CITY OF ATLANTA

SHIRLEY FRANKLIN
MAYOR

55 TRINITY AVE, S.W
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May 30, 2009

Greetings:

As mayor of Atlanta, it is my pleasure to welcome the Association for Institutional Research (AIR) as you host the *49th Annual Forum.*

AIR works diligently to develop and promote the institutional research profession. Several programs have been implemented by AIR to continuously improve the practice of institutional research for postsecondary planning, management and operations. Your dedication in supporting higher education is truly admirable and demonstrates your commitment to improve the lives of our youth. Thank you for your unwavering commitment to making a difference in the lives of our young people.

While in our city, we encourage you to explore the many attractions Atlanta has to offer including: the Martin L. King Jr. Center, the Apex Museum, Underground Atlanta, the Georgia Aquarium, the World of Coca-Cola, CNN Center, Centennial Olympic Park, Woodruff Arts Center, Atlanta Botanical Garden, Children's Museum of Atlanta and many more! We invite you to share in our southern hospitality, sample cuisine at our many fine restaurants and enjoy the rich and diverse heritage of our city.

On behalf of the people of Atlanta, I extend best wishes to you for a successful conference. Enjoy Atlanta!

Sincerely

Shirley Franklin

Shirley Franklin

Welcome and Introduction

Greetings, and welcome to the Association for Institutional Research 49th Annual Forum. You will want to refer to this Program Book to learn about the 400+ educational sessions and to familiarize yourself with the Forum surroundings and services organized by numerous volunteers and AIR staff. A special welcome to all of our newcomers who are encouraged to take advantage of the various networking opportunities throughout the Forum, including the Newcomer's Reception and Mentor/Mentee Gathering on Sunday afternoon.

The 2009 Forum program features concurrent sessions and workshops that were hand-picked by AIR members who face similar challenges and issues as you. Highlights include panels of experts on assessment and accountability, student success, reporting, research on special populations, retention, enrollment management, and the comparability of higher education data from around the world. New this year are two collaborative plenary panel sessions intended to spark dialogue from multiple institutional perspectives.

More detailed information on the sessions offered during the conference can be found in the daily listing of sessions and events. Also look for a table topic or special interest group to expand your network with other institutional research professionals and volunteers. When planning your schedule, keep in mind that presentations are subject to change. Please use the Build My Schedule tool, described in the General Information section of this program book, to maximize your Forum experience. Be on the lookout for session updates and cancellations in the daily Morning Air.

The exchange of ideas doesn't end with formal sessions and workshops. The Exhibit Hall will connect you with the latest products and leading technologies from 45 sponsors and exhibitors. Their products are utilized by campuses and organizations from around the world, and we are grateful for their participation. Take advantage of the AIRbucks being distributed by sponsors and exhibitors to purchase an AIR publication for your collection or AIR gear from the new line of clothing and gifts at the AIR Store.

At the close of the day, continue networking with your colleagues at one of the evening events created to foster communication and collaboration within the profession. Be sure to have a world class time at the Early Arrivers Reception on Saturday, the Sunday evening Opening Forum Reception, and the Wednesday Awards Luncheon and evening Wind-Up Party. Not to mention the Monday night On the A.I.R. event, complete with music, trivia and other fun activities. A trip to Atlanta would not be complete without attending an Atlanta Braves game, so purchase your tickets for the Tuesday night game against the Chicago Cubs by visiting the Registration Desk on the Marquis Level. It is our desire that you enjoy your Forum experience in Atlanta this year.

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Forum Highlights

Saturday, May 30

Early Arrivers Reception, sponsored by Higher Education Research Institute at UCLA

5:30 p.m. – 7:30 p.m.

Marquis Foyer, Marquis Level

Join us at the Early Arrivers Reception to reconnect with colleagues and welcome Forum newcomers. 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.

AIR President's Duckwall Scholarship Celebration

6:30 p.m. - Until

M103-105 , Marquis Level

AIR's current President, William Knight, along with Vice President Robert Toutkoushian and Immediate Past President Mary Ann Coughlin invite you to a special evening to celebrate the legacy of Julia M. Duckwall. All proceeds benefit the Julia M. Duckwall Memorial Scholarship Fund. Your contribution will keep alive the memory of Julia's passion for assisting newcomers to the field of institutional research by helping to support them at an AIR Institute. Tickets are $145.00 per person and include an elegant three course dinner served with wine. Inquire about available seats at the registration desk.

Sunday, May 31

Presidential Symposium "I" "R" Leader (006)

2:00 p.m. – 4:00 p.m.

International 5, International Level

As institutional researchers we often do not realize the importance of the role that we play as leaders. To be effective on our campuses IR professionals must be effective leaders. Yet it is unclear what defines effective leadership in the uncertain times that we are facing in higher education. These distinguished panelists have served not only as leaders of our Association, but also as leaders on their campuses and in their communities. Panelists will be asked to discuss their style and theory of leadership and how they believe that they effectively use their institutional research skills to lead. The session will end with an interactive discussion with the audience on effective leadership and what AIR can do to help IR professionals be prepared to fulfill leadership roles.

Panelists:

Mary Ann Coughlin, Springfield College
James F. Trainer, Villanova University
John A. Muffo, John A. Muffo and Associates, Inc.
Fred Lillibridge, Dona Ana Community College
Randy L. Swing, Association for Institutional Research

Newcomer's Reception and Mentor/Mentee Gathering

4:00 p.m. – 5:00 p.m.

M103-M105, Marquis Level

If you are a newcomer, would like to find a mentor or would like to serve as a mentor, be sure to join us for this gathering. This is a great way to meet new people and to expand your IR knowledge through a person-to-person connection. Advance registration is not necessary.

Sunday Plenary Session, sponsored by TaskStream Comparative International Data on Higher Education: New Challenges in a Shifting Landscape (622)

6:15 p.m. – 7:30 p.m.

Imperial Ballroom, Marquis Level

It is no secret that traditional comparative international indicators of higher education are under stress, with their dissonances growing under the pressure of changing system organization and student behavior. How are the major national and transnational agencies responsible for education statistics responding, and when should we anticipate new definitions and configurations? How should IR officers interpret these developments for institutional and state policy-makers? This panel, with representatives of Eurostat, Statistics Canada, and NCES, should answer these questions and many others.

Panelists:

Clifford Adelman, Institute for Higher Education Policy
Francois Nault, Statistics Canada
Fernando Reis, Eurostat
Thomas Snyder, National Center for Education Statistics

Opening Reception, sponsored by Tk20, Inc.

7:30 p.m. – 9:00 p.m.

Marquis Ballroom, Marquis Level

Join us at the Opening Reception, hosted by Jennifer Brown, Forum Chair and Julie Carpenter-Hubin, Associate Forum Chair to kick-off the 49th Annual Forum and mingle with your colleagues at this premier networking event.

Monday, June 1

Graduate Students Breakfast, sponsored by iData, Inc., Invitational Event

7:30 a.m. – 8:15 a.m.

M103-105, Marquis Level

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

Monday Plenary Session, sponsored by ETS World Class IR Through World Class IR Jobs: What Can We Do To Reduce Job Turnover and Improve Employment Experiences? (043)

8:30 a.m. – 9:45 a.m.

Imperial Ballroom, Marquis Level

According to a recent national survey, 22% of Institutional Research (IR) professionals plan to leave their institution, and 31% say that they may leave in the near future. Appropriate staffing is the key to effective institutional research, however, securing adequate funding can be difficult and hiring and training staff is often time-consuming. The investments in professional staffing are lost when practitioners leave. With new IR offices developing, existing offices expanding, long-time practitioners retiring, and demands on IR increasing, staffing issues (e.g., securing adequate funding, hiring, training and retaining staff and providing career development opportunities) will become serious. The question, then, is how can colleges and universities meet these challenges?

Panelists:

William E. Knight, Bowling Green State University
Christina L. Leimer, California State University Fresno
Julie W. Carpenter-Hubin, The Ohio State University
Mardy T. Eimers, University of Missouri
Cel Johnson, University of San Diego
Bob Kieran, Oregon University System
Mario Mazziotti, British Columbia Institute of Technology
Jeffery A. Seybert, Johnson County Community College
Dawn GeronimoTerkla, Tufts University

Affiliated Group Luncheon, Invitational Event

Noon – 1:20 p.m.

M103-105, Marquis Level

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.

***On the A.I.R.*, sponsored by Concord USA**

8:30 p.m. – 11:30 p.m.

Imperial Ballroom, Marquis Level

You're on the AIR with Rob Clark Entertainment! Join us after dinner for an evening of fun and excitement. Rob Clark will be on hand to get the party started with Team Trivia (some questions tailored just for IR professionals), games, karaoke, dancing, etc. If it's fun, Rob will make it happen! Study your factoids, do Sudoku, practice your AIR guitar and put on your dancing shoes (or not). Monday night, A.I.R. stands for Atlanta Is Rockin'! Cash bar available.

Tuesday, June 2

International Gathering, sponsored by Thomson Reuters, Invitational Event

9:45 a.m. – 11:00 p.m.

M103-105, Marquis Level

Forum attendees from all nations are invited to meet with the External Relations Committee and their colleagues from other regions of the world.

Community College Two-Year Institutional Research Networking Reception, Invitational Event

5:00 p.m. – 6:00 p.m.

Imperial Ballroom A, Marquis Level

Join your community college and two-year colleagues for a networking reception & celebration hosted by AIR and MDC.

AIR Baseball Game, Atlanta Braves vs. Chicago Cubs

7:00 p.m. – Until

Turner Field

755 Hank Aaron Drive Southwest
Atlanta, Georgia 30315
Phone: (404) 614-2314

Join your AIR colleagues and friends at Turner Field in Atlanta to watch as this year's host city, the Atlanta Braves, take-on next year's host city, the Chicago Cubs! At Turner Field there's not a bad seat in the house, but you will have a great view of the action from the Field Reserved Section, "Field Res," located in the green section behind 3rd base on the stadium chart. Please visit www.braves.com for more information on the Braves and Turner Field.

If you have pre-purchased tickets you will receive a voucher in your registration packet. You can purchase tickets onsite at the Registration Desk, where you will be given a voucher to turn in at "Will Call" for your ticket. "Will Call" is located in the AIR Lounge.

If you would like to sit next to your friends make sure you come to "Will Call" together or give all vouchers to one person for pick up.

Wednesday, June 3

Awards Luncheon, sponsored by SPSS

12:15 p.m. – 2:45 p.m.

Imperial Ballroom, Marquis Level

The Awards Luncheon, hosted by Jennifer Brown, Forum Chair, and Julie Carpenter-Hubin, Forum Associate Chair concludes the AIR 2009 Annual Forum. Join your colleagues to honor the accomplishments of fellow AIR members. The Awards Luncheon is included in your registration fee.

Forum Wind-Up Party

7:00 p.m. – 9:00 p.m.

Imperial Ballroom A, Marquis Level

Celebrate the success of the 2009 Forum with your colleagues, AIR committee members and AIR executive office staff.

Program Track Information

Over 400 sessions provide opportunities to learn from your colleagues. Session formats include plenary, concurrent sessions, panels, table topic discussions, exhibitor demonstrations, and poster displays. Sessions are organized by track to help focus your learning or guide you to broaden your knowledge by sampling from all six tracks.

Track 1: Enhancing the Student Experience

Discover emerging research on student development.

Track 1 focuses on the student experience outside the classroom and in learning through community engagement.

More than 30 sessions on topics including:

- First year students behaviors and attitudes
- Retention
- Student success
- Student support issues
- Characteristics of transfer students
- Student drinking behaviors
- Remedial education
- At-risk students

Track 2: Assessing Student Learning & Program Outcomes

Learn new practices in assessing student learning.

Track 2 sessions include best practices in measuring and evaluating student learning with quantitative and qualitative means. Institutional effectiveness topics are central to this track.

More than 40 sessions on topics including:

- Trends in majors
- Performance gaps
- Effective assessments

Track 3: Developing Academic Programs, Curricula & Faculty Issues

Enhance your research on faculty and academic programs.

Track 3 includes research on faculty roles, workloads, and research.

More than 20 sessions on topics including:

- Faculty perceptions
- Productivity
- Retirement
- Commitment
- Salary equity
- Gender equity

Track 4: Informing Institutional Management & Planning

Develop a plan for success.

Track 4 encompasses research and practice related to campus-level evaluation and management for decision-making support, strategic planning, and organizational change.

More than 50 sessions on topics including:

- Strategic planning philosophy
- Student enrollment issues
- Benchmarking peer selection
- Tuition issues
- Swirling
- Successful completion of degrees
- Other campus issues

Track 5: Building Higher Education Collaborations, Policy Issues & Accountability

Engage in dialogue about issues that reach beyond the campus.

State and system-level issues, evolving public policy, data exchanges and consortia, and workforce and economic development initiatives integral to the higher education mission are among the subjects covered in track 5.

More than 25 sessions on topics including:

- Student aid
- Fixed tuition
- Data into action

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

Explore solutions to meet the challenges you face every day.

This track focuses on topics related to the practice of institutional research, including organizational, ethical, methodological, and technological aspects of the profession.

More than 45 sessions on topics including:

- Running an IR office
- Using IR data for decision making
- IR tools
- National surveys to assist an IR office
- Increasing IR knowledge

General Information

Host Hotel

All Forum sessions and events will be held at the Atlanta Marriott Marquis.

The Atlanta Marriott Marquis
265 Peachtree Center Avenue NE
Atlanta, GA 30303
(404) 521-0000

Overflow Hotel

Additional attendee guest rooms are located next door to the host hotel at the Hilton Atlanta.

The Hilton Atlanta
255 Courtland Street NE
Atlanta, GA 30303
(404) 659-2000

The Hilton Atlanta is located just next to the Marriott Marquis and is connected via a skywalk on the second floor of the hotel.

Registration Desk and Bag Pick-Up

Forum registration and bag pick-up are located on the Marquis Level and will be open as follows:

Friday, May 29:	4:00 p.m. – 6:00 p.m.
Saturday, May 30:	7:00 a.m. – 5:00 p.m.
Sunday, May 31:	7:00 a.m. – 6:00 p.m.
Monday, June 1:	7:30 a.m. – 5:00 p.m.
Tuesday, June 2:	8:00 a.m. – 5:00 p.m.
Wednesday, June 3:	8:00 a.m. – Noon

The AIR Lounge

The AIR Lounge is the official Forum networking hub. The AIR Lounge is located in room M102 on the Marquis Level and will be open during registration hours. The Lounge will have a seating area for you to meet with your colleagues between sessions. This will also be the location for volunteer and newcomers orientation, the message board and Will-Call for baseball tickets. An AIR staff member will be available to answer questions and provide needed assistance.

Exhibit Hall

AIR welcomes 45 sponsors and exhibitors to the 2009 Forum. Visit the Exhibit Hall, located in the Marquis Ballroom on the Marquis Level, to explore new software programs, assessment products and publications. The Exhibit Hall will be open during the following hours:

Sunday, May 31:	2:00 p.m. – 6:00 p.m. and 7:30 p.m. – 9:00 p.m.
Monday, June 1:	8:00 a.m. – 6:00 p.m.
Tuesday, June 2:	8:00 a.m. – 1:00 p.m.

The Exhibit Hall will be host to the following activities:

- Internet Kiosks will be available for use by attendees to access the Web, the "Build My Schedule" tool and e-mail.
- The *New* AIR Store and Publications Bookstore. Check out the updated inventory of AIR clothing and gifts for yourself or colleagues back home. AIR publications are also available at a 20% discount.
- The Employment Clearinghouse, your personal IR career center. There is no charge for people who submit a resume. Employers who wish to submit open positions will be charged $25.00. All participants must be registered and in attendance at Forum. All information is confidential and will not be sold or distributed.
- Poster Sessions
- Beverage breaks on Monday morning and afternoon and on Tuesday morning.

Technology Support Center

The Technology Support Center, available for Forum presenters, is located in Room M109 on the Marquis Level. Members of the Technology Support Committee will be available to make sure your laptop properly connects to the LCD projector and that your presentation is free of technical glitches. All presenters using multimedia projectors **are strongly encouraged to** visit the Technology Support Center prior to their presentation. 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 presentation. No computers are available in the Technology Support Center for authors to use in making their presentation.

Technology Support Center Hours

Saturday, May 30:	2:30 p.m. – 5:00 p.m.
Sunday, May 31:	12:30 p.m. – 5:00 p.m.
Monday, June 1:	7:30 a.m. – 5:00 p.m.
Tuesday, June 2:	7:30 a.m. – 5:00 p.m.
Wednesday, June 3:	7:30 a.m. – 11:45 a.m.

Refreshments and Meals

A beverage break is scheduled at 9:30 a.m. and 2:00 p.m. for each Pre-Forum Workshop session of three hours or more. Lunch will be provided for day-long Pre-Forum Workshops. Sunday's Opening Forum Reception and Wednesday's Awards Luncheon are included in the basic registration fee. Beverage breaks are also scheduled on Monday from 9:45 a.m. – 10:15 a.m. and 2:15 p.m. – 3:00 p.m. and on Tuesday from 10:30 a.m. – 11:00 a.m. in the Exhibit Hall.

Local Arrangements

The AIR Local Arrangements desk, located near the Registration Desk on the Marquis Level, will be open Saturday through Tuesday from 8:00 a.m. – 5:00 p.m. The desk will be staffed by AIR members from the Atlanta area. You will be able to check restaurant menus, get information on area attractions and receive answers to other questions you may have regarding Atlanta.

Atlanta Things to Do

Greetings from Atlanta, site of the 49th Annual Forum. Your Local Arrangements Committee is excited about hosting a party for 1,800 of our friends and their families. To parallel our AIR Forum schedule, we are devising six tracks for our visitors:

Track 1: Enhancing your Economic Impact (a.k.a. Shop Atlanta!)

Track 2: Family Fun

Track 3: Developing the Historical Experience

Track 4: Get Out of Town! (Events/Points of Interest within 1 hour of the hotel)

Track 5: SportsZone

Track 6: Bright Lights and City Nights!

For details on these fun activities, visit www.airweb.org/forum09, select the Hotel/Travel tab and click on the *Atlanta Things to Do* link.

AIRbucks

AIR is proud to introduce another exciting reason for you to visit the Exhibit Hall. AIRbucks will be passed out by exhibitors to attendees who take time to learn more about the products and services being showcased. AIRbucks are used towards your purchase at the AIR Store. The AIR Store is unveiling new inventory of AIR apparel, gift items, publications and more. AIR Exhibitors are eagerly awaiting the opportunity to talk with you about how a potential partnership will benefit your campus and department.

Build My Schedule

The *Build My Schedule* tool located on the AIR Forum Web site, www.airweb.org/forum09, was designed to allow you to view the AIR 2009 Forum Program and arrange your schedule for the conference. The *Build My Schedule* tool contains all of the events and sessions that will be offered at this year's Forum, including the session title, abstract, day, time and location. You may use this tool to add important sessions and events to your personal schedule. Please keep in mind that by adding an event to your schedule you are in no way committed to attend nor guaranteed a space in any particular session.

The *Build My Schedule* tool will be updated throughout the conference to include the most current session information. Please refer to this tool to check for room changes and cancellations.

For detailed instructions and to access *Build My Schedule,* please visit www.airweb.org/forum09 and click on the "Build My Schedule" link on the left-hand menu under the "Overview" tab.

Forum Evaluation

The overall evaluation of the 2009 Forum will be sent via e-mail after the conclusion of the Forum. Your feedback is extremely important to AIR in helping to improve our processes and services. In addition, members of the Forum Evaluation Committee will ask some Forum attendees to take part in more in-depth focus group evaluation interviews. Session evaluation forms will be available at each session and may be returned to the session facilitator. The Committee encourages and appreciates your participation.

AIR "Going Green"

In AIR's effort to go green, this year's Program Book was printed on 30% post-consumer waste paper.

The *Morning AIR*

The *Morning AIR,* published daily, includes official announcements and session time/room changes. Copies are available at the Registration area, the hotel lobby and the AIR Lounge.

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 CD with the document saved as a Word file and deposit it in the designated box in the AIR Lounge **NO LATER THAN NOON ON TUESDAY, June, 2, 2009.**

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 May 26, 2009 and the deadline for submissions will be Friday, June 5, 2009.**

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

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Track 2: Assessing Student Learning & Outcomes
Dr. James F. Trainer
Villanova University

Track 3: Developing Academic Programs, Curriculum, & Personnel
Dr. Cherry Danielson
Fordham University

Track 4: Informing Institutional Management & Planning
George F. González, Jr.
San Jacinto College District

Track 5: Building Higher Education Collaborations, Policy Issues & Accountability
Ms. Cathy Fulkerson
Washington State University

Track 6: Practicing Institutional Research: Theory, Techniques, Technologies, Tools & Ethics
Dr. Timothy A. Walsh
Temple University

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Academic Analytics (Booth 308)

Academic Analytics was created to assist in the evaluation of graduate programs and institutional performance. To this end, we have developed the Faculty Scholarly Productivity Database (FSP Database), a multi-dimensional, quantitative method for evaluating faculty activity in doctoral programs. Academic Analytics provides reasonable and fair measurement of faculty scholarship by examining the process of scholarship itself. The points of measurement are:

- Funding for knowledge production (research grants, fellowships, etc.)
- Publication of knowledge (selected refereed journals and books)
- Citation Impact for journal publications
- Honors and awards

Bill Savage, bill@academicanalytics.com

Mike Evans

Academic Management Systems (Booth 409)

Academic Management Systems is an information technology company started by academic administrators intent on creating affordable software solutions needed by other academic administrators in higher education and professional education. Designing the solution derives from understanding the problem. AMS software solutions are focused on assessment (CoursEval), enrollment management (AdMit), and health profession program management (SiteAssign).

Brian Hopewell, Director of Business Development, bhopewell@academicmanagement.com

College Student Experiences Questionnaire Assessment Program (Booth 405)

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

Julie Williams, Research Analyst, cseq@indiana.edu

Wen Qi, Project Associate, cseq@indiana.edu

CollegeNet, Inc. (Booth 407)

Operational Intelligence – Do You Have It?™ CollegeNET provides real-time, web-based analytic information that lets you see how your institution is performing against key production benchmarks. We provide solutions in admissions, scheduling, faculty evaluation and IT performance. See us at the AIR Forum 2009 to see the newest features of these market-leading systems.

James VanArsdel, Associate Vice President, Professional Services, vanarsdel@collegenet.com

Collegiate Learning Assessment (Booth 105)

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.

Chris Jackson, Program Manager, cjackson@cae.org

Alex Nemeth, Program Manager, anemeth@cae.org

Concord USA (Booth 511)

Concord is celebrating 25 years providing technology solutions to education institutions and is proud to announce the latest version of its Xitracs™ Accreditation Management System. With successful submissions and its proven ability to improve productivity and enhance team collaboration, Xitracs™ is the ideal system to manage your accreditation, faculty credentials and planning projects. All major agencies are supported, including NCATE and AACSB. Use Xitracs™ to build a project calendar, assign people, collect evidence in a library, maintain faculty credentials, create strategic plans, view management reports and easily publish websites and self-study submissions.

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Howard Taylor, Vice President, Marketing, htaylor@concord-usa.com

James Parsons, Vice President, Development

Ed Hanley, Director of Sales, ehanley@concord-usa.com

DATA BLOCKS (Booth 508)

DATA BLOCKS has been developing solutions for OMR and plain paper scan forms for data collection using OMR readers or image scanners since 1981. Our Magenta Suite for OMR forms or our Magenta for Office Suite for plain paper forms gives you a complete software package for test assessment, conference evaluations and survey questionnaires. DATA BLOCKS has worked with education, government, business, medicine and market research clients to improve data capture and reporting methods.

John Mallon, Product Manager,
jmallon@datablocks.com

Dataliant (Booth 505)

Compliance Assist! Accreditation is the leading hosted solution to simplify your initial accreditation and reaffirmation initiatives. CA! Accreditation is a proven, time-saving, customizable, web-based solution that supports multiple accrediting bodies, various publishing and presentation formats, and automated organization. CA! Planning is scheduled for release this summer and includes strategic planning, assessment, credential management, and report archival tools. Compliance Assist! Accreditation starts at $4,995 for schools with 3000 FTE or less. Dataliant is headquartered in Atlanta, GA and specializes in technology solutions for the academic market.

Patrick Rohde, President

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Ross Gardner, Director of Application Development,
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Kunal Patel, Developer, kpatel@dataliant.com

Digital Measures (Booth 305)

More than 60% of the largest 500 campuses of higher education work with Digital Measures. Activity Insight for Faculty: Enable your faculty and staff to track their teaching, research, and service activities, making it easy to run reports needed for accreditation, promotion and tenure, faculty activity reports, and more. Activity Insight for Students: Enable your students to keep track of their employment, service work, undergraduate research, assessment work products, and more. Reports can then be run for employers, portfolios, and more. Course Response: The ultimate solution for running course evaluations – either online or paper-based.

Matt Bartel, President, matt@digitalmeasures.com

Jen Gurski, Senior Client Manager,
jgurski@digitalmeasures.com

Educational Benchmarking, Inc. (Booth 402)

Educational Benchmarking (EBI) is focused on the improvement of the college experience. EBI offers over fifty, nationally benchmarked assessments enabling institutions to identify key areas that will have the greatest impact on overall improvement. MAP-Works® is the newest EBI program focusing on student success. MAP-Works facilitates and enriches interactions between your institution and first-year students by providing individualized reporting, communication management and more, to first-year students and faculty/staff. This innovative approach improves students' transition to the college environment with a constant focus on student success. MAP-Works was developed through a partnership with Ball State University.

Darlena Jones, Director of Research & Development,
Darlena@webebi.com

ETS (Booth 201)

ETS, a nonprofit organization, is dedicated to advancing quality and equity in higher education by providing fair and valid assessments and related services. ETS's robust and highly sophisticated research allows it to provide solutions to meet many of the needs of the higher education market, from assessments to course evaluations to teaching tools. To find out more about ETS, log onto www.ets.org/highered.

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Cheryl Casper, Regional Sales Manager, ccasper@ets.org

Carolyn Rackley, Regional Sales Manager, crackley@ets.org

EvaluationKIT (Booth 310)

EvaluationKIT is a complete hosted web-based course evaluation and survey system. There is no hardware to buy, setup, or maintain. Designed for colleges and universities, EvaluationKIT provides all the functionality you need to manage the entire process. Stop by our booth and learn how collecting and reporting on student feedback can be made simple.

Kevin Hoffman, President, kevin.hoffman@evaluationkit.com

Terri Baldwin, Marketing Specialist, marketing@evaluationkit.com

eXplorance, Inc. (Booth 500)

eXplorance provides educators with enterprise-class software for the automation of surveys and course evaluations.

Samer Saab, Director, Product Management, ssaab@explorance.com

Jaymi Soroka, Marketing Manager, jsoroka@explorance.com

Gravic (Booth 404)

Gravic's Remark Software Products collect and analyze data from paper and web forms (surveys, evaluations, assessments). Use any word processor to create and print your own plain-paper surveys and scan them with Remark Office OMR using an image scanner. Or, create, host and administer online surveys using Remark Web Survey. Host your own online forms; there are no form or respondent limitations. Use both products to combine data from paper and web surveys. Easily generate analysis reports and graphs with Remark Quick Stats, a built-in analysis component. Or, export data to 35+ different formats (SPSS, Excel, ASCII, etc.).

Victor Berutti, Senior Vice President, Sales@gravic.com

Alison Donnelly, Sales and Marketing Associate

Higher Education Research Institute at UCLA (Booth 101)

The Higher Education Research Institute (HERI) informs educational policy and promotes institutional improvement, producing and disseminating original research that focuses on the impact of college.

HERI's Cooperative Institutional Research Program (CIRP) works with institutional partners to collect data that fosters institutional understanding and improvement. HERI also provides trainings that advance institutional assessment and scholarship in higher education to educators and researchers.

Laura Palucki-Blake, Assistant Director, CIRP

Serge Tran, Director of Data Management and Analysis, serge.tran@ucla.edu

Aaron Pearl, Client Services Specialist

Linda DeAngelo, Assistant Director of Research, CIRP, Lindade@ucla.edu

IData Incorporated (Booth 211)

IData Incorporated is a higher education technology consulting firm. IData provides consulting in three primary areas: Technical Services (custom programming), Institutional Research Services, and Implementation Services. Our consultants focus strictly on higher education with the goal to increase our clients' productivity through better use of administrative and data systems.

IData serves the IR community by offering services and tools to help facilitate effective reporting. Our consultants have both the specific database expertise and an understanding of higher education business needs. IData also offers a web-based tool called the "Data Cookbook" that helps manage an institution's data definitions and reporting processes.

Brian Parish, President, bparish@idatainc.com

Ken Dezio, Chief Technology Officer, kdezio@idatainc.com

Scott Flory, Director of Reporting Services

Inquisite Survey Software (Booth 501)

Inquisite is a leading provider of survey software and services and has served colleges and universities for more than 12 years. Inquisite Survey facilitates the gathering of data critical to your institutional advancement and can be easily integrated with your existing processes and applications. Institutions such as Brown University, Huston Tillotson University, Loyola University New Orleans, Old Dominion University, Texas Tech University, Trinity Valley Community College, University of Houston - Clearlake, The University of North Carolina at Chapel Hill, and The University of Texas at Austin rely on Inquisite Survey. Inquisite Survey is available as both SaaS and on-premise installation.

Stephen Llana, Account Executive, sllana@inquisite.com

Brad Plack, Account Executive

iStrategy Solutions (Booth 410)

iStrategy Solutions is a leading provider of data warehouse and analytic reporting solutions for the higher education industry. iStrategy is 100% focused on the business of higher education. Our software, HigherEd Analytics™ Suite, integrates with leading ERP vendors to enable colleges and universities to build robust dimensional data warehouses in days instead of years. Our products provide a broad spectrum of analytics reporting needs including Student, Financial Aid, Finance, Human Resources and Advancement. iStrategy has a broad mix of customers including public institutions, large research institutions, privates, for-profit and community colleges. HigherEd Analytics enables institutional leaders to apply their knowledge to make informed decisions and achieve better results. Based on industry standard performance metrics, our business intelligence tools and dashboards provide intuitive, secure, self-service reporting and analysis capabilities.

Dan Venedam, Vice President of Sales and Marketing, dvenedam@istrategysolutions.com

Mike Kats, Regional Sales Executive, mkatz@istrategysolutions.com

LiveText (Booth 206)

LiveText provides institutions with the most advanced and user-friendly web-based tools for developing, assessing, and measuring student learning outcomes/competencies. From standards-alignment and assessments to data reporting and surveys, LiveText equips students, faculty, and administration with the tools and support to easily report and demonstrate true assurance of student learning and achieve accreditation success.

Ramelle Riley, Solutions Consultant

Katie Kalmus, Senior Consultant, katie@livetext.com

Chuck Maher, Solutions Consultant

MHS, Inc. (Booth 510)

MHS publishes two of the leading Emotional Intelligence assessments used by thousands of companies world wide to predict and improve human performance. We have specialized in Emotional Intelligence (EI) testing for a decade and boast two world-leading EI assessments: the Emotional Quotient Inventory (EQ-i®) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT™). With the help of the scientifically validated EI testing and coaching solutions we offer, you are better able to predict and improve human productivity and organizational performance. MHS' complete measurement solutions have been scientifically proven to increase ROI of selection and enhancement initiatives in organizations.

MHS is currently working with prominent American and Canadian post-secondary institutions with the end goal of predicting and improving retention and student performance. Research demonstrates a tangible link between student Emotional Intelligence and likelihood to succeed in a post-secondary environment. Through EI screening and coaching, student success can be improved, and drop-out rates can be curtailed.

Jon Duffy, Postsecondary Partner Relations Consultant, jon.duffy@MHS.com

National Center for Education Statistics (Booth 109)

The National Center for Education Statistics (NCES) fulfills a congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally. IPEDS, the Integrated Postsecondary Education Data System, is the core postsecondary education data collection program for NCES. Data are collected from all primary providers of postsecondary education in the United States in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid. These data are made available to students, researchers and others through College Navigator and our new Data Center at the IPEDS website: http://nces.ed.gov/ipeds/.

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Janice Plotczyk, IPEDS Data Collection Team Leader, Janice.Plotczyk@ed.gov

Samuel Barbett, IPEDS Data Quality Team Leader, Samuel.Barbett@ed.gov

National Resource Center for the First-Year Experience (Booth 502)

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

Barbara Tobolowsky, Associate Director, barbarat@gwm.sc.edu

Nina Glisson, Conference Coordinator, ninal@mailbox.sc.edu

National Science Foundation, Division of Science Resources Statistics (Booth 111)

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/

Ronda Britt, Survey Statistician, rbritt@nsf.gov

Julia Oliver, Survey Statistician, joliver@nsf.gov

Laura Williams, WebCASPAR Project Director, Laura.Williams@macrointernational.com

National Student Clearinghouse (Booth 107)

Student Tracker, a student tracking service, enables institutions to query Clearinghouse's database of 60+ million post-secondary enrollment and degree records in order to improve performance in targeting, selecting and retaining students.

Don Gwinn, Regional Director, gwinn@studentclearinghouse.org

Jeff Tanner, Vice President, tanner@studentclearinghouse.org

National Survey of Student Engagement (Booth 403)

The National Survey of Student Engagement (NSSE) gathers valid, reliable information on the extent to which first- and senior-year students engage in proven educational practices that correspond to desirable learning outcomes. More than 1,300 baccalaureate institutions have participated in this effort to assess and improve undergraduate education. Participating institutions receive valuable diagnostic information about teaching and learning, with national and customizable peer comparisons, and resources to assist in interpreting and using results. Visit our exhibit to learn more about NSSE, and its companion surveys, the Faculty Survey of Student Engagement (FSSE) and the Beginning College Survey of Student Engagement (BCSSE).

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Todd Chamberlain, Associate Director, toachamb@indiana.edu

Rick Shoup, Research Analyst, tshoup@indiana.edu

Ali Korkmaz, Research Analyst, akorkmaz@indiana.edu

Noel Levitz (Booth 406)

Noel-Levitz has partnered with more than 2,000 campuses to strengthen their student recruitment, marketing, and retention efforts. A proponent of data-driven decision making, Noel-Levitz provides campuses with several reliable instruments for assessment, including the Student Satisfaction Inventory (and its related satisfaction-priorities surveys) and the Retention Management System/College Student Inventory, an early-alert motivational assessment tool. Visit www.noellevitz.com for more information.

Julie Bryant, Associate Vice President of Retention Solutions, julie-bryant@noellevitz.com

Jim Mager, Associate Vice President, jim-mager@noellevitz.com

Brian Dalton, Senior Associate Consultant

Nuventive (Booth 205)

Nuventive is a leading provider of solutions for assessing, managing and demonstrating continuous improvement in education. Our enterprise suite of software solutions: TracDat for enterprise assessment management, Insight for communicating institution wide initiatives, and iWebfolio for electronic portfolio solutions, equip individuals and organizations to better understand, assess, improve, and communicate educational quality.

Denise Raney, Channel & District Manager, dcraney@nuventive.com

Oracle Crystal Ball (Booth 208)

The Education Alliance is focused on supporting the academic community through affordable software for implementation in both university classrooms as well as administrative solutions. Whether it's being taught or used in the CFO's office, your Crystal Ball software is accompanied by an industry-leading set of tools and resources, to make your implementation most effective.

Michael Franden, Senior Account Manager, michael.franden@oracle.com

Rapid Insight Inc. (Booth 504)

Rapid Insight Inc. helps colleges and universities by providing the analytic power to evaluate their effectiveness in many areas. Perform retention analysis and yield projections; assess financial leveraging and development effectiveness – easily, quickly and accurately. You have a lot of data. We help you turn it into meaningful information. Working with your data just got a whole lot easier!

Beth Crawford, Sales Associate, beth.crawford@rapidinsightinc.com

SAS Institute (Booth 301)

SAS is the market leader in providing business intelligence software and services. With deep roots in education, SAS has always been dedicated to serving the education community. SAS' Global Academic Program group can help your university or community college incorporate SAS technology into your curriculum with a full menu of programs, services, and events, many of which are offered free of charge. Our Global Certification group helps you put your SAS skills to the test and can add credibility to your resume. Stop by our booth to learn more about the Global Academic Program and news about SAS Certification.

Jerry L. Oglesby, Director, Academic Program & Global Certification, Jerry.Oglesby@sas.com

Tom Bohannon, Analytical Consultant

Armistead Sapp, General Manager, Education Practice, Armistead.Sapp@sas.com

Scantron Corporation (Booth 207)

Scantron is a trusted provider of assessment and survey solutions for the higher education market. Scantron's software assessment product for higher education, ParSystem, helps instructors prepare, administer and score tests. Our online and paper-based survey solutions include Class Climate, for managing course evaluations; and eListen, to create, deploy and analyze surveys. For general forms processing, Cognition software collects handprint, machine print and bubble mark data with more accuracy and reliability than manual data entry. Scantron combines these software products with its iNSIGHT and Opscan line of scanners and world-class forms to produce end-to-end solutions for higher education.

Glenn Evans, Account Executive, glenn_evans@scantron.com

Monica Ewing, Account Executive, monica_ewing@scantron.com

Snap Surveys (Booth 103)

Snap Surveys offers the complete survey solution for all your research needs. We have over 25 years of experience and 30,000 users worldwide. 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), has robust analysis capability (Tables, Charts, and Descriptive & Multivariate Statistics) and is very extensible – MS Access, SQL database connectivity and seamless integration with SPSS and MS Office. For more information, please visit our website at: www.snapsurveys.com

Tobin Green, Product Specialist, tgreen@snapsurveys.com

Solutions@MBAF, LLC (Booth 506)

Easily manage and publish all of your accreditation documentation with our end-to-end solution. Create, gather, manage, classify and approve documents throughout your organization using widely accepted Microsoft Office and Microsoft SharePoint. Once approved, documents are instantly and dynamically published to your accreditation website. Paper documents can also be scanned directly and easily classified – all within the same framework.

Define your organization's workflow process and design your own website. Save time, maximize resources and reduce organizational confusion with PaperSave's innovative accreditation framework. Call us today at 877-727-3799 for more information."

Stuart Rosenberg, President

Sarah Smith

Southern Regional Education Board (SREB) (Booth 210)

SREB is America's first interstate compact for education -- a nonprofit, nonpartisan organization that helps government and education leaders in its 16 member states work together to advance education and improve the social and economic life of the region. Member states include: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. SREB maintains regional databases higher education and K-12 and publishes numerous reports annually. Key publications include the SREB Fact Book on Higher Education (biennial); the Challenge to Lead education goals series, Goals for Education: Challenge to Lead ; and reports on High Schools That Work, middle grades education, technology for colleges and schools, educational accountability, leadership, children's readiness for school, and high school graduates' readiness for college. In addition, SREB administers the region's Academic Common Market and "contract" programs whereby students can enroll in specialized degree programs in other states as in-state students.

Dr. Joseph L. Marks, Director of Education Data Services, joe.marks@sreb.org

SPSS (Booth 309)

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.

Steve Dondelinger, Account Manager, Higher Education

John Norton, Systems Engineer, jnorton@spss.com

Sarah Tomashek, Marketing Manager, Higher Education, stomashek@spss.com

Synch-Solutions (Booth 503)

Synch-Solutions is a management consulting and information technology services firm, dedicated to serving the needs of higher education. We specialize in facilitating enterprise transformation through core services that enable institutions to leverage technologies that:

- increase efficiencies
- improve agility
- reduce administrative costs
- maximize resources available for fulfilling the educational mission
- comply with reporting agencies
- compete effectively

Please visit our Web site (www.synch-solutions.com) or call our Higher Education Group for more information (312-252-3727). We look forward to hearing from you.

Peter Antoinette, Sales Director, pantoinette@synch-solutions.com

Mognes Subra, Senior Business Analyst

Suresh Chaganti, PM Enterprise Solutions

Carol Morken, Director, Marketing

Tableau Software (Booth 401)

Tableau Software, a privately held company in Seattle WA, builds software that delivers fast analytics and visualization to everyday businesspeople. Our mission is simple: help people see and understand data. Tableau's easy-to-install products integrate data exploration and visualization to make analytics fast, easy and fun. They include Tableau Desktop, Tableau Server and the no-charge Tableau Reader.

We understand the needs of businesspeople, non-technical and technical alike, when it comes to retrieving and analyzing large volumes of data. As a result, Tableau has already attracted over 10,000 licensed users in companies from one-person businesses to the world's largest organizations.

Kevin Brown, VP Alliances and Partnerships, kevin@tableausoftware.com

Amy Schneider, Marketing Programs Manager, aschneider@tableausoftware.com

TaskStream (Booth 200)

TaskStream - Advancing Educational Excellence. TaskStream empowers excellence and helps meet performance challenges through solutions that enhance community, collaboration and student-centered learning. Our Accountability Management System (AMS) provides an efficient, effective way to document, analyze, and manage performance across an entire campus. Our Learning Achievement Tools (LAT) provide innovative Web-based systems for portfolio-based learning and assessment, instructional design, and other tools that facilitate real-time instruction.

Ben Coulter, Ph.D., Manager, System Implementation

Brad Shultz, Education Solutions Specialist

The College Board (Booth 408)

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 5,400 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.

Mary-Margaret Kerns, Senior Director, Higher Education & Testing, Research and Development, mmkerns@collegeboard.org

Emily Shaw, Assistant Research Scientist, Higher Education & Testing, Research and Development, eshaw@collegeboard.org

The Idea Center (Booth 204)

The IDEA Center provides services to support the improvement of teaching, learning, and administrative performance. Its primary service, the IDEA Student Ratings of Instruction system, is a tool that can service both individual and program improvement/evaluation efforts. We also have feedback instruments to rate department chairs, deans, and other administrators. The IDEA Center publishes short application-oriented papers related to teaching, learning, and evaluation. IDEA Papers, POD-IDEA Center Notes, and POD-IDEA Center Learning Notes are available at (www.theideacenter.org). The Center also hosts national seminars related to teaching improvement or faculty evaluation and co-hosts the Academic Chairpersons Conference held annually since 1984.

Amy Gross, Vice President for Integrative Client Services, info@theideacenter.org

Think Education Solutions, LLC. (Booth 400)

Strategic Planning Online is new software solution specifically designed to help institutions automate the strategic planning processes. SPOL manages strategic objectives, institutional goals, and accreditation requirements while ensuring that budgets are supporting the strategic planning effort. Enable your institution to tie budget requests directly to strategic plans and accreditation requirements. Distribute workload and involve managers in the accreditation process by assigning them requirements to manage directly. Create a culture of planning with a unified understanding of the goals by increasing the transparency of planning efforts while involving the entire institution in the process.

Andrew K. Davies, Vice President of Client Services, adavies@thinktechnologies.com

John Hand, Director of Educational Services, jhand@thinkeducationsolutions.com

Leon Theodore, Assistant Director of Educational Services, ltheodore@thinkeducationsolutions.com

Thomson Reuters (Booth 209)

Backed by over 30 years of leadership and innovation in research evaluation, Thomson Reuters delivers objective data and reliable tools to search, assess, and share vital information on research output and influence. In-depth analytical tools such as InCites™, Journal Citation Reports®, and Indicators provide unbiased bibliographic and citation data from Web of Science® for benchmarking and measuring research impact and performance, allocating funds, and setting measurable institutional research goals.

Ann Kushmerick, Information Analyst, ann.kushmerick@thomson.com

Katrina Denk, Marketing Project Manager, Katrina.Denk@thomsonreuters.com

Tk20, Inc. (Booth 300)

CampusWide is a comprehensive assessment and reporting system for collecting and managing your program, departmental, and institutional data, both academic and non-academic, for the measurement of accountability, institutional effectiveness, and accreditation.

CampusWide lets you collect all your data systematically, plan your assessments, compare them against desired outcomes/objectives, and generate detailed reports for compliance, analysis, and program improvement.

Amy Levy, Product Consultant

Monica Stewart, Product Consultant

WEAVEonline (Booth 411)

WEAVEonline is a web-based assessment system that helps you to manage accreditation, assessment, planning, and quality improvement processes for your college or university. It increases your institution's understanding of and commitment to ongoing planning and evaluation from the level of individual programs up through the entire institution. WEAVEonline promotes collaboration within and across all academic and administrative units and builds institutional commitment to continuous improvement.

Deb Leeper, Regional Director, Assessment Management, dleeper@weaveonline.com

Lynn Laakkonen, Manager, Institutional Relations, llaakkonen@weaveonline.com

ZogoTech (Booth 304)

ZogoTech helps schools make better-informed decisions through data warehousing. Using ZogoTech's Estudias software, Institutional Researchers and Administrators can quickly "slice and dice" data, play "what-if" scenarios, perform longitudinal cohort tracking, and create ad-hoc reports. Estudias 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.

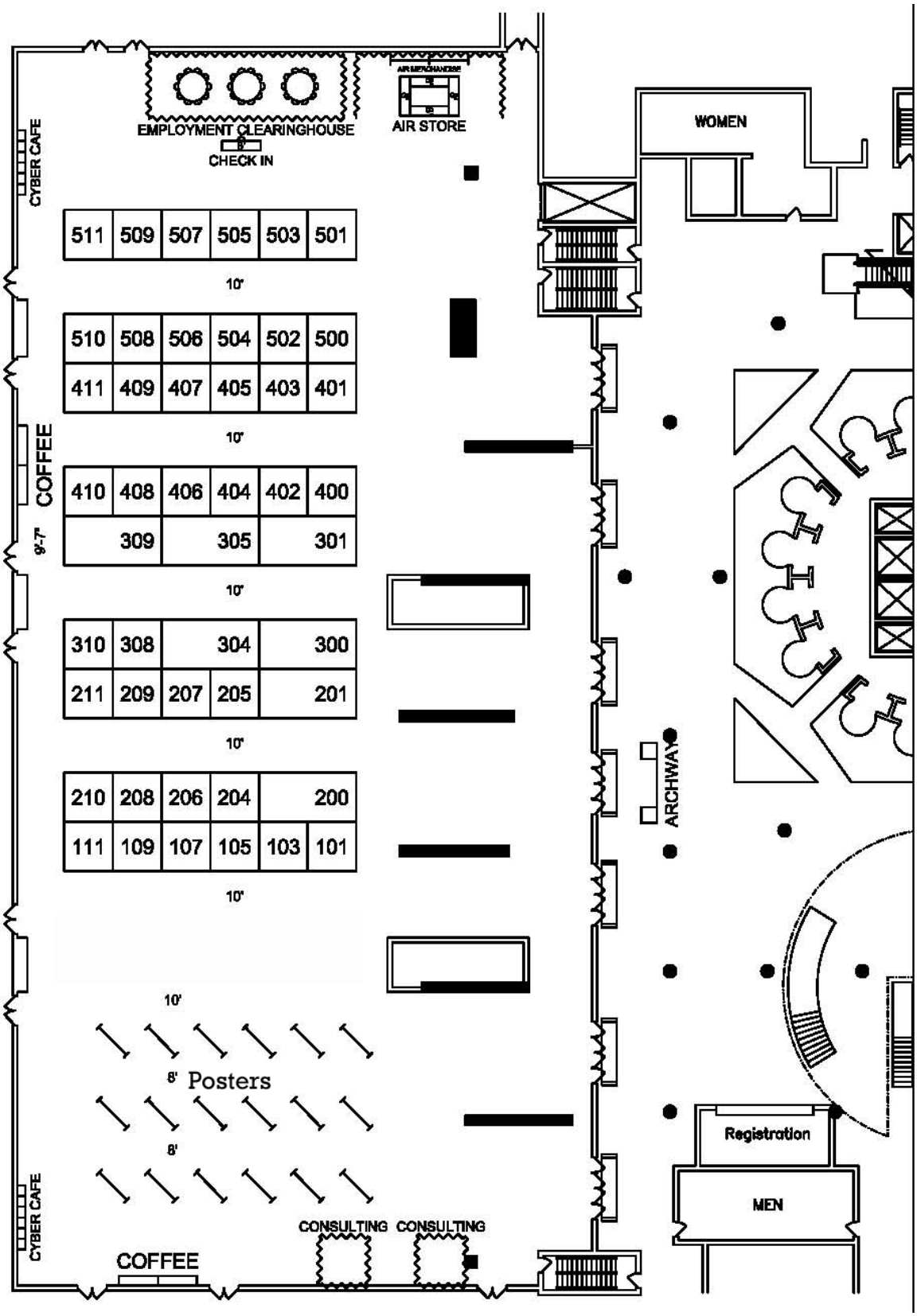
Michael Taft, President

Michael Nguyen, Vice President

John Thomas

Linda Medina, Marketing, lmedina@zogotech.com

Exhibit Hall Floor Plan (Marquis Ballroom)



Schedule at a Glance for Saturday, May 30, 2009

7:00 a.m. – 5:00 p.m.	Registration Desk Open
7:00 a.m. – 5:00 p.m.	AIR Lounge Open
8:00 a.m. – 4:00 p.m.	Pre-Forum Workshops
9:30 a.m. – 10:00 a.m.	Morning Pre-Forum Workshop Break *Sponsored by Synch-Solutions*
2:00 p.m. – 2:30 p.m.	Afternoon Pre-Forum Workshop Break *Sponsored by Tableau Software*
2:30 p.m. – 5:00 p.m.	Technology Support Center Open
5:30 p.m. – 7:30 p.m.	Early Arrivers Reception *Sponsored by Higher Education Research Institute at UCLA*
6:30 p.m. – Until	AIR President's Duckwall Scholarship Celebration

For Board and Governance Committee Meetings, see page 129

Icon Key

AIR Grant Paper

Best Paper Award

Community College

Demonstration Session

Forum Chair Pick

Panel Session

Plenary Session

Pre-Forum Workshop

Research in Action Session

Scholarly Paper Session

Table Topic Session

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

In the House! Conducting an Economic Impact Study Internally (W02)

L506-L507, Lobby Level

LOLITA PAFF (Presenter), Associate Professor of Business Economics, Pennsylvania State University-Penn State Berks

Completing an economic impact study is within the reach of most and arguably all post-secondary institutions. This workshop is hosted by an institutional research (IR) director and economics faculty member, both of whom are in senior leadership positions. The presenters will identify salient economic impact indicators and their sources, recent economic impact studies, and other pertinent economic research studies. The use and computation of multipliers, scope of study, and important factors to consider will also be elucidated. Economic impact study worksheets and guides will be provided to help the planning and implementation phases of an economic impact study.

