Author), Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis

RICHARD D. HOWARD (Author), Director of Institutional Research and Reporting, University of Minnesota

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

In response to calls for greater accountability (e.g., the Commission on the Future of Higher Education), AASCU and NASULGC are sponsoring a joint project to develop a Voluntary System of Accountability (VSA) that will provide comparable and transparent information for student, families, and policy makers on each participating institution's website. An overview of this initiative will be presented, and AIR members serving on the task forces will discuss the issues being addressed and the progress in resolving them.

Forum Evaluation Survey (Invitational Event #2) (052)

DAWN R. KENNEY (Committee Chair), Director of Planning and Institutional Research, Central New Mexico Community College

MITCHELL S. NESLER (Associate Committee Chair), Assistant Vice President for Academic Affairs, State University of New York Empire State College

Forum Evaluation Survey (Invitational Event #2)

AIR History: A Panel Discussion with Senior AIR Members (017)

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

DENISE P. SOKOL (Associate Committee Chair), Assistant Vice Chancellor for Institutional Research, (Retired), University of Colorado at Denver and Health Sciences Center

NICOLAS A. VALCIK (Associate Committee Chair), Assistant Director for Strategic Planning and Analysis, University of Texas at Dallas

Senior AIR members will provide insights about the history of AIR. This panel will be hosted by the AIR 50th Forum Anniversary Task Force.

Data Mining – Concepts, Myths and Case Studies (658)

SUTEE SUJITPARAPITAYA (Author), Associate Vice President, San Jose State University

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

STEPHEN L. DESJARDINS (Author), Associate Professor, University of Michigan

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

THULASI KUMAR (Author), Director of Institutional Research, University of Northern Iowa

JING LUAN (Author), Vice Chancellor for Educational Services and Planning, San Mateo County Community College District

ALEX USHVERIDZE (Author), Capella University

Seven panelists from private and public institutions of higher learning will start from data mining overview to individual case studies. Each case study addresses the data mining task, algorithms and methods utilized, followed by results and lessons learned. The case study topics vary from application yield, classroom behavior modeling, success and retention, to survey and text analysis. Data mining approaches include cluster analysis, segmentation, predictive modeling and text analysis. Data used in the studies include both cross-sectional, longitudinal and survey data. Practical steps for conducting data mining are illustrated. The case studies demonstrate how IR can benefit from data mining.

AIR Grant Paper: Correlates of Decision Making: Factors Associated with Degree Completion and Employment (713)

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

GIANNA RENDINA-GOBIOFF (Author), Doctoral Candidate, University of South Florida

JEFFREY KROMREY (Author), Professor and Chair, University of South Florida

BETHANY BELL-ELLISON (Author), Doctoral Student, University of South Florida

TINA HOHLFELD (Author), University of South Florida

HA PHAN (Author), University of South Florida

This study investigates factors associated with baccalaureate degree completion, choices of employment, and entry into graduate school among students attending U.S. colleges and universities. The research focuses on the potential for Prospect Theory to inform models of student decision making related to postsecondary education. Data from Beginning Postsecondary Student Longitudinal Survey (1990); Baccalaureate and Beyond (1992); and Scientist and Engineer Statistics Data System (1993, 1995, 1997, & 1999) are being analyzed in the investigation. Preliminary results to date are generally consistent with the predictions associated with Prospect Theory, lending support to the use of this theory to guide subsequent research.

CAIR Best Paper: Taking Our Own Medicine: Meta-Research (727)

GILLIAN BUTLER (Author), Senior Analyst, University of California-Davis

KATHY DAVIS (Author), Analyst for Student Affairs Research and Information, University of California, Davis

SUTEE SUJITPARAPITAYA (Facilitator), Associate Vice President, San Jose State University

As institutional researchers, we often exhort others to base decisions on research evidence. In the spirit of "taking our own medicine," we conducted a series of four minisurveys to gather information about how to market a large survey of our undergraduates. We asked our undergrads how they learned about campus events, and what kinds of incentives they preferred. We asked, pre-administration, whether individuals would complete the survey and, if not, why not. We asked, post-administration, whether individuals had completed the survey and, if not, why not. We will present our findings, how we used them, and any insights gained through our efforts.

10:40-11:20 am

BEST PAPER/PRESENTATION SESSION Hyatt/Benton B, Mezzanine Level

VAMAP Best Paper: How Students' Financial Burdens Affect Persistence and Performance (755)

ZHAO YANG (Author), Research Statistician, Old Dominion University

This longitudinal study focuses on academic performance and persistence at a four-year public institution with selective admission criteria. Incoming freshmen are categorized into three groups by Pell Grants amounts they received. The group receiving the most amount performs better on persistence and graduation, though no difference is detected on academic preparedness from high school, cumulative GPA and earned credit hours among the groups. Noncognitive measures gauged by mandatory freshman survey showed fewer students receiving Pell Grants are at risk, an important reason of better academic performance. The findings are compared with national average and implications are discussed.

10:40-11:20 am

COMMITTEE MEETING

Hyatt/Benton A, Mezzanine Level

The Best Visual Presentation Committee (007)

Continued from previous time period.

10:40-11:20 am

COMMITTEE MEETING

Hyatt/Van Horn A, Mezzanine Level

Forum Evaluation Committee Working Session (050)

Continued from previous time period.

10:40-11:20 am

DEMONSTRATION

Westin/Penn Valley, Ballroom Level (Internet)

College Ranking Simulation for Institutional Practice Using Interactive Web Tools (639)

JANG WAN KO (Author), Senior Research Associate, George Mason University

HELEN WU (Author), Webmaster and Institutional Research Analyst, George Mason University

This study demonstrates simulation for college ranking practice using interactive web tools. Using the same measures and formula from the US News & World Report, this demonstration shows how to develop easier access web browser and presents relative impact of individual measures on overall ranking allowing institutional researchers and administrators can practice ranking simulation under various circumstances for supporting decision-making, resources allocation, and institutional planning. Benefits of using this method, limitations and implications of this study were described.

10:40-11:20 am

PANEL

Hyatt/Chouteau B, Mezzanine Level

Voluntary System of Accountability: Responding to the Spellings Commission Report (735)

Continued from previous time period.

Don't Miss the Annual AIR Awards Luncheon!



Celebrate the 2007 Forum, preview the 2008 Forum in Seattle, and join in recognizing colleagues for their accomplishments and service to AIR.

Wednesday, June 6, 12:30 p.m. - 2:30 p.m., Hyatt Regency Ballroom



10:40-11:20 am

RESEARCH IN ACTION

Westin/Shawnee, Ballroom Level

Framing the Dialogue: A New, Collaborative Approach to the Hazing Dilemma (103)

MALINDA M. MATNEY (Author), Senior Research Associate, University of Michigan-Ann Arbor

SIMONE HIMBEAULT-TAYLOR (Author), Associate Vice President for Student Affairs, University of Michigan-Ann Arbor

The University of Michigan's normal disciplinary process is to bring charges against individual students. Faced with nine hazing cases in a short time span, it was impossible to identify specific individuals who were responsible for hazing. We could have charged the leadership of fraternities or sororities. We created and have implemented the Community Education and Development Model to change the ingrained behavior and culture of entire student organizations. This presentation will outline the challenge of measuring the impact of this model as it was applied within the fraternity and sorority community.

10:40-11:20 am

RESEARCH IN ACTION

Westin/Brookside, Lobby Level

Age is Just a Number: Seeking a New Definition of the Adult Student (123)

JOSEPH P. BAUMANN (Author), Manager, Academic Research Services, William Rainey Harper College

Postsecondary institutions often wrestle with how to meet the needs of their adult students. Before these needs can be met, however, they must first be defined and understood. The Community College Survey of Student Engagement (CCSSE) includes data on students' life situations, goals, and educational experiences—factors relevant to anecdotal differences between adult and traditional students. A cluster analysis revealed three groupings that were highly related to, but not collinear with, students' reported ages. The clusters were analyzed to determine how they related to the college, used support services, etc. Implications for better serving adult students are discussed.

10:40-11:20 am

RESEARCH IN ACTION

Westin/Washington Park Place II, Lobby Level

Examining the Policy Context for Underrepresented and Minority Transfer Student Success (132)

KATHI A. KETCHESON (Author), Director of the Office of Institutional Research and Planning, Portland State University

JAN M. IGNASH (Author), Associate Professor, University of South Florida

DAVID E. SCHWALM (Author), Dean of East College, Arizona State University at the Polytechnic Campus

A collaborative multi-institutional research project is charting the pathways underrepresented and minority transfer students take to achieve the baccalaureate. The goal of the research is to recommend improved institutional structures and processes that promote student success. Through an examination of the policies and policy context surrounding transfer and data obtained from student records and focused interviews, the research will help to identify the factors that inhibit or promote successful transfer and degree attainment. This presentation will focus on the first phase of the study, which examines the policy context in three states and its impact on data selection and analysis.

10:40-11:20 am

RESEARCH IN ACTION

Hyatt/Empire C, Mezzanine Level

Revisiting Alternative Methods for Validating Course Placement Criteria (261)

HOWARD R. MZUMARA (Author), Director of Testing Center, Indiana University-Purdue University Indianapolis

A major component for assessing the effectiveness of a placement testing program involves providing appropriate validity evidence for using placement tests in facilitating course placement decisions and academic advising. This session will address alternative methods for validating course placement criteria that involve use of decision theory and logistic regression approaches to provide validity evidence for assessing the utility and appropriateness of placement cutoff scores. The session will also include an interactive discussion on assessment issues related to the annual validation of COMPASS mathematics placement test scores for predicting student success in college-level mathematics courses at a large Midwestern university.

