Welcome from AIR President, Rob Toutkoushian

**Association for
Institutional Research**

Dear AIR Forum Attendee,

Welcome to the AIR 2010 Forum. This year's Forum is the ideal time to celebrate 50 years of coming together to share scholarship and knowledge with our IR and assessment colleagues and friends.

The Forum concludes my time as AIR President for the 2009-2010 membership year. Looking back, I am proud of the accomplishments that both the Board and AIR staff have made in adding new services for members. Some of the highlights over the past year include the launch of the Data and Decisions® Academy with 120 registrations and $60,000 in scholarship awards, the provision of IPEDS training to more than 1,000 individuals, the support of leading edge publications on institutional research and higher education, outreach to our affiliates around the nation and world, and the enhancement of networks and partnerships with many groups and agencies. We are particularly pleased to report that even in these challenging economic times, AIR is a healthy and growing organization. While other professional organizations have seen dramatic declines in membership and services, we have maintained our membership and have significantly improved our financial position in the past year.

Thank you to Forum Chair Julie Carpenter-Hubin and Associate Chair Debbie Dailey, and the entire Forum Committee for producing yet another educational, informative, and enjoyable Forum program.

In closing, I would like to thank AIR members and volunteers who have made my past year in office so successful and memorable. Thank you also to the AIR Board of Directors for their commitment, hard work, and support. It has been a pleasure serving with you.

Sincerely,

Rob Toutkoushian
2009-2010 AIR President
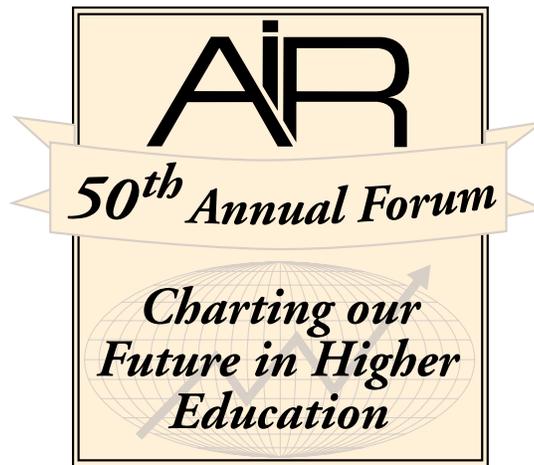
Greetings, and welcome to AIR's 50th Annual Forum. We are glad you are here.

A special welcome to newcomers to IR and the Forum, as well as new AIR members. We encourage you to take advantage of the various networking opportunities available to you such as the Newcomers and Mentor/Mentee Gathering, Sunday, May 30th.

You can choose from over 375 concurrent sessions and 60 poster displays for a schedule that maximizes your time at the Forum. Though learning doesn't stop there. Make sure to visit the Exhibit Hall for demonstrations of the latest products and services available to improve the effectiveness and performance of your office and institution. Take advantage of the AIRbucks being distributed when you take time to learn more about the products and services being showcased by our exhibitors and sponsors. You can use AIRbucks to purchase publications, AIR clothing, or other gifts available at the AIR Store.

We are pleased to introduce our Targeted Affinity Groups (TAG) on Tuesday afternoon. Created to gather attendees with similar interests to focus on specific topics, each TAG will begin with an invited opening session by one of our prominent members. Two sets of related concurrent sessions and open discussions will follow in adjoining rooms to facilitate networking with other professionals who share common interests.

Don't miss the 50th Forum Anniversary Celebration on Monday night, May 31, from 9:00 p.m. to 11:30 p.m. Enjoy celebrating 50 years of coming together to advance the profession and network with colleagues.

Thank you to the entire Forum Committee, for helping to develop an exceptional conference, and to the Chicago Local Arrangements Committee for making us feel so welcome and providing such great information about the city. And thanks also to the terrific AIR staff, without whom the Forum would not be possible!

We hope you will take advantage of all the Forum has to offer. Enjoy your stay in Chicago.

Julie Carpenter Hubin – 2010 Forum Chair
Debbie Dailey – 2010 Associate Forum Co-Chair

Saturday

Sunday

Monday

Tuesday

Wednesday

Posters

Board/Governance

SIG/Affiliate Groups

Author/Presenter Index

Track/Session Index

Charting our Future in Higher Education

Schedule at a Glance

Friday, May 28, 2010

4:00 p.m. – 6:00 p.m.	Registration Desk Open, *Convention Registration*

Saturday, May 29, 2010

7:00 a.m. – 5:00 p.m.	Registration Desk Open, *Convention Registration*
8:00 a.m. – 4:00 p.m.	Pre-Forum Workshops
9:30 a.m. – 10:00 a.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by ACT, Inc.*
2:00 p.m. – 2:30 p.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by National Student Clearinghouse*
5:30 p.m. – 7:30 p.m.	Early Arrivers Reception, *LB's Promenade*, *Sponsored by Higher Education Research Institute (HERI)*

Sunday, May 30, 2010

7:00 a.m. – 6:00 p.m.	Registration Desk Open, *Convention Registration*
8:00 a.m. – 4:00 p.m.	Pre-Forum Workshops
9:30 a.m. – 10:00 a.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by Scantron*
1:00 p.m. – 4:00 p.m.	White Paper Discussion Groups, *Sheraton Ballroom II*
2:00 p.m. – 2:30 p.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by Elsevier*
2:00 p.m. – 6:00 p.m.	AIR Lounge Open, *Sheraton Ballroom I, Sponsored by Thomson Reuters*
2:00 p.m. – 6:00 p.m.	Exhibit Hall Open, *Sheraton Chicago Ballroom*
3:00 p.m. – 5:00 p.m.	Technology Support Center Open, *Parlor A*
4:00 p.m. – 5:00 p.m.	Newcomers and Mentor/Mentee Gathering, *Columbus A&B, Sponsored by Tk20*
4:30 p.m. – 5:30 p.m.	Poster Gallery, *Exhibit Hall*, *Sponsored by WEAVEonline*
6:00 p.m. – 7:30 p.m.	Plenary Session: William G. Bowen, *Chicago Ballroom, Sponsored by Strategic Planning Online*
7:30 p.m. – 9:30 p.m.	Exhibit Hall Open, *Sheraton Chicago Ballroom*
7:30 p.m. – 9:30 p.m.	Opening Reception, *Exhibit Hall, Sponsored by Digital Measures*

Monday, May 31, 2010

7:30 a.m. – 5:00 p.m.	Registration Desk Open, *Convention Registration*
7:30 a.m. – 5:00 p.m.	AIR Lounge Open, *Sheraton Ballroom I,* *Sponsored by Thomson Reuters*
7:30 a.m. – 8:15 a.m.	Special Interest Group and Affiliate Group Meetings
8:00 a.m. – 11:00 a.m.	Technology Support Center Open, *Parlor A*
8:30 a.m. – 6:00 p.m.	Exhibit Hall Open, *Sheraton Chicago Ballroom*
8:30 a.m. – 9:30 a.m.	Concurrent Sessions
9:45 a.m. – 10:25 a.m.	Concurrent Sessions
10:25 a.m. – 11:00 a.m.	Refreshment Break, *Exhibit Hall,* *Sponsored by ETS*
11:00 a.m. – 11:40 a.m.	Concurrent Sessions
11:55 a.m. – 12:35 p.m.	Concurrent Sessions
12:50 p.m. – 1:30 p.m.	Concurrent Sessions
1:45 p.m. – 2:25 p.m.	Concurrent Sessions
2:00 p.m. – 5:00 p.m.	Technology Support Center Open, *Parlor A*
2:25 p.m. – 3:00 p.m.	Refreshment Break, *Exhibit Hall,* *Sponsored by eXplorance, Inc.*
3:00 p.m. – 3:40 p.m.	Concurrent Sessions
3:55 p.m. – 4:35 p.m.	Concurrent Sessions
4:45 p.m. – 5:30 p.m.	Graduate Student Gathering, *Mayfair*
5:00 p.m. – 6:00 p.m.	Poster Gallery, *Exhibit Hall,* *Sponsored by Academic Analytics*
6:00 p.m. – 7:30 p.m.	Special Interest Group (SIG) and Affiliate Group Meetings
6:00 p.m. – 7:30 p.m.	Monday Evening Receptions, *Rooms on LB's Promenade*
7:00 p.m. – 9:00 p.m.	Duckwall Scholarship Celebration, *P.J. Clarke's, 302 E. Illinois Street*
9:00 p.m. – 11:30 p.m.	50th Forum Anniversary Celebration, *Chicago IX-X,* *Sponsored by Tableau Software*

Tuesday, June 1, 2010

7:30 a.m. – 5:00 p.m.	Registration Desk Open, *Convention Registration*
7:45 a.m. – 5:00 p.m.	AIR Lounge Open, *Sheraton Ballroom I,* *Sponsored by Thomson Reuters*
8:00 a.m. – 9:30 a.m.	Plenary Session: Jamie P. Merisotis, *Chicago Ballroom*, *Sponsored by SAS*
9:00 a.m. – 2:00 p.m.	Technology Support Center Open, *Parlor A*
9:30 a.m. – 2:00 p.m.	Forum Exhibit Hall Open, *Sheraton Chicago Ballroom*
9:45 a.m. – 10:25 a.m.	Concurrent Sessions
10:25 a.m. – 11:00 a.m.	Refreshment Break, *Exhibit Hall,* *Sponsored by IData, Inc.*
11:00 a.m. – 11:40 a.m.	Concurrent Sessions
11:55 a.m. – 12:35 p.m.	Concurrent Sessions

12:50 p.m. – 1:30 p.m.	Concurrent Sessions
1:30 p.m. – 2:00 p.m.	Refreshment Break, *Exhibit Hall, Sponsored by Snap Surveys*
2:00 p.m. – 3:00 p.m.	TAG Opening Sessions
3:15 p.m. – 3:55 p.m.	TAG Concurrent Sessions
4:10 p.m. – 4:50 p.m.	TAG Concurrent Sessions
5:00 p.m. – 5:30 p.m.	TAG Open Discussions
5:45 p.m. – 6:30 p.m.	Special Interest Group and Affiliate Group Meetings
7:00 p.m.	Group Excursions

Wednesday, June 2, 2010

7:15 a.m. – 8:15 a.m.	AIR Annual Business Meeting, *Parlor C*
8:00 a.m. – 10:00 a.m.	Technology Support Center Open, *Parlor A*
8:00 a.m. – 12:30 p.m.	Registration Desk Open, *Convention Registration*
8:00 a.m. – 12:30 p.m.	AIR Lounge Open, *Sheraton Ballroom I, Sponsored by Thomson Reuters*
8:30 a.m. – 9:30 a.m.	Concurrent Sessions
9:30 a.m. – 10:30 a.m.	Refreshment Break, *Sponsored by Gilfus Education Group*
9:45 a.m. – 10:25 a.m.	Concurrent Sessions
10:40 a.m. – 11:20 a.m.	Concurrent Sessions
11:35 a.m. – 12:15 p.m.	Concurrent Sessions
12:30 p.m. – 2:30 p.m.	Annual Luncheon, *Chicago Ballroom, Sponsored by ZogoTech*
7:00 p.m. – 11:00 p.m.	Forum Windup Party, *Presidential Suite, Room 3201*

Using the Forum Program Book

Header lists the time segment of sessions listed on that page

DEMO icons denote exhibitor sponsored product demonstrations

Tabs denote the day

Numbered icons indicate the track of the session

Session ID is used for session evaluations

Look for the Daily Schedule at a Glance at the beginning of each Day

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ACT's CAAP: An Outcomes Assessment Tool for General Education, Institutional Effectiveness, and Accountability – 932

Chicago Ballroom IX   ② DEMO

Sandra Stewart, CAAP/ Survey Services Consultant, Postsecondary Assessment, ACT
Cherry Kay Smith, Assistant Vice Provost Academic Policy and Assessment, Ivy Tech Community College

ACT's CAAP–the Collegiate Assessment of Academic Proficiency–is a widely-used tool for general education outcomes and student learning outcomes assessment. In this presentation you'll hear from two CAAP customers and best users: Ivy Tech Community College System's Dr. Cherry Kay Smith, Executive Director of Academic Policy and Assessment, and Cardinal Stritch University's Dr. Julliana R. Brey, Director of Institutional Research and Effectiveness. Learn how they are using CAAP on their campuses to evaluate their student learning outcomes and measure institutional effectiveness.

Align Strategic Plans, Budgets, Assessment Efforts, and Accreditation Requirements Online – 901

Chicago Ballroom X   ② DEMO

Andrew Davies, Vice President of Client Services, Strategic Planning Online

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 program members on developing a culture evidence for assessment and accreditation.

Assessing and Enhancing Graduates' Employability with a Recruiter Survey – 502

Huron   ②

Anne Marie Delaney, Director of Institutional Research, Babson College

The paper presented in this session examines the rationale, method, and selected results from a recruiter survey designed to assess and enhance graduates' employability. Results are based on responses from 37 professionals from the business community, representing a response rate of 51 percent. Findings identified cultural fit to the organization, oral and written communication, and team-oriented skills as important criteria in evaluating candidates. The strategies are proposed to enhance graduates' employability, develop

students' communication skills, emphasize the importance of interpersonal skills, encourage students to show a high level of motivation, and advise them to research the culture of the organizations where they seek employment.

Characteristics and Attitudes of Foreign-born Faculty at Community Colleges – 386

Parlor F   ③

Ketevan Mamiseishvili, Assistant Professor, University of Arkansas

The study presented at this session uses the data from the National Study of Postsecondary Faculty surveys (NSOPF: 93, 99, 04) to examine the changes in the representation, career profile characteristics, and attitudes of foreign-born community college faculty over time, in comparison with their U.S.-born peers. The study revealed that community colleges have made significant progress in recruiting foreign-born faculty members. The findings also indicate that foreign-born faculty attitudes towards their jobs have improved over time, but they still lag behind those of U.S.-born peers. The study can aid community college leaders to develop effective policies to recruit, train, and retain this important group of the professoriate.

Conducting Successful Surveys: A Group Discussion – 503

Tennessee   ⑥

Mark Leany, Senior Research Analyst, Utah Valley University
Tim Stanley, Assistant Director of Institutional Effectiveness, Utah Valley State College
Geoff Matthews, Senior Research Analyst, Utah Valley University

Surveys can be intensive in terms of time and money, and the validity of results depend on the responses received. In this guided group discussion, methods to avoid "survey fatigue," increase response rate, get "buy-in," shorten surveys, and use tools will be explored. Come prepared to share ideas and examples of survey handling from your own institution.

Decision Support: From IR, IE, and Planning to Comprehensive Information Management – 724

Colorado   ⑥

Valeria Garcia, Assistant Director, Planning & Analysis, University of South Florida
Michael Moore, Associate Vice President of Decision Support and Academic Budgets. University of South Florida
Travis Thompson, Technology and Systems Analyst, University of South Florida
Jacqui Cash, Communications and Marketing Officer, University of South Florida

The evolution of IR from a behind-the-scenes source of institutional data into a comprehensive customer-service model is the next generation of the profession. The demand for planning, budgeting, and accountability has increased,

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Schedule at a Glance for Monday, May 31, 2010

7:30 a.m. – 5:00 p.m.   Registration Desk Open, *Convention Registration*

7:30 a.m. – 5:00 p.m.   AIR Lounge Open, *Sheraton Ballroom I, Sponsored by Thomson Reuters*

8:00 a.m. – 11:00 a.m.   Technology Support Center Open, *Parlor A*

Icon Key

DEMO   Exhibitor Demonstration

① Track 1: Enhancing the Student Experience

② Track 2: Assessing Student Learning and Program

③ Track 3: Developing Academic Programs, Curricula, and Faculty Issues

④ Track 4: Informing Institutional Management and Planning

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

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

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General Information

Host Hotel Information

All Forum sessions are held at the Sheraton Chicago Hotel & Towers.

Sheraton Chicago Hotel & Towers
301 North East Water Street
Chicago, IL 60611
312-464-1000

Overflow Hotel

Additional attendee guest rooms are located within walking distance (3 blocks) of the host hotel at the Doubletree Hotel Chicago Magnificent Mile.

Doubletree Hotel Chicago Magnificent Mile
300 East Ohio Street
Chicago, IL 60611
312-787-6100

Recycling

In coordination with AIR's efforts to go green, conference attendees are encouraged to recycle paper/cardboard, aluminum cans, plastic bottles, etc. Recycling containers labeled for specific items are available at the following locations in the host hotel:

- **Level 2:**
  LB's Promenade

- **Level 3:**
  Registration Desk
  Sheraton Executive Center

- **Level 4:**
  Exhibit Hall
  Exhibit Hall foyer

Registration Desk and Bag Pick-Up

Convention Registration

Forum registration and bag pick-up is open:

Friday, May 28:	4:00 p.m. – 6:00 p.m.
Saturday, May 29:	7:00 a.m. – 5:00 p.m.
Sunday, May 30:	7:00 a.m. – 6:00 p.m.
Monday, May 31:	7:30 a.m. – 5:00 p.m.
Tuesday, June 1:	7:45 a.m. – 5:00 p.m.
Wednesday, June 2:	8:00 a.m. – 12:30 p.m.

The Registration Desk also serves as the volunteer and facilitator information station, ticket pick-up area for pre-purchased special event tickets, and the drop-off location for Research in Higher Education (RIHE) manuscript submissions. See page 10 for more information on publication opportunities.

The AIR Lounge

Sheraton Ballroom I

The AIR Lounge is the official Forum information hub where you can check the message board and learn more about Forum activities. Internet kiosks are available in the AIR Lounge.

AIR Lounge Hours

Sunday, May 30:	2:00 p.m. – 6:00 p.m.
Monday, May 31:	7:30 a.m. – 5:00 p.m.
Tuesday, June 1:	7:45 a.m. – 5:00 p.m.
Wednesday, June 2:	8:00 a.m. – 12:30 p.m.

Exhibit Hall

Sheraton Chicago Ballroom

Visit the Exhibit Hall to meet more than 45 vendors with the latest information on software programs, products, and publications. AIRbucks can be earned by visiting exhibitor booths to learn more about their products and services. Use AIRbucks toward purchases in the AIR Store.

The following activities are located in the Exhibit Hall:

- AIR Store - Check out the updated inventory of AIR clothing, publications, and gifts for you or your colleagues. AIR publications are available at a 20% discount.

- Poster Gallery

- Morning and afternoon refreshment breaks on Monday and Tuesday

- Opening Reception on Sunday, May 30, from 7:30 p.m. to 9:30 p.m.