Introduction to Integrated Postsecondary Education Data System Data Submission and Data Use (W10)

L504-505, Lobby Level

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

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

TARA B. COFFEY (Presenter), Statistician, National Center for Education Statistics

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

This workshop is designed to provide new professionals with a context for understanding the Integrated Postsecondary Education Data System (IPEDS) data collection and retrieval tools. It includes background information on the development and history of IPEDS, a description of the components (surveys) and data elements within IPEDS, and a discussion of institutional data submission responsibilities. Most of the workshop will be devoted to learning to use the new IPEDS Data Center.

Dashboards in Excel Made Easy (W11)

L508, Lobby Level

CRAIG W. ABBEY (Presenter), Chief Data Officer, State University of New York-System Administration

When the boss tells you she needs a dashboard that the higher-ups can use to instantly judge your institutions performance on a number of metrics, what's an institutional researcher to do? Think you don't have the staff or software needed? Think again. If you attend this workshop you'll learn how to create a dashboard in Excel that dynamically updates as new data is added, sets traffic light colors automatically, and handles reporting on multiple departments or campuses. Topics covered include the Choose and Offset functions as well as how to build traffic light performance indicators.

Understanding and Developing Hierarchical Linear Models (W18)

M302, Marquis Level

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

Hierarchical linear models (HLM) was developed to account for dependence among individuals within groups. HLM allows for "1) improved estimation of effects within individual units, 2) the formulation and testing of hypothesis about cross-level effects, and 3) the partition of variance and covariance components among levels (Raudenbush & Bryk, 2002, p.7)." The purpose of this workshop is to teach participants how to develop a HLM involving subjects within a nested structure using SAS (proc mixed), SPSS (mixed procedure) and STATA (xtmixed).

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

Visual Basic Programming in Excel (W16)

M106, Marquis Level

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

OTTLIE WEBB (Presenter), Purdue University

This workshop will provide instruction on using Visual Basic for Applications (VBA) in Excel. VBA can be used to maintain, manipulate and automate report production with institutional research (IR) data. In the morning session we will explore the VBA editor, record and edit VBA code, manipulate Excel objects, and program control statements. In the afternoon, we will create custom user interfaces.

Participants will work through examples while the presenters provide hands-on assistance. Commented code samples for each topic will be provided via http://www.purdue.edu/OIR/irvba/default.htm. The intended audience is researchers who use Excel for reporting and have some experience programming in any language.

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

Program Assessment: Creating Effective Plans and Management Processes (W05)

M302, Marquis Level

JULIA J. A. PET-ARMACOST (Presenter), Associate Dean for Planning and Knowledge Management, College of Medicine, University of Central Florida

ROBERT L. ARMACOST (Presenter), Director, College of Medicine, University of Central Florida

An increasing focus on accountability and continuous improvement in higher education has resulted in program assessment challenges. Two major challenges involve developing effective program assessment plans and implementing management processes to institutionalize program assessment. This workshop shows how to create assessment plans that focus on continuous improvement, including student learning. The workshop guides you to use a submission and review process that promotes a quality assurance approach ensuring continuous improvement of the assessment process. The workshop will illustrate the roles of support personnel and technology in creating a successful institution-wide system for program assessment.

Let's Do It: Available Strategies and Instruments for Assessing Student Learning in the Major (W06)

L506-L507, Lobby Level

J. FREDERICKS VOLKWEIN (Presenter), Director of the Institutional Research Program and Emeritus Professor of Higher Education, The Pennsylvania State University

If your institution needs to move beyond talking about assessment and wants to collect some actual data, come to this session to examine various strategies and instruments for measuring student learning in the major. Institutional researchers will come away from the workshop better equipped not only to assist faculty with their department based assessment programs, but also to collect useful outcomes information for the entire institution as well.

An Intensive Introduction to Data Mining in Institutional Research (W12)

M304, Marquis Level

THULASI KUMAR (Presenter), Director of Institutional Research and Assessment, Missouri University of Science and Technology

SUTEE SUJITPARAPITAYA (Presenter), Associate Vice President, San Jose State University

Data mining techniques are increasingly becoming popular for institutional data analysis. Data mining is often viewed as expensive, time consuming, and too technical to understand and apply. This workshop will introduce the basic foundations of data mining from an institutional research (IR) perspective. Topics presented will include: IR data types; IR and data mining applications; data quality; data selection for data mining; data mining process; data mining techniques; data mining tools; and resources.

Emphasis will be from a beginners perspective. A copy of the manual is provided. This is a lecture only presentation.

World Class Macros: Practical Applications of Microsoft Excel Macros for an Institutional Research Office (W20)

L508, Lobby Level

THOMAS RICHARD SHOUP (Presenter), Research Analyst, Indiana University at Bloomington

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

ALI KORKMAZ (Presenter), Assistant Research Scientist, Indiana University at Bloomington

Institutional research (IR) offices produce a wealth of reports, often under tight deadlines and with limited resources. Accordingly, processes that automate routine tasks are invaluable. Microsoft Excel macros allow users to accomplish complex reporting tasks that regularly demand hours of staff time with the click of a button. This half-day workshop is designed to establish an understanding of Excel macro basics and share practical applications of macros for an IR office. Interactive examples will be used to help participants develop the ability to modify and create their own macros. Participants are encouraged to bring laptop computers loaded with Microsoft Excel 2007.

Advanced Use of the New Integrated Postsecondary Education Data System Data Center (W22)

L504-505, Lobby Level

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

TARA B. COFFEY (Presenter), Statistician, National Center for Education Statistics

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

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

This hands-on workshop is designed to provide participants with the skills needed to design analyses and produce customized reports using the advanced capabilities of the new Integrated Postsecondary Education Data System (IPEDS) Data Center. Through a series of exercises, participants will gain an appreciation for the complexity of IPEDS data, and 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 the Data Center at the advanced level.

Introduction to Survey Design (W23)

M303, Marquis Level

LINDA MALLORY (Presenter), CDLS Assessment Coordinator, United States Military Academy

Surveys are a popular mechanism for institutional research (IR) offices to gather important data on perceptions, beliefs and opinions from campus constituents. This interactive workshop will discuss the basics of designing effective surveys including how to design a study which uses survey data, how to structure effective survey questions, discuss methods to administer the survey, and include a few tips on survey analysis. Participants will also have a basic understanding of reliability and validity measures as well as sampling techniques.

The workshop is designed for beginners to the more advanced IR practitioner who would like to maximize the value from survey data.

AIR Newcomers Workshop (W24)

M301, Marquis Level

KAREN DEMONTE (Presenter), Assistant Director, University of Delaware

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

JIM LENIO (Presenter), Associate Director of Institutional Research, Walden University

CRISSIE M. GROVE (Presenter), AIR/NCES Postdoctoral Fellow, Association for Institutional Research (AIR)

This FREE workshop is intended to welcome first time AIR Forum participants wanting to learn about the benefits of AIR membership and get a jump start on networking and making valuable contacts. The workshop will present a brief history of institutional research (IR) and a short overview of the profession: analysis and reporting, planning, assessment and decision support. The main focus is on the origins and functions of AIR. Learn how to connect with your fellow AIR members, discover options for personal involvement, and learn about all that AIR offers throughout the year. We will also provide tips and tricks on how to get the most out of your Forum attendance.

The 2009 Institutes will help you become a better institutional researcher.

It is time for you to use those year-end budget dollars on high level education and training. Register now for one of this summer's upcoming Institutes.

Foundations I Institute:
The Practice of Institutional Research

Nashville, Tennessee, the Music City of the South, on July 28 - August 1.

If you have been practicing IR for two years or less you won't want to miss the Foundations I Institute. The Foundations I Institute will help you develop skills in the core areas of IR through, challenging and supportive hands-on modules, informal discussions and social interactions.

Foundations II Institute:
The Advanced Practice of Institutional Research

Detroit, Michigan, the Motor City and home of the Motown Sound, on July 14 - 18.

Are you an IR veteran looking for the newest IR concepts, theories and best practices? The Foundations II Institute, designed for those moving towards senior leadership and administrative positions in IR, is the place for you.

Visit www.airweb.org/institutes to learn more about these premier Institutes, including module descriptions, event highlights, faculty bios, hotel and area details, and to register.

Registration is open and filling up quickly so be sure not to miss either of these exciting Institutes and register now.

Schedule at a Glance for Sunday, May 31, 2009

7:00 a.m. – 6:00 p.m.	Registration Desk Open
7:00 a.m. – 6:00 p.m.	AIR Lounge Open
8:00 a.m. – 4:00 p.m.	Pre-Forum Workshops
9:30 a.m. – 10:00 a.m.	Morning Pre-Forum Workshop Break *Sponsored by Think Education Solutions, LLC*
12:30 p.m. – 5:00 p.m.	Technology Support Center Open
2:00 p.m. – 2:30 p.m.	Afternoon Pre-Forum Workshop Break *Sponsored by eXplorance, Inc.*
2:00 p.m. – 6:00 p.m.	Exhibit Hall Open
2:00 p.m. – 4:00 p.m.	Presidential Symposium
4:00 p.m. – 5:00 p.m.	Newcomer's Reception and Mentor/Mentee Gathering *Sponsored by Collegiate Learning Assessment*
5:00 p.m. – 6:00 p.m.	Poster Gallery *Sponsored by Inquisite Survey Software*
6:15 p.m. – 7:30 p.m.	Plenary Session *Sponsored by TaskStream*
7:30 p.m. – 9:00 p.m.	Forum Opening Reception *Sponsored by Tk20, Inc.*

For Board and Governance Committee Meetings, see page 129

Icon Key

AIR Grant Paper

Best Paper Award

Community College

Demonstration Session

Forum Chair Pick

Panel Session

Plenary Session

Pre-Forum Workshop

Research in Action Session

Scholarly Paper Session

Table Topic Session

SIG and Affiliated Group Meetings

Noon-4:00 p.m.

Southern Association for Institutional Research Board Meeting (A15)
L405, Lobby Level

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

North East AIR Steering Committee and Strategic Planning Committee (Invitational Meeting) (A03)
L406, Lobby Level

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

Traditionally Black Colleges and Universities Special Interest Group Executive Committee Meeting (A08)
L403, Lobby Level

4:00 p.m.-6:00 p.m.

Consortium for Student Retention Data Exchange Advisory Board Meeting (A43)
L406, Lobby Level

See descriptions in SIG/Affiliated Group listings

Sunday's Forum Highlights

Sunday, May 31

Presidential Symposium "I" "R" Leader (006)

2:00 p.m. – 4:00 p.m. *International 5, International Level*

As institutional researchers we often do not realize the importance of the role that we play as leaders. To be effective on our campuses IR professionals must be effective leaders. Yet it is unclear what defines effective leadership in the uncertain times that we are facing in higher education. These distinguished panelists have served not only as leaders of our Association, but also as leaders on their campuses and in their communities. Panelists will be asked to discuss their style and theory of leadership and how they believe that they effectively use their institutional research skills to lead. The session will end with an interactive discussion with the audience on effective leadership and what AIR can do to help IR professionals be prepared to fulfill leadership roles.

Panelists:

Mary Ann Coughlin, Springfield College, James F. Trainer, Villanova University, John A. Muffo, John A. Muffo and Associates, Inc., Fred Lillibridge, Dona Ana Community College, Randy L. Swing, Association for Institutional Research

Newcomer's Reception and Mentor/Mentee Gathering

4:00 p.m. – 5:00 p.m. *M103-M105, Marquis Level*

If you are a newcomer, would like to find a mentor or would like to serve as a mentor, be sure to join us for this gathering. This is a great way to meet new people and to expand your IR knowledge through a person-to-person connection. Advance registration is not necessary.

Sunday Plenary Session, sponsored by TaskStream Comparative International Data on Higher Education: New Challenges in a Shifting Landscape (622)

6:15 p.m. – 7:30 p.m. *Imperial Ballroom, Marquis Level*

It is no secret that traditional comparative international indicators of higher education are under stress, with their dissonances growing under the pressure of changing system organization and student behavior. How are the major national and transnational agencies responsible for education statistics responding, and when should we anticipate new definitions and configurations? How should IR officers interpret these developments for institutional and state policy-makers? This panel, with representatives of Eurostat, Statistics Canada, and NCES, should answer these questions and many others.

Panelists:

Clifford Adelman, Institute for Higher Education Policy, *Francois Nault*, Statistics Canada, *Fernando Reis*, Eurostat, *Thomas Snyder*, National Center for Education Statistics

Opening Reception, sponsored by Tk20, Inc.

7:30 p.m. – 9:00 p.m. *Marquis Ballroom, Marquis Level*

Join us at the Opening Reception, hosted by Jennifer Brown, Forum Chair and Julie Carpenter-Hubin, Associate Forum Chair to kick-off the 49th Annual Forum and mingle with your colleagues at this premier networking event.

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

Time Series Forecasts by AutoRegressive Integrated Moving Average and Grey Models (W04)

M301, Marquis Level

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

This workshop is intended for institutional researchers who want to learn more about time series analysis. Live data are used to illustrate how forecasting models are constructed. The AutoRegressive Integrated Moving Average (ARIMA) model is the central focus for a 43-year enrollment series from Oklahoma State University. The Grey model is applicable to the study of a four-year first-time enrollment data for U.S. medical schools to monitor the likelihood of physician shortages beyond 2015. Linear regression and various exponential smoothing methods are employed as supplementary tools to offer comparisons in terms of applicability and accuracy. The intended audiences are researchers with some experience in linear regression.

Constructing, Managing and Analyzing Longitudinal Data: Programming Efficiencies with SAS Software (W07)

M302, Marquis Level

KEITH J. GUERIN (Presenter), Director of Institutional Research, Raritan Valley Community College

This hands-on workshop will expose institutional research (IR) professionals to numerous techniques for working with longitudinal data. Using the strength of data step programming and array processing, the novice to intermediate level SAS coder will learn how to manage multiple person record files and create cohort based data warehouses. Use of sort procedures, flags, tags, first.dot counts and lag functions will be emphasized. Data restructuring by conversion of a single record to multiple observations, use of the retain statement, and creation of a single observation from multiple records will be demonstrated. Event history methods for analyzing time-ordered longitudinal data will be introduced.

Introduction to Logistic Regression (W13)

L508, Lobby Level

MARIANNE GUIDOS (Presenter), Quality and Planning Research Associate, The Pennsylvania State University

NICHOLAS D. WARCHOLAK (Presenter), Analysis and Planning Associate, The Pennsylvania State University

Logistic regression has become increasingly popular as a tool for institutional research (IR). Common topics for study using logistic regression include student retention and graduation, but the applications are stretching farther. At last year's AIR Forum, researchers addressed cut-off points for basic skills placement, transfer rates and tuition discounting using logistic regression. This workshop explains logistic regression analysis concepts and demonstrates their utility using popular statistical packages to apply those concepts. Concepts will be demonstrated using a case study approach exploring four-year graduation rates for a cohort of first-time students.

S.O.S.: Student Outcomes Solutions for Program Assessment (W19)

L506-L507, Lobby Level

PAULA S. KRIST (Presenter), Director of Assessment Support, School of Leadership and Education Sciences, University of San Diego

Learn how to promote best practices in outcomes assessment at your institution! Academic and student support programs are concerned with developing and assessing student learning outcomes. Direct evidence of student learning promotes improvement and meets accreditation and accountability requirements. Participants will develop student learning outcomes and measures that will be effective for programs at their institutions the context of the mission of the program. The workshop will include suggestions for working with faculty and student support personnel. It will highlight resources available to institutional research (IR) assessment practitioners. Become a facilitator for programs' effective use of assessment data to promote program improvement.

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

Learning by Doing: Using External Environmental Scanning and Forecasting to Improve Strategic Planning (W03)

International 1, International Level

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

This workshop will emphasize strategic planning, from the "outside-in" rather than the "inside-out." The presentation and handouts will enable participants to learn the distinction between strategic and operational planning; the need for external environmental scanning and forecasting; types of changes, especially trends, in the external environment; major international and national trends; and examples of college strategic plans developed from trends. Participants will be involved in a scan team exercise to link learning with doing and receive advice for starting and sustaining a successful scanning. A forecasting activity will be included and discussed.

Full-Day Hands-On Training of Both Clustering Techniques and Predictive Modeling Skills Using a Live Mock Admissions and Registration Database (W15)

L504-505, Lobby Level

THULASI KUMAR (Presenter), Director of Institutional Research and Assessment, Missouri University of Science and Technology

Attendees will study both clustering techniques and predictive modeling skills using a live mock database and the SPSS Clementine 12 data mining program.

Specific hands-on topics include: extracting data from a transactional data warehouse; preparing data into an analytical file format; conducting a data audit and visualization; using TwoStep and K-means clustering nodes; and 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); and advanced data-mining applications.

Balanced Scorecards in Higher Education: Developing Content and Using Them in Strategy Execution (W17)

M101, Marquis Level

JAN W. LYDDON (Presenter), Director of Institutional Effectiveness, Franklin University

BRUCE E. MCCOMB (Presenter), Principal, Organizational Effectiveness Consultants

Participants will get a basic understanding of balanced scorecards, as well as some of the key components and methods for their development and use, including: a basic understanding of Balanced Scorecards, Dashboards, Key Performance Indicators (KPIs) and Strategy Maps; developing draft KPIs for an institution; identifying key leadership roles in building a scorecard and how the institutional research (IR) office interacts with them effectively; identifying sources and methods of setting benchmarks and signal values; uderstanding components of implementation plan for scorecard; and effectively using the scorecard system to improve strategy execution.

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

Advanced Excel for Institutional Researchers (W09)

L508, Lobby Level

SANDRA J. ARCHER (Presenter), Director for University Analysis and Planning Support, University of Central Florida

YUN FU (Presenter), Computer Coordinator, University of Central Florida

This workshop provides a hands-on instructional lesson on advanced techniques within Excel 2003 for data exploration, reporting and analysis. The workshop will cover the following capabilities within Excel 2003: PivotTables, the Analysis ToolPak, Solver Add-in and advanced formula writing. These topics will focus on introducing these tools to users who are familiar with Excel and are interested in learning what Excel has to offer in addition to basic spreadsheet utility. Hands-on examples will focus on common reporting and analytical needs of institutional researchers including summarizing data, conducting univariate analysis, running basic statistical tests, and building complex models for planning purposes.

Effective Communication Through Visual Design: Tables, Charts, Presentations and Dashboards (W14)

M302, Marquis Level

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

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

A fundamental responsibility of institutional researchers is the effective analysis and presentation of quantitative data. Though software applications provide innumerable ways to present data, mastering technology is not sufficient to ensure meaningful communication with one's intended audience. Institutional researchers must master both the technology of analysis and the art of presenting results. This workshop will cover three major topics: 1) The theory of and best practices in visual design of quantitative data (i.e., tables and charts); 2) guidelines for creating effective PowerPoint presentations; and 3) best practices in dashboard design. Participatory exercises will reinforce concepts and illustrate their application.

Adopting SPSS Macros to Maximize Office Productivity (W21)

L506-L507, Lobby Level

THOMAS RICHARD SHOUP (Presenter), Research Analyst, Indiana University-Bloomington

SHIMON A. SARRAF (Presenter), Research Analyst, Indiana University at Bloomington

Given limited staff and resources, institutional research (IR) offices need as many tools as possible to automate routine tasks. SPSS macros are one such tool. Although SPSS macros are readily available, many IR staff have yet to harness their capabilities. This half-day workshop is intended for experienced SPSS users familiar with command syntax that want hands-on experience with developing macros. Using a combination of lecture and exercises, presenters will review the basic building blocks of macro development and then ask attendees to apply what they have learned to some practical macro applications.

2:00 p.m.-4:00 pm Presidental Symposium

"I" "R" Leader (006)

International 5, International Level

MARY ANN COUGHLIN (Moderator), Assistant Vice-President for Academic Affairs, Springfield College

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

JOHN A. MUFFO (Panelist), President, John A. Muffo and Associates, Inc.

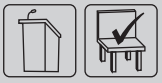
FRED LILLIBRIDGE (Panelist), Associate Vice President for Institutional Effectiveness and Planning, Dona Ana Community College

RANDY L. SWING (Panelist), Executive Director, Association for Institutional Research (AIR)

As institutional researchers we often do not realize the importance of the role that we play as leaders. To be effective on our campuses IR professionals must be effective leaders. Yet it is unclear what defines effective leadership in the uncertain times that we are facing in higher education. These distinguished panelists have served not only as leaders of our Association, but also as leaders on their campuses and in their communities. Panelists will be asked to discuss their style and theory of leadership and how they believe that they effectively use their institutional research skills to lead. The session will end with an interactive discussion with the audience on effective leadership and what AIR can do to help IR professionals be prepared to fulfill leadership roles.

6:15 p.m.-7:30 pm Plenary Session

Comparative International Data on Higher Education: New Challenges in a Shifting Landscape (622)



Imperial Ballroom, Marquis Level

CLIFFORD ADELMAN (Panelist), Senior Associate, Institute for Higher Education Policy

FRANCOIS NAULT (Panelist), Director, Statistics Canada

FERNANDO REIS (Panelist), Statistical Administrator, Eurostat

THOMAS SNYDER (Panelist), Program Director, Annual Reports Program-ECICSD, National Center for Education Statistics

It is no secret that traditional comparative international indicators of higher education are under stress, with their dissonances growing under the pressure of changing system organization and student behavior. How are the major national and transnational agencies responsible for education statistics responding, and when should we anticipate new definitions and configurations? How should institutional research (IR) officers interpret these developments for institutional and state policy-makers? This panel, with representatives of Eurostat, Statistics Canada and the National Center of Education Statistics (NCES), should answer these questions and many others.

Schedule at a Glance for Monday, June 1, 2009

7:30 a.m. – 5:00 p.m.	Technology Support Center Open
7:30 a.m. – 5:00 p.m.	Registration Desk Open
7:30 a.m. – 5:00 p.m.	AIR Lounge Open
7:30 a.m. – 8:15 a.m.	Graduate Students Breakfast *Invitational Event Sponsored by iData, Inc.*
7:30 a.m. – 8:15 a.m.	Special Interest Group and Affiliated Group Meetings
8:00 a.m. – 6:00 p.m.	Forum Exhibit Hall Open
8:30 a.m. – 9:45 a.m.	Plenary Session *Sponsored by ETS*
9:45 a.m. – 10:15 a.m.	Morning Coffee Break in Forum Exhibit Hall *Sponsored by SAS Institute*
10:15 a.m. – 11:00 a.m.	Concurrent Sessions
11:15 a.m. – Noon	Concurrent Sessions
Noon – 1:30 p.m.	Affiliated Groups Luncheon *Invitational Event*
Noon – 1:30 p.m.	Lunch Break/Exhibit Hall/Special Interest Groups
1:30 p.m. – 2:15 p.m.	Concurrent Sessions
2:15 p.m. – 3:00 p.m.	Afternoon Coffee Break in Forum Exhibit Hall *Sponsored by ZogoTech*
3:00 p.m. – 3:45 p.m.	Concurrent Sessions
4:00 p.m. – 4:45 p.m.	Concurrent Sessions
4:00 p.m. – 5:00 p.m.	Panel Sessions
5:00 p.m. – 6:00 p.m.	Poster Gallery *Sponsored by Inquisite Survey Software*
5:00 p.m. – 6:00 p.m.	Special Interest Group and Affiliated Group Meetings
8:30 p.m. – 11:30 p.m.	On the A.I.R. *Sponsored by Concord USA*

For Board and Governance Committee Meetings, see page 129

Icon Key

AIR Grant Paper

Best Paper Award

Community College

Demonstration Session

Forum Chair Pick

Panel Session

Plenary Session

Pre-Forum Workshop

Research in Action Session

Scholarly Paper Session

Table Topic Session

SIG and Affiliated Group Meetings

7:30 a.m.-8:15 a.m.

Academic Quality Improvement Program (S30)
L503, Lobby Level

AIR in the Upper Midwest (A19)
M302, Marquis Level

Banner Users Special Interest Group (S11)
L404, Lobby Level

Coffee [cla]tch (Invitational Event) (S03)
M107, Marquis Level

Consortium for Student Retention Data Exchange (A42)
L402, Lobby Level

Southern Association for Institutuional Research (A23)
L506-L507, Lobby Level

University System of Georgia, Administrative Committee on Institutional Research and Planning (S45)
L504-505, Lobby Level

12:15 p.m.-1:15 p.m.

Association of American Universities Data Exchange (S08)
International 1, International Level

Cooperative Institutional Research Program Users Group (S22)
M103-M105, Marquis Level

Data Mining in Higher Education Annual Gathering (S01)
L503, Lobby Level

Intercollegiate Athletics (S05)
L404, Lobby Level

National Survey of Student Engagement Users (S27)
L504-505, Lobby Level

Noel-Levitz Student Satisfaction Inventory (S31)
M107, Marquis Level

Reshaping Institutional Research (S35)
Imperial Ballroom A, Marquis Level

The Delaware Study: Instructional Costs and Productivity and Out-of-Classroom Faculty Activity (S14)
L405, Lobby Level

The Kansas Study of Community College Instructional Costs and Productivity Special Interest Group (S15)
L406, Lobby Level

United Negro College Fund Needs Assessment: Expert Review (S43)
M301, Marquis Level

5:15 p.m.-6:15 p.m.

Canadian Institutional Research and Planning Association (A06)
L405, Lobby Level

Catholic Higher Education Research Cooperative (A46)
L506-L507, Lobby Level

Colonial Institutional Research Group (S32)
M106, Marquis Level

Data Mining in Higher Education Annual Gathering (Special Interest Group) (S42)
L401, Lobby Level

Mid-America AIR (A12)
L404, Lobby Level

National Community College Council for Research and Planning (A28)
M101, Marquis Level

NILOA Focus Group (S26)
M103-M105, Marquis Level

North Carolina AIR (A40)
International B, International Level

North East AIR (A24)
M301, Marquis Level

Pacific Northwest Association for Institutional Researchers and Planners (A31)
L503, Lobby Level

Rocky Mountain AIR (A17)
M304, Marquis Level

South East Asian AIR (A37)
M303, Marquis Level

Southern University Group (A34)
International 3, International Level

The National Community College Benchmark Project (S16)
International 1, International Level

Urban Transfer Research Network Project Invitational Meeting (S21)
L508, Lobby Level

Voluntary System of Accountability Participant Group (S47)
M302, Marquis Level

5:15 p.m.-7:00 p.m.

Council of Independent Colleges Reception (Invitational Event) (S09)
International 7, International Level

The College Sports Project: Data Collection and Analysis for the National Collegiate Athletic Association Division III Institutions (Invitational Meeting) (S44)
International 2, International Level

See descriptions in SIG/Affiliated Group listings

8:30 a.m.-9:45 a.m. Plenary Session

World Class IR Through World Class IR Jobs: What Can We Do To Reduce Job Turnover and Improve Employment Experiences? (043)

Imperial Ballroom, Marquis Level

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

CHRISTINA L. LEIMER (Panelist), Director of Institutional Research, Assessment and Planning, California State University- Fresno

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

MARDY T. EIMERS (Panelist), Director of Institutional Research, University of Missouri

CEL JOHNSON (Panelist), Executive Director of Institutional Research and Planning, University of San Diego

MARIO MAZZIOTTI (Panelist), Director of Institutional Research and Planning, British Columbia Institute of Technology

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

DAWN GERONIMO TERKLA (Panelist), Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University

According to a recent national survey, 22% of institutional research (IR) professionals plan to leave their institution, and 31% say that they may leave in the near future. Appropriate staffing is the key to effective IR, however, securing adequate funding can be difficult and hiring and training staff is often time-consuming. The investments in professional staffing are lost when practitioners leave. With new IR offices developing, existing offices expanding, long-time practitioners retiring, and demands on IR increasing, staffing issues (e.g., securing adequate funding, hiring, training and retaining staff and providing career development opportunities) will become serious. The question, then, is how can colleges and universities meet these challenges?

10:15 a.m.-11:00 a.m.

A Nonparametric Examination of the Prices Low-Income Students Face and the Payment Strategies They Utilize (402)

International A, International Level

JOHN J. CHESLOCK (Author), Associate Professor, University of Arizona

This study uses nonparametric regression techniques and all six years of the National Postsecondary Student Aid Study (NPSAS) to precisely estimate how higher education prices have changed for students with specific parental income levels. In addition to describing changes in net prices, it examines how these overall price trends were affected by changes in tuition, federal grants, state grants and institutional grants. It also measures students' reliance on loans and work study to cover educational costs and the extent to which this reliance varies across parental income levels.

The Integration of People, Relationships and Information: Using a Portal Environment to Strategically Manage Enrollment (202)

L508, Lobby Level

AMANDA A. YALE (Presenter), Associate Provost Enrollment Services, Slippery Rock University of Pennsylvania

CARRIE J. BIRCKBICHLER (Presenter), Director, Institutional Research, Slippery Rock University

MICHAEL D WHITE (Presenter), Technology Applications Coordinator, Slippery Rock University of Pennsylvania

Colleges and universities must have easily accessible and accurate information to strategically manage enrollment. Higher education institutions often have massive amounts of information available, but if that information can't be used to personalize services, strengthen relationships or make decisions, its value is diminished. In an effort to transform the static enrollment reporting environment at Slippery Rock University, the institution sought a business intelligence application solution to providing enrollment data through a portal environment. Constituencies across the institution access, analyze and glean greater value from the enrollment data for improved decision-making and resource allocation.

Describing the University Experience: A Method to Inventory, Describe and Assess Diversity, Community and Global Learning Programs (483)

International 4, International Level

JUDAH VIOLA (Presenter), Research Associate, DePaul University

GERALD W. MCLAUGHLIN (Presenter), Associate Vice President for Institutional Planning and Research, DePaul University

During this interactive session, the authors will present a method used to inventory, describe and assess diversity, community and global learning programs at their university. They will describe the process of beginning such an initiative, including the demonstrated need, gaining buy-in from various stakeholders and decision-makers. They will present a template that other universities can tailor to and apply to their unique settings, as well as documents they are currently using to conduct the on-going project. Lastly, they will demonstrate how the universities can use the information gathered to improve communication and management as well as gauge progress toward their strategic plan.

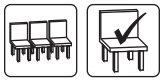
Understanding the Differences Between "Traditional" Factor Analysis and Ordinal Factor Analysis: A Demonstration with Linear Structural Relations (647)

L403, Lobby Level

EDUARDO A. MOLINA (Presenter), Associate Director OPIR, Georgetown University

This demonstration shows the advantages of using ordinal factor analysis when creating scales with ordinal items. Linear structural relations (LISREL) is used to explain the process to construct methodologically sound scales.

Working Across International Boundaries: Using Student Surveys in Japan and the U.S. (286)



International 1, International Level

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

REIKO YAMADA (Panelist), Professor of Education,Faculty of Social Studies, Doshisha University

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

Traveling to a foreign country is a wonderful way to gain perspective on one's own culture and to discover myths and assumptions which would otherwise go unchallenged. In this session, participants will travel vicariously via two studies of student outcome and experiences. Results of the Freshman Survey (Higher Education Research Institute (HERI), UCLA) and the Japanese Freshman Survey (HESRC, Doshisha University) will provide the materials to compare and contrast college outcomes in America and Japan. This session will highlight how cultural and structural differences impact college outcomes and experiences. Presenters will explore how these different perspectives could inform better educational practices around the world.

Which Students are Most Satisfied? (137)

International C, International Level

JULIE BRYANT (Presenter), Associate Vice President, Retention Solutions, Noel-Levitz

National trends indicate satisfaction levels vary by demographic variables within institutions. Do you know which segments of your student population are most and least satisfied with their experience? How can the segmented satisfaction data point you in the right direction to improve student retention and the student experience on your campus? National data from the Student Satisfaction Inventory will be shared and opportunities for discussion will be provided.

Involving Institutional Research in an Institution-Wide Project: The Mobile Learning Initiative (203)

International 2, International Level

BRAD CRISP (Presenter), Assistant Professor of Information Systems, Abilene Christian University

KEVIN ROBERTS (Presenter), Abilene Christian University

GEORGE SALTSMAN (Presenter), Director, Adams Center for Teaching and Learning, Abilene Christian University

TOM A. MILHOLLAND (Presenter), Assistant Provost, Abilene Christian University

Key words for today's freshmen are technology, communication and convergence. Humans learn best within a community and when they feel connected to others. Community forms when people explore and collaborate together, connecting their experiences … the process of convergence. Providing mobile technology (iPhone) for all incoming freshmen (N=950) is an unprecedented bold step for a university. The iPhone (3G) was selected as a tool to increase student learning, communication and convergence through mobile learning inside/ outside the classroom. The university's office of institutional research (IR), information technology, faculty and center for teaching partnered in the evaluation of this revolutionary venture into the emerging classroom.

Alumni Perspectives: The Effect of Primary Literature on Long-Term Science Literacy (216)

International B, International Level

CASEY ANN SHAPIRO (Presenter), Doctoral Student and Research Analyst, University of California-Los Angeles

MARC R. LEVIS-FITZGERALD (Presenter), Director, Center for Educational Assessment, University of California-Los Angeles

Scholars emphasize the need for biological science students to gain scientific knowledge, research experience and communication skills in order to be successful in research careers after graduation (National Research Council, 2003). One strategy taken at a large public research university was to create a journal club aimed at promoting research and science literacy. Early assessment revealed participation in the program was advantageous to students in their undergraduate careers and during their graduate and medical school applications (Kozeracki, et al., 2006). This presentation will discuss the long-term benefits for students in this program, both during graduate school and their professional careers.

Identification of Student Engagement Typologies: A Methodology and a Case Study (254)

International 9, International Level

THULASI KUMAR (Presenter), Director of Institutional Research and Assessment, Missouri University of Science and Technology

Student engagement has been widely considered to have a positive impact on learning outcomes, retention and graduation rates. Data from a National Survey of Student Engagement (NSSE) survey of 481 responses from senior year students at a mid-western public university was analyzed using the five benchmarks of effective educational practice. K-Means cluster analysis using the SPSS Clementine 12 software produced six student typologies with very distinct groups of students. The analysis indicates that students' positive education experiences are generally tied to more learning opportunities outside the classroom than direct academic experiences.

New on the Job: Ten Things I Wish Someone Would Have Told Me (270)

International 10, International Level

JONATHAN C. KEISER (Presenter), Director of Institutional Evaluation, Columbia College Chicago

JENNIFER GRUENING (Presenter), Director of Institutional Improvement, Bradley University

YUN K. KIM (Presenter), Associate Provost, Office of Academic and Institutional Effectiveness, East Stroudsburg University of Pennsylvania

This session is designed to provide practical advice for people who find themselves newly responsible for assessing student learning. The presenters talked with current assessment professionals to compile advice they wish they had known when beginning their positions. This session includes three different perspectives on creating and sustaining meaningful assessment processes across an institution.

Degree Elevation in Professional Programs: Trends, Concerns and Issues (306)

L405, Lobby Level

HAROLD P. JONES (Presenter), Dean and Professor, University of Alabama at Birmingham

STEPHEN N. COLLIER (Presenter), Director and Professor, University of Alabama at Birmingham

In recent years many fields have elevated their degree levels. Looking broadly across all professional education but focusing on the health professions, including the creation of new clinical doctorates, the presentation will provide data and review many of the thorny issues around the expansion of programs and elevation of degree levels. Included will be program review and other concerns about cost, institutional mission, professional accreditation, faculty availability, the role of research, and workforce demand projections, as well as global implications. The goal is to assist institutional researchers in providing informed advice to institutional leaders and policymakers.

Revisiting the Accuracy and Effectiveness of an "Admissions Predicted Index" Guide (420)

International 7, International Level

MARK A. BYRD (Presenter), Executive Director of Institutional Research and Information Management, Eastern Michigan University

SONG YAN (Presenter), Senior Research Analyst, Eastern Michigan University

SINJI YANG (Presenter), Institutional Research Analyst II, Eastern Michigan University

This study examined the accuracy of an Admissions Predicted Index (API) guide used in making admission decisions. The analyses conducted for this study were done using data collected from three different freshmen cohorts. Results

indicate that the API guide was accurate and effective in predicting future academic success for students with high school GPAs above 3.0 and ACT composite scores above 17; however, it was not as effective in predicting a student's success with either a lower GPA and higher ACT composite score or vice versa. The less predictive aspects of this grid were used to discuss potential intervention strategies.

The Art and Psychology of Effective Communications (429)

M101, Marquis Level

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

There is an art and psychology to creating effective presentations. Through a combination of theory and examples, this session offers tips and tricks to creating effective communication - which includes written Executive Summaries, visual power points, oral presentations and e-mails. Concepts such as the magic number 7, primacy and recency, the hamburger method of writing and presenting, techniques for synchronizing messages across mediums, and tips for effective power points will be covered.

A Quick-and-Dirty Approach to Predicting Parking Issues at a Suburban Commuter Campus (449)

L503, Lobby Level

VIKTOR BRENNER (Presenter), Institutional Research Coordinator, Waukesha County Technical College

In the fall of 2007-08, our suburban commuter two-year campus experienced significant parking issues, with students resorting to parking illegally on college thoroughfares. A method of predicting parking demand and identifying problem periods was needed to evaluate the sufficiency of existing resources. Student schedule information was extracted, exported to pivot tables, and then a multi-stage summation series was applied to estimate the number of students on campus at any given time. Results showed that parking resources were at peak times pressed to near capacity. The model was employed to anticipate and successfully prevent the recurrence of parking issues in 2008-09.

Predicting Academic Risk for Intervention (460)

International 8, International Level

TY M. CRUCE (Presenter), Senior Policy Analyst, Indiana University

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

This session focuses on predicting academic risk for incoming students across multiple campuses of a large public Midwestern university. Prior research has demonstrated that first semester GPA is among the strongest predictors of retention on these campuses. Unfortunately, first semester GPA is not a timely predictor of retention, as many entering students on these campuses do not return for their second semester of college. Predicting first semester GPA using student information available during the admissions and enrollment processes gives these campuses more time to intervene and a more clearly identified "at-risk" population upon which to target their limited resources.

Accountability Dashboard: Developing a Multi-Faceted Analytic Tool (609)

International 5, International Level

CRAIG V. SCHOENECKER (Presenter), System Director for Research, Minnesota State Colleges and Universities

PAUL ZAK (Presenter), Senior Research Associate, Minnesota State Colleges and Universities

The purpose of the session is to share the design, development and implementation of an innovative accountability dashboard application. The tool provides scoring of system and institution performance and multi-faceted displays of that performance along with cascading functionality that enables users to move progressively to more granular levels of information on key performance measures. The session will address the technical, analytical and political considerations and realities involved in the design and development of the accountability tool. Participants will hear about effective practices and lessons learned regarding the content, format and functionality of the dashboard.

Tracking Course Enrollments - Proactive Monitoring of Course / Section Availability (compared to the prior year) (683)

L504-505, Lobby Level

MARK LEANY (Presenter), Senior Research Analyst, Utah Valley University

ROBERT L. LOVERIDGE (Presenter), Institutional Research and Information, Director, Utah Valley University

ANDREA B. BROWN (Presenter), Assistant Director, Institutional Research, Utah Valley University

Course enrollments rose dramatically during the recent fall term. This was good for the institution, but it meant that some classes filled up faster than expected. During the summer, we began identifying courses (and sections) as they neared capacity AND as they exceeded the prior year's enrollment (even if not yet full). With this information, we provided the administration with advance notice of subjects or times where new sections would be most needed. This presentation will explain what data we collected, how we organized it, what we found and what action was taken based on the analyses.

The Determinants of Degree Completion in a Community College (110)

M301, Marquis Level

CHUL LEE (Author), Director of Institutional Research, Western Iowa Technical Community College

The goal here is to evaluate whether and how the factors affecting degree completion behavior of students in a community college differ by initial enrollment intensity, demographic characteristics, and financial aid. This evaluation is based on seven years of data for freshmen students in one community college located in the Midwest.

Curriculum Assessment Using Artificial Neural Network Approach (201)

L401, Lobby Level

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

The Artificial Neural Network (ANN) modeling approach has been on the cutting edge of science and technology for pattern recognition and data classification. The purpose of this study was to shed some light on how to construct the most suitable ANN model for assessing the medical school curriculum. The outcome variable of interest was student satisfaction or dissatisfaction with overall basic science curriculum. Twelve independent variables were formulated in the questionnaire, which included basic science curriculum being responsive to student feedback, open to innovation, and well-coordinated and integrated. Comparisons between ANN and logistic regression models were prepared to demonstrate classification accuracy.

Undergraduate Research Experiences and the Links to Career Aspirations and Plans (227)

International 6, International Level

DEBORAH FAYE CARTER (Author), Associate Professor, University of Michigan

JULIE RENEE POSSELT (Author), Doctoral Student, Center for Study of Higher and Postsecondary Ed, University of Michigan

PELEMA IMHOTEP MORRICE (Author), Graduate Student Research Assistant, University of Michigan

CARMEN MCCALLUM (Author), Student, University of Michigan

BRIAN BURT (Author), Doctoral Student and Research Assistant, University of Michigan-Ann Arbor

This research study examines the links between experiences in undergraduate research programs and students' career aspirations in science fields. In a qualitative study, the research team interviewed 62 participants across two years of a summer research program focused on Science, Technology, Engineering and Math (STEM) fields. Main findings of the study include exploration of the role research experiences play in augmenting and cementing the knowledge students gain in their courses, deepening their connection to the subject matter, to the work of science, and to a network of professional scholars.

Multilevel Analysis of Research Publication Across Academic Disciplines (320)

L506-L507, Lobby Level

JUNG-CHEOL SHIN (Author), Assistant Professor, Department of Education, Seoul National University

WILLIAM K. CUMMINGS (Author), Professor of International Education, George Washington University

Research publication is the main indicator of university rankings, and a growing number of academic researchers are studying faculty research publishing and its predictors. However, previous studies rarely pay attention to the multilevel structure of publishing (i.e., faculty and institution levels), nor disciplinary differences of publishing though there is abundant evidence of the salience of these factors. Thus, this study is initiated to develop a causal model of research publishing focusing on disciplinary differences. We collected data from 910 professors in South Korea and the data will be analyzed using Hierarchical Linear Modeling (HLM) analysis.

Student Consumerism and College Choice (409)

M107, Marquis Level

DIANE R. DEAN (Author), Assistant Professor, Higher Education Administration and Planning, Illinois State University

ERIKA L. HUNT (Author), IL-SAELP Director, Center for Education Policy

This paper reports on a quantitative study investigating influences on interstate migration among college students in the U.S. and it expands our understanding of rising student consumerism and interstate student migration patterns. Interstate student migration has a strong impact on postsecondary education economics at both the micro (organizational) and macro (societal institution) levels.

Economic Analysis of Demand for Distance Education in Canada (456)

L406, Lobby Level

EDWARD H. K. ACQUAH (Author), Senior Institutional Analyst, Athabasca University

Distance education has become an important element since the invention of the computer and internet technologies. This advancement has expanded the access for higher education, which now includes increasing numbers of non-traditional part-time learners. However, past research has focused mainly on traditional education. As distance education comes of age, it has become the focus of current research. This

study uses econometric models to examine factors influencing demand for distance education in Canada at both macro/micro levels. The preliminary empirical results indicate that price, disposable income, marketing and online courses/UPR are significant determinants of the demand for distance education in Canada.

Institutional Visibility: An Examination of Publicly Available Data at Higher Education Institutions (516)

L404, Lobby Level

NICOLE HOLLAND (Author), Research Analyst, Walden University

NICOLE FINK (Author), Research Specialist, Walden University

DAVID E BAUR (Author), Research Analyst, Walden University

SALLY FRANCIS (Author), Research Analyst, Walden University

JIM LENIO (Author), Associate Director of Institutional Research, Walden University

The Spellings Commission report on the future of higher education further spurred debate regarding the accountability of U.S. higher education. Subject to both praise and criticism, reactions within higher education asserted that the recommendations failed to recognize the diversity of higher education and lacked focus on graduate education. The following research will examine the data individual institutions have made publicly available to illustrate their current efforts to be more accountable. Differences between types of institutions will also be examined. In addition to data on undergraduates, the current state of accountability data regarding graduate students will also be discussed.

Using the Constant Comparison Methodology in Institutional Effectiveness and Assessment Planning (608)

International 3, International Level

DONALD R. COLLINS (Author), Former University Assessment Coordinator, Prairie View A&M University

This session focuses on a methodology of constant comparison or analysis that is dynamic and results in continuous improvement. The constant comparison method results in persistent reconceptualization and adjustment in a dynamic system or process.

Honoring Their Mission: Introducing an Enrollment Equilibrium Index for Land-Grant Institutions (613)

L402, Lobby Level

CHRISTOPHER MULLIN (Author), Postdoctoral Fellow, Illinois Education Research Council, Illinois Education Research Council

State land-grant institutions were developed to serve as institutions for the people of the state. However, there is a growing consensus that these institutions have deviated in their mission. The proposed study strives to provide a means of answering the question: How can an institution of higher learning founded "… in order to promote the liberal and practical education of the industrial classes in the several professions and pursuits of life…" (PL 37-108 1862) determine the representation of the various populations it serves?

Maximize Your Research Investments: How to Measure Research Performance Using Journal Citation Data (E01)

M106, Marquis Level

ANN KUSHMERICK (Presenter), Information Analyst, Thomson Reuters

Your institution must demonstrate return on investment in all areas, including sponsored research. How do you track and evaluate your institution's research activities? This session will cover various bibliometric indicators used to measure research performance, including journal article output, citation count, h-index, citation impact, etc. Learn how to augment your current research performance measures for annual reporting, strategic planning, faculty review, and PR. Assessment at the institutional, as well as researcher level will be discussed. A case study from a U.S. university will be included, focusing on re-accreditation and benchmarking against peers.

Identifying At Risk Students Using SAS Enterprise Miner (E10)

M304, Marquis Level

JERRY L. OGLESBY (Presenter), Director of Academic Program and Global Certification, SAS Institute Inc.

TOM R. BOHANNON (Presenter), Analytical Consultant, Baylor University

This presentation concentrates on improving retention rates by identifying those students most likely not to return the following semester. Most retention strategies and programs are designed assuming that at risk students can be identified and placed in these programs. Predictive modeling is one solution to aid in the identification of these at risk students. However, to build a model that performs well, one must first determine what predictor variables and what historical data to use. In our presentation, we will discuss the selection and formulation of these predictor variables and how the response or target variable is defined. SAS Enterprise Miner, which is a point and click interface to the SAS system, will be used to build and compare several different models. Once a model is selected, a new dataset will be scored by this model to identify at risk students.

Moving Beyond Compliance to Establishing a Culture of Assessment and Accountability (E12)

M303, Marquis Level

BEN COULTER (Presenter), Manager System Implementation, TaskStream

BRAD SHULTZ (Presenter), Education Solutions Specialist, TaskStream

Learn how institutions are using TaskStream's web-based systems to engage their communities in designing, managing and maintaining outcomes assessment and strategic planning processes. With the Accountability Management System (AMS) by TaskStream, institutions are organizing data and documentation related to assessment and planning initiatives in one centralized location. Enhanced process management, quality assurance review and collaborative features contribute to building and supporting a sustainable culture of accountability. With the Learning Achievement Tools (LAT), institutions are collecting evidence from students and analyzing performance data based on identified outcomes. Come see how these two systems offer comprehensive benefits for your institutional research (IR) efforts.