CANCELLED

Overcoming Non-Response: Lessons Learned Migrating to a Web-Based Platform Update 2007 (626)

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

VIJI SATHY (Author), College Board

DAVID SKROBELA (Author), College Board

In 2003, a national database of student's self-reported information had a non-response rate of 25% to the ethnicity question. In 2006, the percent of non-respondents to this same question dropped to 9%. This session will address what we have done to increase response (decrease non-response) rates to questions previously found to have high non-response and provide ideas for the institutional researcher who faces the same dilemma. This represents an updated session with additional years of results. Furthermore, data will be presented from a special study aimed at reducing non-response in ethnicity, by allowing students to indicate that they are multi-ethnic.

Expanding IR Horizons: The Use of Mixed Methods in IR (670)

GLENDA DROOGSMA MUSOBA (Author), Assistant Professor, Florida International University

MELANIE A. RAGO (Author), Assistant Director, PAS, Indiana University

ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

Mixed methods, the intentional blending of qualitative and quantitative analyses, are relatively unused in IR but will grow in importance and use for several reasons. A mixed methods approach acknowledges the complex nature of institutional programs, provides a richer and more nuanced analysis, and speaks more potently to practitioners. This presentation will describe and illustrate the use of mixed-methods research in IR with several concrete examples from our own work.

The Match Game: Exploring Gender and Ethnic Differences Relating to Expectations and Early College Experiences (118)

CATHY COGHLAN (Author), Assistant Director of Institutional Research, Texas Christian University

KATHERINE ORTEGA COURTNEY (Author), Research Analyst, Texas Christian University

Research has established a relationship between early college experiences and expectations and retention. Qualitative data from this university has shown that early experiences and expectations vary by gender and ethnicity. The current study further explores these differences in early experiences and expectations using quantitative data with the goal of better understanding these differences. A questionnaire asking how well expectations matched experiences in several social and academic aspects, and perceptions of experiences was completed by first semester freshmen. Ethnic and gender differences and interactions on these measures were examined. Some significant differences occurred, particularly in social aspects of the college experience.

Benefits of a Student-Centered, Learning-Focused Assessment Method (253)

DEBORAH R. SCHWARTZ (Author), Director of Institutional Assessment and Retention, Lourdes College

As demands for assessment and accountability increase, institutional researchers and others involved in assessment need to discover and support assessment methods that engage faculty and students. This paper describes one such method and examines its potential for promoting student learning, self-efficacy, and engagement. Findings of a study involving students' ratings of their learning relative to 10 different learning activities, open-ended responses to questions about the assessment method, and in-depth interviews are included. The paper concludes with suggestions for implementation of the method in different classroom setting and campus programs.



10:40-11:20 am

SCHOLARLY PAPER

Westin/Liberty, Ballroom Level (Internet)

What Are You Trying to Do and How Will You Assess It? A Framework for Program Development that Combines Evaluation Theory with Assessment, Institutional Research, and Institutional Effectiveness (313)

CATHY J. DUFF (Author), Director of Curriculum, Florida Gulf Coast University

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

IRENA BOJANOVA (Facilitator), Assistant Academic Director, University of Maryland University College

What are you trying to do? How will you assess it? These questions are frequently asked of faculty by assessment and institutional research professionals as they collectively strive to identify expected student learning outcomes and assessment mechanisms. For many programs, this exchange happens after students are enrolled. Problems inherent in this after-the-fact approach inspired one institution to develop a framework for program development that uses intended student learning outcomes as the driving force for curriculum design. This framework combines program theory (a concept developed by evaluation theorists) with best practices in assessment, institutional research, and institutional effectiveness.

10:40-11:20 am

SCHOLARLY PAPER

Westin/Pershing East, Ballroom Level

Managing Student Swirl: Success of Retention Efforts among Suspended Students at a Two-Year College (449)

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

VIKTOR BRENNER (Facilitator), Institutional Research Coordinator, Waukesha County Technical College

“Student Swirl,” or inconsistent flow in and out of coursework, reflects the non-traditional nature of community college students. Lifestyle stressors contribute to swirl where work, school and family obligations, coupled with other challenges, influence irregular enrollment and lack of academic success. Three initiatives serve as pathways back into college for suspended students at one Midwestern institution. This study explores their effects on success, as well as students’ life challenges, academic-related skills, student background and commitment to succeed. While initiatives affect later performance, factors causing swirl play a stronger causal role. Implications for student retention and institutional effectiveness are discussed.

10:40-11:20 am

SPECIAL EVENT

Westin/ Union Hill, Lobby Level

Forum Evaluation Survey (Invitational Event) (051)

Continued from previous time period.

10:40-11:20 am

SPECIAL EVENT

Westin/Presidents, Ballroom Level (Internet)

Forum Evaluation Survey (Invitational Event #2) (052)

Continued from previous time period.

10:40-11:20 am

SPECIAL EVENT

Westin/Independence, Ballroom Level

Forum Evaluation Survey (Invitational Event #3) (053)

Continued from previous time period.

10:40-11:20 am

TABLE TOPIC

Westin/Century C, Ballroom Level

What Goes Around Comes Around: Is "Value-Added" Going to be Any Better This Time? (T06)*CLIFFORD ADELMAN (Author), Senior Associate, Institute for Higher Education Policy*

"Value-added" was a hot button in the late 1970s, when the grandmother of the College Learning Assessment, the Academic Competencies in General Education exam, was developed and tried out in about 150 institutions. The ACGE was abandoned for technical reasons, and its developer wrote that our value-added designs were "blind alleys." What does that mean? Are value-added statements trite, stretched, inflated? Are criterion-referenced statements preferable? As we head into a new era of assessment, these and related questions are worth examining.

10:40-11:20 am

TABLE TOPIC

Westin/Pershing North, Ballroom Level

International Dialogue on Emerging Trends in Higher Education (T16)*ROBERT SCHULTZ (Author), Director, Institutional Analysis, University of Saskatchewan*

A 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, 2007; the papers will be distributed to the delegates before the start of the conference. The submitted documents and a synopsis of the discussion will be made available to the delegates to distribute to their members and the AIR membership.

10:40-11:20 am

TABLE TOPIC

Westin/Roanoke, Ballroom Level (Internet)

METAMORPHESIS of a Researcher from IR to ER by Way of Meta-Analysis (T18)*FLETCHER F. CARTER (Author), Assistant Dean, College of Education and Professor of Education, Radford University*

The author traces his growth as a researcher as he moves from the analysis of data as an institutional research director to that of an educational researcher. Projects which assist the college of education to make decisions concerning classroom diversity for its interns, to the study of costs for taking Praxis examinations were discussed. The move illustrates the need for increased study of research protocol as well as a need to obey the rules of statistical proof. Institutional researchers should make a thorough study of the pertinent literature prior to beginning the planning of a project.

11:40 am-12:20 pm

AIR GRANT PAPER

Westin/Century B, Ballroom Level

AIR Grant Paper: Matching Student and Institutional Characteristics for Student Success at Four-Year Colleges and Universities (716)*KRISTINA M. CRAGG (Author), Graduate Student, Florida State University*

This study examines whether certain types of students are more likely to graduate from particular types of institutions and if so, which specific types of "matches" maximize the probability of student success. Using restricted access data from BPS:96/01 and IPEDS, three models are compared, Traditional, Interaction, and Match, to determine which model best predicts graduation rates. Traditional multivariate models examine whether certain student and institutional characteristics are important on the average. This study is different in that the relationship between student and institutional characteristics are examined while still including important control variables, and comparing the model to more traditional models.

11:40 am-12:20 pm

COMMITTEE MEETING

Hyatt/Van Horn A, Mezzanine Level

Forum Evaluation Committee Working Session (050)

Continued from previous time period.



11:40 am-12:20 pm

DEMONSTRATION Westin/Century A, Ballroom Level

The Automated Office: Using SPSS Macros to Drive Productivity (638)

SHIMON A. 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.

11:40 am-12:20 pm

PANEL

Hyatt/Chouteau A, Mezzanine Level

AIR History: A Panel Discussion with Senior AIR Members (017)

Continued from previous time period.

11:40 am-12:20 pm

PANEL

Hyatt/Empire B, Mezzanine Level

Data Mining – Concepts, Myths and Case Studies (658)

Continued from previous time period.

11:40 am-12:20 pm

RESEARCH IN ACTION

Westin/Mission, Ballroom Level

A Study of Transfer Students' 1st Year Retention at a Midwest University (115)

BIAO ZHANG (Author), Director of Institutional Research, University of South Dakota
 CARRON RADIGAN (Author), University of South Dakota

This study was intended 1) to provide basic statistics on the 1st year retention of the transfer students at a small, public, Doctoral/Research university in the Midwest, and 2) to identify factors that may have impact on their first-year retention. A total of 3,453 students who transferred to the University in the fall semesters between 1999 and 2004 were analyzed. The study compares the stayed group with the left group on academic and demographic variables, and by using various statistical procedures identifies the variables that best predict the one-year retention of the transfer students at the University.