Exhibit Hall Hours

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

Meals and Refreshments

Meals

The following meals are included in the registration fee:

- Opening Reception:
  Sunday, May 30, 7:30 p.m. – 9:30 p.m.
  (heavy hors' douevres)

- Annual Luncheon:
  Wednesday, June 2, 12:30 p.m. – 2:30 p.m.

Refreshments

Refreshment breaks, also included in the registration fee, are in the Exhibit Hall during the following days and times:

Monday, May 31:	10:25 a.m. – 11:00 a.m.
	2:25 p.m. – 3:00 p.m.
Tuesday, June 1:	10:25 a.m. – 11:00 a.m.
	1:30 p.m. – 2:00 p.m.

Refreshments are also available on Wednesday, June 2, 9:30 a.m. – 10:30 a.m.

Local Arrangements

Ballroom Foyer, Level 4

The 2010 Local Arrangements Committee is available to answer your questions about Chicago. Resources for dining, transportation, and attractions are available.

2010 Local Arrangements Table Hours

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

The 2011 Local Arrangements Committee is available to provide information about Toronto, Ontario, the host city for the 51st Annual Forum.

2011 Local Arrangements Table Hours

Monday, May 31:	8:00 a.m. – 6:00 p.m.
Tuesday, June 1:	8:00 a.m. – 6:00 p.m.
Wednesday, June 2:	8:00 a.m. – noon

Forum Evaluation

Help us improve the AIR Annual Forum by completing the online evaluation. A link to the evaluation will be e-mailed at the conclusion of the Forum. In addition, the Forum Evaluation Committee will randomly select Forum attendees to take part in a number of focus groups. Individual session evaluations are available and may be returned to the session facilitator or the registration desk.

My Schedule

The My Schedule tool many attendees use to build customized schedules is also where you can download session presentations after the Forum. An exclusive membership benefit, AIR members can access presentations uploaded by Forum presenters.

AIR Gives Back

AIR and the 2010 Forum Committee have partnered with a local school, to donate Forum backpacks to underprivileged students. Donate your backpack at the following locations: AIR Lounge or outside the Mayfair Ballroom.

Publication Awards/Opportunities

Manuscript Submission for Research in Higher Education (RIHE)

Submitted papers will be reviewed for possible inclusion in a special AIR Forum edition of RIHE. Theory, methodology, and quality are considered, as well as significance of the paper as a contribution to IR literature.

To be considered, deposit three (3) good-quality copies of the complete manuscript, including one (1) camera-ready original copy and a CD containing the document (in Word format) in the designated box located at the Registration Desk, Convention Registration, **no later than noon on Tuesday, June 1, 2010.**

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

AIR's Charles F. Elton Best Paper Award is presented for the paper that best exemplifies the standards of excellence established by the award's namesake and that makes a significant contribution to the field of IR. The award recipient is recognized at the next Forum. AIR's Professional File and IR Applications are refereed journals published online. The ERIC Collection is a select anthology of archival papers available on the Web through ERIC.

To be considered for the Charles F. Elton Best Paper Award, e-mail your paper in Word or PDF format to bestpaper@airweb.org. To be considered for the Professional File, IR Applications, or ERIC Collection e-mail your submissions to papers@airweb.org and indicate the publication(s) you are submitting to. If not specified, your paper(s) will be considered for all three publications.

Submissions will **close at midnight EDT, Friday, June 11, 2010**. Authors will be notified of the final dispositions of their papers as soon as possible.

50th Annual Forum Sponsors and Exhibitors

Grand Sponsor

Digital Measures

Platinum Sponsors

SAS • Strategic Planning Online

Gold Sponsors

ETS • eXplorance • Gilfus Education Group • IData, Inc. • Snap Surveys

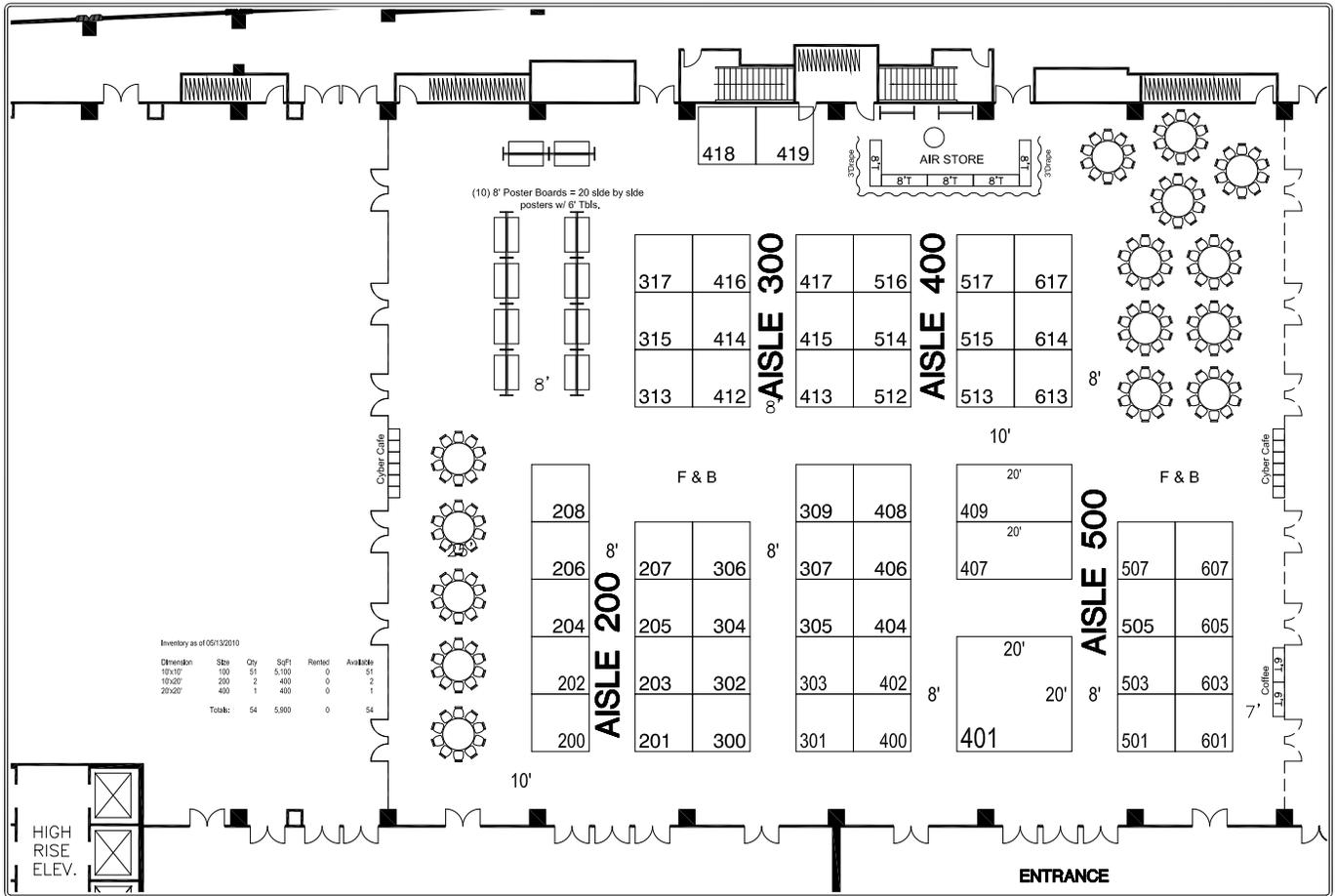Tableau Software • Thomson Reuters • ZogoTech

Silver Sponsors

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Gravic, Inc. - Remark Products Group • Higher Education Research Institute (HERI)

National Student Clearinghouse • National Survey of Student Engagement (NSSE)

Rapid Insight, Inc. • Scantron • The IDEA Center • Tk20 • WEAVEonline

Exhibitors

Academic Management Systems • Apperson Education Products

College Board • College Student Experiences Questionnaire (CSEQ) • Concord USA (Xitracs)

Data 180 • Dataliant • Educational Benchmarking, Inc. (EBI) • Evisions, Inc.

Incisive Analytics • Information Builders • Inside Higher Ed

John N. Gardner Institute for Excellence in Undergraduate Education

LiveText • National Center for Education Statistics (NCES)

National Resource Center for the First-Year Experience and Students in Transition

National Science Foundation (NSF), Division of Science Resources Statistics

Noel-Levitz • Nuventive, LLC. • SmarterServices • SPSS, an IBM Company

StudentVoice • Synch-Solutions • TaskStream

Exhibitit Hall Floor Plan

Academic Analytics [Booth 303]

Academic Analytics is the creator of the Faculty Scholarly Productivity Database and Faculty Scholarly Productivity Index methods for evaluating doctoral programs at research universities. The FSP Database and Index are based on a set of statistical algorithms which measure the annual productivity of faculty on several factors, including publications (books and journal articles), citations of journal publications, federal research funding, and awards and honors. Our analysis creates, at the discipline and whole-school levels, a scale based on the cumulative scoring of a program's faculty using these measures compared against national standards.

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Tricia Stapleton
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Academic Management Systems [Booth 302]

CoursEval, a Web-based evaluation and assessment system for community colleges, universities, and health profession schools is offered by Academic Management Systems. The software, which currently serves 200 campus customers, provides an efficient, cost-effective means to create, deploy, and analyze surveys of courses or instructors, as well as other surveys for services provided on campus. CoursEval offers sophisticated reports that meet campus requirements. Please visit our booth, #302, to see how CoursEval will work for your campus and to arrange a campus presentation.

Peter Gold
pgold@academicmanagement.com

ACT, Inc. [Booth 301]

ACT, Inc. is an independent, not-for-profit organization that provides over a hundred assessment, research, information, and program management services in areas of education planning, career planning, and workforce development. The Collegiate Assessment of Academic Proficiency (CAAP) is the standardized assessment program from ACT that enables postsecondary institutions to assess, evaluate, and enhance the outcomes of general education programs. ACT Survey Services help educational institutions obtain reliable information that can be used to evaluate and enhance their programs, including institutional planning, outcomes assessment, retention enhancement, and alumni relations.

Sandra Stewart
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April Hansen
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Apperson Education Products [Booth 512]

Established in 1955, Apperson enables you to quickly capture data and information you need to accurately assess performance and measure success. Best known for our large variety of affordable scanner and software solutions, Apperson also offers a full-service, menu-approach solution to outsourcing your institutional research projects. Menu options include printing, fulfillment, data collection, reporting, and more.

Brian Apperson
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Mechelle Pierce
mpierce@appersonprint.com
Penny Knuth
pknuth@appersonprint.com

College Board [Booth 313]

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 College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through programs and services in college readiness, college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity.

> Emily J. Shaw
> eshsaw@collegeboard.com
>
> Mary-Margaret Kerns
> mmkerns@collegeboard.com

College Student Experiences Questionnaire (CSEQ) [Booth 605]

The CSEQ Assessment Program is home to the College Student Experiences Questionnaire (CSEQ) and the College Student Expectations Questionnaire (CSXQ). The CSXQ measures expectations new students have for their college experience, while the CSEQ measures the quality of experiences, perceptions of the campus environment, and progress toward important educational goals of continuing undergraduate students. When paired together, these instruments assess the degree to which student expectations and experiences align. Institutions determine the population sample and timing of survey administrations. Both paper and online administrations are possible. For more information, please visit www.cseq.iub.edu

> Julie Williams
> williaj4@indiana.edu

CollegeNET, Inc. [Booth 300]

Innovation, Efficiency, Balance – Accomplish More, Consume Less. CollegeNET improves efficiencies and communication for higher education with advanced Web-based technologies that support admissions, class and event scheduling, space and resource management, course evaluation, commencement, alumni relations, and IT change management. See us at Booth 300 to learn more about our exceptional online services.

> Julia Noonan
> jnoonan@collegenet.com

Concord USA (Xitracs) [Booth 200]

Xitracs™, by Concord USA, Inc. is a proven accreditation management system that supports all national and regional agency self-study projects plus other program agencies, greatly simplifying the preparation and publishing of compliance reports. Xitracs Release 3 also includes a comprehensive faculty credentials management module and new planning tools to make data gathering and reporting easier.

> Howard Taylor
> htaylor@concord-usa.com
>
> Ed Hanley
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>
> Cathy Taylor
> ctaylor@concord-usa.com

Data 180 [Booth 417]

Data180 (www.data180.com) provides flexible Web-based solutions for academe:

Faculty activity reporting

- e-Portfolios
- Co-curricular transcripts
- Assessment management

> L.K. Williams
> lk@data180.com
>
> Jon Hopson
> jon@data180.com

Dataliant [Booth 615]

Compliance Assist! is a proven, affordable, and time-saving Web-based solution that simplifies and integrates accreditation and strategic planning initiatives. Features include a faculty credentials module with CIP code matching capabilities; a tracking system for goals, projects, and learning outcomes; report archiving; and accreditation management and submission tools. *CA! Accreditation* and *Planning* are customizable and support multiple accrediting bodies and presentation formats. Headquartered in Atlanta, Georgia, Dataliant has over 20 years of experience in the IT industry and specializes in technology solutions for the academic market. Visit our booth to see why over 130 institutions have already chosen *Compliance Assist!*

> Patrick Rohde
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Digital Measures [Booth 401]

Gain visibility into your faculty's teaching, research, and service accomplishments to broadcast a strong message to your accreditors and external constituents. Streamline your course evaluations to save resources and make everyone happier with the process. More than 300 of the largest 500 higher education campuses leverage Digital Measures' software.

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Educational Benchmarking, Inc. (EBI) [Booth 208]

Educational Benchmarking (EBI) is focused on the improvement of the college experience by offering over 50, nationally benchmarked assessments enabling institutions to identify key areas that will have the greatest impact on overall improvement. MAP-Works® is EBI's new, innovative student retention and success program. It empowers faculty and staff to positively impact student success and retention by identifying at-risk students early in the term.

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Elsevier [Booth 306]

Elsevier, the world's leading publisher of STM information, serves more than 30 million scientists, students, and health and information professionals worldwide. The company offers innovative products including, ScienceDirect, Scopus and the SciVal suite. The SciVal suite delivers intelligence solutions to help the academic and government research communities evaluate, establish, and execute their research strategies more effectively. The suite currently includes SciVal Spotlight and SciVal Funding.

SciVal Spotlight is designed to provide research managers with a more accurate picture of any institution's unique research strengths and opportunities. SciVal Funding is an online funding intelligence solution that enables researchers and administrators to better compete for research funding. Please visit http://www.scival.com.

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ETS [Booth 501]

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 them 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.

Evisions, Inc. [Booth 514]

Evisions has served higher education clients for over 15 years world-wide. The Evisions Suite of Products includes Argos, FormFusion, and IntelleCheck. Argos, an Enterprise Reporting Solution effectively meets reporting needs from simple ad hoc queries to advanced dashboards and data cubes while taking the majority of the workload off your IT department. FormFusion, our Document Enhancement and Distribution Solution eliminates pre-printed forms, enhances standard application output, automates processes, and delivers output electronically saving money, time, and effort. IntelleCheck, our Payment Processing Solution creates laser checks, e-mails direct deposit statements, and enhances security with positive pay features. Visit www.evisions.com for details.

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eXplorance [Booth 400]

eXplorance provides academic institutions with enterprise-class software for the automation of surveys and course evaluations initiatives. eXplorance Blue™ software supports esteemed organizations in locations around the world, including the University of Pennsylvania, the University of Louisville, the University of Alabama, Rio Salado College, RMIT University, MacEwan University, Ursinus College, the Lebanese American University, UAE University, the College of the North Atlantic, and the University of Chicago.

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Gilfus Education Group [Booth 412, 414, 416]

Gilfus Education Group was founded by Stephen Gilfus, a father of modern day eLearning and the business and technical expert behind Blackboard, the world's leading learning management system (LMS). The Gilfus Education Group is a global expert network of educational technology innovators, consultants, and seasoned practitioners. The Gilfus Education Group offers independent management consulting, technical implementation, and industry research services to educational institutions, industry investors, and the educational companies that serve them. We partner to help educational organizations and governments become better positioned to achieve strategic goals, compete for scarce resources, and plan for the future.

Gravic, Inc. – Remark Products Group [Booth 515]

Gravic's Remark Software Products collect and analyze data from paper and Web forms (surveys, evaluations, and 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.).

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Higher Education Research Institute (HERI) [Booth 309]

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 training to educators and researchers that advance institutional assessment and scholarship in higher education.

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IData, Inc. [Booth 404]

IData is a higher education technology consulting and software solutions firm. Our staff has decades of experience working with higher education data, and we strive to help institutions bridge the gap between their IR and IT departments. IData provides services in three primary areas: Institutional Research, Technology (programming and system integration), and System Implementation. IData is also the creator of the Data Cookbook - the first tool to help you manage your institution's data definitions easily and obtain better requirements and documentation during the reporting process. For more information, visit www.datacookbook.com or www.idatainc.com.

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Incisive Analytics [Booth 205]

Your power behind Business Intelligence

Incisive Analytics is an Analytics and Business Intelligence professional consulting services firm focused on solving our clients' most challenging analytical and information-related problems. Using industry-proven and vendor neutral best practices methodologies, you can trust us to create full life cycle BI solutions that equip your company to make the best strategic decisions based on *Take Action Analytics*!

Information Builders [Booth 207]

Information Builders' solutions help higher education institutions align units with the institution's strategic goals, monitor and analyze progress, and communicate results. For 35 years, Information Builders' award-winning combination of business intelligence (BI) and enterprise integration software has been helping thousands of customers make decisions in a culture of evidence. Come visit us in booth 207, and let us discuss ways that our higher education customers are reducing costs and improving services, and ways we might help your institution with enrollment, retention, and student success. Also visit our Web site at informationbuilders.com/go/air.

Inside Higher Ed [Booth 317]

The Web site for people who work in higher education. Breaking news, lively commentary, and thousands of jobs reaching 650,000 engaged readers each month. Daily. Online. Free. Ahead of the curve. http://insidehighered.com.

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John N. Gardner Institute for Excellence in Undergraduate Education [Booth 202]

The signature work of the John N. Gardner Institute for Excellence in Undergraduate Education is a comprehensive, guided self-study and improvement process, *Foundations of Excellence*®, which enhances an institution's ability to realize its goals for new and transfer student learning, success, and persistence. A set of principles termed Foundational Dimensions® serve as the intellectual framework of the assessment process, guide measurement of institutional efforts, and provide an aspirational model for the entirety of the beginning college experience.
http://www.fyfoundations.org/overview.aspx

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LiveText [Booth 201]

LiveText provides e-Portfolio, learning assessment, and accreditation management Web tools, expert consulting services, and broad support services to help continuously improve higher education. LiveText's standards-based learning assessment and Accreditation Management System™ provides the most comprehensive, flexible, and easy-to-use Web-based tools for developing, assessing, and measuring student learning. LiveText services are founded on a collaborative user community that connects students, faculty, and administrators, supports the analysis of long range performance-based learning, and facilitates continuous student, curriculum, and program assessment.