11:15 a.m.-Noon

Practices for Determining the Number of Transfer-Out Students for the Integrated Postsecondary Education Data System Graduation Rate Survey at Degree-Granting Institutions (457)

International 7, International Level

ALLAN JOSEPH MEDWICK (Author), AIR/NCES Policy Fellow, Association for Institutional Research (AIR)

This study examines the different processes that institutional researchers at two- and four-year degree-granting institutions use to calculate the number of transfers for the Integrated Postsecondary Education Data System's (IPEDS) Graduation Rate Survey (GRS), with a particular focus on how the process is influenced by institutional mission and data availability. The results of a nationally-representative survey will be presented; use of state student unit record systems and the National Student Clearinghouse as well as barriers to transfer-out reporting will also be explored.

Making the Connection: High School Mathematics Course Taking and Pathways into Postsecondary Science, Technology, Engineering and Mathematics (549)

International B, International Level

XIAOXIA NEWTON (Author), Assistant Professor, University of California-Berkeley

DAVID P. TORRES (Author), University of California-Berkeley

This study examined the connection between students' secondary school experience in math and science and their postsecondary participation in math/science related college majors, as well as contextual factors that predict the likelihood that students major in Science, Technology, Engineering and Mathematics (STEM). In particular, the study explores these issues for traditionally under-represented groups such as women and ethnic minority students, paying special attention to patterns among sub-groups of students defined by gender, race/ethnicity and social economic status (i.e., the potential interactions among these demographic characteristics). The study uses two interconnected data files, namely, NELS: 88 and PETS: 2000.

From Aspirations to Access: How Place Moderates the School Factors Related to Postsecondary Education Attendance (550)

International 1, International Level

KRISTEN WILLIAMS (Author), Doctoral Candidate, Ball State University

A postsecondary education holds economic and social value at the individual, local and national levels (Baum & Payea, 2004). Unfortunately, disparities in access to postsecondary education exist for ethnic, race, class and geographic minority students (Charles, Roscigno, & Torres, 2007). Many intervention programs have been developed to improve postsecondary education access for disadvantaged youth. The educational outcomes of these programs have been positive overall; however, access to higher education remains unequally distributed, particularly between rural and non-rural students (Shaw, De Young, & Rademacher, 2004). This study examined how place moderated the influence of school factors on postsecondary education access.

Charles F. Elton Best Paper - Redefining Student Success: Assessing Different Multinomial Regression Techniques for the Study of Student Retention and Graduation Across Institutions of Higher Education (523)

L504-505, Lobby Level

DANIEL JONES-WHITE (Author), Analyst, University of Minnesota-Twin Cities

PETER M. RADCLIFFE (Author), AHC Director of Planning and Analysis, University of Minnesota

RONALD L. HUESMAN (Author), Assistant Director, University of Minnesota

JOHN P. KELLOGG (Author), Assistant Director, University of Minnesota-Twin Cities

Current definitions of retention and graduation rates distort the picture of student success by limiting it to completion of a degree at the institution of entry. By incorporating data from the National Student Clearinghouse (NSC), a clearer picture emerges. The NSC data captures retention and graduation at both entry and transfer institutions. To accommodate this polychotomous definition of success, more sophisticated methods of modeling limited dependent variables are needed. Though multinomial logic is the most approachable method, the strict assumptions it imposes may be inappropriate. We therefore compare multinomial regression techniques to assess their utility in modeling multi-institutional student success.

Machine Learning Techniques for Predicting Students' Retention and Graduation (206)

L405, Lobby Level

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

DRAGOLJUB POKRAJAC (Presenter), Delaware State University

DRAGANA JANKOVIC (Presenter), Assistant Technician, Delaware State University

JANKO MILUTINOVIC (Presenter), Delaware State University

This presentation describes the application of machine learning techniques to determine categories of those students who are more prone to attrition or more likely to graduate than the average student, based on demographic data. We developed a software module that can identify students at risk so that proper actions can be undertaken early enough. The techniques utilize artificial neural networks and combine classifiers using bagging and boosting. The proposed approach was tested on an available university database, and can be implemented at any engineering school. A brief demo of how the software works will be presented as part of this presentation.

Beyond Assessment: Outcomes-Based Grading (239)

International 6, International Level

EILEEN MCFALL (Presenter), Consultant

KAREN MCCLENDON (Presenter), Faculty /Curriculum Specialist, MTI College

At every level of higher education there are calls for increased accountability for, and reporting of, student learning outcomes. When course grades are clearly tied to students' achievement of expected learning outcomes, grades can be a meaningful measure of student learning and achievement. In this session we describe our theory and practice of outcomes-based grading. Discussion includes our definition of and assumptions about the meaning and implementation of outcomes-based grading, examples of outcomes-based grading in different disciplines and programs and by different faculty members, and ways to design and implement outcomes-based grading for instruction, research and accreditation.

Managing Program Life-Cycle: A Model of Indicators and Strategies (473)

International 4, International Level

JACK PHADUNGTIN (Presenter), Associate Vice President of Institutional Research and Planning, National University

DEBRA BEAN (Presenter), Associate Provost, National University

MARK LAKATOS (Presenter), Associate Director of Institutional Research, National University

The presenters will discuss different strategies applicable for the stages of each program life-cycle. The concepts integrate theories related to life product-cycle management and apply them to managing academic programs in higher education. Examples of key indicators of each life cycle and suggested strategies will be presented from the stage of program development, operation and termination. The model shows how institutions can manage its program portfolio that best optimize limited resources.

Alternative Web-Based Solutions for Publishing Reports: Meeting the Challenges of Security and Accessibility on a Tight Schedule (611)

International 5, International Level

JASON PHILLIPS (Presenter), Web Programmer and Integration Specialist, The University of Alabama

Two common yet divergent problems complicate the online distribution of reports and data: security and accessibility. Security questions arise when a report with sensitive information is to be sent electronically to limited recipients, while accessibility and readability become a concern when publishing spreadsheets or related formats publicly on the Web. We will demonstrate two web-based solutions we have developed to address these concerns. The first is a secure Web site

that allows us to share sensitive documents while controlling and monitoring access. The second is a visual editor that greatly simplifies the process of converting spreadsheets into clean and navigable Web pages.

AIR50 Focus Group - 2000s (695)

M101, Marquis Level

DENISE P. SOKOL (Presenter), Assistant Vice Chancellor for Institutional Research, (Retired), University of Colorado Denver

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

Do you remember institutional research (IR) before Integrated Postsecondary Education Data Systems (IPEDS)? Before Higher Education General Informaion Survey (HEGIS)? Before Federal reporting? Do you remember punch cards and mainframes before there was Windows and personal computers? Ledger paper before there was Excel? Encyclopedias before there was Wikipedia? What do you remember about the last 50 years of IR? In preparation for the AIR golden anniversary celebration, the AIR50 committee is compiling an IR history, and we need YOUR help. A series of "memory dump" panels is scheduled to cover the last five decades. If you were doing IR in the 2000s, please join this session and dump your memories!

Urban Community College Student Transfer Outcomes: Comparison of Contributors to Student Transfer and Bachelor's Attainment in Two States (142)

L402, Lobby Level

ROWANNA CARPENTER (Presenter), Research Analyst, Portland State University

KATHI A. KETCHESON (Presenter), Director of the Office of Institutional Research and Planning, Portland State University

SHELLY A. POTTS (Presenter), Director. Office of University Evaluation and testing, Arizona State University

JULIETTE M. STOERING (Presenter), Institutional Research Analyst, Portland State University

The research addresses community college student attendance and success patterns in two states. Four-year institutions and community college partners in each state have developed common data sets that include student demographic and enrollment information in order to describe transfer success and baccalaureate attainment generally, and identify characteristics associated with success for underrepresented groups. The presenters will compare the findings from the two states to identify common factors and those unique to each policy context. The goal of the project is to identify nationally and locally relevant recommendations that can be shared with other institutions.

Providing Evidence of Unit-Based Assessment: Development and Successful Implementation of a Web-Based Solution (223)

M302, Marquis Level

JULIA S. MCADAMS (Presenter), Institutional Research and Assessment Analyst, The University of Alabama

CHARLES SEALE (Presenter), Web Programmer/ Integration Specialist, The University of Alabama

Academic accrediting agencies require higher education institutions to document institutional effectiveness. As a result, institutional units need to identify expected outcomes, methods to measure how the outcomes are achieved, results of these measurements, and improvements based on the results data. To satisfy the institutional effectiveness requirements for reaccreditation, this institution created a web-based system to track changes in institutional effectiveness. After implementation and use of the system, the need for redesign and updating the system became apparent. This presentation will focus on the reasons for redesigning the web-based system and how those needed improvements were implemented.

The Multi-Ethnicity/Multi-Race Difference (414)

International 2, International Level

ELLEN A. SAWTELL (Presenter), Director, Research and Development, College Board

JOHN MICHAEL LEE (Presenter), Assistant Research Scientist, The College Board

On October 19, 2007, the U.S. Office of Management and Budget issued its long awaited "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education." The "Guidance" imposes, for the first time, a required format for collecting data on race. Responding to the Final Guidance, this session will showcase how over one million students are responding to a two-part question on ethnicity and race. This session will provide guidance to the institutional researcher on the impact this standard will have on reporting their student populations.

The Compliance Readiness Audit Report and Institutional Effectiveness: How One Office Gathered Academic and Administrative Assessment Information (604)

L403, Lobby Level

BRIDGETTE HARDIN (Presenter), Associate Director for Institutional Effectiveness, Texas A&M University - Corpus Christi

In spring 2008 the Office of Planning and Institutional Effectiveness was assigned the responsibility of gathering assessment information from 148 academic and administrative programs on campus. In an effort to gather a com-

prehensive collection of data, the researcher developed a Readiness Audit Form, adhering to the guidelines set by the Compliance Audit. This presentation details the development of the document and retrieval process for reporting purposes.

Exploring Alternative Full-Time Equivalent Student Calculation Methods (634)

International 8, International Level

JESSICA SHEDD (Presenter), Research Scientist (IPEDS), National Center for Education Statistics

Full-time equivalent (FTE) student calculations are of increasing importance in higher education as they are used as the denominator in several metrics in which policymakers have shown keen interest, such as instructional expenses per FTE student. While the current Integrated Postsecondary Education Data System (IPEDS) FTE student calculations lead to an accurate FTE for some institutions, they can be problematic for others. In order to improve current FTE calculations and inform future methodologies, this paper will address different explanations for alternate FTEs provided by IPEDS keyholders, FTE calculations used by different states and accrediting bodies, and the different uses of FTE by institutional researchers and policymakers.

Student Experience Assessments: Best Practices in Student Satisfaction and Retention Research (660)

M301, Marquis Level

TARA SCHOLDER (Presenter), Senior Vice President for Research Operations, Maguire Associates, Inc.

A student-centered educational experience is increasingly expected today in post-secondary education. Timely feedback from enrolled students is an invaluable “reality check" regarding how well an institution is delivering on its promises, maximizing student satisfaction, and implementing retention-enhancement initiatives. This presentation will summarize research with not only current students, but also voluntary dropouts at a variety of institutions, and will share best practices in instrument design and data collection and analysis. A dialogue will be facilitated with session participants to field questions and to generate further insights.

A Whole New World: An Exploratory Study of the First-Year Experience at a Two-Year Institution (664)

International 3, International Level

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

NANCY C. SHOWERS (Presenter), Director of Institutional Research, Oakland Community College

What does the first-year experience look like for community college students? There are many research studies and initiatives that assess the first-year experience at four-year institutions. However, upon initial review, there appears to be limited availability of information about the first-year experience for community college students. It is the intent of this exploratory study to identify relevant first-year variables at community colleges primarily through the use of an on-line student panel.

The Engagement of Career and Technical Education Students Who Transfer to Four-Year Institutions (215)

L406, Lobby Level

WEN QI (Author), Project Associate, Indiana University-Bloomington

JAMES S. COLE (Author), Research Analyst, Indiana University

The purpose of this study is to examine the engagement patterns of four-year college students who transferred from a post-secondary vocational/technical school. The research questions are: 1) What are the academic and co-curricular engagement patterns of Career and Technical Education (CTE) students in a four-year college environment; 2) What are the similarities and differences in the engagement patterns of CTE and non-CTE students enrolled in a four-year college; and 3) Is there any difference between CTE and non-CTE students in the relationship of engagement with outcomes between? Results from this study provide administrators and faculty with important information regarding the success of these students.

Addressing Gaps in Research on First-Year Student Success: Gauging the Influence of High School Environment, Part-Time Faculty and Ethnic/Racial Diversity (251)

International 10, International Level

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

Results from mixed-level linear and logistic regression models suggest that ten popular measures of the high school environment bear little relevance to level of academic preparation of new freshmen net of student socio-demographic characteristics and motivation to enter college. In contrast, academic performance of low-income students at the end of the first year is negatively associated with several high school

features. Retention of low-income freshmen may be affected negatively by exposure to part-time instructors. Ethnic/racial diversity in the classroom appears to enhance retention of non-Asian minority students, but it may elevate the dropout risk of rural and non-local students.

Faculty Attitudes Toward Alternate Tenure Policies: Assessing Department Cultures (305)

L503, Lobby Level

FLORENCE A. HAMRICK (Author), Associate Professor, Higher Education, Iowa State University

SANDRA W. GAHN (Author), Associate Director, Institutional Research, Iowa State University

Alternate tenure track policies (e.g., tenure clock pauses, part-time appointments) can accommodate primary caregivers, but women faculty report reluctance to utilize these policies out of concern for department colleagues' negative judgments on promotion and tenure decisions. This study utilized structural equation modeling and data from a 2008 Association of American Universities Data Exchange (AAUDE) faculty satisfaction survey from one research university to test influences of selected demographic, stress and department culture variables on faculty attitudes toward alternate tenure policies. Institutional researchers will increasingly be called on to provide data and analyses of flexible tenure policies to assess their impact.

An Initiative Study of the Retention Situations of Different Majors at a Medium Selective University (310)

M107, Marquis Level

BARBARA MONFILS (Author), University of Wisconsin-Whitewater

YAU C. LAU (Author), Associate Institutional Planner, University of Wisconsin-Whitewater

CHUNJU CHEN (Author), Executive Director of Institutional Research, University of Wisconsin-Whitewater

When retention and graduation reports are presented, academic deans asked about how different majors retain the students. This study attempted to address this issue. Elements of this study included: If students decided to change majors and when; did they switch to a similar major or to a different college; did they not enroll in the university; and when did they graduate? Were the study results helpful for the university's overall retention efforts? Fall 1996 through fall 2007 cohorts are studied. Students are grouped as new freshmen, all undergraduates and all graduate students, and each group was followed up through the succeeding fall semesters.

A Study of the Relationship Between Freshman Composition and Student Performance in Intensive Writing Courses at a Large Transfer-Oriented Community College (324)

L506-L507, Lobby Level

THOMAS K. MARTIN (Author), Associate Vice President for Research and Institutional Effectiveness, Collin County Community College District

This study was commissioned by academic administrators in a large suburban transfer-oriented community college to help determine if freshman composition should become a prerequisite for all “intensive writing courses." Data were extracted from the student information system related to students' college readiness, course-taking patterns, and performance in freshman composition and “writing-intensive" courses. Using multinomial logistic regression to analyze the data, the investigator concluded that freshman composition, per se, was a less important contributor to student success in intensive writing courses than college readiness and effective writing skills. These seemingly contradictory conclusions and their implications will be discussed.

Institutional Tuition Discount's Relationship with Enrollments at Private-not-for-Profit Institutions (454)

L404, Lobby Level

NATHAN LASSILA (Author), Vice President, Research and Policy, Minnesota Private Colleges

Literature exploring financial aid impacts on enrollment often stop short of examination specifically of institutional tuition discounting. This research frames four questions using public choice theory positing that enrollment decisions may be impacted by many variables, but enrollments will primarily be driven by discounted cost. Results provide evidence of a positive relationship between increasing institutional tuition discount and enrollment, and it may specifically be effective in increasing minority enrollment.

Predicting Academic Performance and Retention in College Using High School GPA and ACT Score by Admission Types (Regular Admission vs. Special Admission) (467)

International C, International Level

JOHYUN KIM (Author), Associate Director, Planning, Budget and Institutional Research, Western Illinois University

SEUNG WON YOON (Author), Western Illinois University

RHONDA K. KLINE (Author), Director Institutional Research and Planning, Western Illinois University

This study examined how two major college-admitting criteria (i.e., high school GPA and ACT composite score) predicted the first-semester GPA and first-year retention depending on

the type of admission (i.e., regular and special admission). A sample of 5,171 first-time freshmen who enrolled at a comprehensive public university was examined. Correlation analysis and logistics regression analyses were used for analyzing the data. Results indicated that high school GPA was the strongest predictor on retention and college GPA for the regular admission group, whereas ACT score was a stronger predictor on higher GPA (3.0 or higher) for the special admission group.

The Ties That Bind: A Comparison of Retention Predictors for Generation Next and Late Stage Baby Boomers (475)

International 9, International Level

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

JESSICA FOWLER (Author), Research Assistant Intern, Texas Christian University

MATT MESSEL (Author), 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

For almost three decades, Pascarella and Terenzini's classic work on predictive modeling has guided retention research and programming. In an earlier study, we attempted to replicate the findings of Pascarella and Terenzini (1980) and found that peer relationships had supplanted faculty-student relationships as significant predictors of retention for the “Generation Next" students we studied compared to Pascarella and Terenzini's “Baby Boomers." To better understand whether the findings of our first study signal real change in the relative importance of various retention factors or were the effect of one cohort's unique experiences, the analysis has been repeated with two additional cohorts.

Informing Institutional Management: Institutional Strategies and Student Retention (486)

International A, International Level

ELISABETH HOVDHAUGEN (Author), Researcher, NiFU STEP

PER O. AAMODT (Author), Research Professor, NIFU STEP

European higher education institutions (HEIs) are facing demands for improved student retention. There is extensive literature on retention focusing on the characteristics of students who leave higher education. Much less is known about the measures employed by HEIs to encourage study progress. We examine whether retention strategies are incorporated into the HEI's overall strategy, and look at the policies and activities developed by HEIs to foster study progress and enhance retention. The results suggest that the universities' overall strategy and retention activities are loosely coupled and that the universities tend to employ blanket measures, regardless of why students are leaving.

Student Response to Potential Policy Changes to West Virginia’s Providing Real Opportunities for Maximizing In-State Student Excellence Scholarship (530)

L401, Lobby Level

ANGELA BELL (Author), Research and Planning Analyst, West Virginia Higher Education Policy Commission

RION MCDONALD (Author), Research Analyst, West Virginia Higher Education Policy Commission

ADAM GREEN (Author), Research & Planning Analyst, West Virginia Higher Education Policy Commission

This study uses both surveys and focus groups of Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship eligible senior high school students to understand what effect potential changes to West Virginia’s state-wide merit-based program would have on students. The surveys provide data to which the focus groups offer context and explanation. Differences in opinion by student demographics, family background and intended college major and institution are examined. These results provide insights into student priorities in selecting college destinations and financing mechanisms which are useful in financial aid policy analysis and adaptation.

See What Snap Surveys Can Do for You! (E02)

M106, Marquis Level

TOBIN GREEN (Presenter), Product Specialist, Snap Surveys

Snap is a powerful, user-friendly survey software which has been helping researchers and educators in more than 50 countries worldwide for nearly 30 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. 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.

Tk20's CampusWide Assessment Management and Reporting System (E11)

M303, Marquis Level

BHUPI BHASIN (Presenter), President, Tk20, Inc.

This presentation will cover the Tk20 CampusWide system for outcomes-based assessments and the measurement of institutional effectiveness. We will discuss the specification of the institutional mission, outcomes, generation of assessment plans for the meeting of outcomes, and tracking of program improvements. The presentation will also focus on comprehensive reporting for institutional research (IR), data-based decision-making and accreditation-based reporting.

Data-Driven Decision-Making With Data Warehousing (E13)

M304, Marquis Level

MICHAEL NGUYEN (Presenter), Account Executive, ZogoTech

MICHAEL TAFT (Presenter), President, ZogoTech

In this presentation, ZogoTech reveals opportunities that emerge when quality data is readily accessible for decision-making purposes. Good data can highlight pathways for growth as well as quickly flag areas that are at risk. We will show examples such as longitudinal cohort comparisons, drag and drop analyses, end user reporting tools, and an integrated CRM tool, all designed to help institutions spend less time gathering data and more time analyzing and acting on the data.

Align Strategic Plans, Budgets, Assessment Efforts, and Accreditation Requirements Online (E22)

L508, Lobby Level

ANDREW DAVIES (Presenter), Vice President of Client Services, Think Education Solutions, LLC

This session will demonstrate how to align strategic plans with budgeting priorities and assessment requirements while directly supporting accreditation standards. Learn how to facilitate an environment of continuous improvement by involving unit managers in the strategic planning and budgeting process while monitoring their effectiveness with assessment outcomes and accreditation standards. Andrew Davies will illustrate a painless, effective method of focusing unit managers on developing strategic plans, focusing budget managers on funding strategic objectives that directly support assessment targets, and focusing faculty members on developing a culture evidence for assessment and accreditation.

1:30 p.m.-2:15 p.m.

Southern Association for Community College Research Best Paper - Development of Strategic Leadership: A Model to Promote, Sustain and Advance Institutional Significance (401)

L404, Lobby Level

MIMI EVELYN JOHNSON (Author), Director of Institutional Research, Trenholm State Technical College

KENNETH E SCOTT (Author), Senior Instructor, CIS Director CISCO Regional Academy, H Councill Trenholm State Technical College

This article uses a qualitative methodology to present the methods, materials and manpower characteristics required to create a local community college strategic leadership program to promote, sustain and advance institutional significance. The functionality of the program is based on the Original Case Study Design (OCSD) methodology, in which participants are given actual college issues to investigate from a leadership perspective. Participants in the program work in teams to maximize the development of their individual and group leadership skills. Program outcomes are demonstrated and assessed by formal presentations that identify an organizational problem and the design of a solution.

The Renaissance Teacher Work Sample as Evidence for Accreditation (266)

L508, Lobby Level

MATTHEW CAPPS (Presenter), NCATE Coordinator/TK20 University Adminstrator, Midwestern State University

This workshop presents information about the use of an existing assessment tool to satisfy requirements for multiple accreditations. The presenter will provide an example of how a college has taken a common assessment, originally scored by hand, and integrated it into an online tool that provides data for accreditation required from many different organizations. The use of the Teacher Work Sample as a tool for program analysis has further been adopted by a college of education to provide data for university accreditation and has prevented the adoption of a new assessment tool.

AIR50 Focus Group - 1980s (696)

M101, Marquis Level

DAWN GERONIMO TERKLA (Presenter), Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University

MARGARET K. COHEN (Presenter), Assistant Vice President for Institutional Research Emerita, George Washington University

Do you remember institutional research (IR) before Integrated Postsecondary Education Data Systems (IPEDS)? Before Higher Education General Information Survey (HEGIS)? Before Federal reporting? Do you remember punch cards and

mainframes before there was Windows and personal computers? Ledger paper before there was Excel? Encyclopedias before there was Wikipedia? What do you remember about the last 50 years of IR? In preparation for the AIR golden anniversary celebration, the AIR50 committee is compiling an IR history, and we need YOUR help. A series of "memory dump" panels is scheduled to cover the last five decades. If you were doing IR in the 1980s, please join this session and dump your memories!

Who CARES? We do! (115)

International 1, International Level

SHARRON L. RONCO (Presenter), Associate Provost, Florida Atlantic University

When our Student Retention Office wanted to assess the readiness of first-year students and identify the risks that might impede a successful transition to college, they called upon institutional research (IR) to help design a College Assessment of Readiness for Entering Students (CARES) survey, administer it, analyze the data and convey the results to students, advisors and faculty. The feedback report was especially helpful for instructors, as it allowed them to assess at a glance the risk areas for their students, whether individually or as a group. We also share some revealing indicators of how student disengagement with college gets started.

Cross Country Comparison -- Standardized Test Scores vs. Intensive English Completion Scores as Indicators of Student Success (164)

L504-505, Lobby Level

GINA P. CINALI (Presenter), Executive Director, Office of Institutional Research, The American University at Cairo

MARGARET COMBS (Presenter), Director, Intentive English Program, American University of Kuwait

Practitioners share research and experiences by tracking student academic success subsequent to placement based on standardized test scores and placement at successful conclusion of intensive/remedial English language programs. Panelist will solicit audience input and share experiences from Cairo, Kuwait, and the broader Middle East and North Africa (MENA) region.

Assessing Student Engagement at the Classroom Level (221)

International 10, International Level

ROBERT SMALLWOOD (Presenter), Assistant to the Provost for Assessment, The University of Alabama

JUDITH A. OUIMET (Presenter), Assistant Vice Provost for Undergraduate Education, Indiana University-Bloomington

TODD CHAMBERLAIN (Presenter), Assistant Director for Survey Operations, Indiana University at Bloomington

The Classroom Survey of Student Engagement (CLASSE) is an experimental modification of the National Survey of Student Engagement (NSSE) enabling one to examine variation in student engagement at the classroom level. Students report how frequently they engage in various educational practices within a designated course. The course instructor assesses the importance of the respective educational practice in facilitating course success. Outcomes are then contrasted to identify important educational practices occurring less frequently than might be expected. Copies of the CLASSE plus reactions from pilot study institutions will be shared, with the intent to clarify future steps for developing this tool.

Advancing the Academic Agenda: Collaboration Between Academic Departments and The Office of Assessment and Institutional Research (318)

L506-L507, Lobby Level

KAY SCHNEIDER (Presenter), Director of Assessment and Institutional Research, Concordia College-Moorhead

MICHAEL WOHLFEIL (Presenter), Professor of Education, Concordia College at Moorhead

The Office of Assessment and Institutional Research (OAIR) collaborates with all academic departments regarding assessment of student learning, curricular design, program approval and accreditation. This session will describe various ways in which one academic department (education) and the OAIR have worked together to assess student learning outcomes and promote high quality academic programs.

A faculty member will describe scenarios in which collaboration with the OAIR was instrumental to departmental planning and accreditation. The presenters will share how information from assessment/institutional research (IR) supports the department's efforts to craft its mission statement, develop its strategic plan, and prepare for program approval.

Examining Faculty Workload and Academic Assessment: One Institution's Implementation of a Faculty Activity and Assessment System (448)

International 4, International Level

KAREN L. WEBBER (Presenter), Associate Professor of Higher Education, University of Georgia

MAURICIO SAAVEDRA (Presenter), Graduate Assistant, University of Georgia

Heightened concerns of accountability combined with budgetary restrictions call for cost-efficient practices. These issues have prompted many officials to consider ways to better articulate what faculty do as well as outcomes from academic assessment efforts. One institution recently implemented a system that captures information for both of these needed tasks. In this session, we will: 1) describe recent historical events that led to the implementation of an electronic faculty activity and assessment system; 2) examine issues raised by a small team of campus colleagues prior to and during the initial implementation; and 3) discuss the implementation during its first year.

Family-Friendly Policies in Higher Education: A 5-Year Report (464)

International C, International Level

JEANNE MILLER (Presenter), Director of Information Services, University of Michigan-Center for the Education of Women

CAROL HOLLENSHEAD (Presenter), University of Michigan - Ann Arbor

LOUISE AUGUST (Presenter), Research Specialist, University of Michigan-Ann Arbor

In 2002, researchers conducted a national survey of U.S. institutions of higher education, examining the prevalence of family-friendly policies offered to higher education faculty and inquiring about the administration of those policies. In 2007, we replicated and enhanced the questionnaire and again surveyed a representative sample of institutions across the country. We examine the status of family-friendly policies in higher education and assess change and progress in the provision of such policies to higher education faculty.

Institutional Practices in Student Persistence: The Experiences of Students in Their First, Second or Third Year at a Metropolitan University (498)

International 7, International Level

DONALD R. HOSSLER (Presenter), Professor, Indiana University at Bloomington

MARY ZISKIN (Presenter), Senior Research Associate, Project on Academic Success, Indiana University at Bloomington

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

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

In this presentation, we report results from a study exploring the linkages between campus policy and student persistence at a metropolitan university. The results presented in the session are part of a multi-institutional funded pilot study. Looking across institutions with diverse missions, student demographics and geographic locations, the larger study illuminates how students' experiences with institutional practices contribute to their persistence in college. In this presentation we focus on one participating institution and explore in particular how survey results help us to understand the persistence decisions of first-year students and of students classified as sophomores or juniors.

Using SAS Business Intelligence Software to Develop Online State Policy Resources (536)

International 5, International Level

HANS P. L'ORANGE (Presenter), Vice President for Research and Information Resources, State Higher Education Executive Officers

JEFFREY STANLEY (Presenter), SHEEO (St Hi Exec Officers)

ALLISON BELL (Presenter), Policy Analyst, SHEEO (St Hi Exec Officers)

NATALIE MISCHLER (Presenter), SHEEO (St Hi Exec Officers)

Our agency is working with state higher education coordinating and governing boards to address critical needs for postsecondary access, success and cost effectiveness by developing a system of State Policy Resources using a SAS Business Intelligence Suite. The development of this project will enable us to provide data resources and analytic tools relative to core higher education policy areas, such as student success in higher education, postsecondary finance, workforce needs, and higher education contributions to research and innovation. The policy tools and other resources developed through this project will be available, through a web portal, to all 50 states.

University and Community College Partnerships: Promoting Community College Best Practices that Facilitate Transfer and Excellence of Underrepresented Students (543)

International 8, International Level

MARC R. LEVIS-FITZGERALD (Presenter), Director, Center for Educational Assessment, University of California-Los Angeles

SHANNON TOMA (Presenter), PhD Student and Graduate Student Researcher, University of California-Los Angeles

We highlight a multi-institutional collaboration, the Transfer Alliance Program, a partnership between a large research university and 45 community colleges. Two projects help to sustain the collaboration. The first involves annual reviews of community college honors programs; the second aims at gathering, systematizing and sharing effective practices employed by community college honors programs to facilitate student transfer. We discuss both projects, providing in-depth information on the latter, including the motivation for it and goals of it, along with the framework used to collect and systematize relevant data, the process of data collection, the preliminary results and possible future directions.

Weighting to Reduce Nonresponse Bias in Estimates Derived From Optional Integrated Postsecondary Education Data System Enrollment Data (612)

International 3, International Level

SCOTT GINDER (Presenter), Statistician, RTI International

Researchers interested in enrollment by student age currently have access to the Integrated Postsecondary Education Data System (IPEDS) census counts on a biennial basis, since reporting enrollment by student age is required only in alternating years. Many institutions report these data annually, and the data reported in optional years is available to researchers. This session will present the findings of a simulation study to evaluate methods of weight adjustment to reduce nonresponse bias in statistics calculated from these optional year data to aid researchers in choosing a weight adjustment method to form estimates of enrollment by age of student during the optional collection years.

Reporting Ethnicity Across the Nation (646)

M302, Marquis Level

BARBARA A. BUNCH (Presenter), Senior Research Analyst, Indiana University-Bloomington

Over the years, when gathering ethnic information from peer institutions, it has become readily apparent that universities vary in the ways in which they report and discuss ethnicity. While to the general consumer the terms 'domestic share,' 'diversity' and 'U.S. minority share' sound similar, those in the reporting world understand that these are significantly different approaches. In this presentation an inventory of the different ways ethnic data are presented (large state universities) will be discussed. Are there consistencies or commonalities in how these terms are applied? The requirements for the CDS and Federally mandated reports (and upcoming changes) will also be discussed.

How Can Institutional Research Offices Prepare for an Institutional Research Expert Site Visit? (698)

M301, Marquis Level

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

AIR is creating a model to help institutional research (IR) offices evaluate their effectiveness. Part of that process will include a visit by an IR expert. Provide feedback for helping AIR shape how that visit should come about and how it should be structured.

”We Do Science Here" : Underrepresented Racial Minority Students in Different College Contexts (120)

International A, International Level

SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles

MINH C. TRAN (Author), Doctoral Student/Research Analyst, University of California-Los Angeles

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

CHRISTOPHER NEWMAN (Author), Doctoral Student, University of California-Los Angeles

MITCH CHANG (Author), Professor, University of California-Los Angeles

Despite undergraduate research initiatives that compensate for institutional resource differences, questions remain as to whether particular contexts are more effective in training historically underrepresented groups in the sciences. A mixed methods study was conducted to understand how the culture of science operates within institutions with substantially different resources. Findings from a qualitative five campus case study and a quantitative longitudinal study of students from over 160 higher education institutions are analyzed to determine how aspiring scientists from underrepresented groups gain access to resources and achieve their educational goals in predominantly-white and minority-serving college environments.

Individual and School-Level Effects of Academic Preparation and Socioeconomic Factors on Retention of University Students in Puerto Rico (130)

M107, Marquis Level

SANDRA DIKA (Author), Research Assistant Professor, University of Puerto Rico-Mayaguez

DAVID R. GONZALEZ-BARRETO (Author), Institutional Research Coordinator, University of Puerto Rico-Mayaguez Campus

Access to and success in higher education for low-income students has emerged as a focus in recent years given the ever-increasing importance of the bachelor's degree for social mobility. Research literature on educational persistence and attainment has examined the role of socioeconomic factors and academic preparation. Our proposed study draws on notions of cultural capital to study family and school effects on retention of first-year college students at one public institution in Puerto Rico. The study model incorporates socioeconomic and academic preparation variables at the individual and school levels to understand how these factors predict retention based on family income.

Helicopter Parents: Examining the Impact of Highly-Involved Parents on Student Engagement and Educational Outcomes (154)

International 9, International Level

THOMAS RICHARD SHOUP (Author), Research Analyst, Indiana University-Bloomington

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

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

Parental interest and support for their student is generally considered positive. But in recent years highly-involved parents have been portrayed in the popular media as "helicopter" parents, hovering over their student in ways that could interfere with learning and development. This study uses data from the 2007 administration of the National Survey of Student Engagement (NSSE) to assess the impact of highly-involved parents on student engagement and educational outcomes. Contrary to popular belief, students with highly-involved parents excelled in many areas, including higher levels of engagement, deeper learning activities, higher educational gains, and increased satisfaction.

Examining the Effects of Work on the Educational Experiences and Liberal Arts Outcomes of First-Year, Full-Time College Students (159)

L406, Lobby Level

MARK SALISBURY (Author), Doctoral Candidate, University of Iowa

RYAN D. PADGETT (Author), Research Assistant, University of Iowa

ERNEST T. PASCARELLA (Author), Director of National Study 1990-1995,Mary Louise Petersen Professor of Higher Education, University of Iowa

MICHAEL B. PAULSEN (Author), Professor of Higher Education, University of Iowa

This longitudinal study explores the effects of work on a range of 18 experiences and outcomes commonly associated with a liberal arts education across 3,081 first-year, full-time college students at 19 institutions. It isolates the unique effects of five categories of work based on location (on- or off-campus) and intensity (number of hours worked per week) while controlling for important confounding variables and taking into account the clustering effect. The results suggest that the effects of work differ based upon both the characteristics of employment and the characteristics of the student and should be considered within a comprehensive educational context.

Impact of First-Term Academic Performance on Fall-to-Fall Persistence: A Classification Tree Model (253)

International B, International Level

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

The value of persistence for degree completion has been widely recognized in the research on student outcomes. But institutions can only hope to positively affect student persistence through understanding what influences it. Some of the research devoted to that end has explored the role of academic performance in persistence, and the current study is intended to contribute to that research. Employing a classification tree methodology, this study uses academic performance, demographic and other variables to develop a predictive model of fall-to-fall persistence of first-semester, degree-seeking students at a large, suburban community college.

Enhancing Parents' Role in Higher Education Assessment (255)

International 2, International Level

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

This paper presents a model designed to enhance the parents' role in higher education assessment. Based on responses from 155 parents of a class of 2007 graduating

seniors, the study compares parents' and students' perspectives on the undergraduate experience. Matched pair t-test analyses determined that, compared with their children's ratings, parents' ratings were consistently higher regarding the college's impact on abilities and generally higher in terms of program satisfaction. Regression identified parents' perception of the college's impact on the ability to acquire new knowledge (b=.43), satisfaction with academic advising (b=.31), and career services (b=.24) as significant predictors of their overall satisfaction.

A Collaborative System to Assess the Effectiveness and Impact of Community Engagement, Regional Stewardship and Service Learning Programs (281)

L402, Lobby Level

EDWARD J. KEELEY (Author), Executive Director, Institutional Effectiveness and Research, Eastern Kentucky University

BETHANY L. MILLER (Author), Director of Institutional Research, Eastern Kentucky University

Engaging the communities we serve in meaningful and effective ways has become increasingly important to institutions of higher education. A key aspect of this effort is understanding how these activities impact the groups they intend to benefit. This paper discusses an integrated and collaborative assessment system for determining the effectiveness of community engagement, regional stewardship and service learning programs. It shows how the Plan-Do-Check-Act model for continuous quality improvement applies to enhancing institutional efforts to serve and engage our various stakeholder groups, and provides practical examples of student learning outcomes and measures, as well as a template for the assessment system.

Passing Through the Pipeline: Educational Participation and Completion of the Class of 2002 Six-Years After High School Graduation in [a Midwestern State] (411)

L401, Lobby Level

CHRISTOPHER MULLIN (Author), Postdoctoral Fellow, Illinois Education Research Council, Illinois Education Research Council

BRAD WHITE (Author), Researcher, Illinois Education Research Council

KATHLEEN S. BROWN (Author), Executive Director, Illinois Education Research Council

Educational participation and completion is of primary interest to state leaders. The purpose of this study was to examine postsecondary education participation and completion in terms of background characteristics for the individuals of the [Midwestern state's] Class of 2002 during each of six-years after high school graduation. Results of the analysis are presented and comparisons to national studies are discussed.

Exploring the Relationship Between Parental Expectations, Financial Preparation and Child's Postsecondary Education Across Ethnic Groups (492)

L503, Lobby Level

DAVID SUL (Author), Assessment Specialist, University of the Pacific

XIAOBING CAO (Author), Institutional Researcher, University of the Pacific

Parental expectations are critical to a child's college-decision, yet few studies have been conducted on the role these play in influencing a child's college-choice. The national data from the ELS 2002/2006 allowed researchers to explore this dynamic. The authors found positive relationships between parental expectation, financial plans and a child's college enrollment. They also found that immigrant parents had higher expectations for their child's education. The results suggest that the factors of high expectations, immigrant status and college savings efforts may influence a child's eventual college placement and therefore, it is important for college counselors to pay attention to these parental characteristics.

Measuring Student Success and Increasing Retention Rate: Students Counted in and Achievable Institutional Retention Rates (535)

International 6, International Level

KRISTINA M. CRAGG (Author), Assistant to the President for Strategic Research and Analysis, Valdosta State University

JESSICA D. THOMPSON (Author), Institutional Research Analyst, Valdosta State University

ANGELA HENDERSON (Author), Data Resource Specialist, Valdosta State University

Many students in higher education are not counted in retention or graduation rates, leaving successful students uncounted and an inaccurate retention rate for colleges and universities. Definitions have not been updated to reflect current higher education environments. The presenters of this session discuss "What is an achievable retention rate increase for an institution and what percentage of students are counted?" Results show that increases or decreases in retention rates vary across the United States. The average gain in retention rates in 2005-2006 was a 0.59% decrease for private four-year institutions, and in 2005-2006 there was a 0.55% increase for public four-year institutions.

The Contribution of the Collegiate Learning Assessment to a Continuous Cycle of Teaching and Learning Improvement (E03)

M106, Marquis Level

CHRIS JACKSON (Presenter), Program Manager, Collegiate Learning Assessment

RAY C. BROWN (Presenter), Director of Institutional Research, Westminster College

Through use of the Collegiate Learning Assessment's (CLA) performance-based measures, institutions of higher education can collect information about student performance in the areas of critical thinking, analytic reasoning, problem solving and written communication. This is accomplished not just through assessment, but also through research, best practice, community building and professional development. As such, attendees will learn how the CLA reinforces educational improvement efforts that enable correlating institutional inputs and outputs, provide opportunities for sub-unit analyses, encourage collaborative efforts amongst institutions and empower faculty to develop their own performance tasks within the classroom.

Identifying At-Risk Students: A Beginner's Guide to Predictive Modeling Using SPSS Inc.'s PASW Modeler (E19)

M303, Marquis Level

JOHN NORTON (Presenter), System Engineer, SPSS

Attend this session to learn how to devise a successful strategy to identify students at risk of failing or leaving the school environment. You'll discover how predictive modeling can help you to uncover warning signs of student attrition and drive proactive interventions, often before a student realizes they are at-risk. Demonstrating techniques in SPSS Inc.'s PASW Modeler (formerly known as Clementine), we will address: 1) How predictive modeling helps you to identify at-risk students; 2) What are the different types of models that can predict retention and what they do; 3) What are the best practices for conducting your analysis; and 4) How to prepare for your first predictive retention project, including: data sources and variables to consider; questions to ask your information technology (IT) staff to get access to the right data; steps to successful data preparation, questions to ask to assess your team's readiness, and suggestions for deploying results to facilitate timely interventions with at-risk students

Driving Performance and Building Value through Data Warehousing and Business Intelligence (E20)

M304, Marquis Level

MOGNES SUBRA (Presenter), Business Analyst, Synch-Solutions

AJAY PATEL (Presenter), Vice President, Business Solutions, Synch-Solutions

This session will provide essential information for improving and utilizing institutional metrics to improve performance. In today's economic environment, Institutional Researchers are increasingly challenged to inform campus decision-making for effective competition, and to meet requirements for government and accreditation reporting. Data Warehousing and Business intelligence solutions enable institutional researchers to access a single repository of information about admissions, enrollment, retention, financial aid, curriculum, and virtually all key performance areas, to inform decisions and enable their organizations to progress toward strategic goals. Scorecards, dashboards, and analytical reports will be discussed, as tools for establishing goals, dynamically monitoring performance and communicating results.

3:00 p.m.-3:45 p.m.

Institutions' Use of Integrated Postsecondary Education Data System Data, Data Feedback Reports, and Data Consortia: A Report from the AIR/National Center for Education Statistics Fellowship Program (415)

M101, Marquis Level

MATTHEW SOLDNER (Author), Doctoral Candidate, University of Maryland-College Park

Campus executives are in need of accurate, useful institutional research (IR) to help them navigate an increasingly complex higher education environment. This presentation discusses the results of a study focusing on how college and university decision-makers use two sources of institution-level data designed to assist them in that task: a) the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report, and b) peer-comparative products provided by data consortia or benchmarking services. Of particular interest were the metrics campus leaders perceived as most valuable, where leaders turned for their data needs, and for what purposes data were used.

SAIR Best Paper - Using Student Financial Status to Form Comparator Groups: A New Perspective (103)

International 8, International Level

GERALD W. MCLAUGHLIN (Author), Associate Vice President for Institutional Planning and Research, DePaul University

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

Student retention and graduation rates are often used as characteristics of quality to describe our institutions. However, many realize that both are heavily influenced by the characteristics of the student. Without an absolute standard, benchmarking has become heavily used. Unfortunately, previous methodologies formed groups using a mixture of institutional, financial, faculty and student academic characteristics. This research computes dimensions of student financial aid and then forms groups based on those dimensions. Results are compared to the more common groups based on Carnegie and to institutional characteristics such as selectivity, size and student ethnicity. Recommendations are made for next steps.

IAIR Best Paper - Your Strategic Plan Can Become a Best Seller on Your Campus (433)

International 6, International Level

RYAN SMITH (Author), Vice President, Institutional Advancement and Research, Joliet Junior College

JOSEPH N. OFFERMANN (Author), Director, Institutional Research and Effectiveness, Joliet Junior College

With contemporary society's rapid pace of change and uncertain environment, assumptions about strategic planning need to be reexamined. The goal of this presentation is to provide a framework for implementing a planning process that acknowledges the contemporary environment and is consistent with the organizational culture in which many institutions operate. Hallmarks of this framework include focusing on engaging employees by emphasizing the fun over the boring and stodgy; ensuring the marketing and institutional research (IR) offices partner in implementation; focusing on simplicity over unnecessary complexity; focusing on the external and internal environments; and tying various planning processes together.

Implementing an Online Assessment Management System to Support Student Learning Outcomes (274)

L508, Lobby Level

MICHAEL SLATOFF (Presenter), Associate Director of Institutional Effectiveness, National University

NGA PHAN (Presenter), Principal Researcher, National University

In 2006, National University re-engineered their program assessment process. These faculty-driven activities needed to be consistent with academic program review processes, while allowing for flexible, customized options. Faculty and their representatives play a key role in assessment at National University and in 2008, the decision was made by faculty leadership to implement an online assessment management system to support faculty in assessing student learning. This session will focus on the process National University has gone through to implement an online system that focuses on student learning outcomes. Topics will include change management, training plans, implementation strategies, and process management techniques.

The National Science Foundation Survey of Graduate Students and Postdoctorates in Science and Engineering Graduate Student Survey: Demonstration and Preview of Changes for the 2009 Survey (545)

International 9, International Level

JULIA D. OLIVER (Presenter), Survey Manager for Survey of Graduate Students and Postdoctorates in Science and Engineering, National Science Foundation

JAMIE ANN FRIEDMAN (Presenter), Education Research Analyst, RTI International

In this session, the National Science Foundation (NSF) will review the changes that were implemented in the 2008 Graduate Student Survey (GSS) and the results of the pilot study where the GSS was attempted to be collected for science and engineering like degrees offered in schools of business, education and social work. We'll discuss what worked (or didn't) and receive feedback on proposed changes for the 2009 GSS.

Designing and Sustaining Effective Assessments: Using the Results to Make Enhancements (226)

L504-505, Lobby Level

TRUDY W. BANTA (Panelist), Prof, Higher Ed, Sr Advisor to Chacellor for Academic Planning and Eval, Indiana University Purdue University

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

KAREN E. BLACK (Panelist), Director, Program Review, Indiana University-Purdue University Indianapolis

The panelists will discuss recent trends in assessment resulting from their analysis of new case studies examined in 2008. Participants will learn about the various types of assessments that different types of colleges and universities are currently using in academic programs as well as student affairs. Panelists will discuss the essential resources necessary to sustain assessment and highlight how a variety of colleges and universities are using assessment results to make targeted improvements. The growing use of technology to manage assessment systems across a variety of institutions will also be reviewed.

The Pursuit of Increased Learning: Coalescing Assessment Strategies at a Large Research University (233)

International 2, International Level

GARY L. KRAMER (Presenter), Faculty, Brigham Young University

DANNY R. OLSEN (Presenter), Director of Institutional Assessment and Analysis, Brigham Young University

Assessment is a mechanism of promoting ongoing change and improvement. Colleges and universities are being asked to: 1) publish expected learning outcomes for their programs; 2) provide evidence expected learning outcomes are realized; and 3) demonstrate how data collection and analyses leads to continuous improvement of student learning, the curriculum, and the university. This paper illustrates: 1) obstacles and challenges; 2) innovative strategies to address the obstacles and challenges; and 3) current and future strategies for improved success. In addition, institutional, college-wide, and individual faculty perspectives to a systems approach of bridging assessment, learning outcomes, and accreditation will be presented.

Culture Shift via Online Course Evaluations (326)

L503, Lobby Level

HALYNA M. KORNUTA (Presenter), Director of Educational Effectiveness, California Lutheran University

Changing methods of gathering data requires a culture shift. Members of one institution worked collaboratively to transition from a traditional style to an electronic course evaluation method. Strategies to address implementation struggles, increasing response rates, and bringing about student and faculty change will be shared.

Assessment and Institutional Practice: Creating Collaborations for Student Success (447)

International 4, International Level

AMANDA A. YALE (Presenter), Associate Provost Enrollment Services, Slippery Rock University of Pennsylvania

DONALD R. WHITAKER (Presenter), Executive Director of Institutional Effectiveness, Ball State University

DARLENA JONES (Presenter), Director of Research and Development, Educational Benchmarking, Inc.

TERESA L. NORTH (Presenter), University Assessment Coordinator, Western Illinois University

Despite our departmental divisions, students' experiences are holistic and require collaborative efforts on our part if we are to promote their learning. This presentation focuses on the successful collaboration efforts occurring on multiple campuses around the Making Achievement Possible (MAP) Works assessment project which is a student success and retention project. The presenters will discuss their experiences, lessons learned, and proven strategies for building and sustaining partnerships across departmental and divisional lines. This presentation includes concrete examples of cross-departmental collaboration on a range of schools and programs, small group discussions, and general best practices ideas.

Using Business Analytics to Manage Enrollment (479)

M302, Marquis Level

JARED C. CUTLER (Presenter), Interim Manager of Research, Sinclair Community College

KARL KONSDORF (Presenter), Manager, Analytics and Reporting, Sinclair Community College

Community colleges facing increased enrollment challenges are looking for ways to improve the overall effectiveness of the institutional process and the educational experiences of their students. This presentation will outline Sinclair's Strategic Enrollment Management (SEM) environment and how business analytics and technology are used to inform decision-making and outreach action. This session will benefit research staff and anyone responsible for enrollment management. A short demonstration of the systems capabilities will be presented in order to engage the audience and encourage attendee participation.