11:40 am-12:20 pm

RESEARCH IN ACTION

Westin/Pershing North, Ballroom Level

CAMPUS PULSE - A New Initiative to Increase Student Survey Response Rates (148)

HEATHER A. KELLY (Author), Assistant Director of Institutional Research and Planning, University of Delaware
 ALLISON M. WALTERS (Author), Institutional Research Analyst, University of Delaware

Frustrated with declining student survey response rates? Frustration led this Office of Institutional Research to develop a new initiative – Campus Pulse. The goals of this project are to discover the current “hot-button” student life and campus issues, address those issues through survey research, and increase student survey response rates. This research in action session will discuss how we discovered the “hot-button” issues, the method employed to increase response rates, and the results of the student surveys administered.

Quality Curriculum Initiative - the Journey to a Learning-Centered College (283)

TERRY MCCAMISH (Author), Assistant Director of Institutional Effectiveness, DeKalb Technical College

The QCI is a multi-year project of review and analysis of what students need to learn at DeKalb Technical College, a Georgia, public two-year institution. A student and faculty driven initiative, the process begins with faculty teams. The teams identify "know, think, & do" for each course. They also determine how results will be measured. A comprehensive, web-based, accessible process that will result in common syllabi, curriculum maps, and teaching integrated with outcomes. The project began with faculty development on the development of objectives and outcomes. Currently, we are building the technological infrastructure that will be the initiative backbone.

Where in the World to Offer Programs: The "Opportunity Indicator Matrix" Provides Data-Driven Decision Support (442)

JENNIFER OLSEN (Author), Central Michigan University

JAMIE SLATER (Author), Director of Organizational Research and Assessment, Central Michigan University

A Midwestern, state-supported university's large off-campus division has offered degree programs on military bases since the 1970s. Faced with significant and continuing changes in external and internal environments, the division needed to examine its operations on military bases for current performance and future opportunity. A cross-functional team, which included Organizational Research, produced the "Opportunity Indicator Matrix", a data-based decision support tool which allows for both the evaluation of individual bases and for the appraisal of all base operations as a "portfolio of opportunities". This session will demonstrate the development of the Matrix, as well as its application in strategy formation.

Transfer Students' Retention and Graduation Rate – A New Model to Compare with Native Students (460)

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

YE JI (Author), Research Associate, Kean University

STACIE CISTRELLI (Author), Research Assistant, Kean University

TERI L. THILL (Facilitator), Director of Institutional Research, University of Wisconsin-La Crosse

Studies in transfer student retention and graduation rate vary greatly in methodology and results. Inappropriate methods could lead to inappropriate conclusions. This study is to present a new model for tracking transfer students retention and graduation rates and show why first-time full-time freshman and transfer student are not comparable in terms of retention and graduation rate. A new method to establish native student groups comparable to transfer students will be presented.

Reaching Outside the Ivory Tower: Targeting Business Leaders in Strategic Planning Processes (472)

CHARLYN S. FISHER (Author), Consultant,

BEVERLY E. EVANS (Author), Director of Career Services, York College of Pennsylvania

Through partnering Institutional Research and the Career Services Offices in coordination with the Long Range Planning Committee, local business leaders were surveyed in order to provide data for the forthcoming Strategic Plan. Those surveyed were potential employers of graduates and many offered internship opportunities. Process and results will be presented.



11:40 am-12:20 pm

RESEARCH IN ACTION

Westin/Washington Park Place III, Lobby Level

Student Time-to-Degree Attainment Perspectives at a State Level (540)

MEIHUA ZHAI (Author), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators
 CATHIE MAYES HUDSON (Author), Associate Vice Chancellor for Strategic Research & Analysis, Board of Regents of the University System of Georgia

This study provides a basic demographic profile of 2001-02 bachelor's degree recipients in a state university system. It also examines the institutional paths those recipients took within the State System and the amount of time they took to complete their bachelor's degrees. This study took advantages of student unit-level records available from the system's data warehouse and assessed student time-to-degree (TTD) from both the time they entered their degree-granting institution and the time they first entered the system's institution. Besides elapsed time, terms enrolled, enrollment patterns and credit hours earned are also examined.

11:40 am-12:20 pm

RESEARCH IN ACTION

Hyatt/Empire A, Mezzanine Level (Internet)

Enhancing and Evaluating Student Success: Integrating Learning Management Systems, Assessment, and Institutional Research (541)

CHRISTINE H. STINSON (Author), Director, Instructional Technology, Ferrum College
 DELIA HECK (Author), Ferrum College

Many institutions use Learning Management Systems (LMS) to enhance student learning. LMS potentially can aggregate and export information useful in evaluating student success. Availability and accessibility of relevant data depends both on the LMS (e.g., does it support export of desired data?) and on thoughtful design of courses within LMS. In this session, we provide sample rubrics for institution-level evaluation of LMS products with respect to demands of assessment program. We provide guidelines for instructional technology staff and faculty collaborating on course design. Finally, we discuss how LMS can facilitate assessment of programs, departments, and schools.

11:40 am-12:20 pm

RESEARCH IN ACTION

Westin/Shawnee, Ballroom Level

Content Analysis: Computer Aided Versus Human (631)

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

Health-professions students at a Midwestern university were surveyed regarding what would motivate greater participation in online evaluation of courses and instructors. Resulting 349 responses were content analyzed by the authors who initially utilized two "blinded" approaches. One approach relied solely upon human coding. The other approach initially relied upon automated coding using SPSS Text Analysis for Surveys (SPSS TAS) followed by manual refinements aided by visualization/mapping of semantic terms. The two coding approaches were then compared. Results revealed important differences between the unaided human and automated/refined SPSS TAS codings. Tips for utilizing SPSS TAS will be presented.

11:40 am-12:20 pm

RESEARCH IN ACTION

Westin/Pershing East, Ballroom Level

Multivariate Analysis to Determine Factors Related to Student Success in a Nursing Program (636)

LEONARD WAYMYERS (Author), Research and Planning Administrator, Midlands Technical College

Often researchers employ univariate methods to a multivariate problem. Here we take a multivariate look at factors and relationships that determines student success in a nursing program. This presentation will be of interest to any IR professional and especially those institutions who want to make better data driven decisions when managing their nursing program.

The Changing Face of IR: How a New Student Record System Changed Our Role and How We Changed with It (640)

DALE W. TRUSHEIM (Author), Associate Director of Institutional Research and Planning, University of Delaware

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

KAT COLLISON (Author), Senior Institutional Research Analyst, University of Delaware

YIORGOS MARATHIAS (Author), Phytorion

PeopleSoft, like other transactional data base systems, is designed for processing information, not reporting. Institutional Research was asked to lead the reporting effort during the implementation phase using a new reporting system, Cognos. With a reporting system no one knew and a database structure hostile to reporting, progress was slow. Institutional Research took the lead and is now in partnership with Information Technology to permanently manage the University's reporting needs.

Global Competition in the Higher Education Enterprise: Roles for IR – Expanding the Discussion (734)



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

JOSETTA S. MCLAUGHLIN (Author), Associate Professor of Management, Roosevelt University

RICHARD D. HOWARD (Author), Director of Institutional Research and Reporting, University of Minnesota

SAMUEL S. PENG (Author), Director of the Center for Research on Educational Evaluation and Development, National Taiwan Normal University

JOHN A. MUFFO (Author), Administrator, Special Projects, Ohio Board of Regents

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

TARA R. WARNE (Facilitator), Associate Research Analyst, University of Missouri System

Follow-up to the Presidential Symposium to further consider IR roles and opportunities for collaboration across associations as higher education enters the arena of global competition. This will be a working session in which participants are invited to engage in the conversation about securing the international bottom line: economic health.

Measuring Up: Examining the Connections among State Structural Characteristics, Regulatory Practices, and Performance (520)

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, The Pennsylvania State University

DAVID TANDBERG (Author), The Pennsylvania State University

This research examines the extent to which the national "Measuring Up" state performance grades, and changes in grades, are associated with the characteristics of each state and its arrangements for higher education governance and control. To what extent is each state's higher education performance a product of relatively controllable governance and regulatory structures versus relatively uncontrollable measures of state size, affluence, and demographics?

Don't Miss the Annual AIR Awards Luncheon!



Celebrate the 2007 Forum, preview the 2008 Forum in Seattle, and join in recognizing colleagues for their accomplishments and service to AIR.

Wednesday, June 6, 12:30 p.m. - 2:30 p.m., Hyatt Regency Ballroom



11:40 am-12:20 pm

SCHOLARLY PAPER

Hyatt/Empire C, Mezzanine Level

Summer School Enrollment and Time-to-Degree (524)

XIAOYUN YANG (Author), Director of Information Reporting Services, University of North Carolina General Administration
 G. SCOTT JENKINS (Author), Associate Vice President, University of North Carolina
 KEITH J. BROWN (Author), Applications Analyst Programmer, University of North Carolina at Chapel Hill
 TERESA L. WONNELL (Facilitator), Coordinator of Enrollment Research, Johns Hopkins University

This study investigates the relationship between summer school enrollment and time-to-degree across the University of North Carolina's (UNC) sixteen campuses. Factors examined for their effect on graduation include institutional characteristics, student demographics, academic preparedness/performance, and summer school attendance. Initial results indicate that summer school attendance tends to be skewed towards upper-division students, and that summer school participation significantly increases the four-year graduation rate.