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National Center for Education Statistics [Booth 315]

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/.

National Resource Center for the First-Year Experience and Students in Transition [Booth 617]

The National Resource Center for The First-Year Experience and Students in Transition has as its mission to support and advance efforts to improve student learning and transitions into and through higher education. We achieve this mission by providing opportunities for the exchange of practical, theory-based information and ideas through the convening of conferences, institutes, and workshops; publishing monographs, a peer-reviewed journal, electronic newsletters, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and administering a Web site and six listservs with more than 7,000 total users.

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National Science Foundation (NSF), Division of Science Resources Statistics [Booth 517]

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/.

National Student Clearinghouse [Booth 603]

The National Student Clearinghouse is the nation's trusted source for academic verification and reporting. Over 3,300 colleges, enrolling 92% of U.S. college students, submit updated degree and enrollment records to us several times a year. Our StudentTracker service enables the education community to track student enrollment and degree attainment nationwide.

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National Survey of Student Engagement (NSSE) [Booth 607]

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).
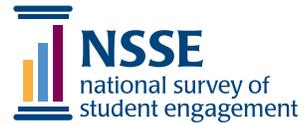
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Noel-Levitz [Booth 203]

Noel-Levitz has partnered with more than 2,600 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.

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Nuventive, LLC [Booth 204]

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 and integrated planning; *Insight* for presenting and communicating programmatic and institution-wide initiatives; and *iWebfolio* for electronic portfolio solutions equip individuals and organizations to better understand, assess, improve, and communicate institutional improvement.

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Rapid Insight, Inc. [Booth 413]

Rapid Insight Inc. is a leading provider of reporting and analysis software for institutional research. With a focus on ease–of-use and efficiency, Rapid Insight® products enable users to turn raw data into actionable information. Data can be merged, cleansed, and aggregated from multiple sources in multiple formats. Visual processes can be saved and modified for the creation of analytic datasets, ad-hoc analyses, and reports. Predictive models can be built in minutes instead of weeks.

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SAS [Booth 407]

SAS is the leader in business intelligence and analytical software and services. The SAS® Global Academic Program works with institutional researchers, professors, students, and researchers to support industry partnerships with academia; deliver technology and resources for teaching and learning; and educate students about business intelligence, analytics, and data mining for business advantage. Learn more: www.sas.com/academic.

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Scantron [Booth 408]

Scantron is a trusted provider of assessment, survey, and data collection solutions for the education market. Scantron's software assessment products for education, ParSystem and Prosper, help instructors prepare, administer, and score tests. Our online and paper-based survey solutions include Class Climate, for managing course and faculty evaluations; and Survey Tracker 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 scanners and world-class forms to produce end-to-end solutions for education.

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SmarterServices [Booth 206]

The mission of SmarterServices is to organize and analyze data that empowers people to make smarter decisions. We help you obtain data about your students, faculty, teachers, employees, and courses. Data-driven decisions create strong strategic plans, maximize efficiency, and foster an environment of learning.

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Snap Surveys [Booth 513]

Snap Surveys offers the flexibility of both software and outsourcing options to give you a fully comprehensive package. 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), in any language and has robust analysis capability (Tables, Charts, and Descriptive Statistics) and is very extensible – MS Access or SQL database connectivity and seamless integration with SPSS and MS Office. Snap SurveyShop is the professional IT and research service for survey management and processing. We are here to assist you with any stage of the survey.

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SPSS, an IBM Company [Booth 305]

SPSS, an IBM Company, is a leading global provider of predictive analytics software and solutions. The Company's complete portfolio of products – data collection, statistics, modeling, and deployment – captures people's attitudes and opinions, predicts outcomes of future customer interactions, and then acts on these insights by embedding analytics into business processes. SPSS solutions address interconnected business objectives across an entire organization by focusing on the convergence of analytics, IT architecture, and business process. Commercial, government, and academic customers worldwide rely on SPSS technology as a competitive advantage in attracting, retaining, and growing customers, while reducing fraud and mitigating risk. SPSS was acquired by IBM in October 2009. For more information, visit http://www.spss.com.

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Strategic Planning Online [Booth 409]

Strategic Planning Online helps institutions automate strategic planning, budgeting, and assessment. Strategic Planning Online increases the visibility of assessment efforts while coordinating various facets of planning, budgeting, assessment, and accreditation in an online, collaborative environment.   Encourage stakeholders to take ownership of QEP issues while integrating workflows and data between leadership roles. Enable your institution to tie budget requests to strategic plans and assessment efforts, and bring the information together for accreditation. Create a planning culture with a unified understanding of the institutional goals by increasing transparency of planning efforts while involving the entire institution in the strategic planning process.

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StudentVoice [Booth 613]

StudentVoice is the leader in providing innovative Web-based technology, assessment resources, and expert consultation to colleges and universities across North America. StudentVoice provides the means to organize assessment activities, collect data, benchmark with peer campuses, and report outcomes in meaningful ways. Through the utilization of the StudentVoice assessment platform, colleges and universities are able to measure student learning, enhance programs and services, and ensure student success.

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Synch-Solutions [Booth 516]

Synch-Solutions is a leading management consulting and technology services firm dedicated to serving the needs of higher education. We deliver business transformation solutions that elevate the value colleges and universities bring to their communities. Our proven track record in delivering this value is a reflection of our results-oriented culture, flexibility and responsiveness, and commitment to corporate citizenship. Our services include business intelligence and data warehousing solutions, legacy system modernizations, managed IT services, and implementation, upgrading, and optimization of Oracle/PeopleSoft ERP systems.

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Tableau Software [Booth 402]

Tableau Software builds software for data visualization and rapid-fire business intelligence. Our mission is simple: help people see and understand data. Tableau's award-winning products are easy to deploy and make analytics and business intelligence 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 30,000 licensed users from one-person businesses to the world's largest organizations. For a free trial, visit http://www.tableausoftware.com/trial.

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TaskStream [Booth 304]

TaskStream provides the highest quality Web-based software and supporting services to efficiently plan and manage assessment processes and facilitate the demonstration of learning achievement. By shifting the focus from product to process, TaskStream empowers institutions to go beyond compliance to establish a culture of continuous improvement. Using TaskStream's powerful tools for assessment planning, outcomes alignment, e-portfolios, rubric-based data collection and reporting, field placement management, surveys, and more, educators around the world are ensuring that students are learning the skills and knowledge they need to be successful in today's global economy.

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The IDEA Center [Booth 307]

The IDEA Center is a nonprofit organization serving colleges and universities committed to improving learning, teaching, and leadership performance. The Center's services are built on an extensive, nation-wide research program, supporting the evaluation and development of both programs and people. The IDEA Student Ratings of Instruction system helps faculty solicit feedback and evaluate teaching as it relates to student learning. The IDEA Feedback Instruments for Department Chairs and Administrators allow leaders to assess how their personal and institutional objectives are realized. The IDEA Center publishes short application-oriented papers related to teaching, learning, and evaluation (www.theideacenter.org).

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Thomson Reuters [Booth 507]

Thomson Reuters is the world's leading source of intelligent information for businesses and professionals. Our Research Analytics solutions allow administrators to measure, track, analyze and compare research at their institution and others around the world. Based on the objective, reliable citation data in *Web of Science*, these offerings provide insight into trends and performance, providing leaders with much-needed evidence to effectively allocate resources, support legislative and funding efforts, and define strategic direction. Visit us at booth #507 to discuss which solution best meets your institution's needs – or visit us online anytime at www.elevateresearchexcellence.com to learn more.

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Tk20 [Booth 601]

Tk20's 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 your data systematically, plan your assessments, compare them against desired outcomes/objectives, and generate detailed reports for compliance, analysis, and program improvement. In addition, data imports from student information systems and other sources provide a comprehensive view of information by which student learning and program quality can be assessed. A large array of accompanying services ensures that these systems are customized based on the needs of each institution.

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WEAVEonline [Booth 406]

Developed by faculty and administrators to address assessment within the context of accreditation, WEAVEonline is both a software application and a community of expertise. Our application provides a tool that focuses on institution and program-level processes for quality assurance and enhancement. It allows higher education institutions to integrate assessment and planning in order to achieve multiple goals. In addition, we are a family of experienced assessment and planning professionals dedicated to the sharing of best practices through a consultative peer learning community.

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ZogoTech [Booth 505 and 503]

ZogoTech is revolutionizing the way that educators and administrators use technology. Our business intelligence software for student tracking, reporting, and assessment empowers educators and administrators with the data they need to serve students more effectively. Combining an interface that is incredibly easy to use and customize, automated generation of campus and federal reports, integration with your student information system, and the highest security standards in the industry, Estudias Enterprise can help organizations serve students more effectively with fewer resources.

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PASSPORT TO
NEW IDEAS,
BETTER
DECISIONS

AIR | FORUM

TORONTO, ONTARIO
MAY 21 –25 2011

Tracks

Over 375 concurrent sessions and 60 poster displays from IR and assessment professionals cover a broad range of topics and important issues. Sessions are organized by tracks to help you design the best schedule to meet your needs and interests.

Track 1 - Enhancing the Student Experience

Discover emerging research on student development. Track 1 focuses on the student experience outside the classroom and learning through civic engagement.

Track 2 - Assessing Student Learning and 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.

Track 3 - Developing Academic Programs, Curricula, and Faculty Issues

Enhance your research on faculty and academic programs. Track 3 includes exploration of faculty roles, workloads, and research practices.

Track 4 - Informing Institutional Management and 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.

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

Engage in dialogue about issues that reach beyond the campus. Track 5 focuses on state and system-level issues, evolving public policy, data exchanges and consortia, and workforce and economic development initiatives integral to the higher education mission.

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

Explore solutions to meet the challenges you face every day. Track 6 focuses on topics related to the practice of institutional research, including organizational, ethical, methodological, and technological aspects of the profession.

Program Highlights

Saturday, May 29th

Early Arrivers Reception, *Sponsored by Higher Education Research Institute (HERI)*
5:30 p.m. – 7:30 p.m.
LB's Promenade

Join us to reconnect with colleagues and welcome Forum newcomers. Enjoy light snacks, refreshments, and entertainment by our very own Windbreakers. Cash bar available.

Sunday, May 30th

White Paper Discussion Groups, *Invitational Event*
1:00 p.m. – 4:00 p.m.
Sheraton Ballroom II

White Paper Discussion Groups are a new way for members with two or more years of IR experience to participate in the Forum. Under the direction of a recognized leader in IR, each group will meet for discussions focused on the future of higher education and institutional research.

In a structured setting, each group will organize ideas and generate main points for a white paper on one of eight topics below.

- Affordability, Efficiency, and Sustainability

- Expanding Our Partnerships, Consortia, and Data Sharing

- Going Global: Institutional Research Studies Abroad

- The Institutional Researcher's Role in New Models of Teaching and Learning

- Optimizing the Organizational Structure for Institutional Research

- Our Changing Landscape: Non-Traditional Paths in American Higher Education

- Responding to the Call: Institutional Research Support for Increasing Community College Graduation

- Tools and Techniques: What's Next and How Will Institutional Researchers Keep Current?

The small group setting is designed to produce rich discussions and engage all participants in the development of these multi-perspective white papers. Each participant will be credited as a co-author of the white paper, which will be published after the Forum.

Newcomers and Mentor/Mentee Gathering *Sponsored by Tk20*
4:00 p.m. – 5:00 p.m.
Columbus A&B

If you are a newcomer, would like to find a mentor or would like to serve as a mentor, 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.

Plenary Session: Crossing the Finish Line, William G. Bowen *Sponsored by Strategic Planning Online*
6:00 p.m. – 7:30 p.m.
Chicago Ballroom

Dr. Bowen will discuss the importance of addressing twin problems: (1) the need to increase the overall level of educational attainment in America; and (2) the need to reduce disparities in outcomes—especially graduation rates—that are related to socioeconomic status, race, and ethnicity. He will present results drawn from his recent book, co-authored with Matthew Chingos and Michael McPherson, which document differences in graduation rates and in time-to degree, with special emphasis on outcomes at public universities.

Opening Reception *Sponsored by Digital Measures*
7:30 p.m. – 9:30 p.m.
Exhibit Hall

Join us in the Exhibit Hall immediately after the Plenary Session for refreshments and heavy hors d'œuvres. Network with colleagues and friends and learn from our exhibitors about the latest products and services that can improve the effectiveness of your office and the performance of your institution. Hosted by Forum Chair Julie Carpenter-Hubin and Associate Forum Chair Debbie Dailey.

Monday, May 31st

Affiliate Group Gathering, *Invitational Event*
1:30 p.m. – 2:30 p.m.
Presidential Suite, Room 3201

AIR Affiliate Group presidents and current liaisons, along with their guests, are invited to meet with the External Relations Committee, AIR Board of Directors, and AIR Executive Director for dessert and refreshments.

International Gathering, *Invitational Event*
4:30 p.m. – 5:30 p.m.
Presidential Suite, Room 3201

Forum attendees from all nations are invited to meet with the External Relations Committee and colleagues from around the world. Light snacks and refreshments available.

Graduate Student Gathering, *Invitational Event*
4:45 p.m. – 5:30 p.m.
Mayfair

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 about the transition into the institutional research world and how AIR can help.

Monday Evening Receptions
6:00 p.m. – 7:30 p.m.
LB's Promenade

Visit with Forum exhibitors, Special Interest Groups (SIG), and Affiliates as they welcome Forum attendees for a casual gathering. This is a great opportunity to meet new colleagues, learn more about the latest products and services available from our industry partners, and get involved in a SIG or an AIR Affiliate Group.

Community College and Two-Year Institutional Research Networking Reception, *Invitational Event*
6:00 p.m. – 7:30 p.m.
Mayfair

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

Duckwall Scholarship Celebration, *Ticketed Event*
7:00 p.m. – 9:00 p.m.
P.J. Clarke's - 302 East Illinois Street, Chicago, IL 60611

Join AIR's President, Vice President, and Immediate Past President to celebrate the legacy of Julia M. Duckwall. The scholarship is awarded in the spirit of Julia's tireless passion for advancing the field of institutional research. The dinner will be hosted at P.J. Clarke's, one of the Windy City's most popular destinations. Inquire about available seats at the Registration Desk. Net proceeds from the event benefit the Julia M. Duckwall Scholarship Fund.

50th Forum Anniversary Celebration, *Sponsored by Tableau Software*
9:00 p.m. – 11:30 p.m.
Chicago IX-X

The golden anniversary of the Forum is a time to reflect on the advancements we have made in IR over the last 50 years, and to celebrate new directions in higher education. Chicago's best DJ and the Windbreakers will provide the entertainment as we share old memories and create new ones at this historic reception.

Tuesday, June 1st

Plenary Session: Lead, Follow, or Get Out of the Way: How Research Can Make a Dramatic Difference in Achieving the Big Goal of Increased College Attainment, Jamie P. Merisotis, *Sponsored by SAS*
8:00 a.m. – 9:30 a.m.
Chicago Ballroom

Lumina Foundation for Education has provided key national leadership during the last three years to increase the proportion of Americans with high-quality college degrees and credentials to 60 percent by 2025. Efforts to increase academic, financial, and social preparation for college, the success of students in higher education, and the productivity of the higher education system, all feature prominently in attaining the big goal. This presentation examines the critical role of research as a catalyst to increase college attainment at both the institutional and policy levels, and a tool to assess progress in getting there.

Targeted Affinity Groups (TAG)*
2:00 p.m. – 5:30 p.m.

Targeted Affinity Groups (TAG) were created to gather attendees with similar interests to focus on specific topics. Each TAG will begin with an invited plenary presentation and be followed by two sets of concurrent sessions and open discussions. TAG sessions will be located in adjoining rooms to facilitate networking with other professionals.

TAG topics:

• Accountability

• Accreditation/Assessment

• Enrollment Management

• Faculty and Student Diversity

• Managing Information/Data Warehousing

See page 105 to view TAG sessions and locations.

Special Events in Chicago

Chicago boasts a wealth of cultural, culinary, and entertainment opportunities. AIR invites you to experience some of the best that Chicago has to offer at these special Tuesday evening events.

Participants will receive ticket vouchers and transportation information in their attendee packets for all pre-purchased event tickets. Vouchers can be exchanged for tickets at the registration desk. If you would like to sit next to your friends, please make sure to redeem your vouchers together.

• Baseball - 7:10 p.m.
  $33.00/ticket
  Join your AIR colleagues to watch the Chicago White Sox take on the Texas Rangers in this American League battle.

• Shakespeare Theatre - 7:30 p.m.
  ~~$47.00/ticket~~ SOLD OUT†
  Taming of the Shrew is one of Shakespeare's most playful works, and it remains one of the most popular battle of the sexes plays in the history of theatre.

• The Second City - 8:00 p.m.
  ~~$22.00/ticket~~ SOLD OUT†
  For 50 years, The Second City has been the proving ground for the careers of countless stars of stage and screen. Don't miss this chance to see the next John Belushi, Bill Murray, or Tina Fey.

†Check ticket availability at the Registration Desk.

Wednesday, June 2nd

Annual Luncheon, *Sponsored by ZogoTech*
12:30 p.m. – 2:30 p.m.
Chicago Ballroom

The Annual Luncheon concludes the AIR 2010 Forum. Join your colleagues as we introduce the 2010-2011 Board of Directors and 2011 Forum Committee. *The Annual Luncheon is included in your registration fee.*

Forum Windup Party
7:00 p.m. – 11:00 p.m.
Presidential Suite, Room 3201

Enjoy one final opportunity to gather with friends at the 2010 Forum. Reflect on new skills and practices you have learned and start planning for the 2011 Forum in Toronto!

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Forum Committees

See page 30 under Forum Committees

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Andrew LaManque
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Lydia Snover
Jaime Calderón Soto
Rob Springer
Stephen Thorpe
Deb Tiemens
Ming Wang
Vicki West
Stephanie Wren

Schedule at a Glance for Saturday, May 29, 2010

7:00 a.m. – 5:00 p.m.   Registration Desk Open, *Convention Registration*

8:00 a.m. – 4:00 p.m.   Pre-Forum Workshops

9:30 a.m. – 10:00 a.m.   Pre-Forum Workshops Refreshment Break, *Sponsored by ACT, Inc.*

2:00 p.m. – 2:30 p.m.   Pre-Forum Workshops Refreshment Break, *Sponsored by National Student Clearinghouse*

5:30 p.m. – 7:30 p.m.   Early Arrivers Reception, *LB's Promenade*, *Sponsored by Higher Education Research Institute (HERI)*

For Board and Governance Committee Meetings, see page 146

Saturday Forum Highlights

Early Arrivers Reception, *Sponsored by Higher Education Research Institute (HERI)*

5:30 p.m. – 7:30 p.m.