Don't Market in the Dark: Using Research to Guide High-Profile Marketing Decisions (496)

International 10, International Level

JEFFREY NOBLITT (Presenter), Director of Marketing and Communications, Waubonsee Community College

KRISTIA A. STOUT (Presenter), Manager of Institutional Research, Waubonsee Community College

Too often institutional marketing departments make significant decisions based on nothing more than one person's gut feeling. This less than ideal situation stems from the fact that too many marketing departments do not collaborate with internal institutional research (IR) departments. However, partnering organizational units results in successful marketing campaigns based on actionable customer insight gained from research. This session focuses on a case study where internal marketing and research departments worked together on a far-reaching qualitative and quantitative study to create a research-based campaign to publicize the college's new campus.

The Role of Institutional Research and Data Collection in an Organizational Design Process (504)

International C, International Level

WILLIAM G. NEAL (Presenter), Assistant to the President, Brigham Young University Hawaii

SUSAN BARTON (Presenter), Professor of Mathematics, Brigham Young University-Hawaii

CECILIA YIU CHAN (Presenter), Institutional Research Planning Analyst, Brigham Young University Hawaii

The Organizational Design Team (ODT) was created by a newly-appointed president to improve the quality of the students' educational experience while, at the same time, lowering the cost of that education significantly. In seven months' time, the ODT accomplished its charge to assess the current organizational structure and to align the organization and its core processes to improve the students' educational experience through a comprehensive data collection process of meeting with all campus departments, conducting focus groups, performing benchmarking research and establishing leadership guidelines. The process and results of this project will be discussed in the presentation.

THE-QS World University Rankings: Get the Inside Story About How and Why Are They Done and Future Plans (551)

International 7, International Level

BEN SOWTER (Presenter), Head of Research, Quacquarelli Symonds Limited

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

College rankings are now a global phenomenon which has significant implications for U.S. universities. The session will review the methodology behind the THE-QS World University Rankings which are also published by U.S. News as the World's Best Colleges and Universities. The authors will cover the importance of interactions between U.S. colleges and QS, some current results, plans for the future and the relationship between U.S. News and QS. The speakers will also discuss the worldwide spread of university rankings, their impact on universities in the U.S. and worldwide, and problems with international data comparisons.

Integrating Information Technology, Campus-Wide Data Collection and Institutional Research (628)

International 5, International Level

CHRISTINE H. STINSON (Presenter), Chief Information Officer, Dean of Information and Learning Management, Ferrum College

DELIA HECK (Presenter), Director of Assessment and Institutional Research, Ferrum College

Effective and procedurally-sound institutional research (IR) requires data which is accurate, responsibly collected, securely stored and accessible for analysis. Ideally this is achieved by collaboration between units which recruit and enroll students, academic units which are engaged in classroom instruction, student affairs areas which lead co-curricular activities, technology units which store and regulate access to data, and IR. However, many colleges experience potential obstacles to this smooth integration. The Director of IR and the CIO describe how one college is working to develop a well-defined series of processes covering data collection responsibilities, data "ownership," privacy review, data security and data access.

More Nontraditional Perspectives Needed in Institutional Research Analyses of Enrollment (678)

L402, Lobby Level

EDWIN A. RUGG (Presenter), Executive Director, Enterprise Information Management, Kennesaw State University

Institutional research (IR) on university enrollment data tends to be dominated by analyses focused on traditional perspectives of college students. Traditional IR analyses serve the information needs of traditional universities reasonably well, but fail to do justice to the rich operational differences and nontraditional nature of students at metropolitan and urban universities. Supplemental nontraditional perspectives are needed to guide IR data analyses. Examples of nontraditional IR approaches utilized to analyze enrollment data at a large metropolitan university will be examined and contrasted with traditional analyses involving admissions, transfer activity, retention and progression, enrollment patterns and projections, student demographics, and graduation productivity.

Is the More the Better? Examining the Relationship Between Student Engagement and Persistence in College (146)

International B, International Level

SHOUPING HU (Author), Associate Professor, Florida State University

Using survey data from students who applied for the Washington State Achievers (WSA) program, this study examined the relationship between student engagement in college activities and student persistence in college. Two approaches using student engagement measures in the per-

sistence models were compared. The results indicated that the influences of student engagement on the probability of persistence were not linear. Instead, both those who were more engaged and those who were less engaged academically were less likely to persist than those who had a middle-level of academic engagement. The findings have strong implications for educational research, policy and practice.

College Student Civic Engagement? Deconstructing the Concepts of Civic Engagement in the Higher Education Research Literature (158)

L406, Lobby Level

LYNNE S. CROSBY (Author), Graduate Student and Director Program Development, University of Florida

LUIS PONJUAN (Author), Assistant Professor, University of Florida

This presentation provides a critical analysis and synthesis of the existing civic engagement research literature to provide a more cohesive portrait of the civic engagement construct. We will also highlight how researchers examined civic engagement in the context of institutional type. This inquiry will provide valuable insights to practitioners and institutional researchers about the evolving definitions of civic engagement and its use in research and application. This knowledge can promote better understanding and appreciation of the complexity of the broad concept of civic engagement and how institutions develop initiatives focused on achieving and assessing student civic engagement learning outcomes.

Examining Postsecondary Performance Gaps by Income, Race and Gender: Will Closing One Gap Close Them All? (222)

International 3, International Level

VANESSA ANDERSON (Author), Policy Research Analyst, City University of New York

COLIN CHELLMAN (Author), Director of Policy Analysis, City University of New York

DAVID B. CROOK (Author), University Dean for Institutional Research and Assessment, City University of New York Central Office

Most studies of postsecondary outcome gaps focus on race, gender or income. Our analysis addresses the intersections: how closely correlated are income, race and gender gaps? What are the implications of reducing one set of performance gaps, i.e., income gaps, for race and gender gaps? Using seven years of cohort data from “large urban public university system,” results indicate that if race gaps were reduced to zero, income gaps would be eliminated. If we focused instead on decreasing “large urban public university system” with much smaller income gaps, would we still reduce race gaps? Would targeting gender gaps have the broadest impact on all gaps?

Student Engagement Among Non-Traditional Student Populations (259)

International A, International Level

DONALD J. RUDAWSKY (Author), Senior Research Associate, Nova Southeastern University

Each of the five benchmark scales of student engagement from the National Survey of Student Engagement (NSSE) were analyzed for differences within one institution based on student type (traditional, non-traditional and off-campus), transfer vs. started within the institution, and by number of hours worked per week. Few statistically significant differences were found. The institution also compared their student engagement scores to various peer groups. Although demographically different from their peers in terms of having greater percentages of part-time students, non-white students, older students and transfer students, their engagement benchmark scores were generally significantly higher or similar to their peers.

Shifting Student Demographics and Their Impact on a Midwestern Higher Education Institution's Transformation: Preparing for Change (325)

L401, Lobby Level

CHRISTINA FRAZIER (Author), Analyst, University of Minnesota

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

The purpose of this study is to explore how projected demographic changes to the student profile may impact a Midwestern higher education institution by understanding faculty and staff knowledge of the trends and how they are intentionally preparing for the forthcoming shift in the State's demographic population. This study uses a combination of interviews with the Institution's leadership, statistical data reflecting population trends and projections, and conversations with leaders across the country. This paper describes the methodology used to collect and analyze data and implications for the Institution and Institutional Research (IR) to support the Institution's reaction to the demographic changes.

Shifting Reputations: Analyzing Change Over Time in the U.S. News Peer Assessment Ratings (444)

M301, Marquis Level

KYLE V. SWEITZER (Author), Data Resource Analyst, The Michigan State University

J. FREDERICKS VOLKWEIN (Author), Director of the Institutional Research Program and Emeritus Professor of Higher Education, The Pennsylvania State University

Existing studies of college and university prestige identify variables that correlate with institutional prestige rankings, but most of them are cross-sectional, analyzing the factors relat-

ing to ratings/rankings for a given year. In order to determine what factors actually drive institutional prestige, one must ask: What factors relate to changes in prestige ratings over time? A multilevel growth model is employed to analyze the variables that relate to changes over the past nine years in the U.S. News & World Report peer assessment ratings, identifying the institutions that increased, decreased and fluctuated significantly in reputation, and why they did so.

Women and African, Latino, Asian and Native American Students in Science, Technology, Engineering and Math Disciplines: Evaluation of Student Retention and Progress Towards Science, Technology, Engineering and Math Degrees (476)

M107, Marquis Level

IRAH MODRY-CARON (Author), Reserach Associate, Loyola College in Maryland

SUZANNE KEILSON (Author), Assistant Dean in the College of Arts and Sciences, Loyola College in Maryland

TERRA SCHEHR (Author), Assistant Vice President for Institutional Research and Effectiveness, Loyola College in Maryland

There is great national interest in expanding and diversifying the Science, Technology, Engineering and Math (STEM) workforce. The challenges for women and minorities majoring in STEM disciplines are very real and well-documented at the national level. Before building campus-specific mechanisms to promote success in the STEM disciplines for all students, campuses must understand their students and their track-record. This presentation will describe a study conducted to evaluate student progress to graduation in the STEM disciplines at a medium-sized comprehensive university. The results of the study and how the results are being used to promote success in the STEM disciplines will be shared.

Examining an Evolution: A Case Study of Organizational Change Accompanying the Community College Baccalaureate (499)

L404, Lobby Level

LYLE MCKINNEY (Author), Doctoral Student, University of Florida

PHILLIP MORRIS (Author), Doctoral Research Fellow, University of Florida

This study examines the organizational change that occurs when community colleges introduce baccalaureate degrees. Utilizing qualitative research methodology, we document how executive administrators at two colleges managed this momentous change process and how this transformation impacted their colleges' day-to-day operations. Many pertinent themes emerged from our data that can help community colleges ensure this institutional transformation is a success. Our goal is to provide a better understanding of this multi-faceted organizational change process in order to help community college stakeholders make well-informed decisions regarding the introduction of four-year degree programs at their respective institutions.

Moving Institutional Research Forward: Is Institutional Research's Future in Evaluation's Lessons (684)

L506-L507, Lobby Level

ROBERT I. SPRINGER (Author), Director of Institutional Research, Elon University

It has been more than two decades since Fincher (1985) and Ewell (1989) addressed institutional research (IR) in the context of evaluation. Since that time and while evaluation continues to grow as a discipline, IR appears to be heading toward its own branch of learning. What can IR learn from evaluation as it charts its own course? This study presents a framework for comparing and contrasting IR and evaluation. In addition, survey results of institutional researchers tests the mapping of evaluation concepts with the perceptions from practitioners of IR.

Using Student Ratings to Improve Program Quality and Student Learning (E04)

M106, Marquis Level

CARRIE AHERN (Presenter), Director of Institutional Effectiveness and Assessment, Dakota State University

The IDEA Student Ratings of Instruction is a national system used by over 250 institutions. IDEA has long been used to support and enhance teaching effectiveness and to improve student learning outcomes. As a learning-centered instrument, IDEA provides diagnostic assessment information for both institutional, programmatic and individual instructional effectiveness. This information can be used to close the assessment loop by guiding institutional data-driven faculty development efforts for improved student learning. Carrie Ahern, Director of Institutional Research & Assessment at Dakota State University, will describe how they use IDEA results to support individual and institutional effectiveness efforts.

Debunking the Myths of Standardized Assessment (E14)

M303, Marquis Level

WILLIAM T. WYNNE (Presenter), Product Manager, Educational Testing Service (ETS)

An Educational Testing Service (ETS) assessment development specialist will describe in detail the test development process and discuss the role of standardized assessment in accreditation, accountability initiatives, and institutional research (IR) aimed at improving teaching and learning. The presenter will engage participants in a dialogue about the culture of distrust of standardized assessment, the appro-

priate and inappropriate application and interpretations of assessment results, and what can be accomplished with standardized assessment that cannot easily be accomplished with other forms of measurement. Examples will include the ETS Major Field Tests, Measure of Academic Proficiency and Progress (MAPP) Tests, and the Student Instructional Report (SIR).

New Techniques for Visual Thinking: Analyzing Geographic Data (E21)

M304, Marquis Level

KEVIN BROWN (Presenter), Vice President, Tableau Software

Physical location can be one of the most important dimensions in visualizing certain patterns, correlations, and trends - especially in the areas of student recruiting/admissions, alumni donations, and institutional performance.

This lecture will focus on the application of Geographic Information Systems (GIS), incorporating maps and public domain data sources (e.g. census data), in the IR function. This will be an orientation and requires no previous GIS experience. A case study, using an IR data set that has been geo-coded, will be used in order to create a “real world" understanding for the practitioner.

We'll also use spatial analysis to discuss principles of visual thinking. This lecture is designed to help you “think different" and stimulate new ideas by: Introducing the core concepts of data visualization; using spatial data to explore and present new perspectives; and discussing real-life examples from Institutional Research departments at different universities

3:10 p.m.-3:50 p.m.

AIR Budget Briefing (003)

International 1, International Level

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

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

4:00 p.m.-4:45 p.m.

Can Part-Time Students Solve the Health Crisis? (T21)

M103-M105, Marquis Level

RICHARD D. BALSLEY (Presenter), Coordinator , Institutional Research, Darton College

Community colleges often attract large numbers of part-time students. This study involved tracking the student cohort that was admitted into a health-services related program over a number of years. Academic areas considered in the study are the course patterns of the students in the cohort and the success (or failure) of the specific students in the courses, the eventual achievement of a certificate by students, and the achievement of a certificate or an associate degree in one of these programs, and finally their success (or failure) in achieving licensure.

Is Harvard Replicable? Reflections on the Rising and Falling Universities in China and Visions on Educational Entrepreneurship in Higher Education (T50)

M103-M105, Marquis Level

YAO ZHANG (Presenter), Senior Doctoral Student, Teachers College at Columbia University

Is there a blueprint to make a world class university? Is Harvard replicable? This presentation tries to explore the ideas on how to create a “Harvard" in a country with a huge demand of such institutions. We start from an overview of organizational theories, including functionalist, institutionalist, and conflict perspectives. Then four cases of universities are presented to show how the Chinese system is structured, operates and evolves. The audience is encouraged to brainstorm and comment on what challenges emerging universities face in an era of globalization and how educational entrepreneurship plays its role in institutional evolution.

Enterprise-Class Software for Web-Based Surveys and Online Course Evaluations (E08)

M106, Marquis Level

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

In this session, eXplorance presents a Blue demonstration. Blue is enterprise-class software that fully automates your web-based surveys and online course evaluations. Blue will be previewed from two main angles: the administrator's for the creation and management of surveys, course evaluations and reports; and the students' for feedback gathering purposes.

Xitracs™ Accreditation Management System (E23)

M303, Marquis Level

HOWARD TAYLOR (Presenter), Vice President, Marketing, Concord USA, Inc.

Xitracs™ is a proven purpose-built software system that has been designed specifically for higher education institutions to streamline accreditation projects, credentials management and planning. It provides an integrated and comprehensive solution that is both easy to use and cost-effective. This web-based system supports all major agencies and is available

either as a hosted or locally installed solution. Use Xitracs™ to build project calendars, organize and assign people, collect evidence and other documents in a library, maintain and track faculty credentials, manage surveys, create action projects and plans, view management reports and electronically publish agency submissions.

CAIR Best Paper - Immigrant Generation, Cultural Capital, Ethnicity and Gender: Undergraduate Diversity at the Public Research University, 1998 - 2008 (101)

L406, Lobby Level

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

Race and ethnicity (and to a lesser extent economic and educational disadvantage, gender, sexual orientation and non-traditional age) has defined diversity in higher education. However, the current undergraduate student population in California is strikingly diverse in terms of immigrant generation. Combining immigrant origin and level of parental education ("cultural capital") into an Immigrant Generation-College Generation typology produces a very useful framework by which to describe undergraduate student diversity at a large California research university. This typology helps contextualize other dimensions of diversity (race/ethnicity, gender, parental income) and is associated with ("helps explain") significant variations in the undergraduate experience.

KAIR Best Paper - Shifting Institutional Thinking from Viewing Withdrawals as Attrition Casualties to Retention Opportunities: An Examination of Transfer Students (423)

M107, Marquis Level

ROBERT S. GOLDSTEIN (Author), Associate University Provost, University of Louisville

REBECCA S. PATTERSON (Author), Director, University of Louisville

CHERYL B. GILCHRIST (Author), Director of Retention Management and Research, University of Louisville

Institutions continually explore the best means to increase students' persistence to graduation. The goal of our analysis was to identify factors contributing to the students leaving our four-year institutions to two-year institutions using data variables available within our university's information management system. If our institution is to improve its overall six-year graduation rate, we must increase the retention rates of students between the first to second years and beyond by targeted interventions, and shift institutional thinking with regards to transfer students to provide a seamless integration back into our institutions to achieve their initial goal of obtaining a baccalaureate degree.

MdAIR Best Paper - Sustainability of Statewide Higher Education Enrollment: Interstate Competition for Students (525)

L405, Lobby Level

SEAN SIMONE (Author), Research Policy Analyst, Maryland Independent College & University Association

Building on an analysis by Tom Mortenson on student migration, this session presents the results of an analysis of enrollment patterns by state. This presentation will illustrate the potential effects of demographic shifts in high school enrollments on interstate competition for students in certain regions of the United States. This session will illustrate these results using the State of Maryland as an example.

The Impact of Declaring a Computer-Based Major on Male Retention Rates at a Community College (114)

International 1, International Level

NATASHA A. MILLER (Presenter), Director of Education, Research and Evaluation, Community College of Baltimore County

Nationally, the number of males enrolled in higher education has experienced a decline for the past 30 years. Although males are enrolling in undergraduate programs at a lower rate than females, males represent the majority of students enrolled in computer-based programs. This study examines the impact of declaring a computer-based major compared to undeclared majors on the retention and GPA of male students at a community college. The findings indicate that males in computer-based majors were retained at a higher rate than males in other majors. (Combined with session 224)

Factors Influencing Item Nonresponse in the NSSE Survey: Why do Students Skip so Many Questions? (118)

L508, Lobby Level

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

The results from the latest NSSE administration at our campus showed a significant rate of item nonresponse, with some questions being skipped by hundreds of respondents. Survey length is clearly a large influence, but are there other factors that contribute to this behavior?

This presentation will explore NSSE item nonresponse with regression models. Variables explored will include both question characteristics (such as question type, length and order in survey) and student characteristics (such as ethnicity, gender, class and major groupings). Implications for interpreting NSSE results will be discussed.

First-Year Retention Patterns of Traditional and Non-Traditional Degree-Seeking Students at an Urban University (148)

L506-L507, Lobby Level

LINA LU (Presenter), Research Assistant Professor, Portland State University

This study will modify the traditional retention and graduation model by extending traditional measures to non-traditional student populations (i.e., part-time freshmen, new transfer freshmen, and other first-time transfer degree-seeking students), and compare non-traditional students' retention rates with traditional first-time, full-time freshmen retention rates. In addition, this study will focus on first-year retention by tracking fall/winter/spring retention rates so as to find out first-year retention patterns of traditional vs non-traditional students.

The Effect of Pre-Transfer Grade Point Average on Post-Transfer Grade Point Average Within a University System (224)

International 1, International Level

MARCI M. MIDDLETON (Presenter), Director, Academic Programs, Board of Regents for the University System of Georgia

Community colleges provide an important access point for students who want to continue their educational studies and obtain a baccalaureate or advanced degree. Using multiple regression, this quantitative study tested grade point average to project student academic performance after transfer from one institutional level to another. Data was obtained for a cohort of students from fall 2001 through fall 2005 for the administration of this study. Research questions concerning the relationship between before and after transfer grade assessments was examined at various matriculation points to determine student progression through the academic pipeline. (Combined with session 114)

Student Collegiate Experiences: Differences by Gender and Major (269)

L504-505, Lobby Level

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

This study examines the role that gender and gendered-ness of major play in student perceptions of faculty, staff and fellow students. Although women now make up more than 50% of college students, there are still wide fluctuations in the percent of women in various majors within schools. Do these difference by discipline have an impact on men's and women's experiences with those they interact with on campus? Results suggest that both play an important role in student perceptions of their college experience.

We Know Tutoring, Mentoring and Advising Are "Good," But What Students Get Those Services? Developing a Web-Based Collection Tool (279)

L503, Lobby Level

GESELE E. DURHAM (Presenter), Director, Assessment and Institutional Research, University of Wisconsin-Milwaukee

While many suspect the value of mentoring, tutoring and advising in promoting engagement, a large, urban public institution wanted to measure and assess the effects of those services in promoting satisfactory performance and retention. In a highly decentralized environment, obtaining data on whom, when and how often students seek those services across different units and schools/colleges seemed impossible. A campus-wide taskforce was created under the leadership of the Office of Assessment and Institutional Research (OAIR) to develop such a mechanism.

Transfer Student Success: The Role of Initial College Choice (143)

L401, Lobby Level

KATHRYN SCHMIDTKE FELTS (Author), Associate Research Analyst, University of Missouri at Columbia

BARBARA K. TOWNSEND (Author), Professor of Higher Education, University of Missouri at Columbia

This study on transfer student success is grounded in a student-centered initial college choice-persistence nexus model that asserts there is a nexus between the factors that affect college choice and the factors that affect persistence to a baccalaureate. Utilizing two-group path analysis, this study found that transfer GPA, transfer hours, completion of college algebra and freshmen English, and first-semester GPA had a positive effect on baccalaureate attainment for community college transfer students to a Midwestern, public research university. Only first-semester GPA and transfer hours had a positive effect on baccalaureate attainment for four-year transfer students to the same institution.

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

Mapping the Higher Education of Military Personnel: New Conditions, New Volume, New Challenges (144)

International B, International Level

CLIFFORD ADELMAN (Panelist), Senior Associate, Institute for Higher Education Policy

KATHY SNEAD (Panelist), Director, Servicemembers Opportunity Colleges

YOUNG M. KIM (Panelist), Research Associate, American Council on Education

This panel will set forth the parameters of the current map of a complex, high-volume interaction between higher education and programs of the armed forces that encourage and support the postsecondary education of military personnel. It will explore critical questions of data gaps; the anticipated surge in student veterans, issues raised by course-taking while on active duty; state system information in relation to special state policies adopted since 9/11; and the potential of student veterans organizations to assist institutional research (IR) in better tracking of military personnel involved in higher education, from pre-induction through active duty to veterans status.

Assessing and Accounting for Student Learning: Beyond the Spellings Commission (278)

International 6, International Level

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

PETER T. EWELL (Panelist), Vice President, National Center for Higher Education Management Systems

CHRISTINE M. KELLER (Panelist), Director of Research and Policy Analysis, Association of Public and Land-Grant Universities

JOHN HAMMANG (Panelist), Director of Special Projects and Development, American Association of State Colleges and Universities

WENDE MORGAINE (Panelist), The Association of American Colleges and Universities (AAC&U)

JUDITH A. OUIMET (Panelist), Assistant Vice Provost for Undergraduate Education, Indiana University-Bloomington

Based on a recently released volume of New Directions for Institutional Research, this panel explores the accountability efforts that were engendered by the Spellings Commission on the Future of Higher Education. Panelists describe the context for recent reform efforts, issues in validity of accountability measures, and then three specific accountability projects: the National Association of State Universities and Land-Grant Colleges/American Association of State Colleges and Universities (NASULGC/AASCU) Voluntary System of Accountability (VSA), the Association of American Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) project, and the AASCU Rising to the Challenge project. Final discussion will integrate the views and approaches expressed throughout the panel into a roadmap for moving forward constructively.

Assessing The Changing Professoriate: Different Campus Uses of the Higher Education Research Institute Faculty Survey (304)

International 2, International Level

LINDA T. DEANGELO (Panelist), Assistant Director of Research, CIRP, University of California-Los Angeles

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

STEPHEN W. THORPE (Panelist), Director of Institutional Research, Widener University

LAURA J. PALUCKI BLAKE (Panelist), Assistant Director CIRP, Agnes Scott College

This presentation will briefly provide the underlying concepts examined in the nationally administered 2007-2008 Higher Education Research Institute (HERI) Faculty Survey, and then move into presentations from participating institutions on how their campuses have used HERI Faculty Survey results. The emphasis will be on presenting results that have been most useful and enlightening on campuses.

Time Spent on Research with Undergraduate Students: Gender Differences Among Science, Technology, Engineering and Math Faculty (327)

M302, Marquis Level

AMBER D. LAMBERT (Panelist), Research Analyst, Indiana University-Bloomington

ALLISON BRCKALORENZ (Panelist), Research Analyst, Indiana University-Bloomington

ANTWIONE HAYWOOD (Panelist), Research Assistant, Center for Post-Secondarey Research, Indiana University-Bloomington

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

Undergraduate students participating in research tend to have higher intellectual gains in college, greater retention rates, and stronger mentoring relationships with their faculty. These benefits can only be realized when faculty dedicate time to undergraduate research. Thus, this study explores the characteristics that might make a faculty member more likely or able to spend time mentoring undergraduate students in research. After controlling for various faculty characteristics and the traits of the institutions at which they teach, the results suggest that male Science, Technology, Engineering and Math (STEM) faculty spend a significantly greater number of hours than their female counterparts in this activity. (Combined with session 328)

Socialization to Faculty Roles: Factors Contributing to Faculty Career Aspirations for Doctoral Students in Education and Engineering Disciplines (328)

M302, Marquis Level

TONYA SADDLER (Panelist), Postdoctoral Research Fellow, Northwestern University

This qualitative study explored the socialization process of doctoral students in education and engineering fields committed to a career as a faculty member. Specifically, this study attempted to understand what knowledge, skills and understandings are acquired during the research collaboration with faculty mentors and how this relationship contributed to their aspiration to faculty careers. Findings suggest that positive and negative factors contributed to an interest in a faculty role. Positive factors included enjoyment of research and the perceived autonomy and flexibility of research. Negative factors included the perceived low priority given to teaching and the demands placed on faculty members. (Combined with session 327)

Post-Mortem of the National Research Council's Assessment of Research-Doctorate Programs (408)

International 4, International Level

REED BLALOCK (Panelist), Senior Research Analyst, New Mexico State University

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

CATHY J. LEBO (Panelist), Assistant Provost, Johns Hopkins University

LYDIA S. SNOVER (Panelist), Director of Institutional Research, Massachusetts Institute of Technology

MICHAEL D. TUMEO (Panelist), Assistant Director of Institutional Research, Southern Methodist University

A post-mortem of the 2007 National Research Council's (NRC) Assessment of Research-Doctorate Programs is presented. Numerous issues emerged during the Assessment that impacts the data collected and the interpretation of the findings. Representatives of institutions participating in the study concluded that future NRC assessments would benefit from the development of a “best practices" paper that documents the positive and negative aspects of the Assessment. The purpose of the panel discussion is to have an evaluative discussion about the Assessment and to begin the process of a post-mortem.

How To Use Higher Education Research to Inform Decision-Making and Institutional Research (451)

International 3, International Level

ROBERT K. TOUTKOUSHIAN (Panelist), Associate Professor, Educational Leadership and Policy Studies, Indiana University at Bloomington

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

TRUDY H. BERS (Panelist), Executive Director of Institutional Research, Curriculum and Strategic Planning, Oakton Community College

GERALD W. MCLAUGHLIN (Panelist), Associate Vice President for Institutional Planning and Research, DePaul University

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

The goal of this panel is to provide the audience with examples of how institutional researchers can use higher education research to inform and improve their work. The presenters are all institutional researchers who will share their experiences with the audience as to how research studies and methodologies fit in with their professional lives. It is hoped that the discussion will help bridge the gap that often exists between practice and theory.

Achieving the Dream Institutional Researchers: Helping Community College Students Succeed (503)

International C, International Level

RIGOBERTO RINCONES (Panelist), Program Director, MDC, Inc.

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

RHONDA D. GLOVER (Panelist), Interim Director of Institutional Research and Learning Assessment, Valencia Community College

TERRI M. MANNING (Panelist), Associate Vice President for Institutional Research, Central Piedmont Community College

Achieving the Dream (AtD): Community Colleges Count is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success. This initiative emphasizes the use of data to drive change, and provides a range of support to participating institutions. The initiative support for each college includes a coach, many of whom are former college presidents, and a data facilitator, who are generally trained as institutional researchers. Now in its fifth year, AtD involves 82 institutions from 15 different states. This panel will discuss the initiative's data-driven design, and how it focuses on measurable outcomes.

Improving Access and Academic Success for Underrepresented Students (537)

M101, Marquis Level

EDWARD P. ST. JOHN (Panelist), Professor, University of Michigan

AMY S. FISHER (Panelist), Doctoral Candidate and Research Assistant, University of Michigan-Ann Arbor

MALISA LEE (Panelist), Doctoral Student and Research Assistant, University of Michigan-Ann Arbor

THOMAS P. MCGUINNESS (Panelist), Doctoral Student, University of Michigan-Ann Arbor

FAHEEMAH MUSTAFAA (Panelist), Doctoral Student, University of Michigan-Ann Arbor

Using different cohorts for analyses, we have studied a pipeline of experiences that informs student selection into and persistence through a large Midwestern research university. Results suggest that adequate support (financial and academic) may help to overcome challenges. Our method also serves as an example of a research-based approach toward strategic change.

What's New on the Common Data Set (539)

International 7, International Level

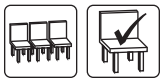
RENEE L. GERNAND (Panelist), Senior Director of Guidance Services, College Board

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

STEPHEN SAUERMELCH (Panelist), Director of Research, Peterson's, a Nelnet Company

Learn what's new on the Common Data Set. The publishers who support this template will discuss forthcoming changes to how the Common Data Set captures first professional data, when the race/ethnicity changes will be phased in, and more. They will seek your input on future directions for the Common Data Set.

The Future of Intercollegiate Athletic Research and Reporting (548)



International 9, International Level

JERE MOREHEAD (Panelist), Faculty Athletic Representative, University of Georgia

DAN RADAKOVICH (Panelist), Athletics Director, Georgia Institute of Technology-Main Campus

MALCOLM MORAN (Panelist), Knight Chair in Sports Journalism and Society, Pennsylvania State University

DOUG LEDERMAN (Panelist), Editor, Inside Higher Ed

JENNIFER LEE HOFFMAN (Moderator), Research Associate, University of Washington

Institutional research intersects with intercollegiate athletics through initiatives such as the NCAA's Academic Progress Rate and the U.S. Department of Education's Equity in Athletics Disclosure Act. In addition, the athletics "arms race" of increased spending on facilities, escalating coaches' salaries, and expanding student-athlete support services, calls for expanded research and assessment of the athletics enterprise, such as the NCAA's new three-year financial data reporting and Dashboard indicators. This panel will discuss and recommend where institutional research offices and athletic departments need to expand their assessment efforts and develop additional metrics to measure academic quality, fiscal integrity, and the student-athlete experience.

Race/Ethnicity Q&A (672)

International 8, International Level

PATRICK C. PERRY (Panelist), Vice Chancellor of Technology, Research and Information Systems, California Community Colleges Chancellors Office

MARGARET K. COHEN (Panelist), Assistant Vice President for Institutional Research Emerita, George Washington University

MARY M. SAPP (Panelist), Assistant Vice President, Planning and Institutional Research, University of Miami

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

VALERIE MARTIN CONLEY (Panelist), Associate Professor/Director, Center for Higher Ed, Ohio University

Regardless of where your institution is in the implementation of the new requirements for collecting, storing and reporting data on race and ethnicity, you may have questions. This panel, composed of a representative from the National Center for Education Statistics (NCES) and members of AIR's Race/Ethnicity Task Force, will attempt to answer those questions in an open forum.

New World Institutional Research: First Year Lessons, Tips from Veterans and Practical Advice for Establishing and Developing an Institutional Research Office (673)

International 5, International Level

LIANA CARPENZANO (Panelist), Assistant Director, Financial & Operational Analysis, NYC Department of Correction

CRISSIE M. GROVE (Panelist), AIR/NCES Postdoctoral Fellow, Association for Institutional Research (AIR)

GORDON MILLS (Panelist), Director of Institutional Research, University of South Alabama

Three institutional researchers representing a private research university, public doctoral university, and a private liberal arts institution will share their experiences, triumphs and trials from their first year of working in institutional research (IR). The target audience is newcomers to IR, particularly those who are tasked with establishing a new IR Office. This presentation will also allow time for a question and answer session to the panelists as well as an opportunity for the audience to share lessons they learned during their first year in IR. This session will allow new AIR members to connect with other new AIR members.

Schedule at a Glance for Tuesday, June 2, 2009

7:30 a.m. – 8:30 a.m.	AIR Annual Business Meeting
7:30 a.m. – 5:00 p.m.	Technology Support Center Open
8:00 a.m. – 1:15 p.m.	Forum Exhibit Hall Open
8:00 a.m. – 5:00 p.m.	Registration Desk Open
8:00 a.m. – 5:00 p.m.	AIR Lounge Open
8:45 a.m. – 9:30 a.m.	Concurrent Sessions
9:45 a.m. – 10:30 a.m.	Concurrent Sessions
9:45 a.m. – 11:00 a.m.	International Gathering *Sponsored by Thomson Reuters*
10:30 a.m. – 11:00 a.m	Morning Coffee Break in Forum Exhibit Hall *Sponsored by Digital Measures*
11:00 a.m. – 11:45 a.m.	Concurrent Sessions
11:45 a.m. – 1:15 p.m.	Lunch Break/Exhibit Hall/Special Interest Group and Affiliated Group Meetings
1:15 p.m. – 2:00 p.m.	Concurrent Sessions
2:15 p.m. – 3:00 p.m.	Concurrent Sessions
3:00 p.m. – 3:30 p.m.	Afternoon Break
3:30 p.m. – 4:15 p.m.	Concurrent Sessions
3:30 p.m. – 4:30 p.m.	Panel Sessions
4:45 p.m. – 5:30 p.m.	Special Interest Group and Affiliated Group Meetings
5:00 p.m. – 6:00 p.m.	Community College and Two-Year Institutional Research Networking Reception *Hosted by AIR and MDC*
7:00 p.m.	Atlanta Braves vs. Chicago Cubs Game

For Board and Governance Committee Meetings, see page 129

Icon Key

AIR Grant Paper

Best Paper Award

Community College

Demonstration Session

Forum Chair Pick

Panel Session

Plenary Session

Pre-Forum Workshop

Research in Action Session

Scholarly Paper Session

Table Topic Session

SIG and Affiliated Group Meetings

8:45 a.m.-9:30 a.m.

Graduate Training Opportunities in Institutional Research: What and Where? (S41)
International 4, International Level

Noon-1:00 p.m.

Florida AIR (A33)
M101, Marquis Level

Georgia Association of Institutional Research, Planning, Assessment and Qualilty (A27)
M301, Marquis Level

Indiana AIR (A22)
M106, Marquis Level

Kentucky AIR (A29)
M107, Marquis Level

Michigan AIR (A13)
L405, Lobby Level

Middle East and North Africa Association for Institutional Research (S46)
International 2, International Level

Mississippi AIR (A45)
L402, Lobby Level

New Mexico Association for Institutional Research and Planning (A20)
L406, Lobby Level

Pacific AIR (A38)
L504-505, Lobby Level

South Carolina AIR (A04)
L404, Lobby Level

Southeastern Association for Community College Research (A16)
L508, Lobby Level

Tennessee AIR (A18)
L506-L507, Lobby Level

Texas AIR (A11)
L503, Lobby Level

Traditionally Black Colleges and Universities Special Interest Group (A44)
International 1, International Level

4:45 p.m.-5:30 p.m.

Alabama AIR (A05)
L504-505, Lobby Level

Illinois AIR (A30)
L405, Lobby Level

Louisiana AIR (A32)
L503, Lobby Level

Virginia Association for Management Analysis and Planning (A35)
L406, Lobby Level

4:45 p.m.-6:00 p.m.

Overseas Chinese AIR (A14)
M301, Marquis Level

5:15 p.m.-6:15 p.m.

California AIR (A25)
M303, Marquis Level

See descriptions in SIG/Affiliated Group listings

Schedule for Tuesday, June 2, 2009

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

AIR Annual Business Meeting (048)

M301, Marquis Level

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

MARY ANN COUGHLIN (Associate Committee Chair), Assistant Vice-President for Academic Affairs, Springfield College

Please plan to participate in the Annual Business Meeting of your Association. The printed agenda and Annual Report will be provided at the meeting.

8:45 a.m.-9:30 a.m.

When Does Money Matter? Examining the Effect of Parents' Perceptions of Financial Aid on Students' College Expectations, Preparedness and Enrollment (160)

International C, International Level

DEBORAH M. WARNOCK (Author), Graduate Student, University of Washington

Using the National Education Longitudinal Study, logistic regression models are employed to estimate the effect of parents' perceptions of financial aid on students' educational expectations, school track and performance, likelihood of taking the SAT and applying to college, and the selectivity of the chosen college. By examining the role of financial aid information early in the college choice process, this research contributes to the development of a more thorough theoretical model of college choice and provides policy implications for increasing college readiness and enrollment.

The Effect of High School Social Composition on Graduation and College Matriculation (547)

L402, Lobby Level

GREGORY J PALARDY (Author), Assistant Professor, University of California-Riverside

This study used a large sample of students and schools from the recently released Educational Longitudinal Study to examine the effects of high school socioeconomic composition on the likelihood of high school graduation and subsequent college matriculation. The general hypothesis is that attending a low SES school has negative consequences on educational attainment, controlling for family and academic background. The results will inform educational policy on how to minimize the negative consequences of attending a low SES school and how schools may be restructured to improve high school completion rates and matriculation rates into higher education.

AIRUM Best Paper - Service Learning Outcomes: Employing Quantitative Analysis to Assess Program Effectiveness (207)

International 8, International Level

MICHAEL COGAN (Author), Director of Institutional Research and Analysis, University of St. Thomas

The concept of providing service learning opportunities to students has become a priority in American higher education. As such, institutional researchers are developing processes to measure the effects of service learning on students participating in these programs. This presentation focuses on one such project conducted at a mid-sized private institution located in the Midwest. The sample group consisted of 350 students who completed a pre- and post-assessment designed to capture their perceptions on selected social issues prior to and upon completion of a service-learning project. The results of this research will be shared with ample time provided for group discussion.

OCAIR Best Paper - Data Mining: A Magic Technology for College Recruitment (439)

M101, Marquis Level

TONGSHAN CHANG (Author), Coordinator, Institutional Research, University of California System Administration Central Office

This Overseas Chinese Association for Institutional Research (OCAIR) paper introduces a case study using data mining techniques to assist higher education institutions in achieving enrollment goals. The introduction includes the general life cycle of a data mining project: business understanding, data understanding, data preparation, modeling, assessment and deployment. The model fit statistics show that data mining techniques, neural network, decision tree, logistic regression and ensemble models are successful in this project. However, the ensemble models and neural network are better. The study concludes that data mining is an effective technology for college recruitment and also for institutional research (IR) and analysis.

Computing Distances in Excel Using Zip Codes (671)

M303, Marquis Level

GREGORY J. GRADY (Presenter), Institutional Research Analyst, Xavier University

This is a method using the zip codes of students to compute the distance from their home address to campus. This can be used to determine a residency requirement of traditional aged students or the carbon foot print of commuters. All of this will be done through the use of Excel.

PNAIRP Best Paper - Strategically Creating a Technology-Based Institutional Research Office: Information Management and the Four Cs of a Data Diamond: Centralization, Conformity, Consistency and Clarity (616)

International 9, International Level

JAMES T. POSEY (Author), Director of Institutional Research, University of Washington, Tacoma

MICHAEL CROSBY (Author), Research Analyst, University of Washington-Tacoma Campus

ERIC ELKINS (Author), Database Analyst, University of Washington-Tacoma Campus

ALICE FEW (Author), Database Analyst, University of Washington-Tacoma Campus

The purpose of this paper is to provide academic institutional research (IR) practitioners an overview of issues and possible approaches and solutions to strategically develop the infrastructure within an IR office that merges information management with traditional IR. An approach illustrated in the "Data Diamond" model is explored and explained as the basis for strategies used by the University of Washington-Tacoma's Office of Institutional Research and Planning to move its data gathering and reporting from a disparate set of practices and instruments to a coordinated online reporting system that provides a technology platform from which to gather and report institutional data. Further, the practical steps to implementing the model are reviewed.

Surviving in Institutional Research Without a Data Warehouse: Tips and Tricks for Extracting and Working with Student and Faculty Data (621)

M302, Marquis Level

TAN TRAN (Presenter), Emory University

VINCENT CARTER (Presenter), Assistant Director for Evaluation and Survey Research, Emory University

DANIEL TEODORESCU (Presenter), Director of Institutional Research, Emory University

This presentation is to share the tricks and tips for extracting and manipulating student and faculty data at a private research university in the Southeast. The main challenge is the lack of a data-warehouse and how we overcome that challenge to still offer our constituents the data that they want. There are also other challenges. The presentation will share with the conference attendees our challenges and offer our ideas of practices.

Part I - Integrated Postsecondary Education Data System - Latest News (680)

International 5, International Level

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

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

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

The National Center for Education Statistics (NCES) will present a general update on Integrated Postsecondary Education Data System (IPEDS). Participants are encouraged to attend both Parts 1 and II of this session to hear the full update. Part I will focus primarily on the 2008 Higher Education Opportunity Act (HEOA), its impact on IPEDS reporting requirements, and its requirements for all institutions to provide a net price calculator on their websites.

Improving Student Outcomes in an African University (124)

L405, Lobby Level

MICHAEL GREGORY (Presenter), Director of Institutional Planning, University of Botswana

Outside of South Africa there is a dearth of information about the impact of institutional research (IR) in formulating strategies to improve student outcomes. IR carried out in 2007 and 2008 at the University of Botswana indicates that student out-

comes in terms of retention, throughput and time to completion rates needs to be improved. The paper outlines current research in African universities and the way in which the integration model developed by Tinto has influenced some universities in southern Africa. The author uses a propositional framework developed by Zepke (2003) as a way to strategize institutional improvement at his institution.

Analyzing the Student Experience: Item Response Theory Analysis and the Development of Cooperative Institutional Research Program Survey Factors (149)

International A, International Level

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

LINDA T. DEANGELO (Presenter), Assistant Director of Research, CIRP, University of California-Los Angeles

JESSICA SHARKNESS (Presenter), Student, University of California-Los Angeles

In the current climate of assessment and accountability, it is important to have sound measures that describe the undergraduate experience. However, developing and obtaining good measures can be tricky. The undergraduate experience is multifaceted and typical student surveys contain hundreds of items representing a potentially unlimited number of underlying constructs. This session describes the underlying construct of the Cooperative Institutional Research Program (CIRP) Surveys and how Item Response Theory (IRT) is used to create sets of factors that depict an institution's students and their experiences. Such factors can be used for both practical and scholarly research.

Learning Outcomes of College Students in Japan: Follow-Up Study of College Students Through Latent Class Analysis through JCSS (261)

L404, Lobby Level

REIKO YAMADA (Presenter), Professor of Education,Faculty of Social Studies, Doshisha University

TAKUYA KIMURA (Presenter), Associate Professor at Admission Center, Nagasaki University, Admission Center

Recently, attention toward assessment of learning has been spotlighted in Japanese universities. There is little research on assessment in Japan although follow-up studies as the assessment tool have been very important for higher education institutions. With approval of the Higher Education Research Institute (HERI), we have developed a Japanese version of College Student Survey (JCSS) and conducted a JCSS survey for 4,000 college students in 2005 and for 6,000 college students in 2007.

Promoting a Culture of Assessment at an Academic Health Sciences Center (263)

L508, Lobby Level

JEFFREY HOWELLS (Presenter), Director of Institutional Planning and Effectiveness, Louisiana State University Health Sciences Center

JAMES W. FIRNBERG (Presenter), Consultant

As permeated in the standards of accreditation, commitment to ongoing, integrated and institution-wide research-based planning and evaluation processes requires regular assessment of all institutional functions leading to continuous enhancement and overall institutional effectiveness. This presentation will describe how a "branch" academic health sciences center promoted faculty and staff engagement in the assessment process and implemented a web-based assessment system to centralize data collection and analysis to support decision-making, as well as to document continuous quality improvement in preparation for independent regional accreditation.

A Collaborative Decision: One Institution's Use of Academic and Administrative Data in Determining Not to Participate in the Teacher Education Assistance for College and Higher Education Grant Program (466)

L503, Lobby Level

ANTHONY P. JONES (Presenter), Graduate Research Assistant, University of Georgia

BONNIE JOERSCHKE (Presenter), University of Georgia

DENISE C. GARDNER (Presenter), Director of Institutional Research, University of Georgia

CHARLES MATHIES (Presenter), Research Analyst, University of Georgia

The new federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program -- designed to encourage students to pursue teaching certain subjects in low-income areas -- was created by Congress with a short implementation time frame and restrictive student eligibility criteria. The Vice President of Instruction charged a team of faculty and administrators to conduct an analysis of the program's impact on students and recommend whether the university should participate in the program. Presenters will discuss the collaborative and decision-making processes, how the team gathered and analyzed the data, and the results.

Revenue Forecasting and the Guaranteed Tuition Plan: A New Challenge for the Institutional Research Practitioner (472)

International 10, International Level

MICHAEL M. BLACK (Presenter), Data Information Analyst, Valdosta State University

KRISTINA M. CRAGG (Presenter), Assistant to the President for Strategic Research and Analysis, Valdosta State University

This research in action session contains a brief review of how one institutional research (IR) office worked with appropriate campus constituencies to arrive at a more accurate and granular revenue forecasting model. The model provides for the incorporation of the institution's guaranteed tuition plan and produces datasets used to arrive at the budget request for the next fiscal year. Although knowledge of accountancy is helpful, it is not required to employ this model successfully.

Developing the Story of the Value Proposition of United Negro College Fund/ Historically Black Colleges and Universities Member Institutions (599)

L506-L507, Lobby Level

BARRY NAGLE (Presenter), Director, Center for Assessment, Planning, and Accountability, United Negro College Fund, Special Programs Corporation

KAVITA MITTAPALLI (Presenter), Independent Consultant

This mixed methodology study presents the process of developing the institutional metrics that best identify the unique contributions that private, Historically Black Colleges and Universities (HBCUs) make to higher education and society overall. Methods included a census of federal and accrediting body metric requirements, interviews with United Negro College Fund (UNCF) member institution representatives, focus groups with students and faculty, and in-depth case studies of select institutions. A panel of HBCU institutional researchers provided critical feedback to the study. The analysis identified metrics unique to HBCUs that better enable them to tell the story of their value to the students and society.

Using Data to Improve Developmental Education: Three Case Studies (640)

L401, Lobby Level

MICHAEL TAFT (Presenter), President, ZogoTech

A look at how three institutions have used ZogoTech's student success and retention software to make quicker, better-informed decisions. Southwest Texas Junior College (Datatel Colleague): This Achieving the Dream school analyzed gaps in developmental education progression, designed cohort-specific interventions, and has dramatically increased gatekeeper course completion. University of the Incarnate Word (Banner): This private university is linking student intervention data to outcome data to predict at-risk students, intervene and assess the results. Metropolitan Community College (PeopleSoft): This large community college district uses data to analyze student progression via conditional probabilities and time series analysis.

Parental Education and Advanced Degree Attainment: Investigating Advanced Degree Attainment for Low and High SES Students in Baccalaureate and Beyond (123)

International 3, International Level

MARY BETH WALPOLE (Author), Associate Professor, Rowan University

Currently, low SES students are less likely to obtain advanced degrees. This study examines low SES students who do earn advanced degrees and seeks to understand the factors that enable their attainment using Baccalaureate and Beyond (B&B) data and logistic regression. This study is significant because understanding the factors that lead to their success will enable others to learn from and benefit from these findings. Preliminary results indicate that low SES students' advanced degree attainment was increased significantly by expecting an advanced degree, taking remedial classes, valuing liberal arts courses, and valuing their undergraduate major.

Who Wins the Second Half of the Race: Persistence of Associate of Arts Graduates Transferring to a Hispanic Serving University and the Role of Financial Aid (155)

International B, International Level

LIDIA V. TUTTLE (Author), Associater Dean, Undergraduate Education, Florida International University

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

Persistence of associate of arts graduates after transfer, particularly for diverse students, was the focus of this study at a Hispanic serving university. Using institutional data and a workable models approach, student social background (i.e., gender, ethnicity, age and income); and academic variables (GPA and enrollment status); along with amount and type of aid, including grants, loans, scholarships, and work study; were examined in four separate multinomial regression models. Findings suggest that grants awarded based on the financial need of students and loans were effective in encouraging the persistence of students, but scholarships and work study were not significant.

Assessing the Effectiveness of an Online Course Evaluation System: A Quasi-Experimental Study (319)

International 2, International Level

ROGER P. SUGARMAN (Author), Director of Institutional Research, University of Kentucky

SVETLA S. SLAVOVA (Author), Assistant Director for Research and Analysis, University of Kentucky

We conducted a quasi-experimental evaluation of an online course rating system to provide faculty and administrators with preliminary data about its effectiveness. Satisfaction ratings and response rates achieved in classes utilizing paper-based forms were compared to those using a web-based method. Only tenured professors who had previously taught the same course in spring 2007 and spring 2008 were included in the online treatment and control groups. After accounting for baseline differences, we found that online response rates did not decline, but the results bordered on significant. Although satisfaction ratings decreased slightly, the magnitude of these declines was quite small.