11:40 am-12:20 pm

SCHOLARLY PAPER

Westin/Washington Park Place II, Lobby Level

Research Hierarchies: An Examination of the Relationship between Institutions and Research Subsidies (531)

CHARLES MATHIES (Author), Research Analyst, University of Georgia

The purpose of this study is to investigate how institutions compete for research subsidies. The competition for research subsidies is fierce and has created some distinct winners. There are a set of institutions which attract most of the available research subsidies; creating a hierarchy between institutions based on their ability to attract research subsidies. This study explores the relationship between institutions and the level (amount) and source(s) of research subsidies and the conditions under which it was realized. Findings include descriptive analyses followed by HLM analysis examining the potentially contributing factors in the relationship between research subsidies and institutional characteristics.

11:40 am-12:20 pm

SCHOLARLY PAPER

Hyatt/Benton B, Mezzanine Level

Merit-Based Aid in West Virginia: An Overview of the PROMISE Scholarship Program (538)

BRIAN NOLAND (Author), West Virginia Higher Education Policy Commission
 LISA DEFRANK-COLE (Author), West Virginia Higher Education Policy Commission

This research provides an overview of the PROMISE scholarship program, a broad-based merit-aid program in West Virginia. This study provides a historical background of federal/state-level financial aid, focusing on the rise of merit aid programs post-Georgia HOPE. Additionally, it provides information on the evolution of PROMISE, highlighting characteristics of the students who received the award as compared to the state population, and tracks how the demographics (income, race and gender) of recipients has shifted as eligibility standards have evolved. Finally, student performance will be benchmarked to assess the impact of PROMISE on student retention, persistence, and academic performance

11:40 am-12:20 pm

SCHOLARLY PAPER Westin/Roanoke, Ballroom Level (Internet)

In Their Own Words: Effectiveness in Institutional Research (650)

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

This study sought to understand and improve upon effectiveness in institutional research by interviewing, observing, and analyzing resumes of IR practitioners who have been identified by their colleagues as effective in having an impact on decision making, planning, and policy formation. Results concerned the meaning of effectiveness in IR, the characteristics of effective practitioners, barriers, and opportunities and strategies to overcome them; they should be of interest to all interested in improving effectiveness in IR.

11:40 am-12:20 pm

SPECIAL EVENT

Westin/ Union Hill, Lobby Level

Forum Evaluation Survey (Invitational Event) (051)

Continued from previous time period.

11:40 am-12:20 pm

SPECIAL EVENT

Westin/Presidents, Ballroom Level (Internet)

Forum Evaluation Survey (Invitational Event #2) (052)

Continued from previous time period.

11:40 am-12:20 pm

SPECIAL EVENT

Westin/Independence, Ballroom Level

Forum Evaluation Survey (Invitational Event #3) (053)

Continued from previous time period.

12:30-2:30 pm

COMMITTEE MEETING

Hyatt/Van Horn A, Mezzanine Level

Forum Evaluation Committee Working Session (050)

Continued from previous time period.

12:30-2:30 pm

SPECIAL EVENT

Hyatt/Regency Ballroom, Ballroom Level



Awards Luncheon (049)

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

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University

Join your colleagues and celebrate the 2007 Forum, preview plans for the Seattle Forum and recognize the accomplishments of AIR award recipients.

2:50-3:30 pm

AIR GRANT PAPER

Hyatt/Benton B, Mezzanine Level

AIR Grant Paper: Is Freshman Retention a Consequence of Faculty Employment Status?: How Part-Time Faculty Affect Student Outcomes (714)

AUDREY J. JAEGER (Author), Assistant Professor of Higher Education, North Carolina State University

KEVIN EAGAN (Author), Doctoral Student, University of California, Los Angeles

COURTNEY THORNTON (Author), Post-Doctoral Research Analyst, North Carolina State University

LAURA R. CRANE (Facilitator), Director of the Office of Research, William Rainey Harper College

Part-time faculty clearly serve a valuable purpose in higher education; however, their increased use raises concerns for administrators, faculty, and policy makers. Part-time faculty members spend significant time teaching, but initial evidence suggests that these instructors may be less available to students. This study explored the effects of exposure to part-time faculty instruction on student retention. A typical first-year student entering the study institution between 1999 and 2003 received over one-quarter of their total first-year instruction from part-time faculty. Furthermore, results show that as exposure to part-time faculty instruction increases, the odds of being retained decrease.

2:50-3:30 pm

BEST PAPER/PRESENTATION SESSION Hyatt/Empire B, Mezzanine Level

AIR/SAIR Best Paper: Validating the National Survey of Student Engagement Against Student Outcomes: Are They Related? (726)

JONATHAN E. GORDON (Author), Interim Director of Assessment, Georgia Institute of Technology
J. JOSEPH HOEY (Author), Vice President for Institutional Effectiveness, Savannah College of Art and Design
JOSEPH W. LUDLUM (Author), Coordinator of Survey Research, Georgia Institute of Technology
RICHARD J. KROC (Facilitator), Assistant Vice President for Enrollment Research and Operations, University of Arizona

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 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.

2:50-3:30 pm

BEST PAPER/PRESENTATION SESSION

Hyatt/Empire A, Mezzanine Level (Internet)

FAIR Best Paper: Increasing Intercultural Sensitivity among First-Year Undergraduate Students: A Pilot Study (747)

JEANINE L. ROMANO (Author), Director of Institutional Research, The American University of Sharjah
KIMBERLY CUMMINGS (Author), Associate Professor of Psychology, University of Tampa
JAMES THOMAS CORAGGIO (Author), Assessment Coordinator for Academic Programs, St. Petersburg College
JEFFREY KROMREY (Author), Professor and Chair, University of South Florida

Information about the Intercultural Development Inventory (IDI), a measure based on Bennett's Developmental Model of Intercultural Sensitivity (DMIS), will be presented. The model indicates that people move from an ethnocentric orientation toward a more ethnorelative orientation as they become more interculturally competent. Results from a recent study utilizing undergraduates suggest it is possible to increase intercultural sensitivity by exposing students to various activities based upon a DMIS curriculum. In addition to the results of this pilot study, a simple analysis in regards to the reliability of the overall developmental scores and sub-scales' scores will be presented.

2:50-3:30 pm

COMMITTEE MEETING

Hyatt/Van Horn A, Mezzanine Level

Forum Evaluation Committee Working Session (050)

Continued from previous time period.

2:50-3:30 pm

DEMONSTRATION

Westin/Century C, Ballroom Level

College & University Disaster Preparedness (470)

BRETT ALPERT (Author), University of Michigan - Ann Arbor

Each year citizens of the United States are forced to respond to a myriad of natural, man-made and technological disasters (Ballard, Smith, Johnson & Range, 1999). As relatively self-contained communities, such disasters can have unique and particularly devastating effects on college and university campuses (University of Washington Report, 2003). This presentation will highlight the need for colleges and universities to proactively plan for disasters, and will propose a disaster preparedness framework — which can be utilized by institutional researchers and administrators to assess the comprehensiveness of campus-based disaster preparedness efforts.

A Database Toolkit for Learner Centered Education Assessment (656)

STEVEN S. MILLER (Author), *Interim Director, University Evaluation, Arizona State University*
VICKI HARMON (Author), *University Consultant, Arizona State University (Tempe)*
JUDY D. GRACE (Author), *Arizona State University*

This session demonstrates the beta-1 release of a large institution's searchable database of learner centered education assessment tools for use in the development, assessment, and improvement of program and unit goals. This session helps highlight efforts of a large institution as it seeks to embrace and strengthen learner centered education throughout the institution. Participant feedback is encouraged.

Assessing the Campus Environment for Diversity by a Consortium of Pennsylvania Colleges & Universities (461)

JOAN B. MCDONALD (Author), *Executive Director of Information, Analysis and Planning, Wilkes University*
CHAD L. MAY (Author), *Director of Institutional Research and Analysis, Cabrini College*
MARIAN D. SHERWOOD (Author), *Director Institutional Research, Allegheny College*
GAYLE L. FUNT (Author), *Research Associate, Association of Independent Colleges and Universities of Pennsylvania*

As institutions of higher education are more frequently establishing strategic goals with respect to diversity, it becomes increasingly more important for institutions to assess the campus environment for diversity. The presenters will discuss a campus diversity survey used to assess attitudes, experiences and behaviors with regard to diversity.

Institutional Success Measures of a Catholic, Metropolitan University (463)

CLOVER W. HALL (Author), *Vice President of Institutional Research and Academic Planning, St. John's University*
YUXIANG LIU (Author), *Director of Institutional Assessment, St. John's University*

The institutional success measures, part of a Catholic, metropolitan university's strategic plan, will be presented. The measures provide the baselines, updates, and targets of university goals as well as comparative data. The measures are used to monitor the progress of the strategic plan and identify gaps between current status and target.

The Impact of Student Level Composition on Enrollment Projection Models (466)

WADDELL M. HERRON (Author), *Associate Director, California State University System*

The proposed research presentation will illustrate the analytic techniques and results derived from an enrollment projection model currently used by a large public postsecondary education system. A critical component of the model addresses the impact of inequalities in student level composition among the campuses within the system on the campuses' individual projected enrollment growth, as well as, the system as a whole.