LB's Promenade

Join us to reconnect with colleagues and welcome Forum newcomers. Enjoy light snacks, refreshments, and entertainment by our very own Windbreakers. Cash bar available.

Pre-Forum Workshops

Thirty minute refreshment breaks are scheduled for 9:30 a.m. and 2:00 p.m. Saturday and Sunday for all registered Pre-Forum Workshop attendees. Lunch will be provided to all participants attending full-day workshops (either one full-day or two half-day workshops in the same day) from 11:30 a.m. to 12:30 p.m. in Mayfair on Level 2. Vouchers are included in your attendee packet.

8:00 a.m. – 11:30 a.m.

Ignoring It Doesn't Make It Go Away: A Workshop for Addressing Missing Data in Institutional Research

Missouri

Jacob Gross, Research and Planning Analyst, West Virginia Higher Education Policy Commission
Mary Ziskin, Senior Associate Director Project on Academic Success, Indiana University-Bloomington
John Moore, Associate Director of Institutional Research, Temple University
Afet Dadashova, Assistant Director for Research, Indiana University-Bloomington

This hands-on workshop is designed to help institutional researchers think about the steps for (a) exploring the 'missingness' of their data, (b) implementing common techniques for addressing missing data, and (c) considering how results and conclusions may vary depending on assumptions and techniques employed. The goal of this workshop is to encourage all IR professionals to consider practical methods for addressing this persistent problem, and to provide concrete examples for doing so. Participants are expected to have some familiarity with and access to SAS. Some example code will be provided for other programs as well.

Introduction to Dashboards in Excel 2007

Mississippi

Craig Abbey, Assistant Vice President, State University of New York-Buffalo

Do you want to learn how to create a dashboard in Excel 2007 with high-quality graphs? If so, this hands-on, computer-based workshop is the one for you. You'll learn about various types of dashboards, how to create high-quality graphs and how to customize your work to highlight your data's meaning. Topics covered include creating and formatting charts for time-series, ranking, part-to-whole, deviation, distribution, correlation and nominal comparison relationships. Plus, you'll learn many time-saving tricks and tips.

IPEDS Data as the Public Face of an Institution

Arkansas

Kimberly Thompson, Director, Institutional Effectiveness, University of Colorado Denver

This module raises the level of awareness among higher education professionals about the importance of accuracy and consistency in data reported to IPEDS. Examples of real IPEDS data used in the public domain will be incorporated, enabling participants to understand how IPEDS data are used by governmental and non-governmental entities. This module includes presentations, discussions, exercises and demonstrations utilizing IPEDS data tools and resources. Topics include:

- Data sources (within IPEDS surveys)
- IPEDS lifecycle
- Public and institutional use of IPEDS data
- Data nuances and context for interpreting the data

Processing and Analyzing Qualitative Data in SPSS Text Analysis

Ohio

Tracy Rokas, Research Analyst, Vanderbilt University

For many institutional research professionals, processing qualitative responses to open-ended survey questions is a time-consuming task. The use of SPSS Text Analysis can help streamline the process of qualitative data analysis and provide new avenues for understanding how qualitative and quantitative variables interact within a dataset. This workshop will guide participants through: 1) creating SPSS Text Analysis projects, 2) importing data to projects, 3) performing extractions on data, 4) creating and refining categories, 5) exporting coding data to integrate or reincorporate it with other datasets, and 6) managing linguistic resources with the program to streamline data extraction processes.

S.O.S.: Student Outcomes Solutions for Program Assessment

Erie

Paula Krist, 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 workshop will include suggestions for working with faculty and student support personnel and highlight resources available to IR assessment practitioners.

SQL Processing in the SAS Coding Environment: The PROC SQL Procedure

Ontario

Gary Levy, Associate Vice Provost, Marquette University
Kathy Kiraly, Instructor, SAS Institute, Inc.
Alexandra Riley, Managerial Reporting Specialist, Marquette University

Structured query language (SQL) programming is foundational knowledge for modern institutional researchers. One of the greatest and most distinctive strengths of the SAS programming language is that is allows use of structured query language within the SAS programming environment using the PROC SQL procedure. This course is for beginner to medium level SAS software code users who want to process data using Structured Query Language within the SAS programming environment. The course focuses on using PROC SQL in SAS as a data query and manipulation tool, a data retrieval tool, and a data reporting tool.

8:00 a.m. – 4:00 p.m.

A Basic Toolbox for Assessing Institutional Effectiveness

Huron

Michael Middaugh, Associate Provost for Institutional Effectiveness, University of Delaware

This workshop examines a broad range of strategies, methodologies, and tools for assessing the effectiveness of a college or university. The workshop will focus on measuring the effectiveness of institutional processes which affect prospective and current students, faculty and staff, issues related to academic productivity and cost containment, administrative effectiveness, and tools for clearly communicating information about institutional effectiveness.

Participants are encouraged to identify concerns about the effectiveness of their own institutions and to discuss those concerns.

Access, Analyze, and Summarize Institutional Data from Your Desktop Using SAS Enterprise Guide

Colorado

Tom Bohannon, Analytical Consultant for SAS, Retired Baylor University
Jerry Oglesby, Director of Academic Program and Global Certification, SAS Institute Inc.

This hands-on workshop will cover the use of the menu driven tasks in SAS Enterprise Guide 4.2, the point-and-click interface to SAS, to perform common institutional research tasks, such as querying, reporting, and analyzing data. SAS Enterprise Guide provides a SAS graphical interface that helps you exploit the power of SAS and publish dynamic results in a Microsoft Windows client application. This workshop is for analysts and managers who may or may not have SAS programming experience but need to access, manage, and summarize data from different sources, present results in tables and graphs, and perform statistical analysis.

Data Mining: Learning Clustering Techniques and Predictive Modeling

Michigan B

Thulasi Kumar, Director of Institutional Research and Assessment, Missouri University of Science and Technology
Sutee Sujitparapitaya, Associate Vice President, San Jose State University

Attendees will study both clustering techniques and predictive modeling skills using a live mock database and the PASW Modeler 13 (formerly known as SPSS Clementine) data mining program.

Specific hands-on topics include:

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

Lecture portions include:

- Comparison between traditional statistics and data mining
- Concepts in segmentation
- Use of data mining techniques in government, higher education sectors
- Advanced data mining applications

Looking at the IR Function Through the Lens of Process Benchmarking

Superior A

Gerald McLaughlin, Associate Vice President for Institutional Planning and Research, DePaul University
Richard Howard, Professor, University of Minnesota
Josetta McLaughlin, Associate Professor of Management, Roosevelt University

When an institution becomes concerned about how to implement its institutional research function, it often needs to use more than informal campus discussions and a survey. Process benchmarking can identify and help implement major changes and may be appropriate. This workshop will provide participants with a framework of process benchmarking. A case study will engage participants in a sequence of probable events relating to the evaluation of the IR function in a mid-sized public university. The discussion will help participants identify when and how to use process benchmarking, as well as some of the risks associated with it. Lessons learned will be shared by the presenters.

Visual Basic Programming in Excel

Michigan A

Christopher Maxwell, Senior Research and Planning Analyst, Purdue University

This workshop provides instruction on using Visual Basic for Applications (VBA) in Excel. VBA can be used to maintain, manipulate, and automate report production with institutional research 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 session, 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 includes researchers who use Excel for reporting, and who have some experience programming in any language.

12:30 p.m. – 4:00 p.m.

Advanced Dashboards in Excel 2007

Mississippi

Craig Abbey, Assistant Vice President, State University of New York-Buffalo

Want to learn how to make updating and changing your Excel dashboard easy? Attend this workshop and you'll learn how to dynamically update graphs using the OFFSET function, and how to work with multiple reporting units using combo boxes. But that's not all -- you'll also learn how to create traffic light indicators and how to automatically change the number of data points you graph. You'll wow them with the dashboard skills you learn here.

An Introduction to Hierarchical Linear Modeling

Superior B

Afet Dadashova, Assistant Director for Research, Indiana University-Bloomington

This workshop will introduce institutional researchers to the analysis of data with a nested structure. Participants will be introduced to two-level regression models: multilevel and hierarchical linear. Through demonstration and discussion of examples participants will learn when it is useful to run multilevel models and how to interpret the results. Models will be demonstrated using the statistical software package HLM. Participants will have an opportunity to practice interpreting results from output provided as an example. Participants are expected to have a basic understanding of statistical inference, and some experience with analysis of variance and multiple regression analysis.

Excel Macros Boot Camp - Spreadsheet Automation

Ontario

Mark Leany, Senior Research Analyst, Utah Valley University
Tim Stanley, Assistant Director of Institutional Effectiveness, Utah Valley State College

This hands-on workshop covers:

- Basics (recording, re-writing, running macros)
- Design (thinking like a macro)
- Higher Skills (control flow, commands)
- Excel 2003/2007 macro differences will be highlighted,
- Practice (using what you've learned)

Prior macro experience is not required, but participants do need:

1. A working knowledge of and experience using Excel spreadsheets,
2. The desire to use macros to automate functions
3. A willingness to work and learn.

Participants will receive class notes and electronic course content.

How to Conduct Cost Studies

Missouri

John Milam, Director, Planning and Institutional Effectiveness, Lord Fairfax Community College

This workshop will provide a complete introduction to the literature, research, models, methodologies, allocation schemes, data structures, and applications for cost studies. Particular attention will be paid to the process of gathering the data, modifying models when information such as faculty workload is not available, handling organizational mapping, and choosing the suitable level of aggregation for reporting results.

IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness

Arkansas

Mary Ann Coughlin, Assistant Vice-President for Academic Affairs, Springfield College

Module 1 introduces the fundamentals of creating benchmarks to measure institutional effectiveness. The module provides an overview of the types of comparison groups that can be constructed using IPEDS data, with examples of appropriate use. Participants will use actual data from the IPEDS surveys, including the IPEDS Data Feedback Report and Executive Peer Tool. Exercises and resources will demonstrate processes to establish key performance indicators and identify variables to refine comparison groups.

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

Erie

J. Fredericks Volkwein, Emeritus Prof. & Director of the IR Program, Pennsylvania State University

If your institution needs to move beyond talking about assessment to collecting actual data, come to this session to examine various strategies and instruments for measuring student learning by major. Institutional researchers will come away from the workshop with the skills to assist faculty with their department based assessment programs, and to collect useful outcomes information for the entire institution.

Program Assessment: Creating Effective Plans and Management Processes

Ohio

Robert Armacost, Special Advisor to the Dean, College of Medicine, University of Central Florida
Julia Pet-Armacost, Associate Dean for Planning and Knowledge Management, College of Medicine, University of Central Florida

The increasing focus on accountability and continuous improvement in higher education can cause challenges for program assessment. Two major challenges involve developing effective plans for and implementing management

processes to institutionalize program assessment. This workshop shows how to create assessment plans that focus on continuous improvement, including student learning, and guides you to use a submission and review process that promotes a quality assurance approach. It will illustrate the roles of support personnel and technology in creating a successful institution-wide system for program assessment.

Sunday

Schedule at a Glance for Sunday, May 30, 2010

Time	Event
7:00 a.m. – 6:00 p.m.	Registration Desk Open, *Convention Registration*
8:00 a.m. – 4:00 p.m.	Pre-Forum Workshops
9:30 a.m. – 10:00 a.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by Scantron*
1:00 p.m. – 4:00 p.m.	White Paper Discussion Groups, *Sheraton Ballroom II*
2:00 p.m. – 2:30 p.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by Elsevier*
2:00 p.m. – 6:00 p.m.	AIR Lounge Open, *Sheraton Ballroom I*, *Sponsored by Thomson Reuters*
2:00 p.m. – 6:00 p.m.	Exhibit Hall Open
3:00 p.m. – 5:00 p.m.	Technology Support Center Open, *Parlor A*
4:30 p.m. – 5:30 p.m.	Poster Gallery, *Exhibit Hall*, *Sponsored by WEAVEonline*
4:00 p.m. – 5:00 p.m.	Newcomers and Mentor/Mentee Gathering, *Columbus A&B*
6:00 p.m. – 7:30 p.m.	Plenary Session: William G. Bowen, *Chicago Ballroom*, *Sponsored by Strategic Planning Online*
7:30 p.m. – 9:30 p.m.	Exhibit Hall Open
7:30 p.m. – 9:30 p.m.	Opening Reception, *Sponsored by Digital Measures*

Special Interest Group (SIG) and Affiliate Group Meetings

8:00 a.m. – 12:00 p.m.

IDEA Users Group Meeting, Invitational Event
Erie

12:00 p.m. – 4:00 p.m.

Southern Association for Institutional Research Board Meeting
Illinois

4:00 p.m. – 5:00 p.m.

Traditionally Black Colleges and Universities Executive Committee Meeting
Parlor D

4:30 p.m. – 5:30 p.m.

Catholic Higher Education Research Cooperative
Parlor E

Consortium for Student Retention Data Exchange Advisory Board Meeting
Parlor G

See Special Interest Group (SIG) and Affiliate Group listings on page 148 for detailed descriptions

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Sunday Forum Highlights*

White Paper Discussion Groups
1:00 p.m. – 4:00 p.m.
Sheraton Ballroom II

Newcomers and Mentor/Mentee Gathering
Sponsored by Tk20
4:00 p.m. – 5:00 p.m.
Columbus A&B

Plenary Session: Crossing the Finish Line
William G. Bowen, *Sponsored by Strategic Planning Online*
6:00 p.m. – 7:30 p.m.
Chicago Ballroom

Opening Reception, *Sponsored by Digital Measures*
7:30 p.m. – 9:30 p.m.
Exhibit Hall

* See page 26 for event details

Sunday

Pre-Forum Workshops

Thirty minute refreshment breaks are scheduled for 9:30 a.m. and 2:00 p.m. Saturday and Sunday for all registered Pre-Forum Workshop attendees. Lunch will be provided to all participants attending full-day workshops (either one full-day or two half-day workshops in the same day) from 11:30 a.m. to 12:30 p.m. in Mayfair on Level 2. Vouchers are included in your attendee packet.

8:00 a.m. – 11:30 a.m.

Basic Program Evaluation

Ohio

Sharron Ronco, Associate Provost, Florida Atlantic University

In today's resource-scarce climate, it has become more common to demand evidence that a program's results justify the investment in it. In addition, accrediting agencies often include requirements for the regular evaluation of the institution's programs and services. Although institutional researchers are often called upon to analyze data from program outcomes, they may be less prepared to take the lead in conceptualizing, planning, and managing the evaluations. This workshop will acquaint IR practitioners with basic program evaluation methods, and focus on evaluating academic support programs such as freshman learning communities, tutoring or mentoring programs, and advising services.

Creating a Campus-Wide Reporting Solution Using Data Warehousing Technology

Mississippi

Michael Dillon, Director, University of Maryland Baltimore County

This workshop introduces participants to data warehousing as a tool to create a campus-wide reporting solution. A theoretical model is proposed that demonstrates why IR should play a central role in such a solution. Designed for institutional researchers with limited knowledge of data warehousing, but who are interested in learning more, the workshop provides participants with a clear explanation of various concepts/terms used in data warehousing and relates them to equivalent terms used in the Social Sciences. The workshop reviews the major institutional issues involved in creating a campus-wide reporting solution and offers concrete examples of how IR can help.

How to Write and Publish a Research Paper in a Scholarly Journal

Michigan A

Stephen Porter, Associate Professor, Iowa State University

The workshop teaches institutional researchers how to write and publish a research paper in one of the higher education journals. The presenter will analyze the elements of a good manuscript, as well as provide a detailed overview of the manuscript review process. He will also demonstrate how to handle requests for revision, and describe potential outlets for research. Strategies will be offered for those interested in producing research for publication while working full-time in an IR office.

8:00 a.m. – 4:00 p.m.

An Intensive Introduction to Data Mining in Institutional Research

Superior B

Thulasi Kumar, Director of Institutional Research and Assessment, Missouri University of Science and Technology
Sutee Sujitparapitaya, Associate Vice President, San Jose State University

Data mining techniques are becoming increasingly popular for institutional data analysis. Data mining is often viewed as expensive, time consuming, and too technical to understand and apply. This full-day workshop will introduce the basic foundations of data mining from an institutional research perspective.

Topics presented will include the following:

1. Institutional research data types
2. Institutional research questions and issues
3. Data quality issues
4. Data selection for data mining
5. Data mining process
6. Data mining techniques
7. Data mining tools
8. Resources Emphasis will be on the beginner (novice) perspective

A copy of the manual is provided.

Balanced Scorecards in Higher Education: Developing and Using Them in Strategy Execution

Ontario

Jan Lyddon, Director of Institutional Effectiveness, Franklin University
Bruce McComb, Principal, Organizational Effectiveness Consultants

Participants will gain a basic understanding of the major components of strategy execution tools including balanced scorecards, dashboards, Key Performance Indicators (KPIs) and strategy maps. The workshop will help users develop draft KPIs tied to a strategy (or strategic plan) and identify various leadership roles in building a scorecard and the role of the institutional research (IR) office in KPI development. Participants will learn to identify sources and methods for setting benchmarks, gain an understanding of the implementation plan for a balanced scorecard and dashboard system, and discover how to effectively use the system to improve strategy execution.

Help! I'm a New IPEDS Keyholder. What Now?

Michigan B

Tara Coffey, Statistician, National Center for Education Statistics
Jessica Shedd, Research Scientist (IPEDS), National Center for Education Statistics

"What's an IPED and why should I care?" This workshop is designed to help new keyholders understand the IPEDS process and systems. It will:

* Provide an overview of IPEDS and the data collection process

* Demonstrate the data collection system

* Discuss the importance of data feedback reports

* Provide beginning training on using the IPEDS Data Center

* Seasoned keyholders and NCES staff will be on hand to offer tips and tricks for new keyholders

Key Responsibilities and Strategies for the Practice of Institutional Research: A Workshop for Newcomers

Superior A

Karen Webber, Associate Professor of Higher Education, University of Georgia

This workshop is designed for new practitioners who engage in institutional research activities. The workshop addresses such key components as defining critical issues for institutional research, identifying sources of data, developing fact books and other reports, and conducting effective enrollment management and survey research for assessment and evaluation. The workshop will focus on general concepts and practical strategies for the implementation or continued development of effective institutional research at many colleges and universities, regardless of size or type.