Job Competency of Administrative Staffs and their Job Satisfaction (410)

M301, Marquis Level

JUNG-CHEOL SHIN (Author), Assistant Professor, Department of Education, Seoul National University

JI-SUN JUNG (Author), Graduate Student, Seoul National University

HYEYOUNG ROU (Author), Graduate Student, Seoul National University

This study is designed to test a model of administrative job satisfaction. In this study, special focus was on the staffs' job competency as well as the conventional factors in job satisfactions such as Herzberg's duality theory of motivators and hygiene factors. For this study, we developed four-stage structural education modeling to build causal relationships between staffs' predictors and their job satisfaction. The data was collected from 421 staffs in a research university in South Korea. Our preliminary finding shows that job competency has significant positive association with intrinsic factors and negative association extrinsic factors.

Compliance Issues in Light of New Homeland Security Regulations with Chemicals for Higher Education Institutions (502)

International 1, International Level

NICOLAS A. VALCIK (Author), Associate Director for Strategic Planning and Analysis, University of Texas at Dallas

This research paper focuses on a case study institution in regard to its compliance with the new Homeland Security Regulations for facility chemical safety and security standards. This research discusses the qualitative research methodology on collecting the data, the strategic planning office involvement in the implementation of a software development application to be in compliance with the federal regulations, and the overall results.

Student Persistence: Effects of Need-Based Financial Aid and Merit-Based Financial Aid (519)

International 6, International Level

SHAOQING LI (Author), Programmer Analyst, Florida A&M University

KWADWO OWUSU-ADUEMIRI (Author), Director, Institutional Research, Florida A&M University

This study examines the effects of need-based financial aid and merit-based financial aid on persistence of new students enrolled in a state university system using the 2006 state census data. The results reveal that both need-based and merit-based financial aids have positive effects on student persistence. Furthermore, it is found that need-based financial aid tends to exert greater impact than merit-based financial aid.

Simplifying Online Course Evaluation with EvaluationKIT (E05)

M106, Marquis Level

KEVIN HOFFMAN (Presenter), President, EvaluationKit

Are you looking for a simple and affordable online course evaluation system to manage your course evaluation process via the Web? Are you just curious about this area? If so, join this session to learn how EvaluationKIT is providing institutions with unmatched functionality and expertise with online course evaluations. For the last 12 years Kevin Hoffman, President of EvaluationKIT, has been working with institutions across the country to help transition their course evaluation processes from paper to online.

9:45 a.m.-10:30 a.m.

Broadcasting What Your Faculty Do (E16)

M303, Marquis Level

MATT BARTEL (Presenter), President, Digital Measures

Your faculty and staff are productive, accomplishing all sorts of tasks: publishing, presenting at conferences, serving on committees, and more. The problem is that your accrediting bodies and other stakeholders need to know about all of these activities and accomplishments. A data system for managing this information is the answer. This session will highlight the types of information that can be collected, address the question of how to get buy-in for the system, and demonstrate how such a system can be powerful. If time and interest permit, Digital Measures' student portfolio software and course evaluation software will be topically covered.

Part II - Integrated Postsecondary Education Data System - Latest News (679)

International 5, International Level

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

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

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

Part II - Integrated Postsecondary Education Data System - Latest News (679) The National Center for Education Statistics (NCES) will continue its general update on Integrated Postsecondary Education Data System (IPEDS). Participants are encouraged to attend both Parts I and II of this session to hear the full update. Part II will focus primarily on the changes to the 2009-10 data collection, current projects of interest to the institutional research community, and the new IPEDS website and Data Center.

Predicting Latino Students' College Participation: State, School and Individual Level Effects (161)

International A, International Level

ANNE-MARIE NUNEZ (Author), Assistant Professor, University of Texas at San Antonio

DONGBIN KIM (Author), Department of Educational Leadership and Policy Studies, University of Kansas

Latinos now comprise the largest, youngest, fastest growing, and least educated non-White population in the U.S. This study uses the National Center for Education Statistics (NCES) Educational Longitudinal Study 2002/06 (ELS: 2002) data to examine predictors of whether or not Latino students attend college. We use Hierarchical Generalized Linear Modeling to examine the individual-, school- and state-level characteristics that affect whether or not Latino students enroll in college. Applying a multicontextual conceptual model of college attendance (Perna, 2006), we find that, in addition to school- and individual-level factors, addressing state-level characteristics adds predictive power to explaining patterns of Latino students' college attendance.

A Predictive Examination of College Student Success with Cognitive, Noncognitive, High School Extracurricular and College Engagement Factors (284)

International 1, International Level

CARLA DAVEY (Author), Doctoral Candidate, University of Utah

PAUL A. GORE (Author), Director, Institutional Analysis, University of Utah

Cognitive predictors have repeatedly been found to account for variance in college student outcomes. Recently, researchers have discovered the utility of noncognitive factors, high school engagement, and college engagement in predicting additional variance in student success. This study builds on the current knowledge base by testing the additive ability of all these factors to predict college student outcomes. Path analysis and hierarchical logistical regression techniques were used to determine the incremental validity of cognitive, noncognitive, high school extracurricular and college engagement factors in predicting college student outcomes. Results will be presented in a conceptual model with partial and full mediations.

The Impact of Personal, Structural and External Factors on the Transfer and Degree Attainment Among Hispanic Students (426)

L401, Lobby Level

AMAURY NORA (Author), Director and Professor, University of Houston

GLORIA CRISP (Author), Assistant Professor, University of Texas at San Antonio

The proposed study examined the underlying structural patterns among predictor variables influencing the transfer and subsequent persistence among Hispanic students. Early theoretical models of student persistence have been mainly validated among four-year college students. While the constructs have been well established, the relationships among the relevant factors remain unexamined among community college transfer students, and specifically among Hispanic students transferring from a community college to a four-year institution. Covariance structural modeling was used to test the hypothesized longitudinal and theoretical model on an existing set of quantitative persistence data drawn from a national sample of Hispanic students.

MI/AIR Best Paper -- Identifying Critical Risk Factors to Student Retention (116)

L404, Lobby Level

PAUL B. DUBY (Author), Associate Vice President of Institutional Research, Northern Michigan University

Identifying root causes of attrition on your campus can be daunting. This paper describes readily available benchmark student characteristics, describes their frequency and estimates their negative impact on subsequent performance.

Demonstration of a Simulation Tool for Projecting Enrollments and Degree Production at the State Level (528)

M302, Marquis Level

TAKESHI YANAGIURA (Presenter), Research Director, Tennessee Higher Education Commission

DAVID L. WRIGHT (Presenter), Associate Executive Director, Policy, Planning and Research, Tennessee Higher Education Commission

This session introduces an interactive tool developed to build consensus around a goal for increased degree production in Tennessee. The featured tool is based on a multiple cohort survival model that simulates the interplay of changes in high school graduation rates, college participation rates, and post-secondary persistence rates, and their impact on future college enrollment levels and degree production in the state. The presenters will describe development and validation of the underlying model, demonstrate the Excel based user interface, and discuss its application in state policy development.

The Counterfactual Rank Tool: Using Excel Scroll Bar Controls to Examine Hypothetical Changes in Ranking Data (639)

International 6, International Level

JASON M SULLIVAN (Presenter), Statistical Information Specialist, Ohio State University-Main Campus

Two of the most common questions that arise when confronted with a ranked list of institutions are, "How would our ranking change if we improved (Attribute X)…," and "What would the rankings be if they put more emphasis on (Attribute Y)…" The Counterfactual Rank Tool is an Excel-based instrument that allows even novice users of data an easy way to obtain these answers. Working from the raw data that the rankings are based upon, the instrument features graphic sliders that can be used to increase and decrease weightings and attribute scores, allowing users to instantly see the effect on rankings.

AIR50 Focus Group - 1990s (694)

M101, Marquis Level

RICHARD D. HOWARD (Presenter), Director of Institutional Research, University of Minnesota

GERALD W. MCLAUGHLIN (Presenter), Associate Vice President for Institutional Planning and Research, DePaul University

Do you remember institutional research (IR) before Integrated Postsecondary Education Data Systems (IPEDS)? Before Higher Education General Information Survey (HEGIS)? Before Federal reporting? Do you remember punch cards and mainframes before there was Windows and personal computers? Ledger paper before there was Excel? Encyclopedias before there was Wikipedia? What do you remember about the last 50 years of IR? In preparation for the AIR golden anniversary celebration, the AIR50 committee is compiling an IR history, and we need YOUR help. A series of "memory dump" panels is scheduled to cover the last five decades. If you were doing IR in the 1990s, please join this session and dump your memories!

Enabling Access and Success for High Risk Students Through Financial Aid, Student Support and Evaluation Research (147)

International C, International Level

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

SCOTT E. EVENBECK (Presenter), Dean, Indiana University-Purdue University Indianapolis

CHARLES JOHNSON (Presenter), Director of Scholar Support Programs, Indiana University-Purdue University-Indianapolis

Financial aid is necessary but not sufficient for ensuring college achievement among low-income, first-generation and other at-risk students. Academic and student support programs are also essential for improving success rates among such populations. The authors present a case study that describes the role of evaluation research as a third component for promoting student achievement among students with economically, academically and socially disadvantaged backgrounds. They will describe how evaluation research contributed significantly to the success of students who participated in a scholarship program for at-risk students at two large universities and two large community colleges in the Midwestern and Southwestern United States.

Study Abroad Assessment: Student Academic Outcomes of Different Program Types in the University System of Georgia (234)

L406, Lobby Level

ANGELA BELL (Presenter), Research and Planning Analyst, West Virginia Higher Education Policy Commission

This project uses data from all University System of Georgia students who studied abroad from 2001 to 2007 to analyze the shifts over time in students participating in study abroad programs of different length, region and semester (summer vs. academic), as well as the level of students at the time of travel. It examines the relationship between these study abroad variables and the academic outcomes of GPA, credit hours taken and graduation rate.

A Large Metropolitan Research University's Approach to Benchmarking Peer Selection (434)

M301, Marquis Level

SANDRA J. ARCHER (Presenter), Director for University Analysis and Planning Support, University of Central Florida

ELAYNE REISS (Presenter), Assistant Director, University Analysis and Planning Supprot, University of Central Florida

ROBERT L. ARMACOST (Presenter), Director, College of Medicine, University of Central Florida

YING SUN (Presenter), Graduate Student, University of Central Florida

YUN FU (Presenter), Computer Coordinator, University of Central Florida

During the development of the university's previous strategic plan, cluster analysis was employed to recommend a set of comparison institutions to benchmark against to help evaluate progress toward the plan. With a new strategic planning cycle beginning, it is time to not only re-assess the relevancy of the current peer list, but also the method of peer selection. The researchers take a phased approach to the problem by first assessing the clustering methods now available to them, examining variables to include in the cluster analysis based on themes of the new strategic plan, and incorporating key stakeholder input.

Update on the Redesign of the National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges (442)

International 10, International Level

RONDA BRITT (Presenter), Survey Statistician, National Science Foundation

JOHN E. JANKOWSKI (Presenter), Director for Research and Development Statistics Program, National Science Foundation

The purpose of this panel is to present the planned changes to the National Science Foundation (NSF) survey of research and development (R&D) expenditures at universities and colleges and to receive additional input from AIR members who respond to the NSF survey.

Building a Culture of Evidence and Improvement: How Can Integrating Institutional Research, Assessment and Planning Help? (481)

L508, Lobby Level

CHRISTINA L. LEIMER (Presenter), Director of Institutional Research, Assessment and Planning, California State University-Fresno

Leadership, shared goals, user-friendly data and research that's widely disseminated, funding, training, and organizational structures that link planning and review processes help create a culture of evidence and improvement. This presentation explains how a large, public university is integrating institutional research (IR), assessment, planning and program review processes to create and sustain such a culture. Critical components for success will be discussed. Benefits and challenges in developing such alignment will be offered.

Improving the Validity, Reliability and Response Rates of a State-Mandated Graduate Follow-up Survey (513)

International 3, International Level

EBENEZER F. KOLAJO (Presenter), Director of Institutional Research and Planning, University of West Georgia

Results from a state-mandated graduate follow-up survey potentially trigger legislative action impacting one state's community college sector, as well as garner data towards assessing institutional effectiveness within individual institutions. However, response rates have drastically fallen for the graduate follow-up survey, decreasing the generalizability and validity of survey outcomes. Collaboration among three community colleges has resulted in survey research to recommend changes: improve the instrument validity; increase the relevance and utility of the survey for individual colleges towards institutional effectiveness; and enhance reliability by stabilizing response rates. Findings will assist other institutions with the administration of similar graduate follow-up surveys.

Building a Culture of Evidence: A Symposium of Learning (522)

International 8, International Level

HALYNA M. KORNUTA (Presenter), Director of Educational Effectiveness, California Lutheran University

An annual, university-wide Assessment Symposium engages university members in assessment discussions. Faculty, administrators and staff describe ways in which evidence was used to improve student learning and the quality of our service. The Symposium, as a strategy to help build a culture of evidence, and its impact will be shared.

Higher Education Data Policy Committee (524)

International 9, International Level

VALERIE MARTIN CONLEY (Presenter), Associate Professor/ Director, Center for Higher Education, Ohio University

Join members of the Higher Education Data Policy Committee (HEDPC) for a conversation about current data policy issues of concern to institutional researchers. Topics include new disclosure and reporting requirements for the Integrated Postsecondary Education Data System (IPEDS) legislated by the Higher Education Opportunity Act (H.R. 4137), implementing changes in race/ethnicity reporting, and anything else on your mind! We will also highlight ways HEDPC serves AIR members and solicit feedback about some new things on the horizon (e.g., webinars, blogs, etc.).

Determinants of General Educational Development Recipient Success in College (531)

L403, Lobby Level

SCOTT HEIL (Presenter), Student, City University of New York

General Educational Development (GED) recipients on average appear less academically prepared than their counterparts who receive traditional high school diplomas. But within the GED population, we find considerable variation in both readiness and outcomes. Drawing together data from college applications, institutional performance records, and student experience surveys, we identify subpopulations of GED holders and model their performance on key college indicators such as basic skills proficiency, gateway course attendance, persistence and graduation in three recent cohorts of first-time freshmen. Special attention is paid to the predictive power of GED test scores on college outcomes.

A Competing Risks Model of Latinos' Educational Attainment (540)

L503, Lobby Level

JACOB PK GROSS (Presenter), Associate Director for Research, Indiana University/Project on Academic Success

Using a competing risks event history model, this study explores the effects of academic preparation, institutional contexts, college experiences and financial aid on Latino students' academic success; measured here as persistence and earning a postsecondary credential. Much of the prior research on patterns of Latino students' educational attainment has relied on cross-sectional data. This study further contributes to understandings of relationships among race/ethnicity, income, institutional sector financial aid and academic success. The data comes from a statewide student unit record system and the Free Application for Federal Student Aid.

Bringing Service Back: How an Institutional Research Office Incorporated IT Practices to Reorganize, Revitalize and Refocus (688)

L506-L507, Lobby Level

SIOBHAN FLEMING (Presenter), Associate Vice Chancellor, Lone Star College System

The Office of Research and Institutional Effectiveness, upon which this session is based, is from a large community college. It had existed in a silo for more than a decade - not utilizing the resources of Information Technology (IT) and not engaging in the kind of customer support that is so widely recognized in most IT shops. Years of isolation and insular Ivory Tower practices left it in a crisis. To remedy, the office was reorganized along the guidelines used by IT Service Desks. The result has been well-received and the structure and procedures increased effectiveness.

Practical and Statistical Issues in Assessing College Student Outcomes: Evaluating the Use of Survey Measures and Standard Cognitive Measures (258)

International 2, International Level

BYUNG-SHIK RHEE (Author), Assistant Professor of Higher Education, Yonsei University - Division of International Education & Exchange

SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles

Assessing broad dimensions of student experience, evaluating outcomes associated with undergraduate education goals, and meeting external demands with practical solutions is a job for institutional researchers. This institutional study aims to examine the relationship between several directly measured cognitive outcomes and student self-ratings on ability and social agency (commitments to civic action), which have been used on over 800 campuses annually via the Cooperative Institutional Research Program (CIRP). The

study illustrates how practical constraints were taken into account to reveal a significant link between student survey measures and student performance on a variety of measures that tap into distinct dimensions of cognitive ability.

Instructor Characteristics Correlated Positively with Overall Instructor Ratings at a Small, Ethnically-Diverse University (313)

L405, Lobby Level

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

PAUL H. FREEBAIRN (Author), Director of University Assessment and Testing, Brigham Young University Hawaii

CECILIA YIU CHAN (Author), Institutional Research Planning Analyst, Brigham Young University Hawaii

The current study examines 869 courses evaluated during 2007 to investigate the relationship between students' liking of an instructor and various characteristics of the instructor in an ethnically-diverse college setting. Instructor characteristics included teaching style, office hours, enthusiasm towards the topic, instructor's knowledge, course objectives, course organization, content, workload and assessment methods. Multiple regressions and a statistical Artificial Neural Network (ANN) analysis were performed. Characteristics identified as important predictors of instructor rating will be discussed.

The Effects of Financial Aid and Campus Experiences on Student Retention Decisions (455)

International 4, International Level

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Educational Leadership and Policy Studies, Indiana University at Bloomington

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

PHOEBE K. WAKHUNGU (Author), Research Associate, Indiana University at Bloomington

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

In this investigation we examine the effects of financial aid on two widely used measures of persistence at a single public institution. Because the decision to re-enroll at the end of the first year is often identified as the most critical juncture for undergraduate students, we examine the effects of financial aid and student experience variables on persistence from the first to the second year of college. In addition, we also examine the impact of financial aid and student experience variables on the intent of first-time, first-year students to return for the second year.

Could WEAVEonline Make a Difference in Your Accreditations? (E06)

M106, Marquis Level

DEB LEEPER (Presenter), Regional Director, Assessment Management, WEAVEonline

Regional and disciplinary accreditations require documentation of data-based institutional and programmatic improvements. With WEAVEonline, you can get and keep your institutional effectiveness house in order so that not only do you stay in compliance with standards related to planning and evaluation, but you also provide a framework with which to build a culture of evidence and stimulate buy-in for participating in activities related to institutional effectiveness. This session will also address important questions about how information should be captured, documented and presented to accreditors.

11:00 a.m.-11:45 a.m.

One Ranking to Rule Them All (282)

GRANT

International B, International Level

ALICIA BETSINGER (Author), Director, Institutional Research, Southwestern University

This AIR research grant was designed to: a) test the validity of the U.S. News & World Report (USNWR) model of predicted graduation rates, b) redesign USNWR's model to include relevant excluded variables related to degree completion, and c) build an explanatory model of factors that may help explain differences between actual and predicted graduation rates.

A Comparative Study of the Persistence and Academic Success of Florida Community College Student-Athletes and Non-Athlete Students (285)

GRANT 2 Year

L402, Lobby Level

DAVID HORTON (Author), Doctoral Candidate, University of Florida

More than 70,000 students participate in intercollegiate athletics at public community colleges in the United States each year. Yet, there is very little empirical research that examines their academic careers. The purpose of this study was to examine and compare Florida community college student-athletes and non-athlete student's persistence to two-year degree attainment or four-year transfer. A student was deemed "academically successful" if one of the following three criteria were met: a) completed a professional certificate or associates degree; b) transferred to a four-year institution; or c) was awarded a professional certificate or associates degree and transferred to a four-year institution.

The Effects of Gender and Family Formation on Academic Retirements (329)

M107, Marquis Level

NICHOLAS H WOLFINGER (Author), Associate Professor, University of Utah

MARY ANN MASON (Author), University of California-Berkeley

MARC GOULDEN (Author), Principal Analyst, University of California-Berkeley

Female Ph.D. recipients are less likely to get tenure-track jobs, less likely to get tenure, and are less likely to be promoted to the rank of full professor. Family formation behaviors explain the gender gap in job attainment but cannot account for women's low rates of tenure and promotion to full professor. Far less research has been devoted to late career gender differences among academics. We will explore gender and family differences in the timing of faculty retirements using national data from the 1981-1995 Surveys of Doctorate Recipients.

TennAIR Best Paper - Understanding Determinants of Student Satisfaction in Tennessee Public Universities - Using the National Survey of Student Engagement for State Higher Education Policy (121)

M302, Marquis Level

TAKESHI YANAGIURA (Author), Research Director, Tennessee Higher Education Commission

In 2006, all of Tennessee's public four-year institutions participated in NSSE as required by the Tennessee Performance Funding program. Its goal is to gauge how "engaged" students are academically in Tennessee institutions. Using unit-level survey data of Tennessee students obtained from NSSE, this study introduces a statistical model to predict a student satisfaction level, which is known to have a positive correlation with student engagement. The model will help state and institutional leadership identify what action needs to take place in order to improve educational quality at Tennessee public universities.

Consortium for Student Retention Data Exchange Best Paper - The Collegiate Learning Assessment: Using Cross-Sectional Indicators as Proxies for Longitudinal Outcomes-Redux (209)

International 9, International Level

PHILIP GARCIA (Author), Senior Director, California State University-Long Beach

The Consortium for Student Retention Data Exchange (CSRDE) best paper addresses previous research on California State University students which did not find any empirical evidence that would validate the use of cross-sectional groups of freshmen and seniors to simulate the student learning that takes place for a cohort of new freshmen that complete bachelor's degree programs - Collegiate Learning Assessment (CLA) program's dominant mode for assessing "value added." This presentation revisits the topic to bolster the previous findings and to help participating institutions decide whether to continue the practice. It begins with a re-examination of how far CLA's cross-sectional approach departs from standard research designs. Next it addresses how compromises in sampling can further hamper the production of useful comparisons. It then outlines a strategy for evaluating the campus utility of repeating the CLA cross-sectional testing on an annual basis. It ends with a brief discussion of what are the most likely characteristics of a viable "value-added" research program.

INAIR Best Paper: College Student Employment, Engagement and Academic Achievement (283)

International 4, International Level

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

RYAN MASSA-MCKINLEY (Author), Institutional Research Assistant, Western Kentucky University

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

This study examined the relationships among college student employment, engagement and academic achievement using nationally representative data from the 2004 administration of the National Survey of Student Engagement (NSSE). A specific focus of this study was on the moderating effects of student engagement on the relationship between work and grades. The results for first-year students and seniors indicated that there was a statistically significant nonlinear relationship between student employment and grades, even after controlling for entering student characteristics and levels of student engagement.

A Dynamic Data Warehouse for Enrollment Management (462)

L508, Lobby Level

GREGORY A. ROGERS (Presenter), Director of Institutional Research, Roger Williams University

The ability to study years of data and trends is essential to business intelligence and enrollment management. As information answers questions it certainly raises even more. The ability to drill down is critical. This Cognos warehouse links off of the Institutional Research Office Web Site. The demonstration illustrates building effective prompt pages, trend analysis, drill down capabilities, and graphics. New and innovative ways to look at enrollment patterns and retention will be demonstrated. In this demonstration you will see how data mining has given our decision-makers strategic competitive advantage.

Pivoting Tables as a Mechanism for Retention Analysis (615)

International 10, International Level

REED BLALOCK (Presenter), Senior Research Analyst, New Mexico State University

This demonstration uses the functionality of pivot tables to examine retention, stop-outs and other summary information. The data table used is comprised of one row per student per registered class. The demonstration will illustrate the limited ability of the table as an analysis tool when it is first drawn from the database (i.e., basic frequency distributions). It will then show how the depth of the analysis increases by using pivot techniques. It will illustrate the student tracking system currently being utilized at a large research university to help Deans and Department Heads better understand the progression of their students' academic careers.

Matrix Surveys: A New Tool for Institutional Research (669)

International 5, International Level

STEPHEN EHRMANN (Presenter), Vice President, Director of the Flashlight Program, The TLT Group

NILS PETERSON (Presenter), Assistant Director, Center for Teaching, Learning and Technology, Washington State University

BONNIE MULLINIX (Presenter), Senior Consultant, Faculty and Educational Development, TLT Group

Matrix surveys present the potential for a major advance in surveys and other online forms because of the ability to ask different questions of different respondents, depending on what the author already knows about each respondent. With student course evaluation, this enables surveys that are designed for how each course is taught. For evaluation of classrooms, surveys can ask about the use of technologies and features in each room. The session will describe how to create matrix surveys, and how they are being used.

AIR50 Focus Group - 1960s-1970s (693)

M101, Marquis Level

MICHAEL J. VALIGA (Presenter), Director of Survey Research Services, ACT, Inc.

ROBERT E. CUTTINO (Presenter), Director of Research and Planning, Brenau University

Do you remember institutional research (IR) before Integrated Postsecondary Education Data Systems (IPEDS)? Before Higher Education General Information Survey (HEGIS)? Before Federal reporting? Do you remember punch cards and mainframes before there was Windows and personal computers? Ledger paper before there was Excel? Encyclopedias before there was Wikipedia? What do you remember about the last 50 years of IR? In preparation for the AIR golden anniversary celebration, the AIR50 committee is compiling an IR history, and we need YOUR help. A series of "memory dump" panels is scheduled to cover the last five decades. If you were doing IR in the 1960s and 1970s, please join this session and dump your memories!

Multiple Measures of Assessment in Teacher Education: Examining Standards Based Achievement via Course Embedded Assessments and State Licensure Testing (217)

L401, Lobby Level

CHRISTOPHER A. MCCULLOUGH (Presenter), Assistant Dean for Assessment, DePaul University

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

The National Council for Accreditation of Teacher Education (NCATE) requires member institutions to implement multiple assessments for each standard identified by the discipline specific Specialized Professional Association (SPA). This presentation investigates the relationships between student achievement associated with course embedded assessment and state licensure examinations. Identifying relationships between student achievement on the aforementioned measures of assessment will enable faculty to determine if locally developed course embedded assessments are consistent with the expectations of commercial licensure examinations.

Survey of Graduates and Site Supervisors to Discover Perceptions of Learning Outcomes Achieved and Observed: Methodology and Findings (248)

International 1, International Level

RON GERMAINE (Presenter), Assessment Coordinator, School of Education, National University

GARY BARTON (Presenter), Associate Professor, National University

Within the context of an academic program review, a web-based survey was conducted in September 2008 asking 420 recent graduates of a Masters of Arts in Teaching (MAT)

program about the value of core MAT courses and whether they believed program outcomes were met. The survey replicated a previous survey, but was refined to capture a more representative population, and to gather corresponding data from site supervisors (employers). Respondents rated survey items using a four-point Likert scale, and were also given an opportunity to provide open-ended responses to their ratings.

Institutional Research on Alumni and Alumni Associations: How Japanese Institutions Compare with the U.S.A. (482)

L405, Lobby Level

AKIHIRO EHARA (Presenter), Doctoral Candidate, Waseda University

Alumni are often the subject of institutional research (IR) in the United States, but have largely been ignored in Japan. In this presentation the history of alumni associations in the U.S. and Japan will be explored with focus on alumni studies conducted by institutional researchers. Differences in Japanese and U.S. alumni contributions to higher education will be highlighted. A framework for alumni studies in IR will be proposed. The ideal of this presentation is, through discussing the specific matters in the U.S. and Japan, stimulating the worldwide research interest in alumni research all over the world.

Use of a Peer Comparison Group and Modeling to Inform Decision-Making and Institutional Planning (495)

International 8, International Level

SUSAN S. GAYLOR (Presenter), Vice President for Planning, Lycoming College

Small private colleges are particularly susceptible to their external forces due to their dependence on tuition revenue and their modest endowments. Many small private colleges are already facing operating deficits that require increased endowment spending or additional debt to balance the budget. This presentation will provide an example of an integrated planning approach that relies on budget, enrollment and residential models to assist small colleges in anticipating problems and making proactive planning decisions rather than reacting to external factors.

Measuring International Activity at Your Campus: the Open Doors Surveys (501)

L506-L507, Lobby Level

PATRICIA CHOW (Presenter), Senior Program Officer, Research and Evaluation, Institute of International Education

The Open Doors surveys are a set of annual statistical surveys measuring international exchange activity at U.S. higher education institutions. They have been conducted by the Institute of International Education (IIE) since 1948 and with support from the U.S. State Department's Bureau of Educational and Cultural Affairs since 1972. The surveys provide national-level data on international exchange to and from the U.S., as well as opportunities for individual institutions to benchmark their own international activity against other institutions. An overview of the surveys will be given, including information on the International Student Census and the U.S. Study Abroad Survey. Recent survey results and trends will also be discussed, as well as plans for transition to a web-based survey. Comments and suggestions for improvement from AIR members are welcome and greatly appreciated.

Contextualizing National Survey of Student Engagement Effect Sizes: Empirical Analysis and Interpretation of Benchmark Comparisons (605)

International 2, International Level

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

SHIMON A. SARRAF (Presenter), Research Analyst, Indiana University at Bloomington

Is 0.3 a small effect size? Is 0.5 large? The National Survey of Student Engagement (NSSE) reports the Cohen's d statistic to gauge the mean difference between the institution's and comparison group's benchmarks. Cohen reluctantly defined small, medium and large effects as about 0.2, 0.5 and 0.8. We studied effect sizes in the context of the actual NSSE reports of 587 institutions. After examining the frequency of effect sizes by Cohen's definition, we constructed model comparisons to simulate small, medium and large effect sizes, and derived new cut points grounded in the data. Recommendations for interpreting NSSE benchmark report effect sizes will be offered.

Predicting Award Productivity at Two-Year Institutions and Determining a Better Measure of Success (610)

International 3, International Level

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

While the main goal of many two-year institutions, especially community colleges, is to produce students prepared to transfer to a four-year institution, the main measure of success is the graduation rate which fails to account for transfer students. This paper will use data from the Integrated Postsecondary Education Data System (IPEDS) to model what baseline factors best predict the number of completers and transfers of a student cohort at a two-year institution. Furthermore, this paper will use these results to develop alternative "success rate" measures that two-year institutions can potentially consider using to better describe a cohort's success.

Grand Opening of the Business: The Perpetual Practice Anew (682)

International 7, International Level

JULIANA S. LANCASTER (Presenter), Director, Georgia Gwinnett College

LI-SHYUNG HWANG (Presenter), Director of Institutional Research, Georgia Gwinnett College

CATHY HAKES (Presenter), Director of Accreditation and Certification Actvities, Georgia Gwinnett College

STAN C. PRECZEWSKI (Presenter), Vice President Academic and Student Affairs, Georgia Gwinnett College

This presentation examines the core components and responsibilities of institutional research (IR) by reviewing the pertinent structures and design of a newly created four-year public college. By nature, a brand new institution provides the most comprehensive opportunities for the realization of institutional effectiveness in the design of assessment and IR support of accountability and decision-making. The status and progress of accreditation, strategic planning, assessment and IR are described. The prospects and challenges associated with this new establishment are discussed. Implications are made for further reflection upon current knowledge and practice in relation to World Class Institutional Research.

Student Drinking Behavior: Do Friday Classes Make a Difference? (156)

L403, Lobby Level

TERRA SCHEHR (Author), Assistant Vice President for Institutional Research and Effectiveness, Loyola College in Maryland

While some university presidents are calling for a lowering of the drinking age, the connection between student course schedules and drinking behavior has been known anecdotally for some time. In order to provide data to support what student development professionals have seen in the field, a lifestyle survey was conducted with undergraduate students at a medium-sized comprehensive university. The data show a clear and positive relationship between drinking on Thursdays and Friday courses schedules. The construction of the lifestyle survey, the results related to student drinking, and how the data are being used by the campus will be shared.

All On the Same Page? Contrasting Faculty and Staff Perceptions of University Commitment to Diversity (302)

International A, International Level

ROWANNA CARPENTER (Author), Research Analyst, Portland State University

Recent models of change related to diversity emphasize the need for normative and cognitive change in addition to structural or policy change (Smith, 2005). While research in this area emphasizes university-wide change, the focus has primarily been on faculty and students, neglecting the staff experience almost entirely This research project examines this type of change in university settings. Specifically, this project investigates whether there are differences between staff and faculty in their understanding of campus norms around diversity.

Using Higher Education Funding Models to Keep Faculty Salaries Competitive: The Georgia Experience (468)

L404, Lobby Level

ROBERT K. TOUTKOUSHIAN (Author), Associate Professor, Educational Leadership and Policy Studies, Indiana University at Bloomington

KAREN L. WEBBER (Author), Associate Professor of Higher Education, University of Georgia

In this paper, we examine how a state funding formula might be designed to enable institutions to reach specific goals or targets for faculty compensation. We use data from the state of Georgia to illustrate how to measure the competitiveness of faculty salaries and the modifications that would need to be made to its funding formula to achieve goals.

Fixed Tuition: What Does it Fix? Examining the Effects of State-Wide Guaranteed Tuition Policies on College Affordability in Illinois and Georgia (510)

M301, Marquis Level

DIANE R. DEAN (Author), Assistant Professor, Higher Education Administration and Planning, Illinois State University

ZENG LIN (Author), Associate Professor, Educational Administration and Foundations, Illinois State University

STACY OTTO (Author), Associate Professor, Educational Administration and Foundations Administration, Illinois State University

LYNNE HAEFFELE CURRY (Author), Research Associate, Educational Administration and Foundations, Illinois State University

This paper reports on a two-state comparative study of statewide mandatory guaranteed tuition programs in Illinois and Georgia, and their effects on students and institutions. Specifically, it reports on a quantitative analysis of the impact of guaranteed tuition on college affordability.

Retention of First-Time-In-College Students: A Five-Year Analysis (538)

L503, Lobby Level

FEN YU (Author), Assistant Director of Institutional Research, University of North Florida

RICHARD POWELL (Author), Director of Institutional Research, University of North Florida

Retention is an issue of strategic importance for institutions of higher education. Using logistic regression analysis, the purpose of this study is to find out whether the retention of First-Time-In-College students are affected by age, gender, ethnicity, in-state residence status, in-region resident status, high school GPA, ACT or SAT score, athlete status, college affiliation, first-year course load, first-year GPA, frequency of seeking help from an advisor and financial aid. Additionally, the researcher is also interested in examining whether the significance of these factors change over a period of five years.

The Diversity of Institutional Research Offices and Tasks (627)

L406, Lobby Level

J. FREDERICKS VOLKWEIN (Author), Director of the Institutional Research Program and Emeritus Professor of Higher Education, The Pennsylvania State University

JAMES K. WOODELL (Author), PhD Student, Pennsylvania State University

This research paper summarizes the results of a national study examining the size, function and structure of institutional research (IR) offices and activities across the USA. The presentation aims to understand what IR professionals do, and what similarities and differences exist among IR offices in different settings ranging from two-year colleges to research universities, from small colleges to large multi-campus systems. Although survey responses are still being analyzed, we see a clear hierarchy of IR functions and an ecology of IR offices. The session will explore the implications for career preparation and IR practice.

Using a Means and Covariance Structures Analysis to Understand Multigroup Invariance of Factor Structures: A Recent Application of Structural Equation Modeling for Institutional Researchers (689)

International C, International Level

RAYMOND D. BARCLAY (Author), Associate Vice President & Director of Institutional Research, College of Charleston

Institutional researchers often undertake multiple-group comparisons of assessment outcomes across cohorts, demographic groupings (age, gender, ethnicity), and socio-cultural contexts. The extent that an assessment is functioning in an equivalent manner across groups is important to document if any interpretation of between-group differences is postulated. Utilizing the pedagogical framework presented by Byrne and Stewart (2006), this paper will illustrate how institutional researchers can test for measurement invariance based on the analysis of means and covariance structures (MACS) of a higher order factor structure utilizing EQS (Bentler, 2005).

Fostering Collaboration and Communication Between Institutional Research and Information Technology (E07)

M106, Marquis Level

KEN DEZIO (Presenter), Chief Technology Officer, IData Incorporated

BRIAN S. PARISH (Presenter), President, IData Incorporated

Even with the best tools and technical knowledge, reports will not meet the requirements if communication between the requester and the report developer breaks down. To foster collaboration and communication, institutional reporting requests should be treated as a conversation between information technology (IT) and institutional research (IR). This session explores strategies and tools to facilitate successful collaborative report definition including using an institution-wide term definition database. Maintaining a database of term definitions and report definitions provides visibility across campus ensuring everyone shares a common understanding of each term and report thereby creating a shared language for the conversation between IT and IR.

iStrategy: Get the Info and Forget the Query (E15)

M303, Marquis Level

DAN VENEDAM (Presenter), Vice President, Sales and Marketing, iStrategy Solutions

At colleges and universities across the country, institutional research (IR) struggles to meet the increasingly complex reporting needs of an ever demanding campus. Don't be held hostage by SQL Code, Query Languages or Complex Reporting Tools. Learn how institutions like Louisville, Stony Brook and UMBC have freed themselves to answer important questions about student success, accreditation and assessment by implementing a common data model customized to meet their individual requirements.

1:15 p.m.-2:00 p.m.

RMAIR Best Paper - A Tale of Two Cities: Comprehensive Assessment of College Student Readiness (133)

M107, Marquis Level

PAUL A. GORE (Author), Director, Institutional Analysis, University of Utah

Colleges and universities continue to struggle with premature post-secondary departure as researchers attempt to describe the processes underlying attrition and academic performance. This research has identified demographic, pre and post-matriculation situational factors, and past academic achievement as potent predictors of student outcomes. Recently a series of studies by Robbins and his colleagues highlight the importance of psychosocial/motivational predictors of student outcome. This presentation will describe two institutions' efforts to comprehensively assess these psychosocial/motivational factors and their subsequent use of those data to provide targeted interventions in an effort to increase student engagement and promote student retention and academic success.

Faculty, Staff and Administrators' Views of Factors That Affect Student Transfer and Baccalaureate Attainment (129)

L402, Lobby Level

JULIETTE M. STOERING (Presenter), Institutional Research Analyst, Portland State University

KATHI A. KETCHESON (Presenter), Director of the Office of Institutional Research and Planning, Portland State University

SHELLY A. POTTS (Presenter), Director, Office of University Evaluation and Testing, Arizona State University

DANNA COOK (Presenter), Graduate Research Assistant, Arizona State University

This research complements quantitative analyses addressing community college (CC) student attendance and success in urban areas in two states. The researchers conducted interviews with faculty, staff and administrators at CCs and universities and asked what structural, policy and interpersonal factors facilitate or hinder CC student transfer and baccalaureate completion. Of particular interest were factors associated with success for underrepresented groups. Researchers developed a codebook and analyzed coded transcripts for differences by institution type, interviewee type and site. Results are discussed in terms of integration with previous quantitative findings and nationally- and locally-relevant recommendations for improving transfer and degree completion.

Supporting First-Year Students' Transition to College: a Multi-Campus Perspective (145)

International 4, International Level

DONALD R. WHITAKER (Presenter), Executive Director of Institutional Effectiveness, Ball State University

AMANDA A. YALE (Presenter), Associate Provost Enrollment Services, Slippery Rock University of Pennsylvania

STEVE WYGANT (Presenter), Assessment Consultant, Brigham Young University

DARLENA JONES (Presenter), Director of Research and Development, Educational Benchmarking, Inc.

Surveys are often useful for campus administrators, but how often are they useful for the college student or front-line faculty/staff? Making Achievement Possible Works (MAP-Works) is a unique online assessment to support first-year student success. MAP-Works provides customized feedback to help students establish realistic expectations and connect with campus resources. It also provides interactive, user-friendly data to faculty/staff enabling proactive interventions with individual students. Forty institutions utilized MAP-Works this year to contribute to first-year student success, and this presentation includes experiences from three of those institutions. We will provide concrete examples and discuss lessons learned and best practices ideas.

The Innovative Use of Cooperative Institutional Research Program Surveys in a First-Year and Capstone Seminar Series (277)

International 5, International Level

DAVID SUL (Presenter), Assessment Specialist, University of the Pacific

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

JOANNA ROYCE-DAVIS (Presenter), Dean of Students / Associate Professor, University of the Pacific

Students at a private institution in northern California participate in a year-long, first year and capstone seminar as part of the General Education curriculum. Students focus on the question "What is a Good Society?" This research in action presentation overviews the seminar series and how examining both institutional and national results from the Cooperative Institutional Research Program (CIRP) Surveys helped develop a culture of meaningful assessment by allowing students to reflect upon the relationship between their own values and how they relate to society. Researchers can use this presentation to think about the relevant inclusion of national instruments in their institution's curriculums.

A Visual Approach to the Integration of Planning, Performance and Accountability: Discussion and Demonstration of a Graphical Web-Based System of Accountability (485)

M302, Marquis Level

TRAVIS THOMPSON (Presenter), Academic Affairs, Office of Decision Support, University of South Florida

MICHAEL E. MOORE (Presenter), Associate Vice President of Decision Support and Academic Budgets, University of South Florida

The call for accountability in higher education can be answered in many ways, but the response is often a discrete system or document that fails to integrate two more critical processes: strategic planning and performance assessment. We will explore a novel web-based system that places performance within the context of an institution's Strategic Plan and offers accountability through concise metrics and clear visualizations of performance over time. The system has been operational across two university Strategic Plans and is extensible for other uses.

No technical knowledge is necessary. Simple technology combined with thoughtful design are focal points of this project.

Selecting Peers in Higher Education - Opportunities and Challenges in the Context of Institutional Growth (497)

L406, Lobby Level

EVELINA PANAYOTOVA (Presenter), Director of Instituional Research, Alvernia College

Practical imperatives make selecting peers in higher education particularly important in a competitive market and a stable consumer interest in the information provided by ranking reports. A revision of the basic classification of the Carnegie Foundation resulted in placing many small and medium-size schools in a new pool of institutions in highly competitive groups of peers in government and private ranking reports. This research demonstrates the use of techniques for navigating the wealth of comparative statistical data and the utilization of a two-step "threshold" and "hybrid" approach in peer selection.

The Assessment of Need as an Analytic Approach to Develop Accountability Indicators in Public Postsecondary Education (512)

International 1, International Level

WADDELL M. HERRON (Presenter), Associate Director, California State University System

The assessment of (and subsequent provision for) need has played a major role in the development, implementation and overall evaluation of "success" in the provision of public postsecondary education in the United States. The research paper and presentation will focus on how one large public funded postsecondary education system incorporated need assessments in its overall planning and decision-making process and how that process has evolved over the past 20 years from addressing accountability issues at the local (state) level exclusively, to addressing these issues at both the local and national levels.

Assessing the Institutional Research Function by Visiting Other Institutions (614)

International 3, International Level

GERALD W. MCLAUGHLIN (Presenter), Associate Vice President for Institutional Planning and Research, DePaul University

RICHARD D. HOWARD (Presenter), Director of Institutional Research, University of Minnesota

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

Over the last year, William Knight has asked a workgroup, led by Ronald Durnford of Xavier, to look at a way for an institutional research (IR) office to assess its effectiveness. One of the basic methods identified for assessing the IR function is to visit other institutions and learn how they do the IR function. This can then be compared to the process at your college and provide the basis for identifying opportunities for change. This presentation will describe how these visits can be done as a Process Benchmarking activity. The description will be in the form of a case study. There will then be a discussion with the audience about the methodology and about the Do's and Don'ts.

Beyond the Numbers: A History and Critique of the Integrated Postsecondary Education Data System Race and Ethnicity Categories Change and College Data Collection Strategy (670)

L508, Lobby Level

YANG ZHANG (Presenter), Director of Institutional Research Office, Edgewood College

All colleges and universities are required to adopt the new race and ethnicity reporting categories in the 2010-2011 academic year. To gain a better understanding of this major change, the author studied the new Integrated Postsecondary Education Data System (IPEDS) race and ethnicity categories from a historical perspective, and used Census 2000 to demonstrate possible race data bridging and interpreting issues. To help colleges (especially small liberal arts colleges) plan strategically in race data collection, a two-set questionnaire capturing students' heritage and identity background is introduced with preliminary survey results from a Midwest religious affiliated private four-year college.

The Climate for Diversity: Studying Student Perceptions and Experiences in the First Year of College (112)

International C, International Level

SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles

CYNTHIA ALVAREZ (Author), Research Analyst, University of California-Los Angeles

LUCY ARELLANO (Author), Research Analyst, University of California-Los Angeles

MARCELA CUELLAR (Author), Research Analyst, University of California-Los Angeles

CHELSEA WANN (Author), Research Analyst, University of California-Los Angeles

This study examines student perceptions of the campus racial climate during the first year of college. Analyses indicate that African American, Asian/Asian American, Latina/o, American Indian, and White students perceive the campus racial climate differently. Findings show that pre-college experiences, diversity in the student body, a student-centered faculty, and inclusive initiatives influence perceptions of the climate in the first year. Implications are discussed regarding assessment of the climate for diversity on campus.

Freshman Roommate Assignments: The Consequences of Our Largest Diversity Intervention (128)

International 2, International Level

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

At this large and very diverse selective public university, freshman roommate assignment is a random process, taking into consideration preference for residence hall location, students per room and gender. This paper explores how that random assignment affects: 1) perception of initial transition to college; 2) development of skills (e.g., interpersonal; the ability to appreciate, tolerate and understand racial and ethnic diversity, appreciation for cultural and global diversity); 3) perception of campus climate for political and religious expression and for perceived campus respect regardless of gender, class, sexual orientation and political or religious beliefs; and 4) academic performance and student satisfaction.

A Ten Year Study of the Conditional Effects on Student Success in the First Year of College (151)

L401, Lobby Level

BRADY P. GASKINS (Author), Coordinator of Assessment, Planning and Technology, Bowling Green State University

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

In light of enrollment and retention pressures, educators strive to deliver an experience that will meet the myriad outcomes expected from present-day colleges and universities. This study sought to inform one campus about the impact of its educational environments on a variety of student outcomes. First-year student cohorts from 1997 to 2006 were studied. Key variables included retention, involvement in a first-year program, the type of first-year program, and academic preparedness, along with many student inputs and pre-college characteristics. The study provides institutional researchers with a model for assessing student success efforts.

Engagement Half-Life: The Impact of Incoming Student Characteristics Throughout the College Career (219)

L503, Lobby Level

CAROLINE R. NOYES (Author), Assistant Director of Assessment, Georgia Institute of Technology-Main Campus

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

JONATHAN E. GORDON (Author), Director of Assessment, Georgia Institute of Technology-Main Campus

Student engagement is a two-party endeavor: the institution provides the opportunities, while the student chooses how to connect. Previous research shows that student traits related to pre-existing attitudes and behaviors predict certain kinds of engagement in the first year, but how much of a role does this play in student engagement at the end of college? A major research institution is using the Cooperative Institutional Research Program (CIRP) freshman survey to see how demographic traits and pre-college attitudes and experience relate to levels of engagement reported by freshmen and seniors on the National Survey of Student Engagement (NSSE).

The Effects of Academic Programs and Institutional Characteristics on Post-Graduate Social Benefit Behavior (260)

M101, Marquis Level

TERRY ISHITANI (Author), Assistant Professor, University of Memphis

This study investigated the relationship between college characteristics of bachelor's degree holders, such as academic programs and types of institutions, and their post-graduate social benefit behavior. While a myriad of studies have examined the monetary benefits from attaining a college education, little is known about effects of collegiate experiences associated with non-monetary returns conferred by a higher education. A sample of 2,463 drawn from a national database was used in this study. After controlling for pre-college volunteer behavior and other demographic characteristics, students who majored in education and those who graduated from baccalaureate institutions presented significant gains in social benefits.

Oh, Won't You Stay: The Role of Stress, Satisfaction and Productivity on Faculty Intent to Leave (303)

L506-L507, Lobby Level

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

JASON M. SULLIVAN (Author), Statistical Information Specialist, The Ohio State University-Main Campus

RICH W. HEALY (Author), Resource Planning Analyst, The Ohio State University

Understanding the role of stress, satisfaction and productivity on faculty intent to leave an institution is important to the development of a robust conceptual framework for researchers and effective retention strategies for academic leaders. Utilizing factor scores for dimensions of productivity, satisfaction and stress for faculty at a large research university -- based on responses to the Higher Education Research Institute (HERI) Faculty Survey - three main logistic regression models identified dissatisfaction with the "job" and higher research productivity as predictors of intent to leave. Additional results across sub-samples are explored. Implications for research and practice are discussed.

Economic Impact of the University of North Carolina System on North Carolina's Economy (506)

International B, International Level

MICHAEL L WALDEN (Author), Reynolds Distinguished Professor, North Carolina State University at Raleigh

XIAOYUN YANG (Author), Director of Policy Analysis and Accountability, University of North Carolina General Administration

The institutions of the University of North Carolina (UNC) system are engaged in three missions: teaching, research and service. This study intends to quantify -- in monetary terms where possible -- the annual economic impact of the UNC system on the North Carolina economy. 2006 is used as the benchmark year. The results show the economic impact of the UNC system to be considerable in the state. If the system was ranked as an industry in the state, it would be the 11th largest among 43 private sector industries.