2:50-3:30 pm

RESEARCH IN ACTION

Hyatt/Empire C, Mezzanine Level

Higher Education in a Flat World: OCW's Impact on Users (522)

DAWN GERONIMO TERKLA (Author), Executive Director, Institutional Research and Evaluation, Tufts University
LISA S. O'LEARY (Author), Assistant Director, Tufts University

When OpenCourseWare was launched, the University's aim was "to share its expertise broadly and to empower others throughout the world." This presentation will describe the evaluation undertaken to assess the impact of the OCW initiative on its external stakeholders – faculty, students, and self-learners. The authors will explore the following questions: What is the impact of making the OCW content universally available to the user community? Who are the OCW users and how are they using the content available on the OCW website? In addition, the methodology employed, the findings, and the impact on the initiative's future direction will be described.

2:50-3:30 pm

RESEARCH IN ACTION

Westin/Century B, Ballroom Level

Effective Training for Institutional Researchers in the Application of Statistical Procedures (660)

JEAN CHI-JEN CHEN (Author), Assistant Director for Institutional Research, University of North Dakota
MARK A. SCHMIDT (Author), Assistant Professor, North Dakota State University
WILLIAM D. SLANGER (Author), Director of Institutional Research and Analysis, North Dakota State University

Higher education officials are better able to meet accountability expectations when armed with solid, data-based results on program performance and student learning. Institutional researchers are often the ones providing, if not the data, these statistical analyses and subsequent interpretations. However, many professionals come to the IR field with diverse backgrounds regarding statistics. The need exists to explore how statistical educators can effectively train institutional researchers in the appropriate application of statistical procedures, including their limitation, in the context of fundamental educational and pedagogical principles. Topics will include advanced statistical techniques, sampling distributions, nonparametric statistics, inference, and hypothesis testing.

2:50-3:30 pm

RESEARCH IN ACTION Westin/Roanoke, Ballroom Level (Internet)

Communicating and Collaborating with Practitioners: A Roadmap (662)

GLENDA DROOGSMA MUSOBA (Author), Assistant Professor, Florida International University
MELANIE A. RAGO (Author), Assistant Director, PAS, Indiana University

This session will explore the common misunderstandings that occur between IR professionals and administrators who must collaborate to conduct campus assessment and evaluation. The presenters, who have hands on experience in working through many IR/Administrator collaborations, will outline a framework for successful communication and collaboration.

2:50-3:30 pm

RESEARCH IN ACTION

Westin/Mission, Ballroom Level

Measuring and Prioritizing Online Learners' Satisfaction (666)

KIMBERLY D. PEARCE (Author), Director of Assessment and Institutional Research, Capella University

One of Capella University's primary goals is to deliver a superior learning experience. Understanding our learners' expectations and how we do or do not meet them is a critical component of delivering the best experience we can. Therefore, one of our primary assessment activities is to conduct regular satisfaction assessment using Noel Levitz' Priorities Survey for Online Learners (PSOL). This presentation will describe how we came to choose PSOL and how we use the results, particularly for post-hoc analyses and strategic planning.

Who Are Our Nation's College Applicants? (447)

EMILY J. SHAW (Author), Research Assistant Scientist, College Board

JENNIFER KOBRIN (Author), Research Scientist, College Board

SHERYL ROSENTHAL (Author), Research Intern, College Board

AMY E. SCHMIDT (Author), Executive Director for Higher Education College Board Programs, ETS

The media has communicated the existence of two distinct types of college applicants: the frenzied, overachieving, anxious student applying to many institutions, and the ill-prepared student whose parents are not at all familiar with the application process. This study seeks to cluster college applicants into descriptive groups based on relevant demographic and aspirational variables. The descriptive clusters, comprised of students with similar needs and goals for higher education, will allow for more informed college preparation in both affective and academic arenas, as well as for more thoughtful and inclusive enrollment management practices.

Predicting First-Year Retention: A Replication Study (464)

CATHY COGHLAN (Author), Assistant Director of Institutional Research, Texas Christian University

CALI MEANS (Author), Intern, Texas Christian University

SARAH COMBS (Author), Intern, Texas Christian University

KATHERINE ORTEGA COURTNEY (Author), Research Analyst, Texas Christian University

Over the years, numerous studies have attempted to predict first-year retention. Pascarella and Terenzini (1980) sought to predict retention using Tinto's (1975) theoretical model. Since that time, student interaction patterns have changed dramatically. Virtual meeting places, like Facebook, have usurped in-person meeting places like communal TV rooms. Telephones, once a dorm room luxury, are now a constant companion. In light of these changing patterns and norms, this work replicates Pascarella and Terenzini's 1980 study to determine if the indicators developed then to measure academic and social integration into the university community have external validity more than a quarter century later.

Tuition Discounting at Public Four-Year Universities: Trends by State (536)

ANTHONY G. GIRARDI (Author), Statistical Research Analyst, Iowa College Student Aid Commission

The proposed paper will report results of a study to describe the relationship between tuition discounting (the awarding of institutionally funded aid), institutional tuition revenues, and college affordability. The paper will provide a comparison of trends in net tuition revenues and trends in tuition discounting by state. When evaluated against trends in tuition at the nation's colleges and universities, results will yield a useful state-by-state analysis of institutional efforts to offset tuition increases with institutional aid.

GIS Analysis of Applications, Admissions, and Enrollment at an Urban University: Using Census Data, Geo-Coding, and Spatial Joins (652)

J. M. POGODZINSKI (Author), Professor, San Jose State University

GIS techniques are applied to the California pool of applicants to a California university. The addresses of applicants are geo-coded, distinguishing applicants who were admitted and applicants who enrolled. Using the GIS technique of "spatial joins" these subgroups are identified with the census block group of the address. The spatial join allows one to associate census fields, for example, median income of the census block group, with other applicant characteristics. Census economic and demographic information is not usually part of the Institutional Research database. The effect of economic and demographic variables on applications, admissions, and enrollment can then be analyzed.



2:50-3:30 pm

SCHOLARLY PAPER

Westin/Shawnee, Ballroom Level

Who Really Responds to Our Student Surveys? Results of a Large Five-Year Longitudinal Study (657)

GREGG THOMSON (Author), Director of the Office of Student Research, University of California-Berkeley

This study analyzes the survey-taking behavior of 5699 continuously enrolled entering freshmen (Fall 2001 and Fall 2002 cohorts) at a large public research university across five comprehensive non-anonymous web-based surveys: at entry and at the end of the freshman, sophomore, junior, and senior years, respectively. The results provide exciting new information on the extent to which the students who complete our surveys are "hard-core responders" (Porter & Whitcomb, 2004) and the effects of non-response bias on campus estimates of student attitudes and behaviors.

3:40-4:20 pm

COMMITTEE MEETING

Hyatt/Van Horn A, Mezzanine Level

Forum Evaluation Committee Working Session (050)

Continued from previous time period.

4:00-7:30 pm

COMMITTEE MEETING

Westin/Washington Park Place I, Lobby Level

2008 Forum Committee Meeting (039)

MICHELLE HALL (Committee Chair), Director of Institutional Research and Assessment, Southeastern Louisiana University

Meeting of the 2008 Forum Committee.

5:00-5:40 pm

COMMITTEE MEETING

Hyatt/Van Horn A, Mezzanine Level

Forum Evaluation Committee Working Session (050)

Continued from previous time period.

5:00-Until

COMMITTEE MEETING

Westin/Washington Park Place I, Lobby Level

2008 Forum Committee Meeting (039)

Continued from previous time period.

7:00 pm-Until

COMMITTEE MEETING

Hyatt/Van Horn A, Mezzanine Level

Forum Evaluation Committee Working Session (050)

Continued from previous time period.



**Wind Down at the
Wind Up Party!**

Wednesday, June 6, 7:00 p.m. - ? in the Brasserie Bar, Lobby Level, Westin

Forum Wind-Up Party (029)



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

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University

Everyone is invited to relax and unwind at this traditional gathering of Forum Fans. Chat with AIR committee members, executive office staff, and a cross-section of Forum attendees and celebrate the 2007 Forum.