Planning and Implementing Program Evaluations for University Clients

Huron

Shelly Potts, Director. Office of University Evaluation and Educational Effectiveness, Arizona State University
Lenay Dunn, Associate Director, University Office of Evaluation and Educational Effectiveness, Arizona State University

Given the amount of federal and foundation grant funding available to higher education institutions, institutional researchers have a unique opportunity to apply their research skills to serve as independent program evaluators. This workshop will help institutional researchers develop the basic skills to plan, implement, and carry out a program evaluation. Workshop leaders Dr. Shelly Potts and Lenay Dunn have extensive experience in the field of program evaluation. As leadership of the University Office of Evaluation and Educational Effectiveness at Arizona State University, they lead numerous institutional research and evaluation projects and serve as independent evaluators for external grants.

12:30 p.m. – 4:00 p.m.

AIR Newcomers Workshop

Tennessee

Jim Lenio, Associate Director of Institutional Research, Walden University
Crissie Grove, Director of Institutional Research and Strategic Planning, Touro University Nevada

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 with other IR professionals. The workshop will present a brief history of IR and a short overview of the profession with topics covering: analysis and reporting, planning, assessment, and decision support. 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.

Introduction to Dashboards in Excel 2007

Michigan A

Craig Abbey, Assistant Vice President, State University of New York-Buffalo

Do you want to learn how to create a dashboard in Excel 2007 with high-quality graphs? If so, this hands-on, computer-based workshop is the one for you. You'll learn about various types of dashboards, how to create high-quality graphs and how to customize your work to highlight your data's meaning. Topics covered include creating and formatting charts for

Sunday

time-series, ranking, part-to-whole, deviation, distribution, correlation and nominal comparison relationships. Plus, you'll learn many time-saving tricks and tips.

Introduction to Statistics for IR using SPSS

Missouri

Michael Crow, Director of Institutional Research and Planning, Savannah State University

Using SPSS, this workshop provides experience in producing, understanding, and conceptualizing descriptive and inferential statistical concepts. The workshop will cover basic SPSS file management, including handling of missing data and unique characteristics of continuous and categorical data. Participants will consider data distribution shapes including concepts of central tendency, variance, and outliers; confidence intervals, frequency distributions and cross tabulations; tests of group differences (i.e., ANOVA); correlation, statistical and substantive significance, and effect size. Additionally, participants will produce tabular and graphic representations and data summaries. Potentially 85% of IR work can be generated with tools reviewed in this workshop. If you never studied graduate-level statistics or need a refresher, this is the workshop for you.

6:00 p.m. – 7:30 p.m.   Plenary Session

Crossing the Finish Line

Chicago Ballroom

William G. Bowen
President Emeritus, Andrew W. Mellon Foundation

Dr. Bowen will discuss the importance of addressing twin problems: (1) the need to increase the overall level of educational attainment in America; and (2) the need to reduce disparities in outcomes—especially graduation rates—that are related to socioeconomic status, race, and ethnicity. He will present results drawn from his recent book, co-authored with Matthew Chingos and Michael McPherson, which document differences in graduation rates and in time-to degree, with special emphasis on outcomes at public universities.

Dr. William G. Bowen, President Emeritus of The Andrew W. Mellon Foundation, served as President of that organization from 1988-2006. Dr. Bowen was President of Princeton University from 1972-1988, where he also served as Professor of Economics and Public Affairs. Dr. Bowen joined the Mellon Foundation in 1988 and his tenure there was marked by increases in the scale of the Foundation's activities, with annual appropriations reaching $220 million in 2000. Dr. Bowen is the author or co-author of over 20 books, including most recently *Crossing the Finish Line: Completing College at America's Public Universities* (Princeton University Press, 2009) with Matthew M. Chingos and Michael S. McPherson.

Schedule at a Glance for Monday, May 31, 2010

7:30 a.m. – 5:00 p.m.	Registration Desk Open, *Convention Registration*
7:30 a.m. – 5:00 p.m.	AIR Lounge Open, *Sheraton Ballroom I*, *Sponsored by Thomson Reuters*
8:00 a.m. – 11:00 a.m.	Technology Support Center Open, *Parlor A*
8:30 a.m. – 6:00 p.m.	Exhibit Hall Open
8:30 a.m. – 9:30 a.m.	Concurrent Sessions
9:45 a.m. – 10:25 a.m.	Concurrent Sessions
10:25 a.m. – 11:00 a.m.	Refreshment Break, *Exhibit Hall*, *Sponsored by ETS*
11:00 a.m. – 11:40 a.m.	Concurrent Sessions
11:55 a.m. – 12:35 p.m.	Concurrent Sessions
12:50 p.m. – 1:30 p.m.	Concurrent Sessions
1:30 p.m. – 2:30 p.m.	Affiliate Group Gathering, *Presidential Suite, Room 3201*
1:45 p.m. – 2:25 p.m.	Concurrent Sessions
2:00 p.m. – 5:00 p.m.	Technology Support Center Open, *Parlor A*
2:25 p.m. – 3:00 p.m.	Refreshment Break, *Exhibit Hall*, *Sponsored by eXplorance, Inc.*
3:00 p.m. – 3:40 p.m.	Concurrent Sessions
3:55 p.m. – 4:35 p.m.	Concurrent Sessions
4:30 p.m. – 5:30 p.m.	International Gathering, *Presidential Suite, Room 3201*
4:45 p.m. – 5:30 p.m.	Graduate Student Gathering, *Mayfair*
5:00 p.m. – 6:00 p.m.	Poster Gallery, *Exhibit Hall,* *Sponsored by Academic Analytics*
6:00 p.m. – 7:30 p.m.	Receptions, *Rooms on LB's Promenade*
7:00 p.m. – 9:00 p.m.	Duckwall Scholarship Celebration, *P.J. Clarke's, 302 E. Illinois Street*
9:00 p.m. – 11:30 p.m.	50th Forum Anniversary Celebration, *Chicago IX-X*, *Sponsored by Tableau Software*

For Board and Governance Committee Meetings, see page 146

Monday

Special Interest and Affiliate Group Meetings

7:30 a.m. – 8:15 a.m.

Association for Institutional Research in the Upper Midwest
Parlor D

Banner Users Group
Mississippi

Canadian Institutional Research and Planning Association
Huron

Consortium for Student Retention Data Exchange
Erie

Consortium on Financing Higher Education
Illinois Executive Boardroom

Cooperative Institutional Research Program Users Group
Mayfair

Educational Benchmarking, Inc. (EBI)
Tennessee

Michigan Association for Institutional Research
Columbus A

Middle East and North Africa Association for Institutional Research
Ohio

National Community College Benchmark Project (NCCBP)
Lincoln Executive Boardroom

National Survey of Student Engagement
Colorado

Noel-Levitz Student Satisfaction Inventory
Arkansas

North Carolina Association for Institutional Research
Columbus B

Southern Association for Institutional Research
Michigan B

Texas Association for Institutional Research
Parlor G

Traditionally Black Colleges and Universities
Parlor B

Voluntary System of Accountability (VSA)
Parlor E

11:55 a.m. – 12:50 p.m.

Cooperative Institutional Research Program Users Group
Mayfair

12:00 p.m. – 1:30 p.m.

Pacific Association for Institutional Research
Columbus A

5:00 p.m. – 6:00 p.m.

Intercollegiate Athletics
Illinois Executive Boardroom

Rocky Mountain Association for Institutional Research
Huron

6:00 p.m. – 7:30 p.m.

Association of American Universities Data Exchange
Parlor E

College Sports Project
Mississippi

Council of Independent Colleges
Arkansas

Data Mining in Higher Education Annual Gathering
Parlor F

National Community College Council for Research and Planning
Parlor D

National Survey of Student Engagement
Colorado

North East Association for Institutional Research
Parlor C

South East Asian Association for Institutional Research
Parlor G

Southern University Group
Parlor B

Springer Reception for John Smart, Invitational Event
Missouri

The Kansas Study of Community College Instructional Costs and Productivity
Columbus A

See Special Interest Group (SIG) and Affiliate Group listings on page 148 for detailed descriptions.

Monday Forum Highlights*

Affiliate Group Gathering, *Invitational Event*
1:30 p.m. – 2:30 p.m.
Presidential Suite, Room 3201

Community College and Two-Year Institutional Research Networking Reception, *Invitational Event*
6:00 p.m. – 7:30 p.m.
Mayfair

International Gathering, *Invitational Event*
4:30 p.m. – 5:30 p.m.
Presidential Suite, Room 3201

Duckwall Scholarship Celebration, *Ticketed Event*
7:00 p.m. – 9:00 p.m.
P.J. Clarke's - 302 East Illinois Street, Chicago, IL 60611

Graduate Student Gathering, *Invitational Event*
4:45 p.m. – 5:30 p.m.
Mayfair

50th Forum Anniversary Celebration *Sponsored by Tableau Software*
9:00 p.m. – 11:30 p.m.
Chicago IX-X

*See page 26 for event details

Icon Key

DEMO Exhibitor Demonstration

⟨1⟩ Track 1: Enhancing the Student Experience

⟨2⟩ Track 2: Assessing Student Learning and Program

⟨3⟩ Track 3: Developing Academic Programs, Curricula, and Faculty Issues

⟨4⟩ Track 4: Informing Institutional Management and Planning

⟨5⟩ Track 5: Building Higher Education Collaborations, Policy Issues, and Accountability

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

8:30 a.m. – 9:30 a.m.

A Look at 50 Years of Forums – 615

Parlor E ⟨6⟩

Michelle Hall, Director of Institutional Research and Assessment, Southeastern Louisiana University
Sandra Johnson, Associate Dean, Princeton University
Joe Saupe, Emeritus Professor of Education, University of Missouri Columbia
Dawn Geronimo Terkla, Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University
John Muffo, President, John A. Muffo and Associates, Inc.
Jennifer Brown, Director of Institutional Research and Policy Studies, University of Massachusetts-Boston
James Firnberg, Consultant

Sometimes looking at our past is the best way to see our future. As part of celebrating 50 years of AIR, this panel will look at how the Forum has (and hasn't) changed over the past 50 years. Who best to discuss the changes than those charged with making each Forum a success - the Forum Chairs. Each decade from the 1960's through the 2000's will be represented.

A Resilient IR Dream and a Resurgent IR Vision: TBCU-SIG Past, Present, and Future – 546

Parlor F ⟨6⟩

Hansel Burley, Associate Professor and Associate Dean, Texas Tech University
Alice Simpkins, Director of Institutional Research, Paine College
Ruth Salter, Assistant VP of Institutional Research and Effectiveness, Albany State University
John Williams, Interim Provost and Vice President, Office of Institutional Research, Assessment and Planning, Tuskegee University

The Traditionally Black Colleges and Universities (TBCU) AIR Special Interest Group has a unique place in AIR and American higher education. TBCU-SIG is one of the oldest AIR special interest groups and has been in existence for over 40 years. Institutional researchers have been integral in helping TBCUs to consistently meet federal, state, and regional accrediting standards, along with other institutional effectiveness functions. Additionally, as accreditation and assessment demands grow, TBCU-SIG members will be important to the future success of TBCUs. Panelist will discuss the history and future of TBCU institutional research.

An Open Discussion with the AIR Ad Hoc Committee on Governance – 1061

Colorado ⟨5⟩

Trudy Bers, Executive Director of Institutional Research, Curriculum and Strategic Planning, Oakton Community College
Victor Borden, Associate Vice President, Indiana University-Bloomington
C. Anthony Broh, Principal, Broh Consulting Services
Laura Saunders, Vice President for Administrative Services, Bellevue Community College
Gerard Dizinno, Associate Vice Provost for Institutional Research, The University of Texas-San Antonio
Gayle Fink, Assistant Vice President for Institutional Effectiveness, Bowie State University
Alvin Heard, Analyst, Salt Lake Community College
Diby Kouadio, Director of Research and Statistical Analysis, Tennessee Higher Education Commission
Christina Leimer, Director of Institutional Research, Assessment and Planning, California State University- Fresno
Robert Toutkoushian, Professor,Institute of Higher Education, University of Georgia
James Trainer, Director of Planning and Assessment, Vilanova University

For the past seven months an Ad Hoc Committee on Governance (AHCG), consisting of 15 AIR members, appointed by the AIR Board of Directors, has been examining and discussing the AIR governance structure. Given that our current governance structure has developed and evolved over time, the AHCG has been charged to take a step back and to examine the current structure to see how well it is meeting the needs of the Association and to determine whether the structure needs to be updated or reformed in any way, and, if so, in which ways. The AHCG would like to use this

Monday

opportunity to provide interested Forum attendees with an update on its work to date and to solicit AIR member input on our governance structure.

Challenges and Opportunities in Assessing the Perceptions and Satisfaction of Faculty: A Panel Presentation and Discussion – 174

Mississippi

⑥

R. Todd Benson, Assistant Director of Surveys and Analysis, Harvard University
Drew Clark, Director, Institutional Research and Assessment, Auburn University Main Campus
David Jamieson-Drake, Director of Institutional Research, Duke University
Gordon Hewitt, Assistant Dean of Faculty, Hamilton College

This panel presentation is designed to address an array of topics associated with assessing the perceptions and experiences of faculty. Discussion topics include managing relationships with faculty, working across traditional boundaries, and considerations for the future. The panelists represent public and private institutions of various sizes with distinct institutional missions.

Common Data Set Update – 448

Sheraton Ballroom II

④

Renee Gernand, Senior Director of Guidance Services, College Board
Robert Morse, Director of Data Research, U.S. News and World Report
Stephen Sauermelch, Director of Research, Peterson's, a Nelnet Company

Based on feedback from AIR and other education associations, the publishers who created and fine-tune the Common Data Set (CDS) template will update the audience on changes to the fall 2010 CDS and invite feedback on the future of the Common Data Set. Mockups of the new race/ethnicity enrollment items and other changes that may be made for the 2010 CDS will be presented.

Data Mining Case Studies in Institutional Research – 633

Huron

⑥

Thulasi Kumar, Director of Institutional Research and Assessment, Missouri University of Science and Technology
Jing Luan, Vice Chancellor for Educational Services and Planning, San Mateo County Community College District
Lin Chang, Director of Institutional Research and Analysis, Colorado State University Pueblo
Amanda Clark, Director of Institutional Research, Blinn College

This session offers practical steps for conducting data mining, as typical challenges faced are illustrated. The panelists define data mining as a collection of techniques (both traditional statistics and data visualization and clustering), not by any particular software application or vendor. Four

panelists from across the county will start with a data mining overview, and move to individual case studies. Each case study addresses the data mining task, algorithms and methods utilized, results, and lessons learned. The case study topics vary from student success retention and engagement, to transfer student experiences and outcomes. Data used in the studies come from teaching and research universities, community colleges, and covers both cross-sectional and longitudinal data.

Data Use Research Communities – 287

Parlor D

◇2

Serena Roberts, Curriculum & Evidence Coordinator, FAMU Teaching Learning Institute, Florida Agricultural and Mechanical University
Ella-Mae Daniel, Coordinator, Data Use Research Institute, Florida Agricultural and Mechanical University
Isiah Brown, Coodinator, Florida Agricultural and Mechanical University
Nathaniel Johnson, Economics Faculty, Florida Agricultural and Mechanical University
Patrick Mason

Even before Secretary of Education Arne Duncan's call for the overhaul of teacher preparation programs, Florida A&M University (FAMU), through its Carnegie Corporation of New York Teachers for a New Era (TNE) grant, had undertaken this task. This session focuses on the institutional research initiatives FAMU developed to tackle the issue. The FAMU Value-Added Research Community (VARC) and Data Use Research Institute (DURI) were established to address the types of research institutions need to assess the effectiveness of their programs and to make the decisions necessary for the kinds of improvements these efforts require.

Institutional Researchers Achieving the Dream: Helping Community College Students Succeed – 731

Erie

⑤

Rigoberto Rincones, Program Director, MDC, Inc.
Jan Lyddon, Director of Institutional Effectiveness, Franklin University
Terri Manning, Associate Vice President for Institutional Research, Central Piedmont Community College
Marisol Arredondo, Director of Institutional Research, Chapman University
Bruce McComb, Principal, Organizational Effectiveness Consultants

Achieving the Dream: Community Colleges Count is a multiyear, national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that have traditionally faced significant barriers to success. This initiative emphasizes the use of data to drive change and provides a range of support to participating institutions; including a coach and a data facilitator who are generally trained as institutional researchers. Now in its sixth year, ATD involves more than

Monday

100 institutions from 21 different states. This panel will discuss the initiative's data-driven design, and how it focuses on measurable outcomes.

Introducing the New NSF Higher Education R&D Survey (Formerly Known as the Academic R&D Survey) – 550

Michigan B

4

Ronda Britt, Survey Statistician, National Science Foundation
John Jankowski, Director for Research and Development Statistics Program, National Science Foundation

The purpose of this panel is to present an overview of the National Science Foundation's new Higher Education Research & Development Survey (formerly the Academic R&D Survey), which will be instituted for all research-performing institutions in November 2010, as well as to answer questions from AIR members who will respond to the NSF survey.

Predictive Modeling: How to Build a Successful Initiative – 532

Parlor G

4

John Hammang, Director of Special Projects and Development, American Association of State Colleges and Universities

This session focuses on how to plan for the essential elements of a predictive modeling application and the technical processes necessary for good practice in this arena. The session will explore analyzing outcomes to discover which data elements are highly correlated to desirable learning and institutional outcomes. Methods needed to assess the effectiveness of prediction systems to align themselves with actual outcomes will also be discussed.

Publishing a Handbook for Institutional Research – 640

Superior A

6

Gerald McLaughlin, Associate Vice President for Institutional Planning and Research, DePaul University
William Knight, Associate Vice Provost for Planning and Accountability, Bowling Green State University
Stephen DesJardins, Professor and Director, University of Michigan
Richard Howard, Professor, University of Minnesota

This session provides information on the Handbook for Institutional Research, to be published in 2011 by the AIR Publications Committee, in association with Jossey-Bass Publishing, and with the help of many IR colleagues. This substantial volume will contain about 1,000 pages of text, tables, and graphics and will address many of the key areas of IR. It is tangible evidence that institutional research has become a recognized professional component in higher education. Bill Knight, Gerry McLaughlin, and Rich Howard serve as editors for this volume.

Rising to the Challenge from Policymakers to Produce More College Graduates – 469

Ohio

5

Scott Parke, Senior Director, Research and Policy Studies, Illinois Community College Board
Marilyn Marshall, Director of University Academic Programs and Services, University of Illinois
Philip Garber, Executive Director of Planning and Institutional Effectiveness, Elgin Community College
Susan Kleemann, Director of Research, Illinois Student Assistance Commission
Tom Wunderle, Director, Institutional Research and Planning, Lewis and Clark Community College

During this community college focused session, an Illinois perspective on key ingredients for formulating strategies to elevate the number of completions will be discussed. Topics include adapting to changing demographics; improving alignment to reduce the need for developmental courses; strengthening retention and transfer; exploring the use of technology to incent completion; and striving to expand access and opportunity in a challenging financial aid environment. The session aims to assist local efforts to strengthen processes and procedures that smooth transitions and contribute to the production of additional earned certificates and degrees.