Predicting Success of International Undergraduate Students from Non-English Speaking Countries at American Universities (529)

L405, Lobby Level

TONGSHAN CHANG (Author), Coordinator, Institutional Research, University of California System Administration Central Office

SAMUEL J. AGRONOW (Author), Coordinator of Admission Research and Evaluation, University of California

This study examines the relative contribution of high school GPA, the Test of English as a Foreign Language (TOEFL), and standardized admissions test scores in predicting success of undergraduate students at American universities who graduated from a high school in a non-English speaking country. The analysis clearly indicates that standardized tests are the most predictable for the first- and fourth-year college GPA and four-year graduation as well, followed by the TOEFL and high school GPA. The findings suggest that among pre-college academic factors, greater emphasis should be put on standardized tests in college admissions of international applicants from non-English speaking countries.

Inquisite Survey Software: Delivering Data to Drive Institutional Effectiveness (E17)

M303, Marquis Level

MARY BARTON (Presenter), Senior Research Analyst, Institutional Research and Effectiveness, University of North Texas

Inquisite Survey is the leading survey software for colleges and universities to collect mission critical data that drives institutional effectiveness and student success. Learn how Inquisite can help you survey students, faculty, alumni and staff for a multitude of purposes. And in partnership with a university client, Inquisite representatives will share with you why Inquisite is the best option for higher education institutions who wish to standardize on one survey provider and integrate survey technology with existing student and campus management applications. A product demonstration will be provided.

2:15 p.m.-3:00 p.m.

National Community College Council for Research and Planning Best Paper - Student Learning Outcomes: Facilitating Institutionalization and Sustainability of Assessment Efforts (208)

M107, Marquis Level

PRIYADARSHINI CHAPLOT (Author), Educational Research Assessment Analyst, Mt. San Antonio College

Over the past few decades, the growing public demand for accountability and transparency has fueled the development and integration of assessment efforts, such as student learning outcomes, as a mode by which institutions can evaluate and improve student learning and institutional effectiveness. Though student learning outcomes have been present in the academic landscape for many years, colleges are still struggling to establish a consistent and sustained outcomes assessment effort. A qualitative study investigating factors crucial to the stability and success of this process will be presented.

MidAIR Best Paper - Integrating Key Performance Indicators into the Strategic Planning Process (413)

International 1, International Level

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

BARBARA KEIM (Author), Vice President for Technology, St Charles Community College

St. Charles Community College (SCC) has recently integrated its performance report with its strategic planning process using data from the National Community College Benchmarking Project. This presentation will show how and why SCC, 1) Changed its Key Performance Indicators (KPI) report from a dashboard to scorecard format: 2) Selected the KPIs to be used in its strategic plan: 3) Captured the data to measure its KPIs: and 4) Established the KPI benchmarks for each of its measures. The session will conclude with a discussion of the implementation lessons that have been learned to date and the future steps remaining before full college-wide implementation is achieved.

SAAIR Best Paper: Challenges for African Higher Education (533)

M301, Marquis Level

HERMAN J. VISSER (Author), Director, Information Analysis, University of South Africa

This paper is based on a chapter in NDIR: International Perspectives on Accountability, Assessment and Access that will be published shortly. African higher education is facing tremendous challenges. The pressure and demand for access is huge. This is understandable against the backdrop of traditionally low participation rates, low success and throughput rates, declining financial contributions from governments and donors and the key pressures for efficiency, modernization, development and growth. The major challenges will be covered as well as key implications for institutional research.

Organizing Assessment Data for Program Improvement and Accountability at a Multi-Campus Proprietary University (272)

L508, Lobby Level

WILLIAM F. RITCHIE (Presenter), Assoc Vice Chancellor of Institutional Research, Planning and Assessment, Keiser University

DAVID J. KREITNER (Presenter), Director Quality Enhancement, Keiser University

This demonstration focuses on assessment practices at a 13-campus regionally accredited proprietary institution offering master's, baccalaureate, and associate degrees. The university mission incorporates educational goals at various levels of specificity. The institution is accountable to government and accrediting agencies, policymakers and the public.

Meeting educational goals at multiple levels requires the participation of various groupings of faculty and administrators. Each group has its own special data needs for analysis and program improvement. The demonstration shows how results of multiple measures of student learning are organized to meet specific needs of groups involved in program improvement and accountability reporting.

American Association of University Professors Faculty Compensation Survey (311)

International B, International Level

JOHN W. CURTIS (Presenter), Director of Research and Public Policy, American Association of University Professors

An informal session to meet with the Director of Research of the American Association of University Professors (AAUP) to learn more about the annual AAUP Faculty Compensation Survey, and give input on possible changes in the survey. Participants from all types of institutions are encouraged to attend.

From Data, to Information, to Knowledge: Connecting Institutional Research and Space Data Using Open Source Tools for Integrated Campus Reporting (453)

International 5, International Level

WILLIAM J. NUNEZ (Presenter), Director, Institutional Research & Planning, University of Nebraska

SIBALI DUTTA (Presenter), Institutional Research Analyst, University of Nebraska at Lincoln

DOTTIE HARRELL (Presenter), Institutional Research Analyst, University of Nebraska-Lincoln

This session reviews the many sources of institutional information available to decision-makers and explains how information rarely evolves into usable knowledge. This is due in part to a lack of commonality and linkages between transactional and reporting systems. The presenters will review an existing institutional data hierarchy that ties together student, financial, staffing, space and other sources and will explain how this linkage benefits institutional reporting. Further, the presenters will demonstrate how these data are provided to the campus via open source, web-based reporting tools.

Implementing Web-Based Performance Analytics for Enrollment Management and Academic Planning (659)

M302, Marquis Level

CHONGJIE JACK XUE (Presenter), Research Analyst, Fordham University

Institutional Research (IR) offices often have limited financial and human resources to implement and support a state-of-art performance analysis system. This session will present a cost-effective way to construct and support such a system in a private research university. We will discuss how we obtain support from other offices, adopt agile development methodologies and apply appropriate technologies to ensure the success of the project. The presentation will include demonstrations of web-based dashboards for student retention and faculty instructional workload as well as web applications for predicting student retention and forecasting instructional demands.

Doctoral Education at The Institute of Higher Education, University of Georgia (078)

L405, Lobby Level

KAREN L. WEBBER (Presenter), Associate Professor of Higher Education, University of Georgia

LIBBY V. MORRIS (Presenter), Professor and Director, University of Georgia

JAMES C. HEARN (Presenter), Institute of Higher Education, University of Georgia

Join us at this informal session to learn more about doctoral level programs at The Institute of Higher Education, University of Georgia.

Showing New and Re-Entering Students the Campus Ropes: Predicting Retention Using a Logistic Regression Model (119)

International 2, International Level

ALYSSA NGUYEN (Presenter), Research Analyst, San Joaquin Delta College

BRIANNA HAYS (Presenter), Research Analyst, San Joaquin Delta College

MATTHEW E. WETSTEIN (Presenter), Dean of Planning Research and Grants Development, San Joaquin Delta College

The present study examined the effect of taking a college orientation course on persistence along with several other variables. Between 1976 and 2005 the National Center for Education Statistics (NCES) reported a 50 percent increase in ethnic minority college enrollments. With this increase comes the challenge of assisting a population that has little or no knowledge of the campus environment. To explore the effects of the orientation course, a logistic regression model was used to examine its effects along with several other key variables. Results and implications of the study will be discussed in the presentation.

Using Colleague to Improve Productivity in Advising Adult Students (127)

L503, Lobby Level

JENNIFER E. MAULDIN (Presenter), Assistant Dean, Regis University

DANIEL M ARCHULETA (Presenter), Coordinator, Regis University

A university with approximately 6,000 adult students has developed systems that quickly identify student needs and priorities so that advisors can begin tailoring services for the individual student in the first encounter. This process makes advisors more productive because their time with students is spent addressing needs rather than identifying them. Advisor contacts, referrals and follow-ups are tracked in Colleague and are used to improve communication among the student

services staff who interact with the students. These data are also combined with persistence rates and student satisfaction data to identify best practices and to monitor productivity.

Closing the Loop: Using Assessment Results to Review and Adjust the General Education Curriculum (323)

L506-L507, Lobby Level

THOMAS P. JUDD (Presenter), Assistant Dean for Academic Assessment, United States Military Academy

BRUCE KEITH (Presenter), Associate Dean for Academic Affairs, United States Military Academy

Completing a full assessment cycle should include action based on evidence. This session will show how a mature outcomes assessment process is integral to the review and realignment of the general education curriculum. Beginning with a goal centric framework with coherent connections between 30 general education courses and 10 outcome goals, evidence from multiple sources was used to identify weak areas of the curriculum. Proposals to address the areas were solicited from the departments, reviewed by the assessment committee for merit, and forwarded to the Dean with recommendations for action.

Strategic Project Management: Lessons From a Research University's Successful Drive to Move Up in the U.S. News Rankings (461)

International 3, International Level

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

NANCY T. JAMES (Presenter), Research Analyst III, Clemson University

Much has been written about an institution's ability to move up substantially in the U.S. News rankings. Complaints about changing methodologies, incomplete data sharing, and category changes are justified. One research university has proven that moving up is possible and can occur consistently. This presentation will offer strategic project management methods in the context of the U.S. News rankings and how one research university has consistently moved up over the past seven years. Participants will learn the concepts of strategic project management and lessons learned that helped the institution move up as well as analyze their own institutional strengths and weaknesses.

Addressing Current Campus Needs and Future Career Pathways Through Collaboration: Lessons Learned from a Pilot Program about the Importance of Data-Driven Decisions and Deliberate Actions (484)

International 6, International Level

SHELLEY R. STRICKLAND (Presenter), Student, University of Michigan-Ann Arbor

KATHERINE WALSH (Presenter), Assistant Director for Student Philanthropy, University of Michigan-Ann Arbor

While a model internship program at a large, public university was initially created to address largely anecdotal needs, data analysis was a key element of the program's implementation. Evidence now in place supports the program's refinement and effectiveness, resulting from a partnership between the offices of development and student affairs. Outcomes suggest that the program's objectives of exposing students to a career pathway and impacting the current campus culture are being accomplished through the curricular and co-curricular program components. At the same time, the offices have learned from working together ways that influence the organizational culture.

Ignoring It Does Not Make It Go Away: Addressing Missing Data in Institutional Research (541)

International 7, International Level

JACOB PK GROSS (Presenter), Associate Director for Research, Indiana University/Project on Academic Success

AFET DADASHOVA (Presenter), Research Associate, Indiana University-Bloomington

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

MARY ZISKIN (Presenter), Senior Research Associate, Project on Academic Success, Indiana University at Bloomington

Using a persistence analysis done with a statewide unit-record data system as our case study, we will facilitate discussion about the steps by, a) exploring the 'missingness' of data; b) showing common examples of addressing missing data; and c) demonstrating how results and conclusions may vary depending on assumptions and techniques. Though techniques -- such as multiple imputation (MI) -- for addressing missing data may seem the domain of expert statisticians, the goal of this session is to encourage insitutional research (IR) professionals to consider practical methods for addressing this persistent problem.

Understanding New Net Price Calculator Required by the Higher Education Opportunity Act for Institutional Web Sites (699)

M101, Marquis Level

MARY M. SAPP (Presenter), Assistant Vice President, Planning and Institutional Research, University of Miami

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

One of the new disclosure requirements in the Higher Education Opportunity Act (HEOA) is for all postsecondary institutions to post a net price calculator on their web sites by August 2011. Institutions can either use a template developed by the National Center for Education Statistics (NCES) that calculates net price from data in two tables supplied by the institution (cost of attendance and average grant awards for their full-time first-time students), or they can develop their own calculator (as long as in meets a minimal set of requirements from NCES). This session explains the new requirement, describes the NCES calculator, discusses pros and cons of developing a customized calculator, and allows time for discussion.

Higher Education Service Quality (432)

International C, International Level

CARY COUNTRYMAN (Author), Associate Professor of Strategy and Operations Management, Brigham Young University-Hawaii

CLAYTON HUBNER (Author), Dean,College of Business, Computing and Government, Brigham Young University Hawaii

CECILIA YIU CHAN (Author), Institutional Research Planning Analyst, Brigham Young University Hawaii

ALEXA KIENE (Author), Brigham Young University-Hawaii

DOUG ROBERTSON (Author), Brigham Young University-Hawaii

LAIWING LUI (Author), Student Researcher, Brigham Young University-Hawaii

JOLYN BRANT (Author), Brigham Young University-Hawaii

In an effort to measure the service quality of university services, a widely accepted measurement of service quality (SERVQUAL) was modified. The scale was initially tested using the admissions office. Reliability and factor analysis was used to refine the scale. Three factors were identified instead of the five factors identified by SERVQUAL. The tangible factor was found to be unreliable in this particular setting. The three remaining factors were reliability, assurance, and a third factor made up of responsiveness and empathy. Regression analysis indicated that reliability factor was the most significant factor in determining service quality for the admissions office.

Examining the Effects of High School Contexts on Postsecondary Enrollment (542)

L401, Lobby Level

MARK ENGBERG (Author), Assistant Professor, Loyola University Chicago

GREGORY WOLNIAK (Author), Research Scientist, NORC at the University of Chicago

The purpose of this paper is to identify how structural and environmental aspects of the high school context influence and moderate postsecondary enrollment. Utilizing the Educational Longitudinal Study of 2002, we will employ hierarchical modeling techniques to explore the secondary-postsecondary nexus and highlight key implications for institutional researchers and policymakers.

Features of Campus Data Systems and Reporting to the Integrated Postsecondary Education Data System (691)

International 8, International Level

CRISSIE M. GROVE (Author), AIR/NCES Postdoctoral Fellow, Association for Institutional Research (AIR)

The purpose of this study is to examine various campus data systems and their features, how these features impact data quality, and how possible changes to the Integrated Postsecondary Education Data System (IPEDS) may influence keyholder burden based on campus data system features.

Collecting Evidence of Global Impact for Strategic Planning (T40)

M103-M105, Marquis Level

MARGARET L. DALRYMPLE (Presenter), Associate Director of Institutional Research, Purdue University

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

When a university's strategic plan includes addressing global needs and challenges, how can institutional researchers and planners effectively demonstrate through measures that the university has met that goal? This informal table topic discussion will focus on initiatives implemented by more and more institutions recognizing that higher education is a global enterprise. Participants will discuss concerns and issues related to collecting evidence of their institutions' global impact, data used for world rankings, and exchange strategies in reporting their strategic plan global measures.

Institutional Review Boards at Two-Year Educational Institutions (T60)

M103-M105, Marquis Level

FLORA B. YEN (Presenter), Director of Institutional Research, Los Rios Community College District Office

Institutional Review Boards (IRBs) have existed for many years at four-year educational institutions. They have been accepted as necessary to the process of applying for grants and for conducting research. IRBs, however, tend to be rare at two-year educational institutions. This session will delve into the role of an IRB at two-year colleges and summarize the experiences of two districts that have established IRBs on their campus. After this brief presentation, the session will be open for discussion among the participants on the benefits and challenges of organizing an IRB on their campus, and strategies for setting up an IRB.

The Future of the Fact Book (T62)

M103-M105, Marquis Level

ANGELA HENDERSON (Presenter), Data Resource Specialist, Valdosta State University

With today's technological advances in instantaneous information retrieval, the traditional Fact Book may soon be obsolete on many university campuses. Discussion will focus on the role of the Fact Book in today's institutions with emphasis on issues such as relevancy and timeliness, availability of information via other means, campus usage, online and print dissemination, and whether the document has vitality for future years.

AIR's Summer Data Policy Institute: Follow-Up Survey of 2004 and 2006 Cohorts (T63)

M103-M105, Marquis Level

KEVIN HYNES (Presenter), Director Institutional Research and Educational Assessment, Midwestern University

HUI-MIN WEN (Presenter), Director of Institutional Research and Assessment, New College of Florida

JION LIOU YEN (Presenter), Executive Director, Institutional Research and Planning, Lewis University

Fellows from the 2004 and 2006 Summer Data Policy Institutes (SDPI) were surveyed online about SDPI outcomes and interest in collaboration via a listserv. The response rate was 28%. Respondents cited a total of 202 presentations, articles, books and internal institutional research (IR) reports, an average of 7.5 per responding fellow, emanating from their utilization of National Center for Education Statistics/National Science Foundation (NCES/NSF) databases. Results indicated SDPI goals were rated positively and 81% of respondents would participate in an AIR-sponsored listserv promoting collaboration between fellows. Respondent comments will be emphasized in this table presentation designed to serve as a springboard for involvement in a SDPI listserv.

"Exchanging War Stories": A Case Method Approach to Developing Decision-Making Skills (T64)

M103-M105, Marquis Level

HIROSUKE HONDA (Presenter), Doctoral Student, SUNY at Albany

This proposal describes the application of the Case Method to professional development in Institutional Research (IR). The Case Method is a pedagogical approach that instructors and trainees analyze and discuss a case (an illustration of various administrative practices such as assessment and planning) in order to enhance analytical, decision-making, and interpersonal skills in organizational dynamics. In this table topic session, I would like to receive feedback from the participants on my Case Method project design: identification of case topics, selection of case site, assignment of case representatives and case writers, and implementation of my Case Method project.

Introduction to Cooperative Institutional Research Program Surveys: The Freshman Survey, Your First College Year Survey, and the College Senior Survey (E09)

M106, Marquis Level

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

LINDA T. DEANGELO (Presenter), Assistant Director of Research, CIRP, University of California-Los Angeles

The Cooperative Institutional Research Program (CIRP) is a longitudinal student survey program. CIRP surveys are conducted at the beginning of the first year of college, at the end of that year, and again with exiting students as seniors. Topic areas include academic preparation and engagement, diversity, campus culture, student and faculty interaction, academic climate, and other areas relevant to student success in college. CIRP surveys are used by hundreds of institutions for assessment purposes such as examining retention and support for accreditation. This session covers the theoretical underpinnings of CIRP and how the results can be used at your institution.

National Survey of Student Engagement (E18)

M303, Marquis Level

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

Since its inception, more than 1,300 baccalaureate-granting institutions have used National Survey of Student Engagement (NSSE) to measure the extent to which students engage in effective educational practices empirically linked with learning, personal development, and other desired outcomes 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 the Beginning College Survey of Student Engagement (BCSSE), and is most appropriate for first-time users.

3:30 p.m.-4:15 p.m.

A Comprehensive Process Linking Accreditation and Long-Term Assessment Efforts (230)

M106, Marquis Level

PAUL H. FREEBAIRN (Presenter), Director of University Assessment and Testing, Brigham Young University Hawaii

WILLIAM G. NEAL (Presenter), Assistant to the President, Brigham Young University Hawaii

HELENA M. HANNONEN (Presenter), Chair, Business Management Department, Brigham Young University-Hawaii

JOHNSON MAK (Presenter), Institutional Research Software Applications Analyst, Brigham Young University-Hawaii

Practical demonstration of a seven-year process and Web sites created by a small private university to document campus-wide accreditation efforts, centralize key information for internal and external stakeholders, and facilitate reflection, continuous improvement and educational effectiveness. Processes included organizing an assessment committee, conducting faculty focus groups, and utilizing rubrics and other tools to promote long-term assessment efforts and engagement in the accreditation process. Web sites showcase institutional research (IR) initiatives and link core assessment and accreditation elements. We will share both the processes used and the actual websites developed which culminated in the completion of a successful accreditation review cycle in March 2008.

Update on the Progress of the Working Group to Develop Graduate Data Definitions (511)

International 1, International Level

LYDIA S. SNOVER (Presenter), Director of Institutional Research, Massachusetts Institute of Technology

The Working Group to Develop Graduate Data Definitions (formerly the Working Group to Align Graduate Surveys), which includes representatives of the institutional research (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. Since the 2007 AIR Forum, the group has focused its efforts on developing standard definitions of terms where possible. This session will present the results so far for discussion and feedback from interested parties.

Integrated Postsecondary Education Data System - New Data Center (681)

M303, Marquis Level

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

TARA B. COFFEY (Presenter), Statistician, National Center for Education Statistics

The National Center for Education Statistics (NCES) staff will demonstrate the features of the new Integrated Postsecondary Education Data System (IPEDS) Data Center. Whether you're a veteran user of the IPEDS Peer Analysis System and Dataset Cutting Tool, or you're new to IPEDS data use, the Data Center has features you'll love. The Data Center makes data retrieval easy, while retaining the powerful advanced components of the Peer Analysis System (PAS). Newcomers will appreciate the question-driven design that guides users through the steps of choosing data and generating useful reports. See how easy it can be to use IPEDS data for peer analysis, benchmarking and data-driven decision-making.

Investigation Into Survey Item Response Scales (T11)

M103-M105, Marquis Level

RICHARD KOOPMAN (Presenter), Senior Research Analyst, Capella University

ARCHANA BHANDARI (Presenter), Manager of Institutional Research, Capella University

FERNANDO FURQUIM (Presenter), Research Analyst, Capella University

An institutional research (IR) team at an online university sends out a short monthly survey to a small sample of randomly selected students. This survey focuses on students' experience with the university. Over the last year, data was collected for a set of 10 survey items using two different agreement-based response scales: 1) a 5-point agreement scale with labels at each point, and 2) an 11-point agreement scale with only the extremes labeled. The presentation will focus on the results of a comparative study of these two different response scales and these scales impact response patterns and results.

Community Source Collaboration to Develop the Next Generation Faculty Information System (T30)

M103-M105, Marquis Level

S. WICKES WESTCOTT (Presenter), Director of Institutional Research, Clemson University

The discussion will begin with a summary of efforts to form a collaborative project to develop the next generation of faculty information systems. Institutional partners will commit staff and operating capital to support a community source project

that will develop an open source application. Development will involve all members of the academic community to support collaboration across the entire community. The latest software innovations will be incorporated to develop easy-to-use information. It will be modular and flexible to allow adaptation to the specific needs of many types of institutions. The plan will address sustainability of the application.

The Qualifications and Occupational Duties of Institutional Researchers (T61)

M103-M105, Marquis Level

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

The purpose of this study is to understand the work duties and qualifications of institutional researchers by position and how they are related to the future direction of institutional research (IR). Using 220 job position announcements on the Chronicle and AIR Web sites, this study provides the actual roles and responsibilities of the institutional researchers by position, such as assistant/associate director, senior research associate/analyst, and institutional research analyst/specialist. Implications for the future of IR are discussed.

Investigating Paradoxical Findings in Program Assessment Surveys: A Comparison of Pre-Post and Retrospective Questions (214)

International 6, International Level

JEANETTE T. GOMES (Presenter), Coordinator, Assessment & Retention Studies, University of Calgary

The pre-post method and retrospective questions are often used by program evaluators in assessing program outcomes. Paradoxical findings, however, sometimes occur where on the surface it appears that the program had a detrimental (or even reverse) rather than positive impact. In order to investigate this paradox, comparative analyses were carried out using responses obtained from Orientation Program assessments of new university students, and parents/family members. Focus was on questions in pre-surveys that were repeated in post-surveys, and retrospective questions. This investigation addresses validity issues in question design, and identifies situations where one method is preferable to the other method.

Voices of the Faculty: Contingent Faculty in a Tenure-Track World (465)

International A, International Level

JEAN WALTMAN (Presenter), Research Specialist, University of Michigan

CAROL HOLLENSHEAD (Presenter), University of Michigan - Ann Arbor

LOUISE AUGUST (Presenter), Research Specialist, University of Michigan-Ann Arbor

Recent data indicate that the majority of faculty members across all types of institutions of higher education are in positions off the tenure track. Much of the research literature provides general information on who these faculty are and where and what they teach. Yet there are relatively few comprehensive studies that include the voices of the Non-Tenure Track (NTT) faculty themselves. We expand our previous institutional-level research on the work conditions and work lives of NTT faculty with findings from 35 focus groups with NTT faculty at 12 research universities across the country.

Thinking and Acting Like a Scientist: Investigating the Outcomes of Introductory Science and Math Courses (275)

L405, Lobby Level

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

JESSICA SHARKNESS (Author), Student, University of California-Los Angeles

SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles

MITCH CHANG (Author), Professor, University of California-Los Angeles

Success in introductory science and math courses provides the foundation necessary for future success in the sciences. However, these courses are too often plagued by large class sizes, passive learning and high levels of competition among students. This study utilizes data collected from students in introductory science courses to understand how student experiences and course pedagogies relate to a students' ability to develop the skills and dispositions necessary for success in the sciences. Specifically, we investigate how experiences in introductory courses affect outcomes such as grades, scientific thinking and critical thinking dispositions.

Contingent Faculty: What Impacts Their Organizational Commitment (316)

L402, Lobby Level

MAURA J. MURPHY (Author), Graduate Student, North Carolina State University at Raleigh

Since the 1980s, the percentage of non-tenure faculty has increased on college campuses. However, while contingent faculty are often hired to address short-term staffing issues, the long-term impacts are not assessed. Institutions need a better understanding of how institutional practices impact the job performance of contingent faculty. The purpose of this study is to examine what institutional practices predict organizational commitment among contingent faculty, compared to tenured/tenure-track faculty. While several studies conclude that contingent faculty are less committed than tenured/tenure-track faculty, there is little data to suggest how institutional practices may be impacting the organizational commitment of contingent faculty.

An Analysis of Community College Chief Academic Officers: Diveristy, Training and the Future of the Presidential Pipeline (443)

L406, Lobby Level

J. PATRICK MIZAK (Author), Director of Institutional Research, Canisius College

This dissertation is an update and replication of a study conducted by George Vaughan in 1987. Its purpose is to determine if American community college chief academic officers are more diverse (in terms of gender and ethnicity) than they were 20 years ago. This is particularly important in light of the fact that 80% of community college presidents plan on retiring by 2012.

3:30 p.m.-4:30 p.m.

Macros in Simple Steps - Quickly Creating Useful Excel Macros (plus resources and demos): NO Prior Macro Experience Needed (686)

L508, Lobby Level

MARK LEANY (Presenter), Senior Research Analyst, Utah Valley University

We will start by seeing how easy it is to record a simple Excel macro, modify it and access it. We will create other simple yet functional macros, identify some helpful tips and learn multiple methods of accessing macros (including differences between Excel 2003 and 2007). A brief demo will show a more complex macro used for a current research project. Attendees will receive a handout outlining the methods discussed, tips, some useful (but unrecordable) macro commands and a link to downloadable demonstration materials. You will need to understand Excel, but no prior experience with macros is necessary.

The "Degrees of Preparation" Survey: A Tool for Use in the Voluntary System of Accountability (131)

M101, Marquis Level

J.E. GONZALEZ (Panelist), Director, Institutional Research, University of South Florida - St Petersburg

JOHN HAMMANG (Panelist), Director of Special Projects and Development, American Association of State Colleges and Universities

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

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

JUDITH A. OUIMET (Panelist), Assistant Vice Provost for Undergraduate Education, Indiana University-Bloomington

LINDA BUCKLEY (Panelist), Associate Vice President, San Francisco State University

The Degrees of Preparation Survey was developed under a $2.4M Fund for the Improvement of Postsecondary Education (FIPSE) grant to the American Association of State Colleges and Universities, a national higher education association with members in 49 states and the territories. The public good is served by preparing students for success in the workplace, preparing them for active civic engagement, and acquiring skills to work in a global economy. The intent of the survey is to systematically collect information on the public good of higher education. A panel of experts developed survey items and validated them with university students using focus groups and cognitive interviews. The survey was field tested at ten public colleges and universities. The panel would like to introduce the Degrees of Preparation Survey as a tool for use in the Voluntary System of Accountability (VSA).

Assessing Student Satisfaction More Precisely for Institutional Improvement (152)

International 5, International Level

JULIE BRYANT (Panelist), Associate Vice President, Retention Solutions, Noel-Levitz

ROBERT W. DUNNAM (Panelist), Director of Institutional Research and Effectiveness, Hinds Community College

H. LEON HILL (Panelist), Director of Institutional Research and Assessment, Montgomery County Community College

CALVIN EASTERLING (Panelist), Director of Institutional Research, Oral Roberts University

ERIC LOVIK (Panelist), Director of Institutional Research, Clearwater Christian College

JIA REN (Panelist), Institutional Research Associate,

How can student satisfaction levels be used to identify institutional strengths and challenges, affect policies and procedures, and result in institutional improvement over several years? Over 2,100 colleges and universities have used data from the Noel-Levitz Student Satisfaction Inventory™ to guide these tasks. This group of panelists will share their experiences with the administration and analysis of the Inventory, the dissemination of the results, and the use of trend analyses in decision-making on campus. Institutional perspectives will include four-year private and public institutions, and two community colleges. Time will be allowed for audience participation in discussions.

Tracking and Modeling Trends of Science, Technology, Engineering and Math Students' Re-enrollment and Graduation Rates in a Hispanic Serving Institution (213)

L401, Lobby Level

BINIAM K. TESFAMARIAM (Panelist), Graduate Student in Higher Education Management, New Mexico State University-Main Campus

REED BLALOCK (Panelist), Senior Research Analyst, New Mexico State University

ABBY ROSE JAVUREK-HUMIG (Panelist), Research Analyst, New Mexico State University

Predictive models have been developed for the persistence and retention of Science, Technology, Engineering and Math (STEM) students. Having an institutional student database allows the creation of a longitudinal study of STEM re-enrollment and graduation rate trends. The goal of this study is to better understand factors that contribute to high STEM persistence rates in order to inform university administrators in institutional planning so that better intervention models that will retain students in the STEM pipeline can be developed.

Capacity-Building, Challenges and Change: Standardized Testing in the Context of a Larger Plan for Undergraduate Assessment (237)

International 3, International Level

LAURA BLASI (Panelist), Evaluation Specialist, Saint Leo University

DAVID CORLISS (Panelist), University of Alabama at Birmingham

WENDE MORGAINE (Panelist), The Association of American Colleges and Universities (AAC&U)

TERRI SCHOONE (Panelist), Director of Institutional Effectiveness, Spalding University

WILLIAM T. WYNNE (Panelist), Product Manager, Educational Testing Service (ETS)

This panel brings together five assessment and institutional research (IR) professionals to discuss the challenges of implementing standardized tests within the context of a comprehensive plan for undergraduate assessment. Using the Measure of Academic Proficiency and Progress (MAPP) as a common thread, the panelists offer a range of perspectives -- from the university-level to the national perspective focused on practical ways to administer and integrate the results of standardized tests within a comprehensive plan for assessing teaching and learning. This panel will be of interest to assessment and IR professionals as well as to other faculty and administrators who are involved with undergraduate assessment.

Reframing Institutional Research to Support Initiatives to Improve Academic Success (477)

International 4, International Level

EDWARD P. ST. JOHN (Panelist), Professor, University of Michigan

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

PAULINE REYNOLDS (Panelist), Assistant Professor of Higher Education, University of Redlands

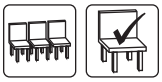
NATHAN DAUN-BARNETT (Panelist), Assistant Professor,Educational Leadership and Policy, SUNY College at Buffalo

AMY S. FISHER (Panelist), Doctoral Candidate and Research Assistant, University of Michigan-Ann Arbor

The New Directions for Institutional Research (NDIR) volume reframing persistence research to support academic success develops a new approach to using student record data systems to support efforts to reduce inequalities in educational access and persistence. This approach involves using institutional data systems to construct cohort databases, using the data to identify critical challenges, and organizing teams to use action inquiry to develop new approaches to outreach, admissions and retention. Panelists will discuss their experiences with research informing organizational change in

Indiana and Michigan, as well as suggest tactics for institutional research (IR) professionals seeking to engage in systematic change initiatives of their campuses.

The Farmers, Cowboys and Sheepherders Can be Friends: A Conversation Among Higher Education Association Leaders (527)



International 7, International Level

TRUDY H. BERS (Panelist), Executive Director of Institutional Research, Curriculum and Strategic Planning, Oakton Community College

FAYE E. FULLERTON (Panelist), Vice President, Student Services, Lincoln Land Community College

WILLARD C. HOM (Panelist), Dean, Director for Research and Planning, California Community College System Office

JACQUELINE E. KING (Panelist), Assistant Vice President, Center for Policy Analysis, American Council on Education

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

HANS P. L'ORANGE (Panelist), Vice President for Research and Information Resources, State Higher Education Executive Officers

BARBARA K. TOWNSEND (Panelist), Professor of Higher Education, University of Missouri - Columbia

SUSAN TWOMBLY (Panelist), Associate Professor in the Dept of Teaching and Leadership, University of Kansas

Higher education organizations attract professionals who may be divided into three broad categories: researchers, practitioners and policy-makers. They may not adequately talk with or learn from one another. We consider this a lost opportunity and present a panel that brings together leaders of key higher education associations to discuss opportunities as well as barriers to collaboration; ways research, practice and policy-making can inform each other; and ways in which associations can collaborate while still maintaining their individual identities and unique foci. Our intent is to identify concrete activities to foster collaboration; in other words, what do we do next?

The Bologna Process: There and Here; Today and Tomorrow (534)

International 8, International Level

CLIFFORD ADELMAN (Panelist), Senior Associate, Institute for Higher Education Policy

DON F. WESTERHEIJDEN (Panelist), Senior Research Associate, University of Twente

PATRICIA POL (Panelist), Vice President, University of Paris-Est

WILLIAM EVENSON (Panelist), Project Director, Utah System of Higher Educ

This international panel will address the current status and future directions of the most far-reaching and ambitious reconstruction of higher education ever undertaken anywhere that has been proceeding across 46 European countries and 4,000 institutions of higher education since 1999, the so-called Bologna Process. Given adaptations of core features of Bologna in Latin America, Australia and North Africa, it is fair to predict that Bologna will become the dominant global paradigm of higher education within two decades. We in the U.S. had better listen up, and one state system (Utah) can already illustrate how.

U.S. News & World Report's America's Best Colleges - What Will be New in 2009 and What Changes Were Made Last Year and Why (546)

International 9, International Level

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

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

This session will review the 2009 Edition of America's Best Colleges that was published in August 2008, and discuss methodology and presentation changes that were made, including the "Up and Coming" High School Counselor and Historically Black Colleges and Universities rankings. We will present results from a survey of college presidents, provosts and admission deans conducted in the spring of 2008 by U.S. News that sought comments on how our Best Colleges ranking factors should be weighted and what new indicators we should study. We will discuss methodology changes being considered for the upcoming edition of Best Colleges rankings to be published in August 2009.

A SAS Enterprise Intelligence Solution for Releasing Jailed Enterprise Resource Planning Data (619)

L503, Lobby Level

EDWIN A. RUGG (Panelist), Executive Director, Enterprise Information Management, Kennesaw State University

LEIGH FUNK (Panelist), Director of Data Integrity Initiatives, Kennesaw State University

DONNA HUTCHESON (Panelist), Director of Enterprise Information Reporting, Kennesaw State University

ERIK R. BOWE (Panelist), Director of Enterprise Data Management and Analytics, Kennesaw State University

Banner and PeopleSoft Enterprise Resource Planning Data (ERP) systems are sometimes characterized as "data jails" because the data they capture are not easily accessed, maintained or released for reporting. These four panel members bring different perspectives and experiences on the successful liberation of jailed ERP data using an SAS Enterprise Intelligence platform. Participants will review the advantages of the SAS solution from an institutional research (IR) and IM big picture perspective, the technical advantages of the SAS solution over Oracle-based ERP solutions, IR and reporting

successes with SAS tools, and data quality management successes at the unit level involving self-service applications of SAS Web Reports Studio.

Implementing the New Race/Ethnicity Standards in Postsecondary Institutions (644)

International 10, International Level

MARGARET K. COHEN (Panelist), Assistant Vice President for Institutional Research Emerita, George Washington University

MARY M. SAPP (Panelist), Assistant Vice President, Planning and Institutional Research, University of Miami

VALERIE MARTIN CONLEY (Panelist), Associate Professor/Director, Center for Higher Ed, Ohio University

In 1997, the Office of Management and Budget issued new standards for the classification of federal data on race and ethnicity. In October 2007, the U.S. Department of Education provided guidance on how postsecondary education institutions will collect and maintain race and ethnicity data on students and employees, and how those data will be aggregated for reporting to the Integrated Postsecondary Education Data System (IPEDS). Implementation is imminent and affects offices throughout the campus, directly impacting institutional research (IR). This presentation will discuss the impact of implementing the new standards on colleges and universities, and will suggest contributions you can make toward a smooth transition.

Theory, Tips and Techniques from the Best Visual Presentation Committee (665)

L506-L507, Lobby Level

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

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

MARTIN IAN CARROLL (Panelist), Consulting Director, Oman Accreditation Council

A fundamental responsibility of institutional researchers is the effective analysis and presentation of quantitative and qualitative data. Though software applications provide innumerable ways to present analytical results, mastering technology is not sufficient to ensure meaningful communication with one's intended audience. Institutional researchers must master both the technology of analysis and the art of presenting results. This panel discussion will cover three major topics: 1) The theory of and best practices in visual design of quantitative data (i.e., tables and charts); 2) Guidelines for creating effective PowerPoint presentations; and 3) Aligning engagement and entertainment value with the importance of conveying serious messages.

Multiple Perspectives of the Certificate in Institutional Research: A Panel of Graduates Five Years Later (667)

International 2, International Level

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

ALONA A. SMOLOVA (Panelist), Director of Assessment and Accreditation, Radford University

TIM ATKINSON (Panelist), Assistant Provost and Director of Sponsored Programs, University of Central Arkansas

MARCOS TORRES-NAZARIO (Panelist), Director of Evaluation and Planning, Inter American University of Puerto Rico Ponce

ANITA KIRKPATRICK (Panelist), Institutional Effectiveness Coordinator, Savannah Technical College

ANDREW MAUK (Panelist), Program Coordinator/Doctoral Student, Florida State University

Professional development for institutional researchers can be difficult to accommodate with busy schedules. One effective training method for some institutional research (IR) professionals is Florida State University's Certificate in Institutional Research program, offered completely online. The panelists in this session have graduated from FSU's IR Certificate program and represent various types of institutions and roles. Panelists will share their perspectives on the IR Certificate program: how it has contributed to their professional development; how each person balanced the program and work responsibilities; and how each student tailored the program to meet their professional goals. Attendees will have an opportunity to ask questions.

Working with Multiple Years of National Survey of Student Engagement Data: Strategies and Tips (690)

L404, Lobby Level

JULIE M. WILLIAMS (Panelist), CSEQ Research Analyst, College Student Experiences Questionnaire (CSEQ) at Indiana University, The

ROBERT M. GONYEA (Panelist), Associate Director, Center for Postsecondary Research, Indiana University Bloomington

ALLISON BRCKALORENZ (Panelist), Research Analyst, Indiana University-Bloomington

AMBER D. LAMBERT (Panelist), Research Analyst, Indiana University-Bloomington

THOMAS RICHARD SHOUP (Panelist), Research Analyst, Indiana University-Bloomington

This panel discussion centers on institutions working with data collected in multiple administrations of the National Survey of Student Engagement (NSSE). The value of longitudinal student engagement data to assess institutional change or the impact of program and policy initiatives will be examined through group exercises and discussions. Topics will include how changes to NSSE impact multi-year analyses, recommended methods for longitudinal analyses, and meth-

ods and syntax for merging multi-year NSSE data. Participant discussion, questions and sharing of institutional lessons learned are encouraged in this session.

Becoming a Published Author: Options, Requirements and Strategies (692)

L504-505, Lobby Level

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

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

ROBERT K. TOUTKOUSHIAN (Panelist), Associate Professor, Educational Leadership and Policy Studies, Indiana University at Bloomington

GERALD W. MCLAUGHLIN (Panelist), Associate Vice President for Institutional Planning and Research, DePaul University

RICHARD D. HOWARD (Panelist), Director of Institutional Research, University of Minnesota

JOHN A. MUFFO (Panelist), President, John A. Muffo and Associates, Inc.

RICHARD J. KROC (Panelist), Associate Vice Provost, University of Arizona

This session provides an overview of AIR publications, the emphasis and desired submission format for each publication, and the review and selection process used by each. The panelists will share suggestions about 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 publications editors and the Chair of the Publications Committee.

The History of AIR (697)

M302, Marquis Level

GARY A. RICE (Panelist), Associate Vice Provost of Institutional Research, University of Alaska Anchorage

FRED LILLIBRIDGE (Panelist), Associate Vice President for Institutional Effectiveness and Planning, Dona Ana Community College

MARY ANN COUGHLIN (Panelist), Assistant Vice-President for Academic Affairs, Springfield College

RICHARD D. HOWARD (Panelist), Director of Institutional Research, University of Minnesota

DAWN GERONIMO TERKLA (Panelist), Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University

WILLIAM F. LASHER (Panelist), Professor, Higher Education Administration, University of Texas at Austin

MARGARET K. COHEN (Panelist), Assistant Vice President for Institutional Research Emerita, George Washington University

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

The AIR50 Task Force is undertaking a project to construct, document and save AIR's history and evolution before it is irretrievably lost. It is scheduled for completion for the 50th Forum in Chicago in 2010. The project's oversight task force panelists will describe the project and talk about ways the membership can contribute to creating this legacy to their professional association.

4:45 p.m.-Until

Florida State University Certificate in Institutional Research Meeting for Prospective Students, Alumni and Friends (034)

Suite 3908, Atlanta Marriott Marquis

JILL PEERENBOOM (Host), Program Coordinator, Florida State University

Join us to learn more about the Florida State University Certificate in Institutional Research.

Schedule at a Glance for Wednesday, June 3, 2009

7:30 a.m. – 11:45 a.m.	Technology Support Center Open
8:00 a.m. – Noon	Registration Desk Open
8:00 a.m. – Noon	AIR Lounge Open
8:00 a.m. – 8:45 a.m.	Concurrent Sessions
9:00 a.m. – 9:45 a.m.	Concurrent Sessions
9:45 a.m. – 10:15 a.m.	Morning Break *Sponsored by Digital Measures*
10:15 a.m. – 11:00 a.m.	Concurrent Sessions
11:15 a.m. – Noon	Concurrent Sessions
12:15 p.m. – 2:45 p.m.	Forum Awards Lunch *Sponsored by SPSS*
7:00 p.m. –	Forum Wind-up Party

For Board and Governance Committee Meetings, see page 129

Icon Key

AIR Grant Paper

Best Paper Award

Community College

Demonstration Session

Forum Chair Pick

Panel Session

Plenary Session

Pre-Forum Workshop

Research in Action Session

Scholarly Paper Session

Table Topic Session

8:00 a.m.-8:45 a.m.

The Effects of College on Degree Attainment for Women and Underrepresented Minorities in the Sciences at Four-Year Colleges and Universities (162)

L508, Lobby Level

JOY GASTON GAYLES (Author), Assistant Professor, North Carolina State University at Raleigh

FRIM AMPAW (Author), Graduate Student, North Carolina State University at Raleigh

Women and underrepresented minorities have experienced increases in enrollment and degree completion in the sciences over the past several decades. However, the overall growth of women in the sciences has declined or stalled over the past two decades and there remains a sizable gap between underrepresented minorities and their counterparts in the sciences. Such disparities warrant the need to better understand the experiences of women and underrepresented minorities in the sciences at four-year institutions. Using data from the Baccalaureate Postsecondary Students Longitudinal Survey, this study examined the extent to which the college experience influences degree completion for these populations.

Choosing Benchmark Institutions for Institutional Assessment (425)

M303, Marquis Level

BARBARA S. PENNIPEDE (Presenter), Assistant Vice President for Planning, Assessment and Research, Pace University

MARIANNE H. HRICAY (Presenter), Associate Director of Institutional Research, Pace University

This presentation demonstrates tools to consider in choosing institutional benchmarks. These include Carnegie Classifications, Integrated Postsecondary Education Data System (IPEDS) data and reports, admissions cross applications, National Association of College and University Business Officers (NACUBO) endowment information, program similarity and U.S. News data. These tools can be used to produce national, aspirant or competitor sets of benchmarks for institutional assessment.

Work Smart - Not Hard: From Data to Finished Product with One SAS Program (643)

International C, International Level

CHRISTINE KRAFT (Presenter), Analyst, The University of Alabama

Two of the most time-consuming tasks in an institutional research (IR) office can be formatting data from separate sources into one report and performing data requests that occur on a regular basis. Enrollment summary statistics and student retention reports fall into this problem category. This demonstration will present SAS techniques to extract data from databases, combine data sets, analyze data, and output a finished product to Excel - with multiple worksheets, formulas and various number and cell formats. Furthermore, we will present techniques to make programs easy to reuse from year to year. Some SAS experience is assumed; code will be made available.

Displaying the Faculty Survey of Student Engagement and the National Survey of Student Engagement Results in Combination: An Overview of Web-Based Tools and Reports (652)

International 5, International Level

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

MAHAUGANEE SHAW (Presenter), Research Analyst, Indiana University-Bloomington

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

This session will introduce web-based tools and reports available for researchers to create integrated data displays based on the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) findings. In particular, this session will demonstrate how researchers can download SPSS syntax to recreate highlighted data displays, ways to contextualize their own student engagement results by comparing them to FSSE trends found in reports published on the Web site, and cautions and caveats to consider when analyzing and communicating findings to campus groups.

Focusing on the Sophomore Experience: Characteristics Related to the Social and Academic Involvement of Second-Year College Students (104)

L503, Lobby Level

XUELI WANG (Presenter), Senior Research Associate, Student Life Research and Assessment, The Ohio State University

LANCE KENNEDY-PHILLIPS (Presenter), Director of Student Life Research and Assessment, Ohio State University-Main Campus

The second year in college can be a critical time for students where the support promoting student involvement and integration at college is often less structured. This research will explore factors associated with the social and academic involvement among second-year students. To accomplish this objective, this study will estimate regression models explaining second-year student involvement in the academic and social aspects of the collegiate life at a Midwestern public research university.

A Model for Implementing a Comprehensive Review of Academic and Student Support Services (125)

L405, Lobby Level

ANTONIO GUTIERREZ (Presenter), Associate Vice Chancellor of Research and Evaluation, City Colleges of Chicago

HOA KHUONG (Presenter), Senior Research Assoicate, City Colleges of Chicago-District Office

JANICE DANTES (Presenter), Research Assistant, City Colleges of Chicago

DELILAH PEREZ (Presenter), Senior Research Associate, City Colleges of Chicago-District Office

This session presents a practical model for implementing a comprehensive review of academic and student support services. Services are grouped into three areas closely related to the student life cycle: recruitment, retention and transition. The model analyzes focus areas from the perspective of four environmental variables: policies, procedures, technology resources and all other resources. The model utilizes institutional research (IR) data, surveys to document resources and baselines and focus group sessions. This participatory project involves academic and student support staff, faculty and students, and results in an action plan for improving the delivery of academic and student support services.

A Knowledge Management Framework for Assessment and Evaluation (212)

International 6, International Level

ROBERT L. ARMACOST (Presenter), Director, College of Medicine, University of Central Florida

JULIA J. A. PET-ARMACOST (Presenter), Associate Dean for Planning and Knowledge Management, College of Medicine, University of Central Florida

Knowledge management involves the collection and synthesis of explicit and tacit knowledge for reuse, awareness and learning throughout an organization. Assessment, both formative and summative, has been an integral dimension of higher education for a long time. This presentation describes a knowledge management structure for developing a fully integrated - student, course and program - assessment system that supports student learning and continuous improvement. The underlying approach provides near-real time feedback to students and instructors to enable monitoring of student learning and provide direction to supplemental material to close knowledge gaps. The approach fosters self-directed learning and leads to lifelong learning competencies.

Studying Motive Patterns in Course Withdrawal Behavior (287)

International 1, International Level

EDWARD A. HUMMINGBIRD (Presenter), Assistant Director of Institutional Research, Collin County Community District

KATHLEEN S. FENTON (Presenter), Associate Dean of Outcomes and Quality Enhancement, Collin County Community College District

NASREEN AHMAD (Presenter), Research Analyst, Collin County Community College

Retention research has devoted relatively little attention to understanding course withdrawal behavior, with the exception of recent research on distance learning education. This study examines motives for course withdrawal behavior in a variety of course formats, focusing on underlying patterns of motives that force students to withdraw. The methodological framework combines psychometric mapping and cluster analysis to identify three key segments of students who withdraw from a class: academic strategists, externally impacted and fledglings. By recognizing the distinct heterogeneity of these groups, it is hoped that retention strategies can focus on the unique needs of each segment.

Managing the Cash Cow: Breakeven Points, Class Size and Tuition (404)

International A, International Level

CLAUDE J. CHEEK (Presenter), Director Institutional Research, Long Island University

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

Provosts, deans and department heads are often asked to run their operations at or above “breakeven” enrollment on the basis of little or no financial data. This paper presents a rigorous but straightforward method of calculating enrollment breakeven points and their associated financial and performance statistics. Methods for calculating mark up, tuition discount, net tuition revenue, and total section cost are illustrated. Examples are given of the use of these measures in what-if analysis. The methods are illustrated by a case study of three satellite campuses offering professional graduate programs at the master’s level.