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- W28 Automating MS Access to Process Data for IPEDS Upload An Advanced Access Workshop Specially Designed for Institutional Researchers (p. 21)
- W30 MS Access 101 for Institutional Researchers (p. 16)
- W32 Conducting Faculty Salary Studies (p. 16)
- W33 Developing Program Assessment Plans to Drive Change (p. 17)
- W36 Analysis of Multiple Years of NSSE Data: Tips and Strategies (p. 22)
- W37 The Matrix Reloaded: Constructing a Markov Matrix for Projecting Next-Term Undergraduate Enrollment (p. 22)
- W38 Using SAS Arrays to Shape Your Data (p. 22)
- W40 Presidential Symposium: Global Competition in the Higher Education Enterprise: Roles for IR (p. 23)



Saturday Room Matrix

Room	8:00-8:59 a.m.	9:00-9:59 a.m.	10:00-10:59 a.m.	11:00-11:30 a.m.	11:31-12:29 p.m.	12:30-12:59 p.m.	1:00-1:59 p.m.	2:00-2:59 p.m.	3:00-3:59 p.m.	4:00-4:59 p.m.	5:00-5:59 p.m.	6:15-7:20 pm	7:30-Until
Benton B - Hyatt	W04	W04	W04	W04	W21	W21	W21	W21	W21	W21			
Board Room - Hyatt					011	011	011	011	011	011			
Empire B - Hyatt	W05	W05	W05	W05	W33	W33	W33	W33	W33	W33			
Empire C - Hyatt	W22	W22	W22	W22	W18	W18	W18	W18	W18	W18			
Chouteau A - Internet - Hyatt	W30	W30	W30	W30	W30	W30	W30	W30	W30	W30			
Chouteau B - Hyatt	W11	W11	W11	W11	W11	W11	W11	W11	W11	W11			
Empire At - Internet - Hyatt	W14	W14	W14	W14							S28		
Regency Chicago - Internet - Hyatt	W02	W02	W02	W02									
Regency Atlanta - Hyatt													
Van Horn A - Hyatt													
Van Horn B & C - Hyatt													
East Lobby Alcove - Hyatt													
Executive Conference Room - Hyatt													
Benton A - Hyatt	W32	W32	W32	W32	W32	W32	W32	W32	W32	W32			
Lobby - Hyatt	034												
Garden Terrace - Westin													
Governors - Westin	059											032	

EMPLOYMENT CLEARINGHOUSE

FORUM OFFICE

REGISTRATION

TECHNOLOGY SUPPORT CENTER

Sunday Matrix

Sunday Room Matrix													
Room	8:00-8:59 a.m.	9:00-9:59 a.m.	10:00-10:59 a.m.	11:00-11:30 a.m.	11:31-12:29 p.m.	12:30-12:59 p.m.	1:00-1:59 p.m.	2:00-2:59 p.m.	3:00-3:59 p.m.	4:00-4:59 p.m.	5:00-5:59 p.m.	6:15-7:20 pm	7:30-Until
Benton B - Hyatt	012	012	012	012	012	012	012	W26	W26			005	
Hyatt						W26	W26	W26	W26				
Empire B - Hyatt	W06	W06	W06	W06		W20	W20	W20	W20				
Empire C - Hyatt	W03	W03	W03	W03	W38	W38	W38	W38	W38				
Hyatt	W28	W28	W28	W28	W28	W28	W28	W28	W28				
Chouteau B - Hyatt	W17	W17	W17	W17		W37	W37	W37	W37				
Empire A - Internet - Hyatt	W23	W23	W23	W23		W15	W15	W15	W15				
Hyatt	W09	W09	W09	W09	W09	W09	W09	W09	W09				
Van Horn A - Hyatt	EMPLOYMENT CLEARINGHOUSE												
	EXHIBITORS												
	105 117 127 134 146												
	143 203 205 217 219												
	224 259 260 266 274												
	302 316 409 421 423												
	428 432 435 441 619												
	624 633 644 645 649												
	654 655 663 717												
Pershing Exhibit Hall - Hyatt													
Van Horn B & C - Hyatt	FORUM OFFICE												
East Lobby Alcove - Hyatt	REGISTRATION												
Benton A - Hyatt	TECHNOLOGY SUPPORT CENTER												
Brookside - Westin	037	037	037	037	037	037	038	038	023	023	023	023	
Pershing East - Westin	W19	W19	W19	W19	W19	W19	W19	W19	W19				
Pershing North - Westin	W24	W24	W24	W24									
Pershing South - Westin	W27	W27	W27	W27		W36	W36	W36	W36				
Mission - Westin			019	019	019						S31		
Shawnee - Westin	036	036	036	036	036	036							
Westin	W12	W12	W12	W12				W40	W40				
Century Foyer - Westin													041
Westin												042	
Independence - Westin	013	013	013	013	013	013		025				955	
(Special Events) - Westin	054										027		
Westin									S13	S13			
Roanoke - Internet - Westin	030	030	030	030	030	030							

Monday Room Matrix

Room	7:30-8:20 a.m.	8:40-9:40 a.m.	10:00-10:30 a.m.	10:40-11:20 a.m.	11:40-12:20 p.m.	12:40-1:20 p.m.	1:40-2:20 p.m.	2:30-3:00 p.m.	3:10-3:50 p.m.	4:10-4:50 p.m.	5:10-5:50 p.m.	6:00-Until
Benton B - Hyatt	A05			156	281	S06			113	001	A01	
Board Room - Hyatt											A16	
Regency San Francisco - Hyatt				724	615		501		508	508		
Wed				503	503		122		144	149		
Empire B - Hyatt	S17			018	434	S22	251		003	003	S26	
Empire C - Hyatt	S18			257	468	S25	247		417	E28	S19	
Chouteau A - Hyatt	A23			730	142	S08	E26		238	155	A03	
Chouteau B - Hyatt	S23			621	621	S24	212		605	605	S27	
Empire A - Internet - Hyatt				539	254		145		647	535	S29	
Regency Chicago - Internet - Hyatt				262	267		276		309	707		
Regency Atlanta - Hyatt				206	215		272		228	058		

EMPLOYMENT CLEARINGHOUSE

Van Horn A - Hyatt												
Exhibitors			044						045			753

FORUM OFFICE

Van Horn B & C - Hyatt												
East Lobby Alcove - Hyatt												

REGISTRATION

Benton A - Hyatt - Tech Support												
Brookside - Westin				411	102		517		634	634	S14	

TECHNOLOGY SUPPORT CENTER

Pershing East - Westin - No Sat	A24			715	715		271		124	140	A07	
Pershing North - Westin				284	T01		415		607	607	A31	
Pershing South - Westin				711	728		448		737	225	56	
Mission - Westin - No Sat				256	256		603		420	420	A27	
Shawnee - Westin				521	521	S15	308		525	525	S12	
Washington Park Place II - Westin				136	443		125		457	457	A30	
Washington Park Place III - Westin				454	T02		722		20	20	A22	
Liberty - Internet - Westin				733	E24		451		456	107	S02	
Century A - Westin							E25		241	502	S09	
Century B - Westin							E27		245	608	57	
Century C - Westin - Start 1:30 M							523		422	405	A10	
Pershing West - Internet - Westin				544	661	S10	310		249	450	A18	
Century Ballroom A, B, C - Westin		043										
Independence - Westin	026						010				S04	
Events) - Westin	028				021	021						060
Penn Valley - Internet - Westin				E11	E10		E12		E08	T15	A04	
Presidents - Internet - Westing	S11			E02	E03		E06		E09	E17	A15	
Roanoke - Internet - Westin				E01	E04		E16		E07	121	A19	
Lobby - Hyatt											031	A28
Brasserie Bar - Westin												A32

Tuesday Matrix

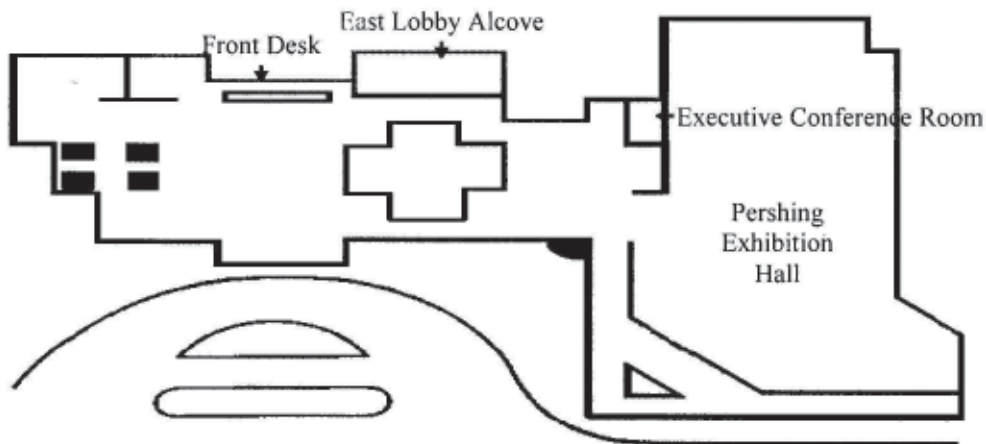
Tuesday Room Matrix

Room	7:30-8:30 a.m.	8:50-9:30 a.m.	9:50-10:20 a.m.	10:30-11:10 a.m.	11:30-12:10 p.m.	12:30-1:10 p.m.	1:30-2:10 p.m.	2:20-2:50 p.m.	3:00-3:40 p.m.	4:00-4:40 p.m.	5:00-5:40 p.m.	6:00-Until
Benton B - Hyatt		618		16		620	706		425	622	A02	
Board Room - Hyatt		014			040	040	040	040	040	040	040	
Regency San Francisco - Hyatt		723		740	741	741	T17		743	T22		
Regency New York - Hyatt		139		147		150	151		157	201		
Empire B - Hyatt	048	725		T09	A09	720	720		431	431		
Empire C - Hyatt		738		729	A29	240	242		414	414		
Chouteau A - Hyatt		226		135	S01	119	119		732	307	A11	
Chouteau B - Hyatt		627		416	S16	510	510		613	613		
Empire A - Internet - Hyatt		602		222		543	665		708	402		
Regency Chicago - Internet - Hyatt		507		504		314	317		407	T21		
Regency Atlanta - Hyat		218		232		526	526					
Van Horn A - Hyatt												
Pershing Exhibit Hall - Hyatt			046									
Van Horn B & C - Hyatt												
East Lobby Alcove - Hyatt												
Benton A - Hyatt												
Brookside - Westin	532			268		545	210		114	138		
Pershing East - Westin	129			671	A17	465	321		202	641		
Pershing North - Westin	616			444		424	701		744	429		
Pershing South - Westin	133			642	S05	754	111		651	273		
Mission - Westin	469			223		629	629		214	214		
Shawnee - Westin	T03			419		213	128			T05	A14	
Washington Park Place II - Westin	745			731	731	530				T23		
Washington Park Place III - Westin	653			408		710	406		705	542		
Liberty - Internet - Westin	467			625		505	537		211	739		
Century A - Westin	153			T08		239	258		515	515		
Century B - Westin	248			250		279	301		275	306		
Century C - Westin	303			304		404	752		702	312		
Pershing West - Internet - Westin	252			322	A12	437	270		604	278	A08	
Independence - Westin					A13						A06	
Washington Park Place I (Special Events) - Westin				022	022			047				
Penn Valley - Internet - Westin	E13			E18	S07	E21			462	255	S32	
Presidents - Internet - Westing	E15			E19	A26	E23			T19	742	A25	
Roanoke - Internet - Westin	E14			E20		E22				T10		
Lobby - Hyatt												033