RMAIR Best Paper: New Directions for Institutional Research Volume: Institutional Research and Homeland Security – 133

Parlor B

4

Nicolas Valcik, Associate Director for Strategic Planning and Analysis, The University of Texas-Dallas
Hans L'Orange, Vice President for Research and Information Resources, State Higher Education Executive Officers
Dawn Kenney, Director of Planning and Institutional Research, Central New Mexico Community College
Denise Sokol, Consultant, University of Colorado
William Custer
Stuart Murchison
Stephanie Hughes
Cathe Lester Associate Director of Survey Research, University of Texas-El Paso

This panel will discuss the recently published New Directions in Institutional Research volume that considers institutional research and homeland security. Nine chapters in the volume range from institutional right to privacy issues to the impact of an on-campus incident on enrollment. This panel will also prove to be very informative to institutional researchers who may one day have to contend with new homeland security initiatives being mandated on college and university campuses. The NDIR volume illustrates how important some of these topics have now become to higher education organizations, faculty and administrators.

Contributor not in attendance: Janet Danley, Walla Walla Community College

Using IPEDS Data Tools – 558

Sheraton Ballroom III

⬠ 5

Elise Miller, Program Director, National Center for Education Statistics
Tara Coffey, Statistician, National Center for Education Statistics
Mohamad Sakr, Chief Architect, Innovative Solutions

NCES staff will demonstrate the features of the IPEDS Data Center. Whether you're a veteran user of the IPEDS Data Tools, or new to IPEDS data use, this session includes tips and tricks to assist you. The Data Center makes data retrieval easy, while retaining the powerful advanced components of the PAS. Newcomers will appreciate the question-driven design that guides users through the steps of choosing data and generating useful reports. Veterans will appreciate some new features that further streamline data access. Attend this presentation to see better use IPEDS data for peer analysis, benchmarking, and data-driven decision making.

Veteran Students: Challenges and Considerations – 971

Arkansas

△ 1

Linda Mallory, CDLS Assessment Coordinator, United States Military Academy
John Pryor, Director of CIRP, Higher Education Research Institute

This presentation will consider the unique status of veteran students, particularly veterans who have recently returned from battle duty. As a category of consideration in IR, there is much that can be learned about this population of students that may inform administrators of their interest and needs.

What Every IR Rookie Should Know – 207

Missouri

⬡ 6

Gordon Mills, Director of Institutional Research, University of South Alabama
Crissie Grove, Director of Institutional Research and Strategic Planning, Touro University Nevada
Angel Jowers, Coordinator of Planning and Assessment, University of West Alabama

Three institutional researchers, representing two public master's universities and a private institution will share their experiences, triumphs, and trials from their first two to three years of working in IR. The target audience is newcomers to institutional research and planning and assessment, particularly those who are tasked with establishing a new IR office and/or the assessment function at an institution. This presentation will allow time for a question and answer session with panelists, as well as an opportunity for the audience to share lessons learned during their initial IR work experiences.

9:45 a.m. – 10:25 a.m.

A Collaborative Mixed Method Approach to Outcomes Research: Triangulating Quantitative and Qualitative Data – 801

Superior A

◇ 2

Ali Fahmy, Director of Student Outcomes Research, University of Southern California
Patricia Tobey, Associate Dean University of Southern California
Janice Schafrik, Coordinator, Outcomes Assessment, University of Southern California

Researchers often find themselves with student data appearing in different forms, from various sources, measured at different times. With mixed methods research receiving greater use, one challenge is to find common links in quantitative and qualitative data. Researchers in the Student Affairs division at the University of Southern California decided to systematically link the learning outcomes addressed by several sources, including surveys, interviews, program data, and course data. Their experiences, incorporating examples of data triangulation and mixed methods, are discussed. A multi-year plan to measure the same students from enrollment to graduation, using different methods, is also presented.

A Student Culture of DEEP Learning: Its Causes and Consequences – 758

Superior B

△ 1

Patrick Terenzini, Distinguished Professor and Senior Scientist, Pennsylvania State University-Main Campus
Bradley Cox, Graduate Research Assistant, Pennsylvania State University
Kadian McIntosh, Ph.D. Candidate, Pennsylvania State University-Main Campus

This research uses data from faculty, students, and administrators at 33 institutions to conduct two analyses related to the potential causes and consequences of "DEEP" learning activities and environments. First, the researchers identify institutional policies, practices, and cultures that create campus environments which foster first-year students' engagement in DEEP learning activities as defined by NSSE researchers. In the second analysis, the researchers investigate whether a campus-wide culture of DEEP engagement, independent of individual student variables, increases students' level of critical thinking. Results suggest that institutional cultures can influence student engagement in DEEP learning activities which, in turn, affects their critical thinking outcomes.

Monday

ACT's CAAP: An Outcomes Assessment Tool for General Education, Institutional Effectiveness, and Accountability – 932

Chicago Ballroom IX

② DEMO

Sandra Stewart, CAAP/ Survey Services
Consultant, Postsecondary Assessment, ACT
Cherry Kay Smith, Assistant Vice Provost Academic Policy and
Assessment, Ivy Tech Community College

ACT's CAAP–the Collegiate Assessment of Academic Proficiency–is a widely-used tool for general education outcomes and student learning outcomes assessment. In this presentation you'll hear from two CAAP customers and best users: Ivy Tech Community College System's Dr. Cherry Kay Smith, Executive Director of Academic Policy and Assessment, and Cardinal Stritch University's Dr. Julliana R. Brey, Director of Institutional Research and Effectiveness. Learn how they are using CAAP on their campuses to evaluate their student learning outcomes and measure institutional effectiveness.

Align Strategic Plans, Budgets, Assessment Efforts, and Accreditation Requirements Online – 907

Chicago Ballroom X

② DEMO

Andrew Davies, Vice President of Client Services,
Strategic Planning Online

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 program members on developing a culture evidence for assessment and accreditation.

Assessing and Enhancing Graduates' Employability with a Recruiter Survey – 502

Huron

②

Anne Marie Delaney, Director of Institutional Research,
Babson College

The paper presented in this session examines the rationale, method, and selected results from a recruiter survey designed to assess and enhance graduates' employability. Results are based on responses from 37 professionals from the business community, representing a response rate of 51 percent. Findings identified cultural fit to the organization, oral and written communication, and team-oriented skills as important criteria in evaluating candidates. The strategies are proposed to enhance graduates' employability, develop students' communication skills, emphasize the importance of interpersonal skills, encourage students to show a high level of motivation, and advise them to research the culture of the organizations where they seek employment.

Characteristics and Attitudes of Foreign-born Faculty at Community Colleges – 386

Parlor F

③

Ketevan Mamiseishvili, Assistant Professor, University of
Arkansas

The study presented at this session uses the data from the National Study of Postsecondary Faculty surveys (NSOPF: 93, 99, 04) to examine the changes in the representation, career profile characteristics, and attitudes of foreign-born community college faculty over time, in comparison with their U.S.-born peers. The study revealed that community colleges have made significant progress in recruiting foreign-born faculty members. The findings also indicate that foreign-born faculty attitudes towards their jobs have improved over time, but they still lag behind those of U.S.-born peers. The study can aid community college leaders to develop effective policies to recruit, train, and retain this important group of the professoriate.

Conducting Successful Surveys: A Group Discussion – 503

Tennessee

⑥

Mark Leany, Senior Research Analyst, Utah Valley University
Tim Stanley, Assistant Director of Institutional Effectiveness, Utah
Valley State College
Geoff Matthews, Senior Research Analyst, Utah Valley University

Surveys can be intensive in terms of time and money, and the validity of results depend on the responses received. In this guided group discussion, methods to avoid "survey fatigue," increase response rate, get "buy-in," shorten surveys, and use tools will be explored. Come prepared to share ideas and examples of survey handling from your own institution.

Decision Support: From IR, IE, and Planning to Comprehensive Information Management – 724

Colorado

⑥

Valeria Garcia, Assistant Director, Planning & Analysis,
University of South Florida
Michael Moore, Associate Vice President of Decision Support and
Academic Budgets. University of South Florida
Travis Thompson, Technology and Systems Analyst, University of
South Florida
Jacqui Cash, Communications and Marketing Officer, University of
South Florida

The evolution of IR from a behind-the-scenes source of institutional data into a comprehensive customer-service model is the next generation of the profession. The demand for planning, budgeting, and accountability has increased,

resulting in changes to traditional functions of IR. In charting the future course of IR, the decision support structure is a recommended model. This presentation provides an overview of an effective office that addresses how decision support professionals effectively interface with institutional decision makers, produces usable products to best communicate data and messages, and demonstrates best practices of data and planning processes working together.

Contributor not in Attendance: Kevin Frenzel, University of South Florida

Evaluability Assessment: Laying the Foundation for Effective Evaluation of Campus Programs – 134

Sheraton Ballroom III   4

Lyle McKinney, Doctoral Candidate, University of Florida

The aim of this session is to familiarize institutional researchers and program evaluators with evaluability assessment and its merit as a component of effective evaluation practices. Evaluability assessment is an underutilized pre-evaluation strategy used to determine whether a program meets the minimal preconditions necessary for the results of a full-scale evaluation to be meaningful to program stakeholders. In presenting an evaluability assessment of a community college retention program, the goal is to illustrate a real-world application of this strategy that can serve as a helpful resource for institutional researchers seeking to improve the effectiveness of evaluation efforts at their respective institutions.

Examining Departmental Factors Associated with the Production of Bachelor's Degrees – 561

Sheraton Ballroom II   4

Mauricio Saavedra, Graduate Research Analyst / Doctoral Candidate, University of Georgia (UGA)

This study examines the association between departmental factors in academic units and the production of bachelor's degrees at a large public research university. Departmental factors include those related to faculty type (i.e. mix of tenured/tenure track faculty, adjunct faculty, and graduate assistants), size (i.e. student enrollment measured by FTE or credit hours), and resources (i.e. instruction and research expenditures). To examine these relationships, four years of data for this university are analyzed using panel data methods.

Examining Online Survey Administration Techniques for Possible Bias – 164

Arkansas   6

Michael McGuire, Executive Director, Office of Planning & Institutional Research, Georgetown University
Roland Hall, Assistant Director, Institutional Research, Georgetown University

This study examines the effect of various survey (administration and completion) timing variables on response rates and the tone/nature of survey responses at this institution, and a group of 30 other colleges and universities using the same survey with differing administration schedules and techniques. While significant bias effects were not found, the value of this type of analysis and various survey administration trade-offs will be discussed.

Examining State Merit Aid and its Impact on Enrollment Trends for In-State and Out-of-State Students – 605

Erie   5

Patrick Crane, Research and Planning Analyst, West Virginia Higher Education Policy Commission
Robert Anderson, Senior Director of Policy and Planning, West Virginia Higher Education Policy Commission
Jacob Gross, Research and Planning Analyst, West Virginia Higher Education Policy Commission
Angela Bell, Research and Planning Analyst, West Virginia Higher Education Policy Commission

State merit-aid scholarship programs have become an important policy mechanism for addressing concerns about access, affordability, and achievement in many states. These programs have had significant impacts on the enrollment trends of students across institutions, their levels of academic preparation, and the use and distribution of institutional financial aid. Using student-level data, this study investigates the impact of the PROMISE Scholarship program on the demographic, academic, and financial profiles of in-state and out-of-state students across all public four-year institutions in West Virginia.

Examining the Effects of State-Wide Guaranteed Tuition Policies on Retention, Graduation, and Time-to-Completion at Four-Year Public Colleges and Universities – 800

Missouri   5

Diane Dean, Assistant Professor, Higher Education Administration and Planning, Illinois State University

This paper reports on a comprehensive study of statewide mandatory guaranteed tuition programs and their effects on students and institutions. Specifically, it reports on a quantitative analysis of the impact of guaranteed tuition on retention, graduation, and time to completion.

Monday

Examining the Relationship Between Institutional Mission, Core Strategies, and Faculty Reward for Teaching Via Distance – 481

Ohio

⬡ 3

Cheryl Simpson, Doctor of Higher Education, University of Michigan

This presentation focuses on a study of a U.S. land-grant, public institution of higher education that has been offering distance education (DE) courses and programs for over a decade, and utilizes faculty members at all levels for DE instruction. The intention was to explore how the institution translates its values regarding DE into reward policy for DE faculty. Study findings indicate academic subunits vary with regard to faculty reward for, and commitment to DE efforts. At the same time, DE is considered an enhancement to the institution's mission due to its ability to provide increased outreach, access, and flexibility for faculty and students.

Exploring the Causes of the "Invisibility" of IR in Latin America – 145

Parlor E

⬠ 5

Maria Pita Carranza, Arq, Universidad Austral
Julio Durand, Director, Universidad Austral
Angela Corengia, Professor, Universidad Austral

Institutional research has spread throughout the world with the exception of Latin America. We can infer, though, that there are activities taking place there that can be attributed to IR. In this study, we analyze actions carried out in Argentinean universities that can be considered IR-related activities. The research is of an exploratory-descriptive nature, and an analysis of secondary sources and interviews were made. We conclude that, in spite of some advances, Argentina is currently practicing only a basic level of IR.

Factors Related to Faculty Research Productivity: Evidence from NSOPF:2004 – 380

Parlor D

⬡ 3

Karen Webber, Associate Professor of Higher Education, University of Georgia
Kangjoo Lee, Doctoral Student, University of Georgia

Scrutiny over how faculty members spend their time and the outcomes received is especially keen at state research universities, where sizable appropriations are received from the state. Using data from the 2004 National Study of Postsecondary Faculty Survey (NSOPF:04) the study at focus in this session employed a two-level HLM model to examine characteristics that contribute to faculty research productivity. Results indicate that a mix of individual and institutional characteristics significantly affect research productivity. Implications for findings will be discussed.

Identifying and Nurturing Future Institutional Research Professionals: Building Our Future – 477

Ontario

⬡ 6

Sherry Woosley, Associate Director of Institutional Effectiveness, Ball State University
Rebecca Culbertson, Assistant Director of Institutional Research, TCS Education System
Rebecca Pierce, Associate Professor, Ball State University

Interested in learning how you can grow the pool of IR professionals and provide additional resources for your office? This presentation discusses four methods from one campus: internships (both student and faculty), an institutional research course, research assistantships, and a certificate program. The session will provide examples of job descriptions, course materials, and internship activities. In addition, the advantages and disadvantages of each method for both the office and recipients will be discussed. Presenters include a former student intern (now an IR professional), a faculty intern, and the IR professional who developed the certificate program and IR course.

Psychological Issues in Strategic Planning in Higher Education – 172

Parlor B

▢ 4

Phyllis Grummon, Director of Planning and Education, Society for College and University Planning

The success of a strategic planning process relies on both the external environment and effective group interactions among those charged with its implementation. Institutional researchers play a significant role in planning through their provision of data for benchmarking and feedback on the plan's progress. As such, their ability to understand and facilitate the psychological issues in strategic planning is critical. This session presents a case study and theoretical guidance for advancing strategic planning in higher education through the use of a specific decision-making tool.

Contributors not in attendance: Robert Delprino, Buffalo State College; Stephen Chris, Buffalo State College

Race and Ethnicity Q&A – 539

Parlor C

⬡ 6

Margaret Cohen, Assistant Vice President for Institutional Research Emerita, George Washington University
Mary Sapp, Assistant Vice President, Planning and Institutional Research, University of Miami
Gayle Fink, Assistant Vice President for Institutional Effectiveness, Bowie State University

Are you ready for the new Race/Ethnicity data? Has your campus finalized implementation? Are your applications revised? Is your database converted? Do you have last minute questions? Do you want to know what issues your colleagues still have? If your institution hasn't completed implementation of the new requirements for collecting, storing, and reporting data on race and ethnicity and if you

still have questions, this session is for you. Members of AIR's Race/Ethnicity Task Force will conduct this interactive session.

Sustainable Growth and Regeneration: Which Measures Will Help to Make AIR More Attractive to Newcomers and Young Professionals? – 806

Illinois Executive Boardroom

⑤

Stefan Buettner, Researcher and Doctoral Student, University of Tuebingen
Christopher Coogan, Chief of Staff and Director for the Data and Decisions Academy®, AIR

The discipline of IR does not offer a bachelors or masters degree, or a structured doctorate focusing on institutional research. Many students or new undergraduates happen upon the IR field quite by accident. The newcomers and graduate student events offered during the Annual Forum are beneficial, but what actions and programs will help to make sustained membership in AIR more attractive to newcomers and young professionals? This presentation poses the question: What can the Association do to encourage renewal and sustainable growth beyond the Annual Forum and a given membership year?

Sustaining Quality Evaluations and Assessment Practices During Budget Restraints – 1056

Chicago Ballroom VIII

④ DEMO

Julie Fulgham, Director of Institutional Research, Mississippi State University

No doubt higher education across the United States is experiencing some of the worst budget restraints ever. While there are numerous efforts underway to restructure institutions to operate more efficiently and to manage these operations in a more cost effective manner, our evaluation and assessment practices must continue. It is through the evaluation of our students and faculty that we can continue to provide the excellent education needed to prepare our future workforce. Mississippi State University will share how they have adopted a technology solution that allows a shift from traditional paper and face-to-face method of evaluations to an online environment that not only is saving tremendous resources, but is also allowing more timely reporting and use of the results.

The NSF-NIH Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS): New Postdoc Questions and Preview of Changes for the GSS 2010 – 802

Michigan A

⑤

Susan Hill, Senior Analyst, SRS, National Science Foundation
Emilda Rivers, Director for Human Resources Statistics Program, National Science Foundation
Jamie Friedman, Education Research Analyst, RTI International

This session provides a complete preview of the changes being considered for the 2010 NSF-NIH Survey of Graduate Students and Post-doctorates in Science and Engineering. The session allocates time for participants to provide feedback about what worked (or didn't work) in the GSS, and on proposed survey changes for the coming year. This session also reports on the methodological research on the ability to collect more survey data on post-doctorates from academic institutions (and their affiliates).