Effect of Adjusted Admission Policies on First-Year Academic Performance (437)

M101, Marquis Level

SHIJI SHEN (Presenter), Director of Institutional Research, Kean University

The use of standardized test scores in undergraduate admissions has been one of the most complex and controversial issues in higher education. In fall 2007, this medium-sized public university started a trial admission policy and admitted a group of students by giving less weight to SAT scores. This session examines the effect of this adjusted trial admissions policy and the academic performance of this group of students compared with that of the regularly admitted students.

Tracking the Progress and Success of Science, Technology, Engineering and Math Majors (470)

International 3, International Level

CHRISTINE M. KELLER (Presenter), Director of Research and Policy Analysis, Association of Public and Land-Grant Universities

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

Researchers will present the results of a pilot study that combined data from selected institutions with data from the National Student Clearinghouse in pursuit of two goals: 1) the examination of undergraduate completion rates and time-to-degree by discipline for Science, Technology, Engineering and Math (STEM) majors, and 2) the creation and testing of standard reporting metrics and tools to better understand and track retention and graduation patterns of this student group.

Wage Competition for Student Workers Between Central and Distributed Campus Information Technology Services (474)

L402, Lobby Level

DAVID STACK (Presenter), Deputy Chief Information Officer, University of Wisconsin-Milwaukee

In a time of scarce resources, it is counterproductive for an institution as a whole to inflate student wages via internecine struggles between centralized services and similar services in university departments. Employers representing a total of 177 central Information Technology (IT) services and distributed IT services were surveyed regarding wages paid to student employees and various institutional characteristics. On average, statistically significant higher wages were paid by distributed IT services. Statistical significance was also found for the higher wages paid by research institutions as compared to both master and four-year institutions as well as urban institutions as compared to rural.

Assessing the Rigor of High School Curriculum in Admissions Decisions: A Functional Method, Plus Practical Advising for Prospective Students and High School Counselors (488)

International 7, International Level

THEODORE MICCERI (Presenter), Statistical Data Analyst, University of South Florida

S. LEELLEN BRIGMAN (Presenter), Associate Vice President for Enrollment Planning and Management, University of South Florida

ROBERT SPATIG (Presenter), Director, Undergraduate Admissions, University of South Florida

An extensive, internally cross-validated analytical study using Multilevel Modeling (MLM) on 4,560 students identified what appear to be functional criteria for defining high school curriculum rigor and further determined which measures could best be used to help guide decision-making for borderline applicants. The key outcome used in MLM analyses was a composite variable including both first year GPA and hours completed per term, which proved to relate well with predictors. These consistent findings guided the design of a Criteria Decision Matrix and a set of advising tools that has been well received by Florida high school guidance counselors.

A Statewide Project to Build Common Course Placement Guidelines in Thirteen Entry Level Courses (505)

L406, Lobby Level

ROBERT L. LOVERIDGE (Presenter), Institutional Research and Information, Director, Utah Valley University

E. JAMES MAXEY (Presenter), Senior Research Scientist, ACT, Inc.

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

Institutions often establish placement scores for courses such as English and Math. However, in Utah we embarked on a multi-year project to see if we could develop a unified placement system for courses in 13 subjects which new students often take. Ten institutions from research universities to community colleges in both public and private higher education institutions participated. The results will be presented along with the implications for advising new students.

From Educational Aspirations to College Enrollment: A Road with Many Paths (138)

M106, Marquis Level

LU LIU (Author), PhD Student, University of Southern California

Although students' aspirations are changeable and the stability of their aspirations is important for their goal reaching, previous studies are rather limited in their ability in capturing aspiration changes due to their incomplete findings and methodological limitations. To fill in this gap, this study hopes to examine individual educational aspiration changes at a critical period of time when the students were in the transition

from high school to college by using a national representative sample of students (ELS: 2002). As a result, better-fitting educational policies can be helpful in different subpopulations of students in response to their unique situations.

A Mixed Methods Study of Understanding U.S. Doctoral Experiences: International Students in Disciplinary Contexts (150)

M302, Marquis Level

CHIA-HAN TSAI (Author), PhD Candidate, University of Washington

This mix-methods research sheds light on experiences of doctoral students in engineering and social sciences in a U.S. research university. Survey (n=504, response rate=51%) findings show that most international students are first-time foreign sojourners in the U.S., and are significantly younger and feeling less social and academically fit in doctoral programs than their domestic counterparts. Interview (n=18) results further point out that disciplinary differences in internship exposures, early preparation for professional collaborations and faculty advising are substantial. International students as a group feel disadvantaged at the start of doctoral programs which possibly leads to lengthy time-to-PhD completion. Implications and directions for future research are suggested.

High School and Expected First-Year Engagement: A Motivation Perspective (220)

L401, Lobby Level

JAMES S. COLE (Author), Research Analyst, Indiana University

ALEXANDER C. MCCORMICK (Author), Director and Associate Professor, National Survey of Student Engagement (NSSE) at Indiana University

The purpose of this study is to examine academic motivation and the incongruence between high school academic engagement and expected first-year academic engagement. Students who had expectations to be engaged significantly less than their high school engagement were generally more academically prepared than their over expectation peers. These students were also more likely to be female and non-first generation. However, students who expressed first-year expectations for engagement that were significantly higher than their high school engagement reported significantly higher levels of motivation, first-year grades that exceed high school grades, and intention to graduate. Implications to be discussed.

Developmental Education Students at Risk of Attrition: A Predictive Model (252)

International 2, International Level

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

Developmental or remedial education remains an important need in an age of increased access - a need that is concentrated in the community colleges, given their open-door access policy. Research shows that academically underprepared postsecondary students are at greater risk of failing to complete a degree than prepared students, and community colleges need to understand this risk and incorporate it in measures intended to promote student success. Employing a classification tree methodology, the current study uses academic performance, demographic and other variables to develop a predictive model of fall-to-fall attrition of first semester developmental students at a large suburban community college.

Fostering "Habits of Mind" for Student Learning in the First Year of College: Results from a National Study (256)

International 4, International Level

LINDA T. DEANGELO (Author), Assistant Director of Research, CIRP, University of California-Los Angeles

SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles

Using a national longitudinal dataset of 27,418 students and a national dataset of 22,562 full-time undergraduate faculty, this study examines how students' experiences during their first year of college affect the frequency with which they engage in the behaviors and traits needed to succeed in college. Called the "Habits of Mind" for student learning, these traits and behaviors are said to ensure success in introductory coursework and serve as a foundation for lifelong learning. In addition to examining the student experience in the first year of college, this study will explore differences by institutional type, gender, and by race/ethnicity.

Class Size and Student Performance at a Public Research University: A Two-Level Model (412)

M301, Marquis Level

IRYNA JOHNSON (Author), Associate Director of Assessment, Auburn University Main Campus

Empirical research on the effect of the class size on student achievement has been inconclusive. The overview of existing studies shows substantial differences in selection of control variables, data structures (class or student-class level), class selections, and class size definitions. In the study presented here, some methodological problems inherent in prior research on class size are addressed by employing two-

level model, comparing different specifications of relationship between class size and student performance, and considering a wide-range of class sizes. Institutional data set containing student grades for each course section for one academic year is used in the analysis.

Counting Out Time: Utilizing Zero Modified Count Regression to Model Time-to-Degree Attainment (491)

L506-L507, Lobby Level

DANIEL JONES-WHITE (Author), Analyst, University of Minnesota-Twin Cities

PETER M. RADCLIFFE (Author), AHC Director of Planning and Analysis, University of Minnesota

RONALD L. HUESMAN (Author), Assistant Director, University of Minnesota

JOHN P. KELLOGG (Author), Assistant Director, University of Minnesota-Twin Cities

Traditionally, literature on student success has categorized students into either persisters or departers. Colleges and universities, however, are under increasing pressure to not only raise the proportion of students who successfully complete undergraduate degrees, but to also increase the speed with which students graduate. Since students experience time at a university in units of quarters or semesters, one valuable metric of time to graduation is the number elapsed terms required for completion. To capture this connection, we utilize zero modified count regression to explicitly model the factors affecting timely graduation as well as those impacting the likelihood of departure.

The Decline in the Admission of Underrepresented Minority Students to Selective Public Institutions After the Implementation of Anti-Affirmative Action Legislation (526)

International B, International Level

JACQUELINE M. NAGATSUKA (Author), Assistant Professor, University of Hawaii at Manoa

The intent of this research was to determine if there are non-academic indicators that contribute to degree completion in underrepresented minority (URM) student populations at selective, public institutions. With the decline in the admission of URM students after anti-affirmative action legislation was passed, new admissions criteria need to be identified that measure a student's potential to succeed. The data utilized was the 1994 Cooperative Institutional Research Program's (CIRP) first-year freshman survey matched with degree attainment data. Findings included significant independent variables specific to URM students at selective institutions that predicted degree completion.

Global Competency of Engineering Students: The Impacts of Structural Diversity and In and Out-of-Class Experiences (T20)

M103-M105, Marquis Level

KADIAN L. MCINTOSH (Presenter), Graduate Student, Pennsylvania State University

HYUN KYOUNG RO (Presenter), Graduate Student, Pennsylvania State University

Accreditation agencies have summoned higher education faculty and leaders to promote learning outcomes such as societal and global competency. Furthermore, research continues to promote the benefits of structural diversity. This study merges these topics by analyzing the curricular and co-curricular experiences of students on global competency as well as examines how structural diversity explains both individual level and program level variances of student experiences and global competency. Data is utilized from the Engineering Change study using hierarchical linear modeling (HLM) procedures. Institutions can prioritize their resources when attempting to achieve societal and global competency by focusing on programs such as study abroad experiences.

Assessing the Community College Student Learning Experience Through Digital Technology (T22)

M103-M105, Marquis Level

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

Community colleges not only enroll the majority of postsecondary students, but they also play a major role in providing education through a range of media. Course management tools which support in class and online instruction are creating a whole new environment for teaching and learning.

The purpose of this presentation is to create an awareness of the need for more research by institutional researchers on the impact of technology on teaching and learning. While institutional research (IR) is already overburdened with assessment and reporting, there is a need for researchers to become more involved in evaluating the impact on digital technology.

9:00 a.m.-9:45 a.m.

Departmental Portfolios: Inputs and Outputs (427)

L508, Lobby Level

KEVIN FRENZEL (Presenter), FAIR Project Manager, University of South Florida

KUNAL GUPTA (Presenter), Programmer/Analyst, University of South Florida

We will demonstrate a software application for producing the faculty Annual Report. We will also show how these data feed into Departmental Portfolios as both inputs (effort and salary distribution among activities, start-up funding) and outputs (credit hours weighted by funding level, research grants, research dollars and indirect cost recovery).

Not Another Bar Graph! (675)

International 7, International Level

LIZ SANDERS (Presenter), Assistant Vice President of Enrollment and Marketing Research, DePaul University

You have been waiting for days. Finally, the student survey data are back. Now, the idea of putting together 200 bar charts is, well, unappealing to say the least. There must be a better way! In this session, I will demonstrate how one set of data can be graphed in multiple ways to change how the data convey information to the audience and will demonstrate how graphical analysis can effectively draw out meaning for the audience. This session will provide institutional researchers with beginning-to-moderate graphing experience with practical advice about graphing data, and insights on fine-tuning graphics for effective communication.

Why Go to College? A Typology of (Un)intentional Learners (113)

International C, International Level

SHANNON M. TINNEY (Presenter), Associate Director and Coordinator of First Year and Retention Studies, Loyola College in Maryland

This study integrates data from interviews and survey data collected during the first semester of a longitudinal study to develop a typology of intentional learners. Using existing literature as a guiding framework, first-year students will be classified based upon their stated reasons and motivations for attending college, expectations for their college experience, and their educational goals (or lack thereof). Data will be integrated from an orientation survey administered to new students in fall 2008 and data analyzed from the first round of interviews conducted in fall 2008 with a panel of 60 students from the class of 2012.

Supporting Student Success: Understanding the Evolution from Freshman to Sophomore (139)

L406, Lobby Level

DARLENA JONES (Presenter), Director of Research and Development, Educational Benchmarking, Inc.

ANDREA K. INGLE (Presenter), Institutional Research Specialist, Ball State University

The transition from freshman to sophomore year can be difficult. Freshmen can struggle with transitioning to a new environment while sophomores can struggle with choosing a major or career path, family expectations, or increased academic challenges. This program will explore students' transition from their freshman to sophomore year based on information collected from Making Achievement Possible Works (MAP-Works), an early-warning indicator of student success and retention. Issues include changing academic behaviors and goals in addition to changing expectations of college life. Learn how students' issues change from freshman to sophomore year and how institutions can help support that transition.

Secondary Mathematics Factors that Influence the Successful Completion of a Bachelor's Degree (403)

International 1, International Level

JEREMY ZELKOWSKI (Presenter), Assistant Professor of Secondary Mathematics Education, University of Alabama

This introductory study analyzed the variables of continuous enrollment in secondary mathematics and early entry to algebra, and their predictability of bachelor degree completion odds. The study used the NELS 88:2000 longitudinal study. Interesting results indicated that early entry to algebra did not increase the odds of bachelor degree completion, but that continuous enrollment in secondary mathematics did increase the odds of degree completion. This study begins a line of research examining whether or not higher education should be highly recommending or instituting policy requiring continuous enrollment in secondary mathematics as an admission threshold over total secondary math credits earned.

In the Middle of the Top-Down or Bottom-Up: Two Philosophies to Strategic Planning and How They Affect Institutional Research (418)

International 6, International Level

MARGARET L. DALRYMPLE (Presenter), Associate Director of Institutional Research, Purdue University

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

Strategic planning clarifies institutional purpose and direction by creating goals and strategies. How these goals and strategies are developed can take very different approaches.

It can either be instigated by the 'top,' the governing board or the president, or it can be influenced from the "˜bottom' for a more inclusive approach. This presentation describes these approaches, provides four case studies at research universities as examples, and discusses the implications on how the two approaches of strategic planning can affect the institutional research (IR) office and the collection of data.

A Study of the Relationship Between Students' Major and Student Dropout at a Community College: An Event History Analysis (471)

International 3, International Level

G. ROB STUART (Presenter), Director of Institutional Research, Cuyahoga Community College

This paper describes the results of an event history analysis conducted to find out whether community college students who prepare for jobs that place a strong emphasis on the completion of an associate's degree are less likely to drop out of college than are students who prepare for jobs that place a weaker emphasis on the completion of this credential. In this study, which was conducted on a cohort of students enrolled at a large urban college, students' majors were divided into eight categories. This discussion will describe the method used, the study's results, and the implications for theory and practice.

hIRe Human Resources and Institutional Research: A Successful Collaboration (487)

M303, Marquis Level

C. ELLEN PETERS (Presenter), Director of Institutional Research, Bates College

BRIDGET HARR (Presenter), Institutional Research Assistant, Bates College

The demand for assessment is not limited to student outcomes, nor is it limited to external audiences. At a small four-year private liberal arts college, the hiring of a new Human Resources Director brought an opportunity for collaboration as she developed new programming. What should our New Employee Orientation look like? How beneficial is our Wellness Program? Did the new Staff Development Week meet our goals of community building and skill development? Assessment of these programs meant three different methodologies, and in each case led to programmatic changes, some of which were major. And all in one semester.

You Want Me to do WHAT? How to Stay Sane in Institutional Research at a Small, Private College (601)

L401, Lobby Level

MEG W. SIDLE (Presenter), Director, Institutional Research and Effectiveness, Pikeville College

For those professionals who work in institutional research (IR) as an office of one with no budget, getting everything done that is required and requested may seem impossible. Yet, such persons are actually in the perfect position when they are in charge of IR, academic assessment, institutional effectiveness and planning, board reports, athletic reporting, and survey data, as well as report generation for enrollment management and the campus as a whole. This session will present practical methods for "gettin' er done" while making everyone (including yourself) happy.

Using Principles and Techniques of Action Research and Action Inquiry in Institutional Research to Improve Racial-Ethnic Equity in Higher Education (618)

International 2, International Level

ALICIA C. DOWD (Presenter), Assistant Professor and Co-Director, Center for Urban Education, University of Southern California

ELSA MACIAS (Presenter), Director of Professional Development, University of Southern California

LONI BORDOLOI PAZICH (Presenter), Project Coordinator, University of Southern California

Drawing on case study examples from the University of Southern California Center for Urban Education's extensive collaborations with postsecondary institutions, this session illustrates how institutional researchers, faculty, counselors and administrators in two-year and four-year colleges can start the work of redressing racial-ethnic inequities in student outcomes through innovative data collection, analysis and dissemination practices. The Wisconsin Transfer Equity Study will be featured. The presenters use a model drawing on the concepts of action research (advocacy, collaboration) and action inquiry (organizational learning, reflection, community of practice) to explain how institutional effectiveness and equity may be enhanced. The session provides an opportunity for participants to consider how to incorporate action research and action inquiry into the practice of institutional research (IR) on their campuses.

Creating an Extensible Retention Model: From Data Warehouse to Actionable Results (623)

International 4, International Level

MICHAEL J. SAUER (Presenter), Senior Research Analyst, Indiana University at Bloomington

ADAM LEARY (Presenter), Research Analyst, Indiana University at Bloomington

LINDA L. SHEPARD (Presenter), Senior Associate Registrar, Indiana University-Bloomington

Given the variety of special programs at any large university, finding a one-size-fits-all retention strategy is nearly impossible. A very common and reasonable request from academic units and special support programs is, "How are our students doing?" followed by the question, "compared to this group?" In this presentation, we will discuss a strategy that provides information to each special group in an efficient and timely manner with clear actionable results. The strategy starts with data preparation (in the warehouse), general descriptive reports, predictive models (via data mining), and the identification of at-risk populations.

Maintaining a Data Warehouse to Assess Institutional Research Office Mission and Goals (630)

International A, International Level

STEPHEN W. THORPE (Presenter), Director of Institutional Research, Widener University

This session will demonstrate a data warehouse that tracks institutional research (IR) office activities and the stated goals of the IR office. The warehouse allows the IR office to efficiently "close the loop" by answering the questions: are we doing what we say we do, and if so, how?

"One for All and All for One" : Omnibus Survey Methodology in Institutional Research (633)

International B, International Level

TIM STANLEY (Presenter), Senior Research Analyst, Utah Valley State College

By combining small surveys representing different areas across campus we have built a dynamic survey system that both tracks consistent points for administration and provides insight into specific needs and hot issues across campus. With this "Omnibus" survey we reduce survey fatigue and maximize our manpower and marketing efforts. It also positions our office for a more consolidated management of surveying on campus. This presentation will illustrate the implementation of the Omnibus surveys, including: selling the concept to the administration, soliciting support, constructing the instrument, conducting the research, and the final reporting. Future enhancements will also be explored.

The Longitudinal Impact of First Year Experience Courses on Multiple Years of Retention and Graduation Rates (240)

M301, Marquis Level

JOHN W. MILLER (Author), President, Central Connecticut State University

JEFF JANZ (Author), Executive Director of Residence Life, University of Wisconsin-Whitewater

CHUNJU CHEN (Author), Executive Director of Institutional Research, University of Wisconsin-Whitewater

This study focuses on whether participation in first year experiences courses (FYECs) has impact on first to second year retention and longer term impact on subsequent retention and on graduation rates. Data concerning interactive effects between students' entry level ability (e.g., class rank) and participation in FYECs will be examined with both multiple year retention rates and graduation rates as the dependent or criterion variables. The main findings of the analyses are that participation has a strong effect on both short-term and long-term retention as well as graduation and that the effect is present for all entry ability levels.

Never Satisfied: Assessing Continuous Improvement Efforts of First-Year Student Success Programs (268)

M106, Marquis Level

JONI Y. WADLEY (Author), Associate Director for Academic and Student Assessment, Ohio University

WENDY MERB-BROWN (Author), Ohio University-Main Campus

Through a partnership between the institutional research (IR) office and the undecided college at a large public research university, this comprehensive study reports how a policy change in first-year programming was implemented using prior assessment data. A continuous improvement effort requiring all undecided students be enrolled in a learning community with clustered courses, embedded first-year experience course and increased advising, will be assessed. The basic design of the research is to compare groups of students before and after the policy change. Data on retention, grade point average, time-to-major declaration, first quarter probation status, and the National Survey of Student Engagement (NSSE) will be used.

The Productivity of U.S. Academic Scientists and Engineers in Comparative and Historical Perspective (309)

L405, Lobby Level

WILLIAM K. CUMMINGS (Author), Professor of International Education, George Washington University

OLGA BAIN (Author), Senior Research Associate, George Mason University

Since the late 1980s, U.S. academic science and engineering productivity has leveled off, and the U.S. share of world science and engineering publications has significantly decreased. Several studies have explored the impact of objective factors such as level of funding, the time available for research, age, and experience of the workforce. But to date, few studies have focused on changes in subjective and process factors such as the values of researchers, their perceptions of research opportunities and incentives, and other environmental considerations. This study seeks to fill that gap using newly available data from the 2007 International Changing Academic Profession Project.

Seamless Transitions?: Institutional, Demographic and Course-Specific Effects on Transfer Student Success in Next-In-Line Coursework (405)

L503, Lobby Level

LEONARD GOLDFINE (Author), Assistant Director, Office of Institutional Research, University of Minnesota-Twin Cities

There are multiple measures of success for transfer students. Initially, it is the number and percent of academic credits successfully transferred in. Ultimately, it is whether or not they complete their degree. This study examines the intermediate, but no less vital, measure of success for students who transfer in credit for one class (e.g., Calculus I) expecting that they are then ready for the next sequential class (e.g., Calculus II). Because curricula between institutions are less aligned than one taken at a single institution, transfer students face additional challenges due to the non-seamless nature of their curriculum.

Out of State, Out of Place? An Examination of Non-Resident Persistence and Retention (424)

M101, Marquis Level

CHARLES MATHIES (Author), Research Analyst, University of Georgia

MAURICIO SAAVEDRA (Author), Graduate Assistant, University of Georgia

This study examines whether non-resident students have different enrollment, persistence and graduation patterns than resident students and the reasons for the differences. Also examined is the impact of non-need financial aid on non-resident retention and graduation. In this presentation we report findings from a series of descriptive and statistical analyses and include examples of how other institutions can use our model(s) and database building methodology to build similar model(s) on their campuses.

An Exploration of the Microeconomic Structure of the Academic Research Market: Perfect Competition (431)

L402, Lobby Level

JEFF M. LITWIN (Author), Associate Dean, George Brown College

The academic research market, valued at more than $30 billion in 2005, is one of the United States economy's most important. Competition among universities for these funds is intense. Strategy, which requires market analysis, can be used to improve competitive outcomes and market efficiency. This paper uses a microeconomic analysis to demonstrate that the academic research market is not perfectly competitive, a conclusion that has significant strategic and tactical implications for both the performers and financier of university-based research.

Enhancing Accountability in Higher Education: The Intersection Between Institutional Effectiveness and Strategic Management (445)

L506-L507, Lobby Level

GITA W. PITTER (Author), Associate Vice President of Academic Affairs, Florida A&M University

SHAWNTA FRIDAY-STROUD (Author), Interim Dean, School of Business and Industry, Florida A&M University

Institutional effectiveness has become a term of art in higher education, driven primarily by the expectations of regional accreditation. It hinges on bringing together assessments of all components of an institution to provide evidence of accomplishing its mission and goals. Having demonstrable positive results is central not only to higher education but also to corporations and industry. Therefore, it is instructive to examine models used in business that may assist colleges and universities demonstrate institutional effectiveness. The paper examines application of concepts from strategic management, including those that recognize the importance of "soft factors" and complexity, to establishing institutional effectiveness.

10:15 a.m.-11:00 a.m.

TAIR Best Paper: The Real Value ($) in Employee Engagement Surveys (163)

L506-L507, Lobby Level

NOEL G LANDUYT (Author), Research Associate and Lecturer, The University of Texas at Austin

Many institutional researchers are called upon to provide assistance and direction in administering and providing data on employee engagement or organizational climate assessments. While many understand the value in collecting and using the information for organizational improvement, there is growing data to support that the level of employee engagement can be equated to real dollars. This session provides findings which look at employee engagement, turnover and utilization of sick leave from data collected from the Higher Education Excellence Survey. The punch line: bad engagement costs money. The session also provides related information from collaborative efforts in Canada.

Data-Centric Space Analysis: Using X25 in Space Planning (406)

L508, Lobby Level

KEITH STILES (Presenter), Senior Research Analyst and Scheduling Data Administrator, Western Carolina University

This presentation illustrates how institutional researchers can provide valid, thorough analysis of academic course scheduling data that will allow academic departments to provide optimal learning opportunities for students. The presentation will include a demonstration of the X25 along with examples of space analysis projects that illustrate approaches to using data instead of anecdotal evidence to discuss scheduling effectiveness, space inventory fitness, and utilization. The presentation will also illustrate how the X25 application may be used in doing space analyses of future buildings.

Institutional Research Reporting Portal: One-Stop Shopping for Business Intelligence (650)

International 2, International Level

M. PAIGE BORDEN (Presenter), Director and Data Administrator of Institutional Research, University of Central Florida

There is a continuing demand across the higher education sector for increased extraction and analysis of university data to facilitate strategic decision-making and management of university programs and activities. This case study presents how one university implemented and integrated the SAS Data Integration and Business Intelligence client tools to provide the user community with dynamic access to information and knowledge to support strategic decision-making and performance measurements. This presentation will discuss the importance of a flexible and secure information delivery environment accessible by university user groups and highlight specific data information solutions that have been achieved through this project.

Using Generalized Linear Model to Explore Multi-Year NSSE Data (140)

International B, International Level

SUNDAY D. GRIFFITH (Presenter), Associate Director, University of Toledo

SUOHONG WANG (Presenter), Research Assistant, University of Toledo-Main Campus

BIN NING (Presenter), Director, Institutional Research, University of Toledo-Main Campus

Institutional researchers from the National Survey of Student Engagement (NSSE) participating colleges and universities are frequently asked to further explore results of the survey. Using student incoming characteristics (i.e., gender, enrollment status, ethnicity and major) as control variables, we used a generalized linear model to examine the trend of student engagement by analyzing multiple years of NSSE data in five institutional benchmarks and three individual survey items. Because using a generalized linear model with student characteristics as controls provides more sophisticated information for evaluating the source of any changes from year to year, the study demonstrates a new method to analyze the real multi-year trends of survey data.

Using an Online Survey Tool to Measure Student Outcomes: A Case Study of a Collaboration Between Institutional Research and the Division of Physical Therapy (257)

M302, Marquis Level

VINCENT CARTER (Presenter), Assistant Director for Evaluation and Survey Research, Emory University

PATRICIA BRIDGES (Presenter), Emory University

DANIEL TEODORESCU (Presenter), Director of Institutional Research, Emory University

TAN TRAN (Presenter), Emory University

Institutional Research (IR) collaborated with the Division of Physical Therapy to migrate a paper version of an APTA evaluation form to an online form. All clinical information was combined into a master clinical database for each class. This database enabled the program to analyze the case mix, lifespan of patients seen, and the continuum of care in which each student practiced across Clinical Science I, II and III. It enables the program to identify the practice settings in which the student practiced across all clinical affiliations.

Responding to Entering Freshmen's Performance in the Measure of Academic Proficiency and Progress Test (267)

International 5, International Level

YOUSSOUF DIALLO (Presenter), Research Associate, Florida Agricultural and Mechanical University

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

Freshman results on the Measure of Academic Proficiency and Progress (MAPP) of 2006, 2007, 2008 (collecting data), and the national average were compared to highlight differences and potential relationships with demographics and to identify potential relationships with the University's implemented changes (collecting data) with regard to student recruitment during that period. Except for critical thinking, the results from available data indicate significant improvement in freshman performance from 2006 to 2007 as compared to the national average; potentially relating to implemented changes during that period. Currently, no conclusion on relationships between freshman performance and demographics can be established.

The Presidency of Independent Colleges and Universities: Leadership at the Crossroads (417)

L406, Lobby Level

HAROLD V. HARTLEY (Presenter), Senior Vice President, Council of Independent Colleges

ERIC E. GODIN (Presenter), Manager of Research Projects, Council of Independent Colleges

The Council of Independent Colleges (CIC), a service association of more than 570 small and mid-sized private colleges and universities, is keenly aware of the challenges that a massive, large-scale turnover in presidential leadership would present to the health and vitality of its member institutions. In response, CIC launched "The Presidency of Independent Colleges and Universities: Leadership at the Crossroads" with the goal of securing the future of higher education leadership. Seeking to target its limited resources to strengthen the candidate pool for future college presidents, CIC conducted research on the characteristics and career pathways of its member presidents.

The Road Less Traveled - Strategic Enrollment Management in 21st Century American Higher Education (430)

M101, Marquis Level

BRIAN DALTON (Presenter), Senior Vice President for Enrollment Management, Mercer University

JIM MAGER (Presenter), Associate Vice President, Noel-Levitz

American higher education is increasingly pressured to manage their long-range enrollment plans so as to remain true to mission, meet educational expectations, and achieve financial strength. This session is ideal for leaders in higher education who seek the means by which to facilitate long-range enrollment planning with an eye toward the fiscal reality of future anticipated investment and expenses. This session will focus on the 3-4 illustrations which demonstrate the elements of what constitutes successful strategic enrollment planning, a session with critical metrics that are necessary for S.E.P. to occur.

Self-Study and Program Review of an Office of Institutional Research at a Research Land-Grant University in the Midwest (607)

M301, Marquis Level

GEBRE H. TESFAGIORGIS (Presenter), Director of Institutional Research, Iowa State University

SANDRA W. GAHN (Presenter), Associate Director, Institutional Research, Iowa State University

This presentation will describe the program review process at an institutional research (IR) office of a research land-grant university in the Midwest. The process involved the preparation of a self-study and a site visit by an external review team. The review was conducted in the absence of review guidelines specific to non-academic, support units. The presenters will share the challenges faced and the benefits gained from conducting the self-study and undergoing the review process. An external survey of peer universities and an internal satisfaction survey were conducted for the self-study. Results of the two surveys will be shared with the audience.

Jumping into Data Mining: The Triumphs and Tragedies in Our Second Year (620)

International 4, International Level

DOUGLAS K. ANDERSON (Presenter), Director, Enrollment Planning and Research, Indiana University

ADAM LEARY (Presenter), Research Analyst, Indiana University at Bloomington

MICHAEL J. SAUER (Presenter), Senior Research Analyst, Indiana University at Bloomington

BRIDGETT J. MILNER (Presenter), Assistant Director, Enrollment Planning and Research, Indiana University

LINDA L. SHEPARD (Presenter), Senior Associate Registrar, Indiana University-Bloomington

The term "data mining" has proliferated across institutional research (IR) and the AIR Forum program. In some circles, data mining is touted as a panacea, the answer to all our research problems. In this presentation, we drop the hype and discuss the practical aspects of undertaking data mining, from software installation, through training, and into our first projects. A selection of in-progress projects illustrate the lessons learned during the second year, and show the early returns on our investment.

Improving Response Rates Through Better Design: Rethinking a Web-Based Survey Instrument (629)

International 1, International Level

MARNE K. EINARSON (Presenter), Senior Research and Planning Associate, Cornell University

MARIN CLARKBERG (Presenter), Associate Director, Institutional Research and Planning, Cornell University

WILLIAM SEARLE (Presenter), Research Associate, Cornell University

Institutional researchers often understand "survey design" as a process in which researchers translate broad research questions into specific survey items. Here, we go beyond this conception and search for ways to improve the experience of taking a web-based engagement survey. We present evidence from an experiment that this process can result in increased response rates and better quality data. We provide constructive advice on how others may engage in similar processes in designing local surveys to maximize response rates on their own campuses.

More is Usually Better, But Not Always: Effects of Faculty Interactions on Persistence for Underprepared Community College Students (105)

M107, Marquis Level

DEORAJ BHARATH (Author), Director of Institutional Effectiveness, Broward Community College

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

The high concentration of underprepared students in community colleges and their low completion rates presents a challenge to educators. The purpose of this study was to determine whether greater intentional student-faculty interactions with underprepared community college students lead to higher retention and success for such students. Faculty members teaching a freshmen success skills course acted as success coaches to their students. They actively sought coaching interactions with students to develop study skills, set goals, manage time, provide counseling, give encouragement, build confidence and help students navigate their first semester. This study looked at the effects of this coaching program.

Examining the Effect of Academic Residencies on the Retention of Online Ph.D. Students (109)

L401, Lobby Level

JIM LENIO (Author), Associate Director of Institutional Research, Walden University

NICOLE HOLLAND (Author), Research Analyst, Walden University

DAVID E BAUR (Author), Research Analyst, Walden University

SALLY FRANCIS (Author), Research Analyst, Walden University

NICOLE FINK (Author), Research Specialist, Walden University

Available research regarding the retention of online students indicates that prior experience in an online environment, interactions with faculty, and characteristics specific to the student can contribute to retention. This research will examine the effect of an unique aspect of an online graduate level degree program, a physical (face-to-face) residency requirement. Survey responses along with retention data will be examined to uncover any meaningful relationships between residencies and student retention.

Is it Possible to Have Too Much Education: Reexamining the College Success of First Generation Students (126)

International 3, International Level

STEFANIE L. KERNS (Author), Statistical Data Analyst, Pennsylvania State University - Berks

MARY-LOU A. D'ALLEGRO (Author), Senior Director, Planning, Research & Assessment, Pennsylvania State University-Penn State Berks

Data mining and statistical analyses at a less selective institution reveal that the relationships between parents' educational level and some college success indicators are not linear. Specifically, students who report that either parent or guardian(s) have an educational level beyond a baccalaureate degree fare worse on some college success indicators and pre-college test scores than those students whose either parent or guardian(s) have a baccalaureate degree. Placement tests, SAT scores, and several first semester and first year student success factors among students grouped by four parent education levels are compared using appropriate exploratory analyses and regression techniques.

Do College Choice Variables Predict Satisfaction with College for Low-Income Students of Color?: A Sequential Mixed Methods Study (132)

International 6, International Level

TERRELL L. STRAYHORN (Author), Assistant Professor, University of Tennessee

This study sought to explore the relationship between factors considered during the college choice process and satisfaction with college for first-year, low-income students of color (LISOC). The research questions were: (a) What proportion of students considered traditional "college choice" factors during the college decision-making process? and (b) What is the relationship between each "college choice" factor and satisfaction with college, controlling for intervening variables? Findings suggest that LISOC do not necessarily consider the same factors equally when choosing a college. Additionally, factors (e.g., location of institution) predict satisfaction. Implications for institutional research (IR) staff and higher education professionals will be presented.

What's the Score? Diverse Experiences Among Collegiate Athletes and Non-Athletes (136)

International C, International Level

TY M. CRUCE (Author), Senior Policy Analyst, Indiana University

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

Through the creation of the Office of Diversity and Inclusion, the National Collegiate Athletic Association (NCAA) is making the case that athletic departments should play an active, if not leading, role in connecting diversity and learning on college and university campuses, particularly for student athletes. While the NCAA suggests that athletic departments should monitor and assess their diversity and inclusion efforts, there has been little research documenting differences between athletes and non-athletes in terms of their experiences with diversity and the potential differential effects of those experiences on student-athlete outcomes. This study is a first step toward filling this research gap.

Developing a Culture of Teaching: Academic Policies and Faculty Perceptions (307)

International 7, International Level

BRADLEY E. COX (Author), Graduate Research Assistant, Pennsylvania State University

KADIAN L. MCINTOSH (Author), Graduate Student, Pennsylvania State University

ROBERT D. REASON (Author), Assistant Professor, Pennsylvania State University

PATRICK T. TERENZINI (Author), Distinguished Professor and Senior Scientist, The Pennsylvania State University

To help administrators identify policies that foster an institutional "culture of teaching," this study uses data from 5,280 faculty members at 44 institutions to examine connections between institutional policies and faculty members' perceptions of the institution's emphasis on teaching. A series of multi-level models suggest that academic policy variables have small and largely insignificant relationships to such faculty perceptions. Instead, traditional institutional identity factors like selectivity and Carnegie classification drive the predictive power of all models.

Faculty on Sabbatical Leaves: Evidence from National Study of Postsecondary Faculty:04 (321)

M303, Marquis Level

KETEVAN MAMISEISHVILI (Author), Assistant Professor, University of Arkansas

MICHAEL T MILLER (Author), Professor of Higher Education, University of Arkansas

In an age of accountability, when higher education institutions are increasingly results-driven, questions are raised about the value and use of sabbatical leave programs for faculty development. Using the 2004 National Study of Postsecondary Faculty (NSOPF) dataset, the study examines how faculty members' selected demographic characteristics, their career position, and productivity related to the likelihood of their participation in sabbaticals. The researchers hope that the findings of this study will present a clearer picture of what higher education institutions are doing or expecting from sabbatical leave programs, which can lead to critical conversations and policy reformation about the use of sabbaticals for faculty development.

How County Unemployment, Labor Force Participation, and Industry Location Affects Enrollment at Public Community Colleges in a Large State with a Special Emphasis on Biotechnology (419)

L503, Lobby Level

J. M. POGODZINSKI (Author), Professor of Economics, San Jose State University

This paper examines how enrollment is affected by local (county- and metropolitan-level) unemployment rates, labor force participation, and industry location at public community colleges in a large state. The effect on enrollment is broken down by age of the students and by the location (zip code) in which the students reside over the period 2003-06 (the period for which data are available on enrollments). Unemployment data are available over the entire period by Metropolitan Areas and Counties. Community College Districts are typically subsets of a county. The study also examines the role of community colleges in providing training in biotechnology.

A Study of High School Seniors' College Choice (422)

L405, Lobby Level

RENMIN YE (Author), Graduate Student, Texas Tech University

This study investigates and analyzes 18 factors for high school seniors' college choice in the whole country using a national database, ELS2002. The study compares students' college choice by gender, ethnicity, family SES and location, reveals attitudes and influences of seniors' parents, relatives, friends and teachers, and discusses the relationships between students' college choice and college type, numbers of application and academic achievement. The results provide meaningful references for students' college application, admission, enrollment and institutional research (IR).

A Confirmatory Factor Analysis on Person-Organization Fit of Faculty in a Public Research University (469)

L402, Lobby Level

CHIA-HAN TSAI (Author), PhD Candidate, University of Washington

Faculty engagement with institutional issues and challenges is critical to institutional survival and prosperity. Over the past 15 years, there has been a plethora of research conducted on faculty worklives and satisfaction. Despite numerous research endeavors, few studies have attempted to investigate the construct of organizational fit of faculty members. This study tests the adequacy of conceptual models of faculty fit in a public research university. Survey items are used to capture the latent construct of faculty fit. The results of this study will advance the understanding of faculty organizational fit.

Disaggregating the Truth: A Re-Analysis of the Costs and Benefits of Michigan's Public Universities (507)

International A, International Level

NATHAN DAUN-BARNETT (Author), Assistant Professor,Educational Leadership and Policy, SUNY College at Buffalo

Vedder and Denhart (2007) published a brief study examining two key questions: 1) Have Michigan's public universities suffered from declining state appropriations, and 2) Does investing in higher education grow the economy? The report concludes that Michigan's 15 public universities increased spending during that period, and that overall, there is a negative relationship between state appropriations for higher education and economic growth. A re-analysis suggests Michigan's public universities have suffered from declining state support resulting in higher tuition to students and declining spending on instruction and support services. It also suggests higher education stimulates economic growth differently than proposed by Vedder and Denhart.

11:15 a.m.-Noon

Analysis of Faculty Salaries at Historically Black Colleges and Universities (312)

L401, Lobby Level

SRIDHAR SITHARAMAN (Author), Director, Testing and Assessment Services, Claflin University

Based on the National Study of Postsecondary Faculty: (NSOPF) 2004 and the Integrated Postsecondary Education Data System (IPEDS) data sets, this study used the Blinder-Oaxaca wage decomposition technique to examine faculty salaries at Historically Black Colleges and Universities (HBCUs) and non-HBCUs. Research questions addressed faculty and institutional characteristics which previous research has determined contribute to faculty salaries. Differences in faculty and institutional characteristics explained 83% of the salary gap, and differences in salary structures explained 17% of the salary gap. The percentage of time spent on undergraduate instruction, faculty rank, Carnegie classification, research output and average amount of institutional aid accounted for a major portion of the salary gap.

Linking Beginning College Survey of Student Engagement and National Survey of Student Engagement Data to Investigate First-Year Engagement and Outcomes (250)

International A, International Level

JAMES S. COLE (Presenter), Research Analyst, Indiana University

This session will focus on how institutions can use their reports and data from the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE) for institutional improvement. In particular, participants will learn how to use these data to produce reports for various campus offices and programs, including first-year programs, faculty development and advising. SPSS syntax for all reports used in the demonstration will be available for download from the BCSSE Web site.

Enrollment Simulator: Free, Open-Source Software for Simulating Enrollment Management Practices (480)

International 7, International Level

WILLIAM DOYLE (Presenter), Assistant Professor of Higher Education, Vanderbilt University

There is a large and growing body of research on the effects of enrollment management practices. However, much of this research is difficult to understand, making the implications of various policies unclear to managers and policymakers. This session will introduce a free, open source software platform that takes inputs on policies regarding admissions and financial aid and simulates the results for a hypothetical campus. The model used by the software is based on the latest research in the field.

Developing a Reporting System for the Delivery of Operational and Strategic Information Using the National Student Clearinghouse StudentTracker Data System (649)

International 3, International Level

SANDRA J. ARCHER (Presenter), Director for University Analysis and Planning Support, University of Central Florida

YUN FU (Presenter), Computer Coordinator, University of Central Florida

ELAYNE REISS (Presenter), Assistant Director, University Analysis and Planning Supprot, University of Central Florida

The National Student Clearinghouse StudentTracker data system provides enrollment information on over 91% of the nation's enrollment, revealing the institution of attendance for prior enrollment, co-enrollment and subsequent enrollment of many groups of students we are interested in including graduates, drop-outs and those admitted but not enrolled. At a large research institution, many university units have not only short-term operational use for this data, but also a need for analysis to inform longer-term strategic decisions. This presentation will discuss the development of an in-house data system to address both of these information needs on an ongoing basis.

A New Classroom Survey of Student Engagement Application: A Quadrant Analysis of the Classroom Survey of Student Engagement of Student and Faculty Responses (666)

M301, Marquis Level

DIBY M. KOUADIO (Presenter), Director of Research and Statistical Analysis, Tennessee Higher Education Commission

The purpose of institutional research (IR) is to provide information that supports institution-wide decision-making. The office of Institutional Research and Analysis developed a new application to generate a Classroom Survey of Student Engagement (CLASSE) quadrant outputs and analyzed the student and faculty responses to the CLASSE. The application uses SPSS command options, Microsoft Office Excel, and Adobe InDesign. This presentation provides a step-by-step demonstration of the development process.

AIR50 Task Force Open Meeting (077)

L404, Lobby Level

NICOLAS A. VALCIK (Presenter), Associate Director for Strategic Planning and Analysis, University of Texas at Dallas

DENISE P. SOKOL (Presenter), Assistant Vice Chancellor for Institutional Research, (Retired), University of Colorado Denver

The purpose of this session is to update AIR members about projects associated with the 50th Forum Celebration to be held in Chicago in 2010.

A Comprehensive Study of Student Civic Engagement: Freshmen and Beyond (102)

International 2, International Level

DAWN GERONIMO TERKLA (Presenter), Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University

KAREN SCHREINER (Presenter), Research Analyst, Tufts University

This research in action session will highlight the multi-faceted assessment approach that has been developed to gauge one university's success at cultivating "active citizens," one of its core missions. As an extension of this objective, the process of aggregating data across multiple instruments over several years as supporting evidence for accreditation purposes will also be discussed.

Implementing a New Placement Process in Writing: An Assessment Model (241)

International 6, International Level

EUGENE P. DEESS (Presenter), Director of Institutional Research and Planning, New Jersey Institute of Technology

NORBERT ELLIOT (Presenter), Professor of English, New Jersey Institute of Technology

OLEKSANDR RUDNIY (Presenter), Research Analyst, New Jersey Institute of Technology

This paper traces the genesis of a new placement process in writing from the initial assessment study questioning the old method through the selection of a new test, the development of new cut scores, the implementation of the new model, the preliminary assessment of that model, the final assessment of that model, and the final action resulting from assessment.

Assessing the Integration of Embedded Metacognitive Strategies in College Subjects for Improved Learning Outcomes (247)

International C, International Level

KATHERINE L. PANG (Presenter), Assistant Professor, The University of Texas at Tyler

Empirical studies show that metacognitive variables influence a students' success in college. It has been shown that intellectual maturity and metacognitive superiority are indicators of metacognitive development. According to Desoete, Roeyers, and De Clercq (2003), metacognitive development and movement from novice to expert are more likely when there is explicit metacognitive instruction. Standard curricula in college subjects usually do not focus on the psychological constructs associated with metacognitive development that facilitate learning (Newell, Dahm, Harvey, & Newell, 2004). This proposal presents current research from an ongoing study on the impact of integrating metacognitive strategies in criminal justice courses.

Assessing Junior-Level Writing Through Self-Report and Writing Samples (276)

L503, Lobby Level

JULIETTE M. STOERING (Presenter), Institutional Research Analyst, Portland State University

KATHI A. KETCHESON (Presenter), Director of the Office of Institutional Research and Planning, Portland State University

Researchers combined an existing student self-report survey on writing experience and attitudes with authentic student writing samples from junior-level courses to pilot upper-division writing assessment techniques and increase understanding of writing across the curriculum. The results helped the institution respond to reaccredidation recommendations, and supported increased understanding of decentralized writing instruction embedded in general education and upper-level writing-intensive curriculum. Finally, the results contribute to ongoing campus debates regarding the usefulness of campus-wide vs. discipline-specific writing assessments.

A Multi-Faceted Research Approach to Understanding Student Persistence (459)

M101, Marquis Level

RENATE OTTERBACH (Presenter), Director of Institutional Assessment, University of San Francisco

To address accreditation recommendations, institutional research (IR) developed a multi-faceted approach to explore factors contributing to attrition, while providing the university with concrete steps to increase retention. Data included academic variables, National Survey of Student Engagement (NSSE) data, and the study of three cohorts: living-learning communities, linked composition courses, and freshman seminars. Findings showed that students leaving the university are more likely to make a D or below or withdraw from class during the first semester. Additionally, analyses of the NSSE and the cohorts showed that positive interpersonal relationships contribute to a students' feeling of connectedness and retention. IR is further exploring persistence through focus groups.

Brain Drain / Brain Gain: Migration's Effect on State Rates of Educational Attainment (514)

M107, Marquis Level

DAVID BLOUGH (Presenter), Senior Institutional Planner, University of Wisconsin System

State and national policy discussions, as well as popular writers such as Richard Florida, often promote the economic, social and civic benefits of a college-educated citizenry. While access to, and the productivity of, higher education are driving factors, migration plays an important role in determining the differences in rates of educational attainment among states and regions. Using census microdata and other sources, this presentation explores who migrates and where, with emphases on the role of education, occupation and changes over time. Implications for state rates of educational attainment are considered.

Survey Data Quality Control Strategies: An Institutional Research Perspective (655)

International B, International Level

QIN LIU (Presenter), Research Analyst, British Columbia Institute of Technology

This paper is aimed to construct a set of survey data quality control strategies on the basis of categories of errors identified using the total survey error approach to survey research. A matrix will be provided, which is led by Type of Error, then Quality Indicator of Survey Data, in parallel with correspond-

ing Error Reduction Strategies - how to reduce errors to obtain that Quality Indicator, and Data Quality Inspection Procedures - statistical procedures to check whether that Quality Indicator has been obtained. The matrix will be a helpful and practical tool for quality improvement of in-house surveys.

Applying Multi-Frame Organizational Thinking to Institutional Research: Structural, Human Resource, Political and Symbolic (687)

L508, Lobby Level

MICHELE J. HANSEN (Presenter), Director of Assessment, University College, Indiana University-Purdue University Indianapolis

GAYLE ANN WILLIAMS (Presenter), Assistant Dean, Indiana University-Purdue University Indianapolis

SCOTT E. EVENBECK (Presenter), Dean, Indiana University-Purdue University Indianapolis

Institutions are composed of stakeholders who have their own perspectives and agendas that guide their decision-making when institutional researchers present information designed to resolve complex organizational issues. This presentation proposes that institutional research (IR) professionals need to incorporate multi-frame organizational thinking in theory and practice. Based on Bolman and Deal's (2003) work, presenters will describe how learning to apply all four frames (Structural, Human Resource, Political and Symbolic) will result in more effective communication and increased use of research findings. This session will present case studies that will explicate how to effectively integrate the four frames.

The Role of First Semester Class Size in Predicting Student Persistence (141)

L406, Lobby Level

PAUL D. PREWITT-FREILINO (Author), Research Analyst, Roger Williams University

Retention prediction models for first-year persistence tend to focus on students' preexisting characteristics (e.g., demographic variables, financial aid and pre-college academic records), but do not include measures that approximate student-faculty interaction. The current investigation utilizes students' first semester course schedules in order to construct variables that coupled with students' preexisting characteristics present a valid logistic regression model. A key finding suggests that small class size (i.e., fewer than 20 students) is critical to student retention. This session highlights the implications of the findings for institutional research (IR), academic advising, student retention and academic affairs.