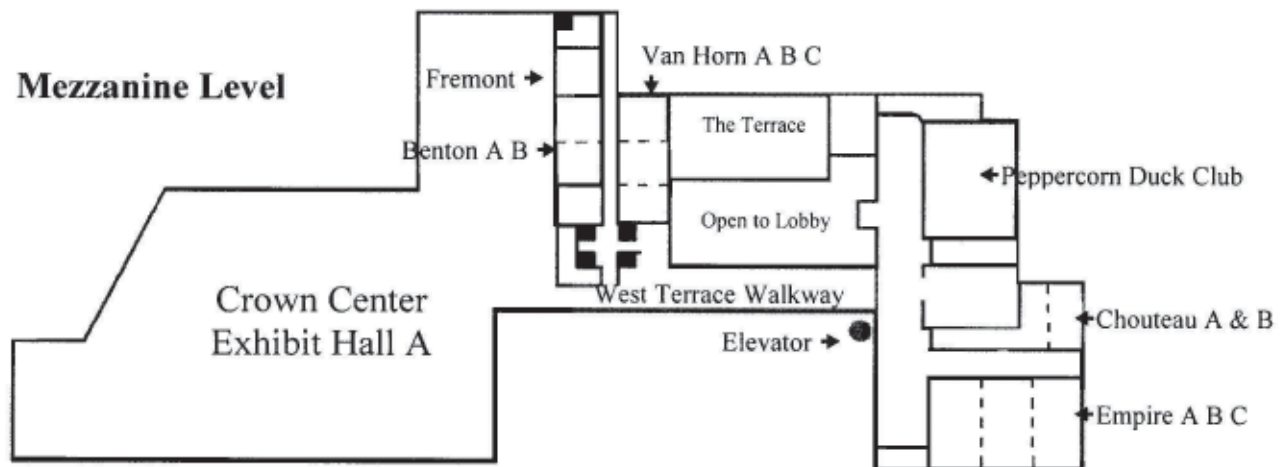
Wednesday Room Matrix

Room	7:30-8:20 a.m.		8:40-9:20 a.m.		9:40-10:20 a.m.		10:40-11:20 a.m.		11:40-12:20 p.m.		12:30-2:30 p.m.		2:50-3:30 p.m.		3:40-4:20 p.m.		5:00-5:40 p.m.		7:00-7:00-Until		
Benton B - Hyatt	A20		704	009	755	538								714							
Empire B - Hyatt			533	533	658	658								726							
Empire C - Hyatt			630	630	261	524								522							
Chouteau A - Internet Sat - Hyatt			282	131	017	017								748							
Chouteau B - Hyatt			104	735	735	734								447							
Empire A - Hyatt - Internet			221	410	727	541								747							
Regency Chicago - Hyatt - Internet			453	648	670	472								656							
Van Horn A - Hyatt	050		050	050	050	050								050	050	050	050	050	050	050	050
Regency Ballroom - Hyatt														049							
Van Horn B & C - Hyatt - Forum Office																					
FORUM OFFICE - TECHNOLOGY SUPPORT - REGISTRATION																					
Benton A - Hyatt	007		007	007	007																
Brookside - Westin			514	305	123									466							
Pershing East - Westin			T13	445	449	636								750							
Pershing North - Westin			269	T14	T16	148								652							
Pershing South - Westin			746	606		520								461							
Mission - Westin			703	712	118	115								666							
Shawnee - Westin			108		103	631								657							
Washington Park Place II - Westin			518	518	132	531								536							
Washington Park Place III - Westin			204	617	253	540								463							
Liberty (Internet) - Westin - No Sat			471	664	313	283								749							
Century A - Westin			320	519	713	638								464							
Century B - Westin			426	323	626	716								660							
Century C - Westin			234	427	T06	442								470							
Pershing West - Internet - Westin			635	718	718	640								751							
Independence - Westin	053		053	053	053	053															
Washington Park Place I (Special Events) - Westin			015													039					039
Union Hill - Westin	051		051	051	051	051															
Penn Valley - Internet - Westin	008		T20		639	460															
Presidents - Internet - Westin			528	052	052	052															
Roanoke - Internet - Westin			516	632	T18	650								662							
Brasserie Bar - Westin	004																				029

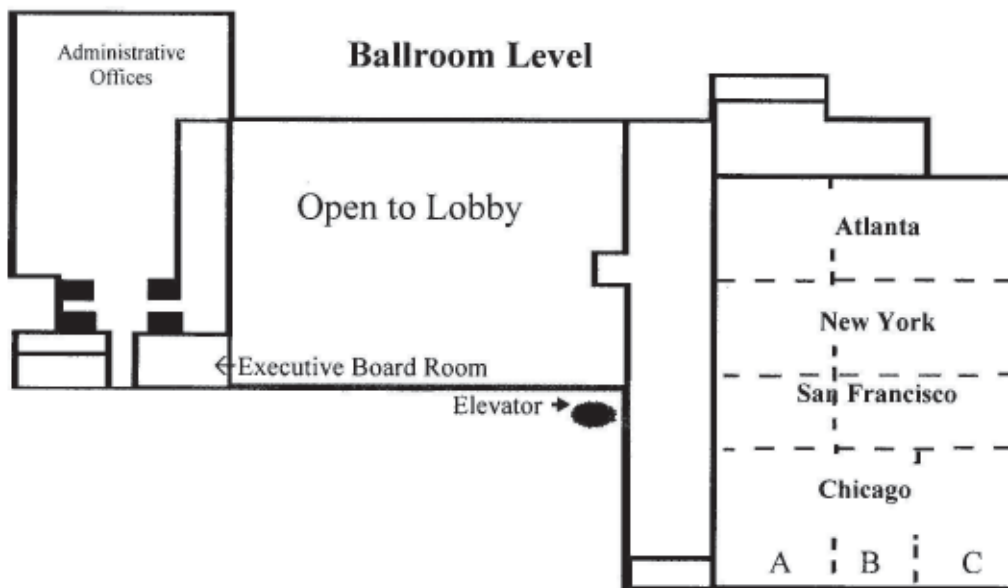
Lobby Level



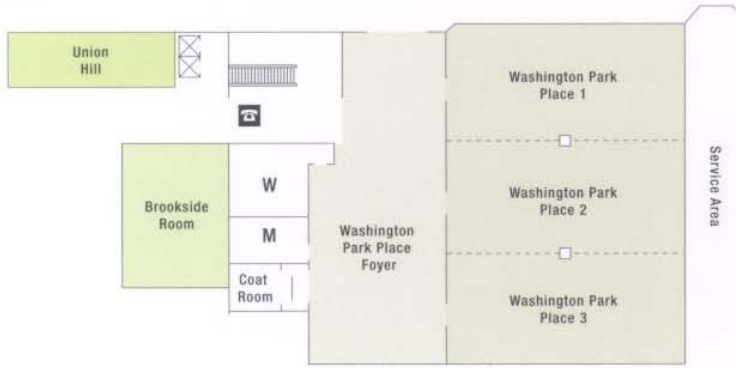
Mezzanine Level



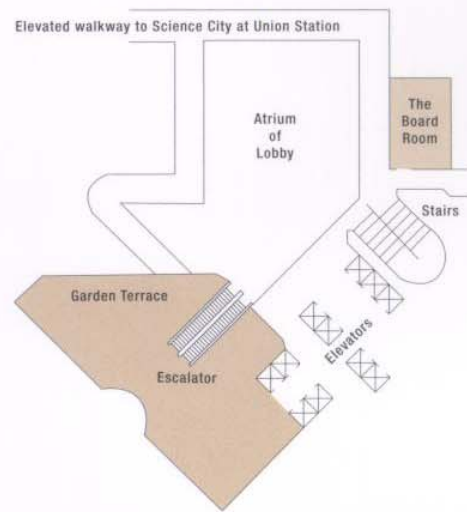
Ballroom Level



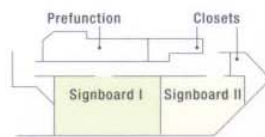
Lobby Level



Executive Office Level



Signboard—Lobby Level



Ballroom Level



Fifth-floor Meeting Rooms



Presenter Evaluation

2007 Forum Presenter Evaluation



*Please ensure that this Evaluation form is delivered to the
PRESENTER before leaving the room.*

Date: _____ Session Number: _____

Presenter(s): _____

Session Title: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Session covered topic as advertised	4	3	2	1
Presenter was knowledgeable about the subject matter	4	3	2	1
Presenter's delivery was effective	4	3	2	1
Presentation was well organized	4	3	2	1
Audio visual aids were effective	4	3	2	1
Time allotted for questions contributed to my learning	4	3	2	1
Overall satisfaction with session	4	3	2	1
Would go to another session by presenter(s)	4	3	2	1

Additional Comments:

*Please ensure that this Evaluation form is delivered to the
PRESENTER before leaving the room.*

Thank you for completing this evaluation for the PRESENTER!