Use of Student Self-Assessment Surveys in Evaluating the Impacts of a First-Year Experience Program – 533

Parlor G

②

Marianne Kennedy, Associate Vice President for Assessment, Planning and Academic Programs, Southern Connecticut State University
Michael Ben-Avie, Senior Research Analyst, Southern Connecticut State University
Nicole Henderson, Director of FYE/ Associate Professor of English, Southern Connecticut State University
Alison Regan, Student Worker, Southern Connecticut State University
Joshua Fairchild, Graduate Student, I/O Psychology, The Pennsylvania State University

This session focuses on the assessment protocol for a First Year Experience (FYE) program in which two student self-assessment surveys have been developed. This session will explore how survey data was used to learn more about students and the FYE program. The session will describe how the surveys have evolved over the three years of the program and how the use of the survey results, in turn, has informed the evolution of the FYE program. Sample surveys will be shared.

Using National Benchmarking Data to Establish Institutional Retention Goals – 444

Mississippi

⑥

Xiangping Kong, Director of Institutional Research, The Richard Stockton College of New Jersey

This session examines the planning processes for an institutional campus-wide retention effort. Setting measurable goals to improve retention rate is an important part of the institution's written retention plan. As goal setting needs to be data based, the IR office in this study used IPEDS as the major data source for inter-institutional comparisons

Monday

and analysis of related data. With pre-determined criteria, two comparison groups were developed—a peer group and competitor group. Based on the analysis of comparative data, measurable and realistic five-year retention goals were established.

X25® Strategic Scheduling Policy and Space Management – 861

Michigan B

`4` DEMO

Julia Noonan, VP of Sales, CollegeNET, Inc.

Discover how much more effective your class scheduling and space management can be. Are you allocating classroom inventory to best meet demand? How can you tell? CollegeNET's dashboard reporting, master planning, and analysis program, X25, provides you the data you need—in clear, colorful graphical reports—to easily identify space use inefficiencies and set improved policies. X25 generates reports to your specifications, allowing you to focus on the metrics that matter most to you and your institution. You get exactly the documentation you need to support your scheduling and space management decisions.

11:00 a.m. – 11:40 a.m.

A Knowledge-Based Selection Method of Peer Institutions – 521

Parlor B

`4`

Marcel Nzeukou, Research Analyst, Statistician, University of Nevada-Las Vegas
Diane Muntal, Director, Institutional Reporting, University of Nevada-Las Vegas

The institutional research office at a large urban university was charged with developing a statistically legitimate methodology to meet the information needed for strategic planning. The new methodology had to pass the test of statistical and political legitimacy, be intuitive, easy to replicate and update, produce a set of peers, and provide information needed for administrators to make a final choice. This session explores the Two-Step Sequential Elimination (TSSE) procedure developed by the university to satisfy all these requirements. The TSSE is characterized by three main innovations which will be introduced and explained.

A National Perspective on the First Year of College: Results from the First Nationally Normed YFCY Survey – 785

Superior A

△1

Linda DeAngelo, Assistant Director of Research, CIRP, University of California-Los Angeles
John Pryor, Director of CIRP, Higher Education Research Institute
Serge Tran, Associate Director of Data Management and Analysis, Higher Education Research Institute

Although the first college year has been an area of concern for decades, it was only recently that comprehensive surveys have emerged to capture and study this important time period. In this session, the Higher Education Research Institute (HERI) presents findings from the CIRP 2008 Your First College Year (YFCY) survey. Data from this year has been weighted to represent the national population of freshman at four year institutions. This is an important advancement in understanding not only the student experience, but also what institutions can do to continue to enhance this experience for students.

A Tool for Data Verification, Integration, and Reporting – 376

Parlor D

⑥

Hui-Ling Chen, Director of Institutional Research, Saint Anselm College
Jere Turner, Director, Office of Institutional Research, Manchester Community College

This session will explore how a community college developed a data warehouse using Cognos 8 software to assist institutional researchers with reporting data stored in the Banner Student System. Data Integration software is designed for verification, integration, and reporting of data. This session will demonstrate use of this software to easily manipulate the National Student Clearinghouse Student Tracker data, and to create enrollment and continuous education reports. Presenters will also demonstrate merging diverse survey files (CCSSE, SENSE and FSSE) to generate trend reports.

An Integrated Approach to Surveying Alumni – 656

Arkansas

◇2

Fernando Furquim, Research Analyst, Capella University
Richard Koopmann

There is a growing need for alumni data by internal stakeholders reliant on evidence of career advancement and learning, and by external stakeholders such as accreditors, regulatory agencies, and prospective learners. This presentation shares a new approach to collecting and reporting actionable alumni data at Capella University for both audiences, including survey development, administration, and data storage, as well as reporting strategies that yield timely, benchmarked, longitudinal data at different levels of

aggregation. We will cover the challenges and shortcomings of the present system, next steps to resolve them, and how to tackle the challenge of alumni employer surveys.

An Interdisciplinary Framework for Designing Effective Electronic Documents – 326

Sheraton Ballroom III

(6)

Travis Thompson, Technology and Systems Analyst, University of South Florida

Creating an effective electronic document becomes more difficult with every new software version, but can the blame be placed squarely on the shoulders of software? Is the end product ineffective only because we lack quality tools, or is there an amount of complexity in any toolset that must be mastered before a masterpiece is created? This presentation will explore the intersection of reflective practice, design, human computer interaction, and the arts to offer an interdisciplinary framework for the effective development of virtually any electronic document from email and spreadsheets to web sites and more.

Best Practices for Course Evaluations Including the SIR II – 1059

Chicago Ballroom VIII

(6) DEMO

Karlton Brown, Exhibitor Representative, Gravic, Inc.

Being savvy stewards of our resources is no longer a nicety but perhaps a necessity to withstand the demands of our current economic environment. While budgets are tightening across the nation, the demand for capturing data in an accurate, efficient, and effective way continues to be a concern for various constituents in myriad academic institutions. The information derived from the data is often used in response to a variety of needs such as course planning, gauging student interaction, faculty pedagogical merit, or perhaps to provide additional metrics to support reaffirmation of accreditation. All this and more can be achieved by using Remark Classic OMR in tandem with the SIRII Course Evaluation complete with national standards benchmarking.

College Readiness and Student Engagement among Community College Students: Making the Connection – 712

Parlor E

△1

Deoraj Bharath, Director of Institutional Effectiveness, Broward Community College

Current measures of college readiness employed by postsecondary institutions rely primarily on high school course taking patterns or college placement test scores, and often fail to adequately assess students' attributes and skills necessary for a successful college experience. The purpose of this study is to determine the specific behavioral traits

and dispositions of students that are related to engagement. Knowledge of students' attitudes, dispositions, contextual skills, and capabilities that are related to engagement can inform college administrators and faculty about the kinds of educational activities, programs, and practices that can be developed in order to increase student engagement at the community colleges.

Evaluating and Improving the First College Year through Task Force Based Assessment: Two Institutions' Experiences – 821

Sheraton Ballroom II

4

Betsy Griffin, Senior Associate Vice President, John N. Gardner Institute for Excellence in Undergraduate Studies
Donald Whitaker, Executive Director of Institutional Effectiveness, Ball State University
Kurt Ewen, Assistant Vice President, Academic Learning Support, Valencia Community College

Presenters from Ball State University and Valencia Community College will describe their institutions' experience in using a task force-based assessment approach to institutional planning and change. The approach, known as the Foundations of Excellence® in the First College Year, is a voluntary, externally guided self study and planning process. To date, 167 institutions have used this model based upon aspirational principles of excellence, Foundational Dimensions®, to guide their institutional analysis of what they do for new students. Presenters will discuss how this self study and action planning process worked in this institutional context.

Expanding the IR Toolkit to Answer Non-Traditional IR Questions for a New Dean – 308

Mississippi

4

Susan Stachler, Senior Research Associate, Enrollment and Marketing Research, DePaul University
Liz Sanders, Assistant Vice President of Enrollment and Marketing Research, DePaul University

This session explores how one institution used a web-based survey and geo-demographic mapping to study students as consumers. Researchers asked prospective students to compare prospective colleges and decide what they were willing to give up in exchange for a convenient location. The results show that the institutional research lends itself well to market research.

Contributor Not in Attendance: Suzanne Depeder, DePaul University.

Improving Transfer and Degree Completion for Underrepresented Students: Findings and Recommendations from a Study in Two States – 748

Tennessee

⑤

Kathi Ketcheson, Director of the Office of Institutional Research and Planning, Portland State University
Rowanna Carpenter, Research Analyst, Portland State University
Shelly Potts, Director. Office of University Evaluation and Educational Effectiveness, Arizona State University
Juliette Stoering, Senior Research Analyst, Portland State University

The Urban Transfer Research Network (UTRN), a collaborative research project focused on underrepresented students who begin their postsecondary careers at community colleges in urban areas, presents its findings and recommendations for improved policy and practice. The research includes analysis of community college and university data in two states, complemented by interviews with faculty, administrators, and students. While confirming prior research, the study also provides a new look at factors that support or discourage students from transferring and completing degrees. UTRN is expanding to include other partners, advancing the knowledge of best practices leading to increased transfer and degree completion.

Increasing Survey Response Rates III: The Interaction of an Online Option with Number of Reminders – 271

Ohio

⑥

Linda Buyer, Director of Institutional Research, Governors State University
Kathleen Miller, Institutional Research Data Coordinator, Governers State University

This session examines how an online response option affected response rates based upon the number of reminders sent to the survey groups. In this experiment designed to improve alumni survey response rates, two manipulations were factorially combined. A binary online response option (yes/no) was combined with three levels of number of reminders (2, 3 or 4) to create six experimental conditions. Results indicate that the alumni group with the online option had the same response rates regardless of number of reminders, while the alumni without the online option responded positively to greater numbers of reminders.

Monitoring Transfer Student Success: A University's Approach to Providing Student Success Data to Feeder Community Colleges Under a Consortium Partnership Agreement – 507

Michigan A

⑤

Elayne Reiss, Assistant Director, University Analysis and Planning Support, University of Central Florida
Sandra Archer, Director for University Analysis and Planning Support, University of Central Florida

This presentation will explore the collaborative process between a large public university and their 2+2 partnership with several neighboring community colleges serving as feeder schools for the majority of the community college transfer students. In an effort to open dialogue with these schools regarding the performance of their former students at the university level, a series of customized feedback reports containing various metrics of student success are utilized. This presentation will describe the overall collaborative process, the specific kinds of feedback provided, the SAS and Excel procedures used to create the reports, as well as demonstrate the final product.

Principal Component Identification of Action Variables from a Student Experiences Survey – 419

Superior B

△1

Gretchen Kost, Research Analyst, North Dakota State University-Main Campus
William Slanger, Director of Institutional Research and Analysis, North Dakota State University

This presentation demonstrates how the Sophomore Experiences Survey (SES) measures the needs and satisfaction of sophomores under 19 different constructs. Summaries consisting of means, t-tests, and z-tests are useful tools for conducting comparisons, but primarily in a summary capacity. Principal component analysis provides an approach to further dissect the data under each construct to identify variables of primary importance. Hence, it allows the analyst to make specific recommendations to faculty and advisors regarding ways to improve student satisfaction based on the sophomore survey data.

Quality, Quantity, or Content: What about Faculty-Student Interaction Actually Affects Student Outcomes? – 294

Michigan B

△1

Kadian McIntosh, Ph.D. Candidate, Pennsylvania State University-Main Campus
Bradley Cox, Graduate Research Assistant, Pennsylvania State University
Patrick Terenzini, Distinguished Professor and Senior Scientist, Pennsylvania State University-Main Campus

Faculty-student interaction is known to have positive effects on student outcomes. This study examines which aspects of faculty-student interaction make it educationally valuable.

Monday

The subtle but important differences between the nature and quality of the interaction are also examined by focusing on distinct sets of questions about faculty-student relationships. Additionally, we determine how faculty-student constructs are related to each other and which are the best predictors of student outcomes.

Social Capital: An Alternative Model to College Graduation – 398

Colorado

(6)

Xiao Ying Zhang, Director of Institutional Research and Planning, State University of New York Fredonia
Ji-hong Zhang, Associate Professor, Xiangnan University

To encourage college students to stay enrolled and to graduate remains a challenge for educators and educational policymakers. There are basically two lines of actions in addressing the issue of student persistence. One is directed toward eliminating or reducing the risk factors such as poor student services and hostile learning environment; while the other is directed toward promoting and reinforcing certain qualities and contextual factors that encourage students to stay and achieve their educational goals. The paper presented in this session explores a theoretical construct that consists of factors to help students continue the college career they initiate and complete their educational programs.

Student Engagement and First-Year Academic Performance at a Historically Black University – 259

Parlor G

△1

Nathan Francis, Coordinator, Florida Agricultural and Mechanical University

We use cognitive and non-cognitive indicators to predict first-year GPA (FGPA) for two freshman cohorts at a large, historically black university. Preliminary results suggest that in addition to SAT scores, students' perceptions about the frequency and quality of their interactions with other students, administrators, and faculty are important predictors of FGPA. Students' engagements with faculty appear to be especially relevant in explaining freshman year academic achievement.

Successful Enrollment Management: A Case Study using Traditional Reporting and Business Intelligence Techniques – 727

Erie

[4]

Wilma Watts, Application Systems Manager, Western Washington University
Sharon Schmidtz, Assistant Director of Institutional Research, Western Washington University

Want to reduce the number of courses offered by 10-15 percent and have better course access than ever? Presenters share how institutional data systems are used to construct three types of reports to drill into enrollment data to provide information that could be used at every level of the university.

Executive management and department chairs can use these reports to reduce inefficiencies in courses and programs. The techniques and methods used are discussed in this case study. The reports developed include business intelligence reporting on admissions data, course enrollment, student credit hours, major enrollment, and degrees granted.

The Development of the Herzing University Program Assessment Method: A Step-by-Step Process to Create a Rigorous Faculty-Driven Assessment Program Using Bruner's Concept of "Discovery Learning" – 144

Parlor C

◇2

Eric Siegel, Director of Institutional Research, Herzing University

This presentation will introduce a procedure based upon J. Bruner's concept of Discovery Learning, that allows a diverse set of faculty to drive a rigorous program assessment process. Broadly speaking, the task is divided into inter-related segments, each with a clear beginning and ending point. When a segment is completed, the feedback that is provided is minimal, ensuring only that the next segment can be conducted; the next segment then builds on the previous segment. This process is followed through multiple segments. Rather than correct an individual segment, the faculty might discover, for instance, their errors in segment 1 while working on segment 3. This allows for revision of segment 1 with a good understanding of the future consequences and how the processes relate.

The Soon-To-Be Released NRC Assessment of Doctoral Programs – 1090

Chicago Ballroom IX

◇2

Charlotte Kuh, National Research Council

The release of the NRC Assessment of Doctoral Programs will occur shortly. This talk will cover changes in the methodology and ways of understanding and explaining the variety of NRC rankings when they are released.

Thinking About an IR Newsletter? Some Ideas to Consider – 160

Illinois Executive Boardroom

(6)

Carmen Williams, Director of Institutional Research, University of North Dakota
Carol Drechsel, Information Technology Specialist, University of North Dakota

Six years ago, this IR office developed a newsletter to inform and educate the campus community. This presentation will offer some newsletter suggestions and practices that have worked on this particular campus. Presenters will share a variety of examples, offer some eye-catching techniques, and display an array of topics that have been effective in

Monday

their newsletter. They will also share a web application which provides an easy-to-use system to track the online newsletter traffic. Throughout the session presenters will explore these ideas with participants and encourage discussion on successes and failures regarding newsletter communications.

Understanding Community Among Adult Online Learners – 357

Missouri

Eric Riedel, Executive Director, Office of Institutional Research & Assessment, Walden University
Jim Lenio, Associate Director of Institutional Research, Walden University

Traditional higher education retention models have focused on the importance of social integration by students into on-campus networks of peers and staff. Subsequent research has reinterpreted this role of community for adult learners to be social support outside the institution and/or feelings of social bonds developed in online environments with peers and instructors. The study presented in this session compares measures of community, in both senses, using a general survey of adult learners in a distance-education institution. Both measures share similar predictors while diverging in specific ways. The relative impact on student retention for each will also be discussed.

Using SEM to Describe the Infusion of Civic Engagement in the Campus Culture – 151

Parlor F

Dawn Geronimo Terkla, Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University
Meredith Billings, Research Analyst, Tufts University

This study assesses whether Tufts University's campus culture was successful at infusing civic-mindedness in all undergraduates. Civically minded undergraduates were defined as students who are involved in civic engagement activities, as well as those who experienced a positive growth in their civic attitudes and values. An SEM model was developed, and findings revealed that the campus environment had a significant positive impact on the growth of civic values and a positive indirect effect on civic engagement activities. The model confirmed that there is a supportive campus culture and provides strong evidence that the institution's mission is successful and verifiable.

Using the Needs-Supplies Approach to Measure Student-University Fit and Improve University Resource Allocations – 135

Huron

James Gilbreath, Assistant Professor, Colorado State University-Pueblo

The needs-supplies approach to measuring student-university fit is useful for conceptualizing and assessing campus environments. Using this approach, students provide information on their needs, and the extent to which their university meets these needs. Universities can then precisely identify student needs being met, not met, or exceeded (supplies exceeding needs). If student needs are being exceeded in one category (e.g., social environment), more resources can be devoted to other needs (e.g., academic or physical environment) during the next budget cycle. In this session, we will explain the needs-supplies approach and explore ways to use it.

Where Have All the Doctoral Graduates Gone?: Comparing SED Data to Departmental First Placement Information – 591

Ontario

Rich Healy, Strategic Planning Analyst, Ohio State University-Main Campus
Julie Carpenter-Hubin, Director of Institutional Research and Planning, Ohio State University-Main Campus
Helen Carlon, Strategic Planning Analyst, Ohio State University-Main Campus

How well do the National Science Foundation - Survey of Earned Doctorate data actually represent doctoral graduates' plans after graduation, with regard to location and broad field of employment? This large scale collection of first-placement data at a major research university provides us with an opportunity to compare plans at graduation with actual placements. Initial comparison of the data at the yearly level suggests that the Survey of Earned Doctorate data do a reasonably good job of representing actual post-graduation employment of doctoral students, but over- and under-represent actual employment in some categories.

Your Faculty Are Productive. Prove It. – 913

Chicago Ballroom X

Matt Bartel, Chief Executive Officer, Digital Measures

Your faculty and staff are productive, with all sorts of accomplishments: publishing, presenting at conferences, serving on committees, and more. The problem is demonstrating this to your accrediting bodies and other stakeholders. This session will highlight how to collect this information from your faculty so that you can prepare reports, including those for personnel review procedures such as promotion, tenure, and annual activity reporting. We will also

Monday

address the question of how to get buy-in for the system. If time and interest permit, Digital Measures' course evaluation software will be covered.

11:55 a.m. – 12:35 p.m.