Research Lab to a Science, Technology, Engineering and Math Career: How Early Immersion Science Research Programs Shape Students' Career Aspirations and Educational Experiences (231)

L402, Lobby Level

LUIS PONJUAN (Author), Assistant Professor, University of Florida

LAURA WALTRIP (Author), Doctoral Student, University of Florida

LYLE MCKINNEY (Author), Doctoral Student, University of Florida

Many researchers suggest that undergraduate science research experiences (USRE) provide several educational benefits to students, yet there is scant evidence about the long-term efficacy of these USRE. The purpose of this study is to examine student learning outcomes associated with participation in USRE. We conducted a longitudinal study that examined how USRE affect students' perception of career aspirations and their academic experiences at research-extensive institutions. This study is important because it will provide valuable insights about the long-term efficacy of early immersion programs and its potential to produce the next generation of Science, Technology, Engineering and Math (STEM) graduate students.

A Comparison of the Role of Presidential and Administrative Leadership in Facilitating Organizational Resilience in Two Historically Black Baccalaureate Colleges (428)

M303, Marquis Level

T. GREGORY BARRETT (Author), Associate Professor of Higher Education, University of Arkansas at Little Rock

The role of presidential and administrative leadership in developing organizational resilience in two historically Black baccalaureate colleges was investigated in this comparative qualitative case study. Evidence found that leadership has a substantial role in facilitating organizational resilience. Organizational learning and adaptation was evidenced by increased competence and growth, the restoration of efficacy, and long-term positive adaptation in both institutions. Dynamic capabilities were exemplified in increased mindfulness, revised organizational routines and increased organizational competence. High-reliability organizing was represented in norms, structures and practices, employment of conceptual slack and ad hoc problem solving networks, and utilization of rich communication media.

Measuring Change: Using Multi-Year Analysis of National Survey of Student Engagement Results to Assess Educational Improvement (438)

International 4, International Level

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

ALEXANDER C. MCCORMICK (Author), Director and Associate Professor, National Survey of Student Engagement (NSSE) at Indiana University

ALI KORKMAZ (Author), Assistant Research Scientist, Indiana University at Bloomington

JENNIFER BUCKLEY (Author), Project Associate, National Survey of Student Engagement (NSSE) at Indiana University

Implementing institutional change is difficult. Measuring the effect of change is even tougher. Institutions want to know if the improvements they invest in are making a difference in the undergraduate experience. In particular, there is great interest in how institutions that have participated in the National Survey of Student Engagement (NSSE) over multiple years might assess and interpret differences in engagement scores over time. This paper uses several statistical methods to examine trends in NSSE scale scores across three data points to identify institutions where NSSE scores changed, as well as discussing ways to detect evidence of campus change initiatives in NSSE results.

The Rise of Institutional Effectiveness: Institutional Research Competitor, Customer, Collaborator or Replacement? (656)

M106, Marquis Level

CHRISTINA L. LEIMER (Author), Director of Institutional Research, Assessment and Planning, California State University- Fresno

As institutional research (IR) nears its 50th anniversary, a new profession, called Institutional Effectiveness (IE), is emerging. Its focus is facilitating assessment, accreditation, program review and continuous improvement. In some respects, IR and IE are similar. IE, though, appears to be taking the leadership role. What are the structure, purpose and responsibilities of IE offices? What are the implications for the IR field and its practitioners? Nearly a decade ago, Peterson (1999) proposed that IR's future challenge would go beyond institutional improvement to helping facilitate its redesign and transformation. In the current climate, IR itself may be being redesigned and transformed.

Strategically Creating a Technology-Based Institutional Research Office Focused on Information Management and the Four C's of a Data Diamond: Centralization, Conformity, Consistency and Clarity (674)

International 5, International Level

JAMES T. POSEY (Author), Director of Institutional Research, University of Washington, Tacoma

ALICE FEW (Author), Database Analyst, University of Washington-Tacoma Campus

MICHAEL CROSBY (Author), Research Analyst, University of Washington-Tacoma Campus

ERIC ELKINS (Author), Database Analyst, University of Washington-Tacoma Campus

This paper/presentation will focus on three main objectives: 1) to document the value of creating and implementing a strategic plan in developing an institutional research (IR) office, 2) to define the concept of a "Data Diamond" and show the necessary steps to create one, and 3) to show the tools and techniques utilized by one office to create IR reports proactively, rather than responding reactively or primarily to various ad hoc data requests.

Posters

All Poster Sessions will take place on Sunday and Monday evening in the Marquis Ballroom, Marquis Level.

First-Year Student Financial Behaviors and Attitudes as Predictors of Academic Success (P10)

XUELI WANG (Presenter), Senior Research Associate, Student Life Research and Assessment, The Ohio State University

BARBARA I. WHARTON (Presenter), Director, Institutional Effectiveness and Planning, Otterbein College

LANCE KENNEDY-PHILLIPS (Presenter), Director of Student Life Research and Assessment, Ohio State University-Main Campus

PATIENCE E. WHITWORTH (Presenter), Program Coordinator, The Ohio State University

A survey to measure student financial wellness was developed and conducted for students during the spring of their first year at a Midwestern public research university. The survey instrument included questions pertaining to subjective and behavioral measures regarding personal finance. Survey results, together with enrollment and admissions data, are analyzed to determine the relationship between personal financial characteristics and academic success measures.

Predicting Men's Binge Drinking: A Regional Investigation of Men's Alcohol Expectancies (P11)

DUSTIN C. DERBY (Presenter), Director of Institutional Planning and Research, Palmer College of Chiropractic

Investigation of the predictive quality of men's alcohol expectancies is an important step to understanding their binge drinking behaviors. Men's alcohol expectancies are an important cognitive-behavioral component of their consumption, yet, sparse research details such behaviors for students within two-year colleges. In addition, few leverage students' alcohol expectancies to predict binge drinking. Supported by extant expectancy research were findings concerning men's expectation of consumption as social lubrication and stress reduction. Presented are recommendations for practice and future research.

A Longitudinal Assessment of the Effects of Entering Characteristics on Grade Performance of Students Who Transferred From Community Colleges to a Four-Year University (P12)

JAMES DANIEL HOUSE (Presenter), Director of Institutional Research, Northern Illinois University

BEILING XIAO (Presenter), Research Associate, Northern Illinois University

The purpose of this assessment study was to investigate relationships between entering characteristics of transfer students to a four-year university and their subsequent grade performance over a four-semester period. Several significant findings were obtained from this study. Students who transferred as juniors earned significantly higher first semester grades than did students who transferred as sophomores. There were also significant differences in grade performance at the university for students depending on age at the time of transfer. The results of this assessment study have several implications for services for students who transfer from community colleges to four-year universities.

Internationalization of the Korean College Classroom: Challenges of Collaborative Learning (P13)

HUIJUNG CHU (Presenter), Korea University

KYONG WAN KANG (Presenter), Graduate Student, Korea University

The purpose of this study was to investigate international students' perception on collaborative learning in Korean college classrooms. It examined benefits and barriers of small group works in culturally-diverse settings. Twenty international students were interviewed with semi-structured questionnaires in informal settings. The preliminary findings highlighted that despite students' various perceptions on collaborative learning, lack of cross-cultural communication skills, and low diversity tolerance hindered collaboration. Also, local language skills helped international students work together outside the classroom. Finally, the study suggested the teaching and learning methodology for the internationalized Korean college classrooms.

Interprofessional Health Education and Attitude Change (P14)

CAROLYN GIORDANO (Presenter), Senior Research Analyst, Thomas Jefferson University

KEVIN J. LYONS (Presenter), Associate Dean and Director of the Center for Collaborative Research, Thomas Jefferson University

This study investigated changes in student attitudes as a result of a year long interprofessional health education experience. Approximately 700 new students in several different health disciplines were administered the Interprofessional Education Scale (IPES) and the Readiness for Interprofessional Learning Scale (RIPLS). The IEPS will be given again in April. An ANalysis Of VAriance (ANOVA) will be conducted on each survey separately to see if there are significant differences between the different health disciplines and to compare the September and the April administration of the IPES to determine if there was a significant change in attitudes over time.

The Academic Progress Rate: What the National Collegiate Athletic Association's Academic Reform Initiative Means and How it is Measured (P20)

JACQUELINE E. MCLAUGHLIN (Presenter), PhD Candidate, North Carolina State University

In 2003, the National Collegiate Athletic Association (NCAA) implemented the Academic Progress Rate (APR), which is the centerpiece of an academic reform initiative designed to improve the academic success of Division I student-athletes. By incorporating eligibility, retention, transfers and graduation, the APR provides a clearer picture of academic culture. In 2007, the first four-year cycle of APR data was released; 218 teams (3.5%) from 123 institutions were penalized for failing to meet APR benchmarks. The purpose of this poster is to discuss the measurement of the APR and to highlight the institutional, measurement and outcome issues associated with its implementation.

Women and Minorities in Engineering Programs: Examining Climate Perception and Learning Outcomes (P21)

HYUN KYOUNG RO (Presenter), Graduate Student, Pennsylvania State University

KADIAN L. MCINTOSH (Presenter), Graduate Student, Pennsylvania State University

Curricular and co-curricular experiences play an important role to engineering students in improving their learning outcomes. However, minority students have different curricular and co-curricular experiences and as a result different outcomes from majority students. This study examines how the interaction between being minority students and their in and out-of-class activities influences engineering student outcomes, as suggested by ABET (Accreditation Board for Engineering and Technology), compared to White students. Data is utilized from the Engineering Change study using hierarchical ordinary least squares multiple regression. Ultimately, higher education focusing on engineering education should promote more opportunities of curricular and co-curricular activities for minority students during their college years.

Exit Survey of Candidates Completing a Program to Prepare for National Board Certification: A Qualitative Analysis of What Worked and What Did Not (P23)

RONARAE ADAMS (Presenter), Director and Lead Faculty, NBCT and Professional Teaching Development Center, National University

RON GERMAINE (Presenter), Assessment Coordinator, School of Education, National University

CAPRICE HOUSTON-BEY (Presenter), National University

Within the context of an academic program review, students completed a survey at the end of their last course in a program in which they prepare to become National Board certified teachers. Students provided open ended responses to questions about the value of their program and whether they believed program outcomes were met. Themes from students' responses were identified through qualitative analysis.

Assessing Early Academic Performances to Identity At-Risk Students: An Explanatory Model to Predict Freshmen First-Year Retention Status (P24)

YIXIAO XU (Presenter), Senior Research Analyst, California State University

The purpose of this poster presentation is to illustrate steps of building logistic regression models to identify students who are at risk of dropping out, using variables available in the student data system. The dataset includes 11,127 first-time, full-time freshmen entering the university in 2004, 2005 and 2006. The status variables contain two distinctive groups: those who returned after one year and those who did not. Students' background, institutional behavioral, and outcome variables will be analyzed using appropriate statistical procedures.

Using a Graduation Survey to Assess Institutional Effectiveness (P25)

MATTHEW E. WETSTEIN (Presenter), Dean of Planning Research and Grants Development, San Joaquin Delta College

ALYSSA NGUYEN (Presenter), Research Analyst, San Joaquin Delta College

BRIANNA HAYS (Presenter), Research Analyst, San Joaquin Delta College

Student surveys can provide an effective mechanism for assessing institutional outcomes. Our presentation describes a two-year experiment designed to survey students applying for graduation from a community college. Using questions geared toward the mission statement and learning objectives outlined in the college's general education program, we found high levels of student satisfaction with the college and achievement of desired learning outcomes. The survey has particular relevance for accreditation and annual reporting on the effectiveness of the college.

Institutional, Faculty and Student Factors that Influence the Probability of Approving the Certified Public Accountants Uniform Examination in Puerto Rico (P26)

LUIS R. CAMARA-FUERTES (Presenter), Research and Documentation Division Director, Puerto Rico Council on Higher Education

JAMIE CALDERON-SOTO (Presenter), Coordinator of the Puerto Rican Higher Education Studies and Documents Center, Puerto Rico Council on Higher Education

The passing rate for the Certified Public Accountants (CPA) Uniform Examination in Puerto Rico is very low, ranging from 5 to 15 percent. In order to develop an effective public

policy designed to improve these rates we must first understand which factors are associated with passing or failing the examination. In this research, using Ordinary Least Squares (OLS) and logistic regressions, we focus on institutional, faculty and student related variables to study which ones influence both passing rates and the points received by the students in the exam.

Assessing the Engagement and Satisfaction of Special/Remote Student Populations (P27)

KAREN M. EGYPT (Presenter), Assistant Director, Georgetown University

MICHAEL D. MCGUIRE (Presenter), Executive Director, Office of Planning & Institutional Research, Georgetown University

There are two special student populations for whom assessment data are typically not collected or not analyzed distinctly at this institution: the relatively small number of students attending the University's campus in Education City in Doha, Qatar, and a more sizeable student population studying abroad in the spring. This study examines a unique set of assessment data collected from these student populations in spring 2007 and contrasts them with what we know about the educational experiences of students on the home campus. The special cultural milieus and trade-offs of these remote settings will be emphasized.

Are Institutions Retiree Friendly? (P30)

JAMES G ARCHIBALD (Presenter), Graduate Student / Research Assistant, Ohio University-Main Campus

Some institutions make special accommodations for retirees whereas other institutions provide very little to no opportunities and accommodations for retired faculty. The actions that colleges and universities take to demonstrate that they value their retired faculty may influence their tenured faculty members' willingness to retire (Ehrenberg, 2000). This study investigated polices and benefits available to retired faculty at institutions nationwide. Information was drawn from the 2007 Survey of Changes in Faculty Retirement Policies. Findings indicated over one-third of institutions had a faculty retiree organization and provided space for faculty to meet on campus.

Knowledge Informatics for Science and Medical Education and Training (P31)

CHANCHAI MCDONALD (Presenter), Assistant Vice Chancellor, Institutional Research, University of Tennessee Health Science Center

This project supports development of Knowledge Informatics for Science and Medical Education and Training (KISMET), a new software system critical for innovation of the health care curriculum. The first step is curriculum mapping, i.e., reviewing and analyzing existing course materials to allow providers of overlapping instructional content to connect. The next step is to implement effective teaching and learning strategies, such as KISMET-wiki and interactive learning. These steps must be coordinated so that the innovation team members can communicate and work together seamlessly. KISMET is being designed specifically to serve the purpose of evolving the curriculum.

Using Analysis of Covariance to Examine Gender Equity in Faculty Salary (P32)

BIN NING (Presenter), Director, Institutional Research, University of Toledo-Main Campus

SUOHONG WANG (Presenter), Research Assistant, University of Toledo-Main Campus

ROBERT M. ROE (Presenter), Research Associate, University of Toledo

Regression model is commonly applied in gender equity study of faculty salary. In this study, we used analysis of covariance (ANCOVA) model to examine whether gender significantly contributed to the variance of faculty salaries. As a model that is more friendly to studies with fewer variables, ANCOVA facilitates the interpretation of group comparison and greatly increases power relative to the corresponding analysis of variance (ANOVA) model. Normality testing and log transformation were conducted during the process of analysis. Based on the dataset of a hypothetical university, we presented a detailed procedure of using ANCOVA model to test gender effect on faculty salaries.

The Impact of a Rising Gas Price on Student Enrollment (P40)

CHUL LEE (Presenter), Director of Institutional Research, Western Iowa Technical Community College

There are few studies on the linear relationship between the rising gasoline price and college enrollment, only anecdotal evidence provided by students and the higher price on gas station signs. This study found a novel approach to researching 'the impact of rising gas price on student enrollment' that surmounted the technical barriers. This study collected students' addresses, the number of in-class courses each student was taking on the main campus, family income, financial dependency vs. independency and regional fuel prices.

Predicting Student Attrition - How Helpful are Surveys? (P41)

SHIRLEY JORGENSEN (Presenter), Coordinator of Institutional Research, Dawson College

CATHERINE FICHTEN (Presenter), Professor, Psychology Department, Dawson College

ALICE HAVEL (Presenter), Dawson College

Using surveys as well as data from students' records, the characteristics predictive of attrition are identified using logistic regression modeling. The sensitivity and specificity of models including and excluding survey data are compared. As surveys are expensive to administer, we attempt to determine

how useful information obtained from survey data is in contributing to the ability to predict attrition, and whether to continue with the student intake survey. The ability to determine an accurate probability of dropping out, in a cost-effective manner, and optimized for different groups of students, will allow student services professionals to provide more focused and cost-effective support.

A Research Analysis of Swirling in Outreach Students (P42)

ERIN M. MAGGARD (Presenter), Programmer/Analyst, Senior, University of Wyoming

Our study follows the enrollment patterns of five cohorts of outreach students at our four-year institution, using the National Student Clearinghouse StudentTracker tool. We searched for enrollments at other institutions following the student's first enrollment at our university and then analyzed the enrollment patterns. We focused primarily on identifying swirling and double-dipping patterns, and to what other institutions these students were swirling and double-dipping. Retention and graduation rates were also reviewed to determine if swirling/double-dipping behaviors help or hinder these rates.

Tuition Discounting as an Investment in Future Alumni Giving (P43)

MICHAEL K. SCHUCHERT (Presenter), Executive Director of Institutional Effectiveness, Marymount University

ALVIN MANALO (Presenter), Research Associate, Marymount University

This poster examines the relationship between receiving scholarships and grants as part of an institution's tuition discounting strategies and future willingness to support the institution as alumni. The analysis indicates that alumni who received aid allocated from the institution's own revenue are more willing to provide support than those who did not. Identifying these alumni could provide development offices with a population of more likely donors.

Achieving Accountability and Transparency in Higher Education (P44)

CARRIE J. BIRCKBICHLER (Presenter), Director, Institutional Research, Slippery Rock University

AMANDA A. YALE (Presenter), Associate Provost Enrollment Services, Slippery Rock University of Pennsylvania

As higher education moves toward 2015, the call for increased accountability and transparency in higher education will continue. Colleges and universities are able to increase their level of transparency and accountability through a combination of national and local university efforts. This poster presentation proposal presents the university's internal initiative to increase accountability through the development of an institutional accountability Web site. The accountability Web site presents stakeholders with information that is current, relevant and concise in a prominent and easily accessible location.

Sustainability in Higher Education: An IR Primer (P45)

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

JOSEPH W. MCLAUGHLIN (Presenter), Research Associate, Clemson University

GERALD W. MCLAUGHLIN (Presenter), Associate Vice President for Institutional Planning and Research, DePaul University

This poster session provides visual representation on the sustainable development issues being discussed by college and university planners. It will define and provide background information on sustainability by placing it within the triple bottom line framework for reporting: Economic, Social, and Environmental Sustainability. Initiatives such as Sustainability Tracking, Assessment & Rating System (STARS) will be used to demonstrate how sustainable development is defined by higher education. Public expectations concerning higher education's role will be demonstrated using the Higher Education Sustainability Act of 2007 and the UN Global Compact Principles. These topics will be tied to potential contributions of institutional research (IR) professionals that support sustainability reporting.

Finding the "Bleeding Spots": How to Identify At-Risk Groups (P46)

JING WANG (Presenter), Director, Institutional Research, California State University - Sacramento

TAMARA LAPOINTE (Presenter), Data Management Analyst, California State University-Sacramento

To improve retention/graduation rates, it is necessary to identify those students who were most likely to withdraw from the university or did not graduate within six years. We created a three stage research project to find the "Bleeding Spot": The first stage is to build Cohort Tracking files. The second stage is to diagnose "At-Risk Groups" by analyzing the negative factors. The final stage is to zoom in on the results of the studies and identify the group at highest risk. A regression model has been developed to predict who would be at highest risk for the in-coming cohort.

An Examination of the Impact of a Statewide Initiative of a Concurrent Enrollment Program Delivered on High School Campuses on College Participation and Preparation (P50)

ROBERT L. LOVERIDGE (Presenter), Institutional Research and Information, Director, Utah Valley University

ANDREA B. BROWN (Presenter), Assistant Director, Institutional Research, Utah Valley University

Approximately ten years ago the State of Utah embarked on an aggressive program to have college courses delivered in area high schools. It was hoped this would reduce higher education costs for students, enable students to graduate faster, and increase college participation rates of high school graduates. An analysis of this program will be examined.

Turning Assessment Into Action (P52)

FLETCHER F. CARTER (Presenter), Assistant Dean, College of Education and Professor of Education, Radford University

As institutional researchers know, use of assessment strategies to systematically transform teaching and learning has been required by accrediting agencies. The lessons learned about assessment were borrowed from companies which used these strategies far longer than schools and colleges. To achieve the desired change effectively, the why should rule over the how. Communication is the key for integrating all the levels within colleges and schools. Institutional researchers must acknowledge that all that they now produce in their duties are useless unless they can be of use in transforming the institution to improve student learning outcomes.

Using Tableau to Develop a University Dashboard (P60)

TAN TRAN (Presenter), Emory University

DANIEL TEODORESCU (Presenter), Director of Institutional Research, Emory University

VINCENT CARTER (Presenter), Assistant Director for Evaluation and Survey Research, Emory University

We are a private research university in the Southeast. Our university's constituents have always had a need to see data in a visual format with insightful analytic results. So recently we partnered with Tableau, a third party vendor that specializes in such a tool. The presentation will share with the conference attendees our best practices in utilizing this tool.

A Survey-Based Protocol for Estimating Cost of Attendance (P61)

LEFTER DAKU (Presenter), Associate Director, Virginia Polytechnic Institute and State University

BARRY SIMMONS (Presenter), National Chair-Elect, National Association of Student Financial Aid Administrators, Virginia Polytechnic Institute and State University

Cost of Attendance (COA) is a key component for determining students' eligibility for financial aid. The COA sets the maximum need-based and merit-based aid a student may receive from federal, state, institutional and external aid programs. Obtaining accurate COA estimates is essential given recent trends of increasing college costs and declining state support for higher education. This poster will present a survey-based protocol for estimating COA in compliance with federal regulations. It describes a step-by-step research methodology employed for estimating COA at Virginia Tech. Along with the poster, copies of the student budget survey questionnaire will be provided.

Testing Wagner's Law for Defense and Public Educational Expenditures: the Case of Eastern European Countries (P62)

TUDOREL ANDREI (Presenter), Professor, Academy of Economic Studies, Department of Statistics and Econometrics

DANIEL TEODORESCU (Presenter), Director of Institutional Research, Emory University

REGIS BOURBONNAIS (Presenter), Paris Dauphine University, Paris

BOGDAN OANCEA (Presenter), Professor, Artifex University, Bucharest

STANCU STELIAN (Presenter), Professor, Academy of Economic Studies, Department of Economic Cybernetics

This study tests Wagner's law for the Eastern European countries using both an aggregate measure of public expenditures and a disaggregated form (expenditures with education, defense and health sectors). For both types of measures we will estimate parameters for the models developed by Peacock-Wiseman, Gupta, Goffman, Musgrave and Mann. The paper aims to illustrate through the use of quantitative analysis the most critical transformations between 1990 and 2007.

Use of Dashboard to Monitor Educational Program (P63)

NANCY E. HOWELL (Presenter), Research Assistant, Professor and Director, Assessment, University of Tennessee

INDIA LANE (Presenter), Associate Professor, Internal Medicine and Director Educational Enhancement, The University of Tennessee

CRAIGE THOMAS (Presenter), The University of Tennessee

ANIK VASINGTON (Presenter), The University of Tennessee

The University of Tennessee College of Veterinary Medicine implemented a dashboard to assist decision-makers in better understanding trends and other data, using data gathered for the past 17 years from entering students, graduating students, alumni and employers. Steps included setting benchmarks of desired student satisfaction levels, selecting relevant questions from large datasets, and developing the drill-down points of access.

The dashboard provides a way to visually understand "big picture" themes, focus on troubling results while monitoring positive results over time, capture information for competency assessment required for accreditation purposes, and provide feedback to college stakeholders and customers.

Do Alumni and Employer Perceptions of General Education Skills Differ? (P64)

JESSICA BEYER (Presenter), Research Analyst, Embry-Riddle Aeronautical University

KIMBERLY K. BRANTLEY (Presenter), Research Analyst, Embry-Riddle Aeronautical University

Our university has been collecting ratings of graduates' general education skills from both the graduates and their employers for over ten years. Although these results have been used in many facets of assessment at the University, a comparison of the two groups' ratings has never been done. The aim of this exploratory study is to determine whether there are differences in the graduates' self-ratings and their employers' ratings. Data from the university's Alumni Survey and Employer Feedback Survey will be used.

"One Size Does Not Fit All" - Customizing the Course Evaluation Process (P65)

MICHELLE L. WHITE (Presenter), Research Associate, Institutional Research, University of Southern Indiana

KATHERINE A. DRAUGHON (Presenter), Director of Institutional Research and Assessment, University of Southern Indiana

In an effort to create a course evaluation instrument and process to best suit its needs, a mid-sized university changed from an outsourced standardized questionnaire and processing to an in-house course evaluation. This poster will describe how the change revolutionized the way course evaluations are interpreted, processed and used at this university. We will 'tell the story' of this radical change and its effects, including the pros and cons of using a 'home-grown' assessment tool, the issues regarding difference in response rates, and question scores for paper versus online e-mail method, and our future plans for enhancements to the process.

Using Time Series to Forecast Enrollment: Factors That Influence Accuracy (P66)

JIMMY JUNG (Presenter), Director, Enrollment Planning and Research, Baruch College/City University of New York

PAUL BACHLER (Presenter), CUNY Bernard M Baruch College

ASTRID S RODRIGUEZ (Presenter), Enrollment Analyst/Doctoral Student, CUNY Bernard M Baruch College

The purpose of this study is to examine factors that potentially affect accuracy of enrollment forecasts when conducting time series analysis. Using longitudinal census data, economic indicators and event variables this study tests time series models that provide the most accurate forecasts. In addition, series length and enrollment population forecasted (undergraduate versus graduate) are varied.

Certificate in Institutional Research at Florida State University - Designed for the Working Professional in Mind (P67)

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

JILL PEERENBOOM (Presenter), Certificate in Institutional Research Program Coordinator, Florida State University

KRISTINA M. CRAGG (Presenter), Assistant to the President for Strategic Research and Analysis, Valdosta State University

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

This program is designed to provide academic and professional development opportunities for institutional research (IR), administrators, doctoral students and faculty from all higher education institutions. Courses are offered to accommodate a working professional's schedule. The program goals are: 1) To enhance knowledge and understanding of the core principles of IR, 2) To stimulate interest in using national databases, and 3) To promote the use of IR to improve administrative and policy development processes at educational institutions. The 18-credit hour curriculum focuses on IR theory, institutional administration, quantitative research methods, utilization of national databases, and IR practice.

Graduate Certificate in Institutional Research at Pennsylvania State University (P68)

J. FREDERICKS VOLKWEIN (Presenter), Director of the Institutional Research Program and Emeritus Professor of Higher Education, The Pennsylvania State University

YING LIU (Presenter), Graduate Research Assistant, The Pennsylvania State University

With support from AIR, Penn State offers an on-line, Graduate Program for institutional researchers. The program is designed to provide students with the skills that support institutional planning, analysis and policy formation, benefitting in-career professionals, institutional researchers, graduate students and persons in related fields.

The poster session will describe the 18-credit Penn State Institutional Research (IR) Certificate program, which includes courses in the core areas of IR work -- Foundations of IR, Strategic Planning and Resource Management, Assessing Outcomes and Evaluating Programs, Basic Statistics, Multivariate Statistics, Enrollment Management Studies, Studies of Students, Analyzing Faculty Workload, and Designing IR Studies.

SIG and Affiliated Group Meetings

Academic Quality Improvement Program (S30)

Monday 7:30-8:15 a.m., L503, Lobby Level

Come join others as we talk about the Higher Learning Commission (HLC) Academic Quality Improvement Program (AQIP) quality accreditation journey. Discussion topics will include: system portfolios, changes implemented during the past year, and whatever else may come forward. Bring your questions and ideas to share with others; a major part of AQIP is sharing best practices.

AIR in the Upper Midwest (A19)

Monday 7:30-8:15 a.m., M302, Marquis Level

AIR in the Upper Midwest (AIRUM) members and guests will have an opportunity at this infomal session to visit with colleagues and to learn about recent organizational activities, including the planning of the fall conference.

Alabama AIR (A05)

Tuesday 4:45-5:30 p.m., L504-505, Lobby Level

Join Alabama AIR (ALAIR) members and the new Executive Board members to discuss ALAIR plans for the upcoming year. Your input will be appreciated in discussions regarding site location for the next annual conference as well as topic suggestions for drive-in workshops.

Association of American Universities Data Exchange (S08)

Monday 12:15-1:15 p.m., International 1, International Level

The Association of American Universities Data Exchange (AAUDE) representatives and invited guests are welcome to attend this informal session for updates and information on AAUDE issues and activities.

Banner Users Special Interest Group (S11)

Monday 7:30-8:15 a.m., L404, Lobby Level

This session will provide an opportunity to continue discussion with your institutional research (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.

California AIR (A25)

Tuesday 5:15-6:15 p.m., M303, Marquis Level

Join your colleagues from California for a meeting of the California Association for Institutional Research (CAIR). Find out the latest about what CAIR plans for its upcoming conference in Sacramento on November 16 - 18, and future activities. Dinner (optional) will follow the meeting.

Canadian Institutional Research and Planning Association (A06)

Monday 5:15-6:15 p.m., L405, Lobby Level

Canadian institutional researchers and planners are invited to attend this session to discuss our AIR Forum experiences in the Canadian context. A group dinner (unsponsored) will follow for those who are interested.

Catholic Higher Education Research Cooperative (A46)

Monday 5:15-6:15 p.m., L506-L507, Lobby Level

Gather with institutional researchers, friends and colleagues working at Catholic colleges and universities. If you are already a member participant, renew contacts and catch up with friends. If you work in institutional research (IR) at an institution which is not a member, please join us to hear about the mission of the Cooperative, highlights from the spring gathering, and current research initiatives. This year we expect to discuss plans for a major national study of the value of Catholic higher education.

Coffee [cla]tch (Invitational Event) (S03)

Monday 7:30-8:15 a.m., M107, Marquis Level

This event is for representatives from campuses currently participating in the Collegiate Learning Assessment (CLA). The session will provide attendees the opportunity to discuss data trends from current and previous testing administrations; gain assistance in interpreting CLA results; get tips for using CLA results in combination with other collected data; share best practices with other participants; learn about participation options for next year's CLA, including opportunities for in-depth program analysis; and meet with CLA Program Managers.

Colonial Institutional Research Group (S32)

Monday 5:15-6:15 p.m., M106, Marquis Level

Colonial institutional research (IR) group members will discuss data exchanges and other issues.

Consortium for Student Retention Data Exchange (A42)

Monday 7:30-8:15 a.m., L402, Lobby Level

Meeting of the members of the Consortium for Student Retention Data Exchange (CSRDE).

Consortium for Student Retention Data Exchange Advisory Board Meeting (A43)

Sunday 4:00-6:00 p.m., L406, Lobby Level

Meeting of the Consortium for Student Retention Data Exchange (CSRDE) Advisory Board members.

Cooperative Institutional Research Program Users Group (S22)

Monday 12:15-1:15 p.m., M103-M105, Marquis Level

Join the staff of the Higher Education Research Institute (HERI) at UCLA as they provide updates on the Cooperative Institutional Research Program (CIRP). Users of the three student surveys and the HERI Faculty Survey will also discuss how they are using CIRP survey findings on their campus. Lunch will be provided. Please RSVP to heri@ucla.edu if you are planning to attend.

Council of Independent Colleges Reception (Invitational Event) (S09)

Monday 5:15-7:00 p.m., International 7, International Level

Forum attendees interested in or serving independent colleges and universities are cordially invited to attend a reception and orientation session. The session will feature updates from the Council of Independent Colleges (CIC), along with an opportunity to network with colleagues from similar institutions. Refreshments will be served.

Data Mining in Higher Education Annual Gathering (S01)

Monday 12:15-1:15 p.m., L503, Lobby Level

Colleagues interested in data mining will gather together to discuss issues, exchange ideas, examine new technology development, applications in institutional research (IR) and network. This is the fourth annual meeting of the Data Mining in Higher Education Consortium (http://www.dmhe.org).

Florida AIR (A33)

Tuesday Noon-1:00 p.m., M101, Marquis Level

Network with other Florida institutional researchers and brainstorm ideas for the 2010 Florida AIR (FAIR) conference. See you there!

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

Tuesday Noon-1:00 p.m., M301, Marquis Level

An informal time for members or persons interested in joining the Georgia Association of Institutional Research, Planning, Assessment and Quality (GAIRPAQ) to meet and share information.

Graduate Training Opportunities in Institutional Research: What and Where? (S41)

Tuesday 8:45-9:30 a.m., International 4, International Level

This request is based on initial discussions that began at the Board of Directors meeting in September, 2008. Many institutional research (IR) professionals wish to further their academic training in higher education and IR. This session will provide information on IR Certificate Programs as well as other training options that can further one's knowledge of IR. Panelists will speak to some options available, and point to a new page on AIR's website that provides information on IR Certificate programs and other programs that offer IR and IR-related courses.

Illinois AIR (A30)

Tuesday 4:45-5:30 p.m., L405, Lobby Level

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

Indiana AIR (A22)

Tuesday Noon-1:00 p.m., M106, Marquis Level

An informational meeting for Indiana AIR (INAIR) used to apprise Indiana members of events and announcements.

Intercollegiate Athletics (S05)

Monday 12:15-1:15 p.m., L404, Lobby Level

Come find out about the latest development in the National Collegiate Athletic Association (NCAA) reporting and research into intercollegiate athletics. Discussion will cover recent developments in division I, II and III reporting as well as topics of interest raised by recent articles in the press and your interests.

Kentucky AIR (A29)

Tuesday Noon-1:00 p.m., M107, Marquis Level

This is an informal gathering of institutional researchers interested in Kentucky. Whether you're a current or alumni member of the Kentucky Association of Institution Research (KAIR), a Kentucky native, or even if you just like Kentucky, join our colleagues for loosely structured conversations on

topics of interest. Possible discussion items include: state and institutional policies, initiatives, data issues, enrollment trends and the fall 2009 KAIR conference.

Louisiana AIR (A32)

Tuesday 4:45-5:30 p.m., L503, Lobby Level

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

Michigan AIR (A13)

Tuesday Noon-1:00 p.m., L405, Lobby Level

Come join old friends and meet new ones as we share ideas about the changes that have taken place in Michigan and the effects they will have long term on higher education, the new Integrated Postsecondary Education Data Systems (IPEDS) reporting requirements, and new budgetary items that have arisen.

Mid-America AIR (A12)

Monday 5:15-6:15 p.m., L404, Lobby Level

This session is an informal opportunity for members, prospective members and other interested colleagues to meet, socialize and learn more about programs for the next year. Mid-America AIR (MidAIR) consists of members from Arkansas, Iowa, Kansas, Nebraska, Missouri and Oklahoma.

Middle East and North Africa Association for Institutional Research (S46)

Tuesday Noon-1:00 p.m., International 2, International Level

Institutional researchers in the Middle East and North Africa (MENA) region are invited to this session to discuss the formation of a MENA-AIR group and an organizational institute to be held in Dubai in fall 2009.

Mississippi AIR (A45)

Tuesday Noon-1:00 p.m., L402, Lobby Level

Members of the Mississippi Association for Institutional Research (MAIR) are invited to meet to discuss upcoming events and activities.

National Community College Council for Research and Planning (A28)

Monday 5:15-6:15 p.m., M101, Marquis Level

This meeting helps people who have involvement in the research and planning at or about community colleges. The National Community College Council for Research and Planning (NCCCRP) works to build linkages across the country so that researchers and planners can learn from colleagues about community college issues and strategies. The sharing is always fun. The NCCCRP also strives to promote the profession of community college institutional research (IR) by advocating for its enhancement and by assisting in career development. Attendees can get to know other community college IR practitioners and join the organization if they wish.

National Survey of Student Engagement Users (S27)

Monday 12:15-1:15 p.m., L504-505, Lobby Level

Please join us to learn more about new developments at the National Survey of Student Engagement (NSSE) and its affiliated surveys, Faculty Survey of Student Engagement (FSSE), Beginning College Survey of Student Engagement (BCSSE) and Law School Survey of Student Engagement (LSSSE). Share ideas with staff and exchange approaches to using NSSE data with other users.

New Mexico Association for Institutional Research and Planning (A20)

Tuesday Noon-1:00 p.m., L406, Lobby Level

Members of the New Mexico Association for Institutional Research and Planning (NMAIRP) will conduct a business meeting.

NILOA Focus Group (S26)

Monday 5:15-6:15 p.m., M103-M105, Marquis Level

Established in 2008, the National Institute for Learning Outcomes Assessment (NILOA) assists institutions and others in discovering and adopting promising practices in the assessment of college student learning outcomes. Documenting what students learn, know and can do is of growing interest to colleges and universities, accrediting groups, higher education associations, foundations and others beyond campus, including students, their families, employers, and policy makers. With support from foundations and help from several higher education associations, George Kuh (Indiana) and Stan Ikenberry (Illinois) have sent the National Survey of Learning Outcomes Assessment to all accredited two- and four-year colleges and universities in the United States to gain a clearer picture of outcome assessment practices nationwide. (Participation by Invitation)

Noel-Levitz Student Satisfaction Inventory (S31)

Monday 12:15-1:15 p.m., M107, Marquis Level

Join with other colleges and universities which administer the Noel-Levitz Student Satisfaction Inventory to discuss best methods for administration and for using the results for data-driven decision-making. This session will give you an opportunity to meet your colleagues who are working with the satisfaction-priority assessment tools from Noel-Levitz and to share what is working well for you.

North Carolina AIR (A40)

Monday 5:15-6:15 p.m., International B, International Level

All are invited to join North Carolina AIR (NCAIR) members to discuss the annual conference, the summer drive-in, and other issues pertinent to North Carolina institutional researchers.

North East AIR (A24)

Monday 5:15-6:15 p.m., M301, Marquis Level

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

North East AIR Steering Committee and Strategic Planning Committee (Invitational Meeting) (A03)

Sunday 1:00-4:00 p.m., L406, Lobby Level

Invited meeting of the North East AIR (NEAIR) Steering Committee and Strategic Planning Committee.

Overseas Chinese AIR (A14)

Tuesday 4:45-6:00 p.m., M301, Marquis Level

Overseas Chinese AIR (OCAIR) is having its annual meeting on June 2, 2009. This is a special session for all current 287 OCAIR members and for those who are interested in learning more about OCAIR affairs. Come to our annual meeting to meet other members, to get involved in our exciting activities, and to join a discussion panel to talk about the most interesting topics in institutional research (IR), and to have recognition of our OCAIR excellence. We encourage everyone to come; we will have a group picture taken and go to dinner as a group after the meeting.

Pacific AIR (A38)

Tuesday Noon-1:00 p.m., L504-505, Lobby Level

Join us for a brief business meeting, fun and fellowship. All interested individuals welcome.

Pacific Northwest Association for Institutional Researchers and Planners (A31)

Monday 5:15-6:15 p.m., L503, Lobby Level

This session will provide an opportunity for members of the Pacific Northwest Association for Institutional Researchers and Planners (PNAIRP) to get together, converse, discuss the 2009 PNAIRP conference plans and make plans for going out to dinner. All PNAIRP members are encouraged to attend and connect with your regional colleagues.

Reshaping Institutional Research (S35)

Monday 12:15-1:15 p.m., Imperial Ballroom A, Marquis Level

This is an opportunity for institutional researchers to discuss evolving responsibilities in the profession and for those who have experienced transitions to provide support and guidance. The discussion will be a continuation of the Table Topics session on Building an Effective Institutional Research (IR) Program that began at last year's Forum and which has continued on the Reshaping IR listserve. Everyone is welcome to attend.

Rocky Mountain AIR (A17)

Monday 5:15-6:15 p.m., M304, Marquis Level

Meet and greet friends and colleagues from Rocky Mountain AIR (RMAIR). Discuss and review plans for the next annual meeting.

South Carolina AIR (A04)

Tuesday Noon-1:00 p.m., L404, Lobby Level

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

South East Asian AIR (A37)

Monday 5:15-6:15 p.m., M303, Marquis Level

Join your colleagues for a meeting of the South East Asian Association for Institutional Research (SEAAIR). Find out the latest about what SEAAIR plans for its upcoming forums and future activities. All are invited to attend.

Southeastern Association for Community College Research (A16)

Tuesday Noon-1:00 p.m., L508, Lobby Level

Members and all those interested in learning more about the Southeastern Association for Community College Research (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. Our conference this year will be held in Lexington, Kentucky, August 2 - 5, 2009. The theme will be, "Racing with Accountability: Building and Sustaining a Culture of Evidence."

Southern Association for Institutional Research Board Meeting (A15)

Sunday Noon-4:00 p.m., L405, Lobby Level

Southern Association for Institutional Research (SAIR) Board planning meeting.

Southern Association for Institutuional Research (A23)

Monday 7:30-8:15 a.m., L506-L507, Lobby Level

Please join us to discuss our October conference in Dallas and to find out what other FUN things Southern AIR (SAIR) and our members are doing.

Southern University Group (A34)

Monday 5:15-6:15 p.m., International 3, International Level

The Southern University Group (SUG) meeting will be a chance for members to share problems, ask for help and suggest topics for discussion at our annual meeting in October as part of the Southern AIR (SAIR) regional conference in Dallas, Texas.

Tennessee AIR (A18)

Tuesday Noon-1:00 p.m., L506-L507, Lobby Level

Members and all those interested in learning more about the Tennessee Association for Institutional Research (TENNAIR) 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.

Texas AIR (A11)

Tuesday Noon-1:00 p.m., L503, Lobby Level

Members of the Texas Association for Institutional Research (TAIR) and those interested in learning more about TAIR will gather to discuss experiences, share ideas for improving TAIR, suggest new topics for TAIR workshops, and cover any other items of interest to those attending. In keeping with the TAIR tradition of eating, many of us will go to dinner together after the meeting.

The College Sports Project: Data Collection and Analysis for the National Collegiate Athletic Association Division III Institutions (Invitational Meeting) (S44)

Monday 5:15-7:00 p.m., International 2, International Level

This session will include a formal presentation followed by a reception for College Sports Project (CSP) participants. The presentation will provide an opportunity for attendees participating in the 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 outcomes for athletes and non-athletes at National Collegiate Athletic Association (NCAA) Division III institutions. Institutional research (IR) officers will receive an overview of the type of reports recently released to their presidents, and will have an opportunity to offer suggestions about analyses for future years. The presentation will be followed by an informal reception.

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

Monday 12:15-1:15 p.m., L405, Lobby Level

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

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

Monday 12:15-1:15 p.m., L406, Lobby Level

This is a discussion/question-and-answer session for both Kansas Study participants and individuals from colleges that may be interested in participating in The Kansas Study of Community College Instructional Costs and Productivity.

The National Community College Benchmark Project (S16)

Monday 5:15-6:15 p.m., International 1, International Level

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.

Traditionally Black Colleges and Universities Special Interest Group (A44)

Tuesday Noon-1:00 p.m., International 1, International Level

The Annual Business Meeting for the Traditionally Black Colleges and Universities (TBCU); Forum attendees are encouraged to attend. A special invitation is given to all those interested in research at TBCUs or just joining our group.

Traditionally Black Colleges and Universities Special Interest Group Executive Committee Meeting (A08)

Sunday 4:00-5:00 p.m., L403, Lobby Level

A short business meeting for the executive committee to exchange ideas and discuss future directions of the Traditionally Black Colleges and Universities (TBCU).

United Negro College Fund Needs Assessment: Expert Review (S43)

Monday 12:15-1:15 p.m., M301, Marquis Level

The United Negro College Fund (UNCF) recently began a comprehensive needs assessment of the member institutions. This working session will review each Needs Assessment survey. The session goal will be to define survey strengths and weaknesses, and propose revisions for future iterations. The session will close with a discussion on effective ways to utilize assessment results.

University System of Georgia, Administrative Committee on Institutional Research and Planning (S45)

Monday 7:30-8:15 a.m., L504-505, Lobby Level

University System of Georgia-Institutional Research and Planning (USG-IRP) members will discuss items of interest from their institutions as well as the University System central office, including the state of the system and other areas normally covered during their spring meeting.

Urban Transfer Research Network Project Invitational Meeting (S21)

Monday 5:15-6:15 p.m., L508, Lobby Level

The Urban Transfer Research Network (UTRN) is a multi-institutional research project focused on low-income and minority students beginning postsecondary careers at community colleges. The purpose of the research is to chart pathways and success of target populations and inform institutional policy. The research is based on data streams from community college and university cohorts, and will include analysis specific to low-income and minority students. The second data stream is derived from qualitative policy research. This meeting will be an opportunity for network members to discuss their research to date and identify immediate next steps. Policy implications of the project will also be discussed.

Virginia Association for Management Analysis and Planning (A35)

Tuesday 4:45-5:30 p.m., L406, Lobby Level

Come to the Virginia Association for Management Analysis and Planning (VAMAP) session and join your colleagues from Virginia in a discussion of this year's conference and the needs of our members. This gathering is a great way to get to know your colleagues from across the state. New to institutional research (IR)? We look forward to meeting you!

Voluntary System of Accountability Participant Group (S47)

Monday 5:15-6:15 p.m., M302, Marquis Level

This informal session will provide a forum for individuals from Voluntary System of Accountability (VSA) institutions to learn about new developments as well as to ask questions and share best practices. Topics include an overview of the new College Portrait data entry application and tips for a smooth implementation.

Board and Governance Committee Meetings

Saturday 10:00 a.m.-3:00 p.m.

2008-2009 and 2009-2010 AIR Board of Directors Meeting (011)
L502 Boardroom, Lobby Level

Saturday 3:30 p.m.-5:00 p.m.

2009-2010 Board of Directors Orientation (075)
L502 Boardroom, Lobby Level

Sunday 9:00 a.m.-1:00 p.m.

2008-2009 and 2009-2010 Forum Committees (030)
M303, Marquis Level

Sunday 9:00 a.m.-1:30 p.m.

External Relations Committee (020)
L403, Lobby Level

Higher Education Data Policy Committee (037)
M304, Marquis Level

Membership Committee (013)
L404, Lobby Level

Professional Development Services Committee (036)
L401, Lobby Level

Publications Committee (012)
L402, Lobby Level

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

Newcomers Committee (025)
L503, Lobby Level

Sunday 10:00 a.m.-12:30 p.m.

Ethics Advisory Committee (019)
L406, Lobby Level

Sunday 1:30 p.m.-3:30 p.m.

Research Advisory Committee to U.S. News (038)
L503, Lobby Level

Sunday 1:30 p.m.-4:00 p.m.

2010 Forum Committee (076)
M303, Marquis Level

Sunday 2:30 p.m.-3:00 p.m.

2009 Forum Evaluation Committee (063)
L501 Boardroom, Lobby Level

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

The Working Group to Develop Graduate Data Definitions (023)
L404, Lobby Level

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

Assessment Institute Faculty (074)
L405, Lobby Level

Sunday 4:00 p.m.-6:00 p.m.

Best Poster Committee (064)
L501 Boardroom, Lobby Level

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

RHE Consulting Editors (005)
L405, Lobby Level

Monday 10:15 a.m.-11:00 a.m.

Ad Hoc Committee on Office Structure, Function and Management (024)
L501 Boardroom, Lobby Level

Monday 11:00 a.m.-Noon

Research in Higher Education Selection Selection Committee (014)
L502 Boardroom, Lobby Level

Monday 1:30 p.m.-3:00 p.m.

2009 Financial Advisory Task Force (065)
L502 Boardroom, Lobby Level

Monday 3:10 p.m.-3:50 p.m.

AIR Budget Briefing (003)
International 1, International Level

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

2009 AIR Nominating Committee (058)
Presidential Suite

Monday 4:00 p.m.-7:30 p.m.

Best Poster Committee (Part 2) (066)
L501 Boardroom, Lobby Level

Monday 5:15 p.m.-7:00 p.m.

2009 Forum Committee Invitational Reception (031)
Guest Room

Tuesday 11:00 a.m.-1:15 p.m.

Professional File Editorial Board (010)
L502 Boardroom, Lobby Level

Wednesday 7:40 a.m.-8:20 a.m.

Forum Publications Editorial Advisory Committee (008)
L404, Lobby Level

Wednesday 7:40 a.m.-11:20 a.m.

The Best Visual Presentation Committee (007)
International 8, International Level

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

2009-2010 AIR Board of Directors Meeting (040)
L502 Boardroom, Lobby Level

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

Forum Evaluation Committee Working Session (050)
L501 Boardroom, Lobby Level

Wednesday 3:00 p.m.-4:15 p.m.

2010 Forum Committee Meeting (039)
M106, Marquis Level

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Marquis Level

International Level

Lobby Level

Atrium Level