**2007 Forum
Presenter Evaluation**



Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Date: _____ Session Number: _____

Presenter(s): _____

Session Title: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Session covered topic as advertised	4	3	2	1
Presenter was knowledgeable about the subject matter	4	3	2	1
Presenter's delivery was effective	4	3	2	1
Presentation was well organized	4	3	2	1
Audio visual aids were effective	4	3	2	1
Time allotted for questions contributed to my learning	4	3	2	1
Overall satisfaction with session	4	3	2	1
Would go to another session by presenter(s)	4	3	2	1

Additional Comments:

Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Thank you for completing this evaluation for the PRESENTER!

Presenter Evaluation

2007 Forum Presenter Evaluation



Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Date: _____ Session Number: _____

Presenter(s): _____

Session Title: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Session covered topic as advertised	4	3	2	1
Presenter was knowledgeable about the subject matter	4	3	2	1
Presenter's delivery was effective	4	3	2	1
Presentation was well organized	4	3	2	1
Audio visual aids were effective	4	3	2	1
Time allotted for questions contributed to my learning	4	3	2	1
Overall satisfaction with session	4	3	2	1
Would go to another session by presenter(s)	4	3	2	1

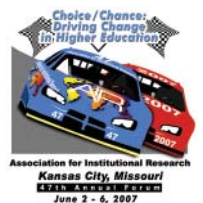
Additional Comments:

Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Thank you for completing this evaluation for the PRESENTER!



**2007 Forum
Presenter Evaluation**



Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Date: _____ Session Number: _____

Presenter(s): _____

Session Title: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Session covered topic as advertised	4	3	2	1
Presenter was knowledgeable about the subject matter	4	3	2	1
Presenter's delivery was effective	4	3	2	1
Presentation was well organized	4	3	2	1
Audio visual aids were effective	4	3	2	1
Time allotted for questions contributed to my learning	4	3	2	1
Overall satisfaction with session	4	3	2	1
Would go to another session by presenter(s)	4	3	2	1

Additional Comments:

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Thank you for completing this evaluation for the PRESENTER!

2007 Forum Presenter Evaluation



Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Date: _____ Session Number: _____

Presenter(s): _____

Session Title: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Session covered topic as advertised	4	3	2	1
Presenter was knowledgeable about the subject matter	4	3	2	1
Presenter's delivery was effective	4	3	2	1
Presentation was well organized	4	3	2	1
Audio visual aids were effective	4	3	2	1
Time allotted for questions contributed to my learning	4	3	2	1
Overall satisfaction with session	4	3	2	1
Would go to another session by presenter(s)	4	3	2	1

Additional Comments:

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Thank you for completing this evaluation for the PRESENTER!



**2007 Forum
Presenter Evaluation**



Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Date: _____ Session Number: _____

Presenter(s): _____

Session Title: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Session covered topic as advertised	4	3	2	1
Presenter was knowledgeable about the subject matter	4	3	2	1
Presenter's delivery was effective	4	3	2	1
Presentation was well organized	4	3	2	1
Audio visual aids were effective	4	3	2	1
Time allotted for questions contributed to my learning	4	3	2	1
Overall satisfaction with session	4	3	2	1
Would go to another session by presenter(s)	4	3	2	1

Additional Comments:

Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Thank you for completing this evaluation for the PRESENTER!

2007 Forum Presenter Evaluation



Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Date: _____ Session Number: _____

Presenter(s): _____

Session Title: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Session covered topic as advertised	4	3	2	1
Presenter was knowledgeable about the subject matter	4	3	2	1
Presenter's delivery was effective	4	3	2	1
Presentation was well organized	4	3	2	1
Audio visual aids were effective	4	3	2	1
Time allotted for questions contributed to my learning	4	3	2	1
Overall satisfaction with session	4	3	2	1
Would go to another session by presenter(s)	4	3	2	1

Additional Comments:

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Thank you for completing this evaluation for the PRESENTER!



**2007 Forum
Presenter Evaluation**



Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Date: _____ Session Number: _____

Presenter(s): _____

Session Title: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Session covered topic as advertised	4	3	2	1
Presenter was knowledgeable about the subject matter	4	3	2	1
Presenter's delivery was effective	4	3	2	1
Presentation was well organized	4	3	2	1
Audio visual aids were effective	4	3	2	1
Time allotted for questions contributed to my learning	4	3	2	1
Overall satisfaction with session	4	3	2	1
Would go to another session by presenter(s)	4	3	2	1

Additional Comments:

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Thank you for completing this evaluation for the PRESENTER!

2007 Forum Presenter Evaluation



Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Date: _____ Session Number: _____

Presenter(s): _____

Session Title: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Session covered topic as advertised	4	3	2	1
Presenter was knowledgeable about the subject matter	4	3	2	1
Presenter's delivery was effective	4	3	2	1
Presentation was well organized	4	3	2	1
Audio visual aids were effective	4	3	2	1
Time allotted for questions contributed to my learning	4	3	2	1
Overall satisfaction with session	4	3	2	1
Would go to another session by presenter(s)	4	3	2	1

Additional Comments:

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Thank you for completing this evaluation for the PRESENTER!



**2007 Forum
Presenter Evaluation**



Please ensure that this Evaluation form is delivered to the PRESENTER before leaving the room.

Date: _____ Session Number: _____

Presenter(s): _____

Session Title: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
Session covered topic as advertised	4	3	2	1
Presenter was knowledgeable about the subject matter	4	3	2	1
Presenter's delivery was effective	4	3	2	1
Presentation was well organized	4	3	2	1
Audio visual aids were effective	4	3	2	1
Time allotted for questions contributed to my learning	4	3	2	1
Overall satisfaction with session	4	3	2	1
Would go to another session by presenter(s)	4	3	2	1

Additional Comments:

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Thank you for completing this evaluation for the PRESENTER!

Adapting to Meet New Challenges



**May 24-28, 2008
Seattle, WA**

48th Annual AIR Forum

**Seattle, Washington
May 24-28, 2008**

Throughout its history, the profession of Institutional Research has constantly adapted to meet new needs, incorporate new technologies, and assume a greater role in many institutions. In 1961, when the first AIR Forum was held, most of the participants probably could not have imagined doing some of the tasks we take for granted today. Institutional Research has moved beyond mainly counting students and faculty to influencing assessment, planning, forecasting, tracking and a multitude of other activities; and, of course, we still count students

and faculty. One of the greatest attributes for an institutional researcher is the ability to adapt; whether it be developing a new set of skills, responding to institutional needs (often before the institution realizes the need), or changing directions in the middle of a study, being able to adapt is required of all institutional researchers. As the population changes, budgets change and calls for accountability increase, the institutional researcher will be in front, providing the information needed to meet these challenges. Please join your colleagues in Seattle to soak up the city's innovative spirit, network with colleagues, and learn new ways to adapt to meet the new challenges.

Christened "The Emerald City," Seattle is one of the most livable cities in the world. It actually receives less annual rainfall (36 inches) than New York City and Atlanta. Surrounded by lakes, rivers, Puget Sound, and mountains, Seattle is a recreation enthusiast's dream. From the Space Needle and Pike Place Public Market to the International District and Pioneer Square, you will find a colorful and exciting city offering you a wealth of unique entertainment, shopping and recreational opportunities

The greater Seattle area is home to 2.8 million people. Microsoft, Nordstrom and Starbucks are based here. Seattle is also known as the birthplace of the crazes for grunge rock and espresso coffee. This area is the home of baseball's Edgar Martinez, glass art's Dale Chihuly, musicians Pearl Jam, Soundgarden, Queensryche, Ann and Nancy Wilson of Heart and Kenny G., software giant Bill Gates, maestro Gerard Schwartz, actor Tom Skerritt, writers Ann Rule, Robert Fulghum, and Tom Robbins.

And, let's not forget the Seattle Mariners, the Seahawks, the Experience Music Project-the world's only hands on music museum, the Museum of Flight with the only supersonic Concorde on the West Coast and a Mach 3 Blackbird spyplane, the new Olympic Sculpture Park, the Seattle Asian Art Museum, Seattle Aquarium, and the second most visited site in Seattle, the REI's outdoor and clothing store. For details visit <http://www.cityofseattle.net/html/visitor>

2008 Forum Planning Committee

Michelle Hall, Jennifer Brown, Jerry Finch, Michelle Appel, Paula Krist, Jim Eck, Joe Rives,
Lydia Snover, Mary Beth Worley, Mary Harrington, Vinay Ramachandra,
Mitch Nesler, Lorne Kuffel, Catherine Watt, and Rick Kroc