A Longitudinal Study of the Effect of College Mobility on Labor Market Outcomes – 409

Erie

Meechai Orsuwan, Assistant Professor, The National Institute of Education

△1

Anecdotal evidence suggests college graduates with swirling and stopping-out behaviors do not fare well in the job market. Nevertheless, few empirical studies have examined the linkage between college mobility and the college wage premium. This session examines how and to what extent complex enrollment patterns affect college graduates' annual earnings, and employs multilevel longitudinal analysis to capture delayed effects of college mobility on earnings over time. The findings suggest that the trajectories of earnings of individuals who had swirled from one institution to another and stopped out along the way had a decreasing rate of change.

Academic Program Quality and the Link with Institutional Effectiveness: A South African Perspective – 804

Sheraton Ballroom II

Jannie Jacobsz, Director, North-West University

◇2

Measuring and determining academic program quality are considered imperative. Pressures at a global level and economic shifts within the country are forcing South African universities to adopt an approach of measuring effectiveness at their institutions. The inclination toward measuring gives rise to, among others, academic program assessments (review). These assessments show that various findings, commendations, and recommendations are formulated by internal, external, and statutory body panels, producing large volumes of results (data) that are mainly for use by academic program managers. Six years of generated data is used and compared with the university's stated goals, in order to determine the effectiveness of the institution.

Alumni of Different Eras: Factors that Influence Feelings of Connectivity and Reasons for Giving – 695

Parlor C

Christopher Galligan, Vice President, Central Connecticut State University

☐4

This study examines the factors that influence connectivity and reasons for alumni giving from different eras at a regional comprehensive public university. Alumni were asked to rate various influences related to connectivity and giving on both an electronic and paper survey. Significant differences in eight of the 11 factors influencing feelings of connectivity were observed by year of graduation. Significant differences in three of the 11 factors influencing reasons for giving were observed by year of graduation. Implications of this study suggest the importance of targeting approaches to alumni communication and engagement activities based on year of graduation.

Are They Serious? Computing an Index to Evaluate Survey Respondents' Effort and the Quality of Their Responses – 710

Superior B

Scott Barge, Research Analyst, Massachusetts Institute of Technology

⑥

Given the large number of surveys distributed on campuses today, is it reasonable to expect that students bombarded with surveys will diligently respond to every question? Less serious respondents who choose the same response for all questions, skip items or rush through the instrument undoubtedly reduce the quality of data. These types of behaviors can be grouped together within the theoretical framework of satisficing. In this paper we demonstrate methods for computing a satisficing index for separating potentially more reliable survey responses from less reliable ones, helping researchers understand the impact of respondents who complete surveys with suboptimal effort.

Assessing Student Learning through Effective Academic and Professional Partnerships: The Why, the How, and the Results – 509

Tennessee

Laurence Minsky, Associate Professor, Marketing Communication, Columbia College Chicago
Sandra Allen Assistant Professor and Director of Public Relations Studies, Columbia College Chicago

◇2

Objective, external feedback can provide the backup academic departments need to "drive" programmatic and institutional improvements. This session will offer successful approaches for recruiting independent professionals and working with them to develop assessment rubrics to objectively measure student learning on programmatic and institutional levels. At the end of the session, participants

Monday

will be able to (1) identify potential assessors for curriculum and/or program; (2) develop a strategy for identifying and recruiting independent assessors and; (3) generate talking points with instructions to communicate expectations and assessment methods to get usable, valid results and data.

Correcting Correlations When Predicting Success in College – 171

Huron   ⑥

Joe Saupe, Emeritus Professor of Education, University of Missouri-Columbia
Mardy Eimers, Director of Institutional Research, University of Missouri-Columbia

Critics of testing for admission purposes cite the moderate correlations of admissions test scores with success in college. In response, this study applies formulas from classical measurement theory to observed correlations to correct for restricted variances in predictor and success variables. Estimates of the correlations in the population of high school graduates are derived from two of the several formulas in the literature. This presentation describes limitations and encourages additional investigation into the use of the formulas for estimating correlations in unrestricted populations.

How Effective is our Supplemental Instruction Program? An Evaluation Study at a Community College using Mixed Research Methods – 794

Parlor E   ◇2

Lu Liu, Research Analyst, Citrus College
Lan Hao, Director of Institutional Research, Citrus College

Since the inception of the Supplemental Instruction (SI) program in 1973 at the University of Missouri at Kansas City (UMKC), SI has been widely implemented and evaluated in many institutions. However, the evaluations of the merits and weakness of this program in a community college setting have remained rare. This study presents the effort to evaluate such programs in a primarily Hispanic serving community college. Two perspectives are emphasized in the study. First, how the unique characteristics of community college students impact the implementation of SI and what strategies are effective in corresponding to these unique characteristics. Second, what effective evaluation strategies can institutional Rrsearch professionals utilize in order to assess the program efficacy?

How to Slice and Dice Your Way to Data Happiness: Case Studies from the Field – 1058

Chicago Ballroom VIII   ⑥ DEMO

Michael Taft, President, ZogoTech
Michael Nguyen, Account Executive, ZogoTech

Are many of your institution's program and policy changes still based on a hunch? In this session, administrators will learn how colleges changed the way they harvest information, pulling from various silos into a central source and making data accessible to all the college's constituents. With information that is both accurate and easy to access, these colleges are able to identify at-risk students, design cohort-specific interventions, track qualitative contacts with the students and develop new programs that will make an impact. By harvesting the right data, they are getting the right information to the right people at the right time.

Identifying Research Competencies and Implications for Research Planning – 1076

Parlor F   ⑥ DEMO

Brie Betz, Exhibitor Representative, Elsevier

As the research landscape becomes increasingly interdisciplinary and multi-national, measuring research performance has become inherently more complex. By analyzing the data available in SciVal Spotlight, institutions may make informed decisions about research planning and policy-making with regards to funding, collaboration, and talent allocation. This session will focus on how one may identify underfunded research strengths and utilize the data to support future requests for funding, monitor collaboration activities with universities and identify future collaboration opportunities with other global institutions, and identify interdisciplinary research areas and strategically allocate talent to facilitate stronger researcher networks.

Impact of Part-Timeness on Community College Student Engagement and Persistence – 737

Arkansas   4

E. Michael Bohlig, Senior Research Associate, University of Texas-Austin

Research on community college student engagement frequently focuses on student background characteristics as they are related to student engagement and student success. However, the literature is sparse regarding the impact of one important student characteristic: enrollment status. Part-time students face a number of academic and social challenges. In addition, community colleges rely extensively on part-time faculty. Given that adjunct faculty and part-time students compose the majority of community college teachers and learners, what impact does the confluence of these two subgroups have on student success? This paper examines the impact of part-time status on student engagement and persistence.

Learning Outcomes Assessment for Graduate Level Programs: One Institution's Implementation of a Learning Outcomes Assessment System – 219

Parlor B

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Shari Jorissen, Associate Director of Assessment, Office of Institutional Research and Assessment, Walden University

Universities are required to report learning outcomes assessment data to both internal and external entities, with a primary focus on undergraduate programs. When will we need to provide more information about how graduate students are meeting learning outcomes? This session outlines the learning outcomes assessment practices being used by one institution and how these results are being used to improve programs. Presenters will share learning outcomes, rubrics, learning outcome data, and reflect on the successes and failures of the process and encourage attendee participation.

Mythbusters: Adding Pizzaz to the Presentation (and Promoting an Institutional Culture of Data-Founded Decisions) – 138

Chicago Ballroom IX

⑥

Mark Leany, Senior Research Analyst, Utah Valley University
Andrea Brown, Assistant Director, Institutional Research, Utah Valley University
Robert Loveridge, Director, Institutional Research and Information, Utah Valley University
Tim Stanley, Assistant Director of Institutional Effectiveness, Utah Valley State College

One of the biggest challenges of Institutional Research is encouraging campus administrators to base their decisions on IR-verified information. Our department gives an annual presentation where we "verify" or "bust" various "facts" that have become commonly accepted. Attendees at thevvvse sessions have enjoyed them because they're easily understandable and presented in an entertaining manner. This has increased the interest in using valid data to make conclusions. We will explain how we conduct a Mythbusters presentation, share some of the feedback we have received, and showcase some of the interesting myths that we have addressed.

National Survey of Student Engagement (NSSE): Updates and New Developments – 905

Parlor G

① DEMO

Jillian Kinzie, Associate Director of NSSE Institute, Indiana University-Bloomington
Robert Gonyea, Associate Director, Center for Postsecondary Research, Indiana University-Bloomington

The 2010 NSSE administration marks the eleventh year of measuring 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 results have helped more than 1,300 institutions refocus the way they think and talk about the teaching and learning process, prepare for re-accreditation, and shape institutional assessment and improvement efforts. This session provides an overview of NSSE, and related surveys, the Faculty Survey of Student Engagement (FSSE) and Beginning College Survey of Student Engagement (BCSSE), and will introduce forthcoming updates to NSSE.

Provoking Action through Analytics and the Action Analytics Educational Partnership - A Gilfus Education Group Presentation – 1086

Sheraton Ballroom III

⑤ DEMO

Donald Norris, President, Strategic Initiatives, Inc.
Stephen Gilfus, President and CEO, Gilfus Education Group

Institutions are aggressively pursuing a new generation of "Action Analytics" to improve student access, affordability and success and to discover financial sustainability, post-recession. The Action Analytics Educational Partnership is promoting a national agenda that will improve data quality and policies at the institution, state, and federal levels; developing and promoting tools, processes, and practices; and enabling institutional researchers and campus leaders to change to a culture of performance measurement and improvement. This session will demonstrate the tools and approaches being utilized by the Action Analytics Community of Practice to advance student success, institutional effectiveness, and financial sustainability.

Student Engagement: Comparing College Prep Students and Non College Prep Students in a Historically Black College and University – 706

Parlor D

①

Shaoqing Li, Senior Research Analyst, Florida Agricultural and Mechanical University
Kwadwo Owusu-Aduemiri, Director, Institutional Research, Florida Agricultural and Mechanical University

This study examines the differences in student engagement between College Preparatory Students and non-College Preparatory Students attending a Historically Black University, which is also a public state university. Data were collected from 1,104 undergraduate students who participated in the National Survey of Student Engagement in spring 2008. The results reveal that the overall engagement score does not differ between the two groups. The results remain the same for four of the five benchmarks, including Level of Academic Challenge, Active and Collaborative Learning, Enriching Educational Experience, and Supportive Campus Environment. However, the College Prep group reported significantly higher scores on the Student-Faculty Interaction benchmark.

Monday

Student Satisfaction and Engagement, Outcomes, and Alumni Connectedness to their Alma Mater: A Comparative Study of Four Graduating Classes at a Major, Highly Selective Private Research University Spanning Three Decades – 549

Colorado

William Hayward, Senior Associate, Slover-Linett
Diana Joyce

⚠1

A cross-sectional alumni survey of four graduating classes over three decades was conducted with a group of peer universities to study student satisfaction and engagement, student outcomes, and alumni connectedness. The impact of student engagement on satisfaction and outcomes were studied, and, in turn, the influence these factors have on alumni connectedness with their alma mater. Findings will be presented to a group of senior administrators and stakeholders with recommendations to improve the student experience and alumni connectedness.

Student Services and Institutional Research: A Case Study in Research Practices Developed for a University Career Center – 679

Superior A

Shoshannah Cohen, Associate Director, Administration and Planning, University of Chicago

⚠1

Competing for resources, student services offices need quantitative measures of effectiveness. However, these offices are often unaccustomed to data research. This paper tracks the efforts of Career Advising and Planning Services (CAPS) at the University of Chicago in order to create a quantitative basis for identifying students' needs and assessing CAPS' impact on student career development. It details how CAPS developed methods of recording and measuring, which included: implementing systems tied to registrar data; modifying survey instruments; reporting on research to enhance student, staff and faculty awareness of career development issues on campus; and lobbying successfully for support tied to research.

The Bird's Eye View: A Cluster Analytic Behavioral Classification Study of Community College Students – 83

Ohio

Peter Bahr, Assistant Professor, University of Michigan

4

Typology of community college students is a topic of longstanding and growing interest among researchers, policymakers, and administrators. Prior work on this topic has been limited, however. This presentation will discuss an empirically-based behavioral typology that focuses on students' course-taking and enrollment patterns. Research on data for a population of first-time students identifies six patterns of behaviors: transfer, vocational, drop-in, noncredit, experimental, and exploratory. Each student type will be described regarding distinguishing behaviors, representation in the freshmen cohort, predominant demographic characteristics, and self-reported goals. Results of predictive validity tests and replicability of the classification scheme, including its relationship to several alternative schemes, will be discussed.

The Data Cookbook: A Conversation About Institutional Reporting and Data Governance – 872

Chicago Ballroom X

5 DEMO

Brian Parish, President, IData Incorporated
Scott Flory, Director of Reporting Services, IData Inc.

At IData, we believe that no matter what reporting tools you use, the secret to success is knowledge of your data and open communication about what you are reporting. We also believe the process of creating reports should be treated as a conversation between stakeholders, business analysts, and developers. To help this conversation, IData created DataCookbook.com, an online collaboration tool and knowledgebase for institutional reporting. The tool provides a central repository for recording, tracking, and sharing the terminology used in reports and allows those terms to be linked directly to the specifications for the reports in which they are used. During the session, we will discuss trends in institutional reporting and data governance, best practices for collaboration and communication during the report development process, and an introduction to DataCookbook.com and how it can be used to facilitate best practices in your institutional reporting.

The Impact of Living Learning Community on First-Year Students' GPA, Retention, and Engagement: A Case Study – 324

Missouri

Bin Ning, Director, Institutional Research, University of Toledo-Main Campus
Sunday Griffith, Assistant Director, University of Toledo-Main Campus
Suohong Wang, Research Assistant, University of Toledo-Main Campus

⚠1

This study explores the effect of a Living Learning Community (LLC) on student outcomes. Using data gathered from a living learning community (LLC) program at a large research university, IR staff applied logistic and ordinary regression models to analyze the effect of LLC on student outcomes, which were measured by first-year GPA and retention. The LLC data was linked with NSSE responses to examine if LLC participation improved student engagement. The study found that participation in LLC has a positive effect on GPA and retention, but has no significant impact on student engagement. The effect of LLC on outcomes among students in the same major is also discussed.

Understanding and Assessing the Organizational Climate of Community Colleges – 213

Illinois Executive Boardroom

⑥

Frim Ampaw, Assistant Professor, North Carolina State University-Raleigh
Audrey Jaeger, Associate Professor of Higher Education / Co-Executive Director, NICIE, North Carolina State University

Community colleges are the primary institutions providing postsecondary education to underserved populations. The defining elements of community colleges—such as open access, low tuition, and convenient locations—are pertinent to these populations. A high percentage of part-time faculty also characterizes these institutions. Understanding and developing a positive climate is challenging at community colleges given their diverse missions and unique population of employees. This presentation will discuss the National Initiative for Leadership and Institutional Effectiveness (NILIE), which is involved in assessing organizational climate and seeks to engage institutional researchers in an interactive discussion regarding ways to improve assessment and use data to support institutional change.

Using MAPP Results for Self-Improvement: What can we Learn from what Students do not Know? – 504

Mississippi

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Zongmin Kang, Institutional Research Associate for Assessment, Missouri University of Science and Technology
Thulasi Kumar, Director of Institutional Research and Assessment, Missouri University of Science and Technology

This study examines the MAPP results with regard to patterns and trends of student mistakes relating to student performance levels and demographics. In addition, content analysis is explored in order to understand the underlying causes of student mistakes, e.g. mistakes caused by misconceptions or random guessing. The pattern and trend of student mistakes will be identified by specific academic content areas in order to propose appropriate interpretations and suggestions for curriculum and instruction improvement. The preliminary analysis identified the 15 most difficult items on the MAPP and patterns of student mistakes in the areas of critical thinking, reading, writing, and mathematics.

What a Long, Strange Trip it Can Be: Issues Associated with Doctoral Student Retention and Graduation – 616

Michigan A

4

Anthony Jones, Graduate Research Assistant, University of Georgia
Charles Mathies, Research Analyst, University of Georgia

Although a number of studies exist on graduate student retention and persistence, few have analyzed only at the doctoral level. Using a cohort model, researchers analyzed the profiles of doctoral students who began their programs between 1999 and 2001 at a large research-extensive university in the southeast to answer the following questions: What factors impact the retention and graduation of doctoral students? What are doctoral students' net costs when accounting for tuition, fees, books, and living expenses versus institutional support and financial aid? Are there differences in these factors for foreign versus domestic students and for in-state versus out-of-state students?

What in the World is This?: Examining the Variability and Validity of the Two Most Popular World University Rankings – 749

Michigan B

4

Kyle Sweitzer, Data Resource Analyst, Michigan State University

World rankings of higher education institutions have been in existence since 2003, with the two most prominent being the Shanghai Jiao Tong and London's Times Higher Education-Quacquarelli Symonds (THE-QS). This study examines the two rankings regarding their variability and validity, showing a wide variation over a short period of time. Changes in ranking over the past five years for individual institutions are also examined. In particular, U.S. institutions seem to have fallen in ranking, while non-U.S. institutions have risen. In addition, the methodologies of these rankings are discussed, as well as the split between THE and QS.

Why Can't I Register for this Class? Leveraging Registration Audit Data to Manage Enrollments – 768

Ontario

4

Richard Riccardi, Director, Southern Connecticut State University

Administrators are increasingly being called upon to affect meaningful change to critical metrics that influence the "bottom line" of registration: maximizing course capacity, minimizing faculty cost, and increasing retention/graduation rates. In this data-driven world, how can institutional researchers provide our decision makers with optimal information while sufficiently answering students' basic question: Why can't I register for this course? This session examines the power of the Banner registration audit trail, outlining its variables and hierarchical processing, the development/dissemination of important metrics (fill rates, utilization trends, student success rates, error correlations), and concludes with a real-world example of how this has changed university culture.

Monday

12:50 p.m. – 1:30 p.m.

Academic Analytics Faculty Scholarly Productivity Database: Measuring Research Activity in Higher Education – 1072

Chicago Ballroom X

⑥ DEMO

Bill Savage, Exhibitor, Academic Analytics
Matt Horvath, Exhibitor, Academic Analytics
Mike Rohlinger, Exhibitor, Academic Analytics

This session will introduce the Faculty Scholarly Productivity Database and Index from Academic Analytics. With data on over 164,000 individual faculty in over 9,800 Ph.D. programs nationwide, the Faculty Scholarly Productivity Database and associated tools provide a wealth of information on program performance across a wide range of variables to aid in program assessment and strategic planning. The FSP Index is a performance metric which determines per capita faculty scholarly productivity by applying a standard set of statistical algorithms to measure research funding, journal and book publication, citations, and honors and awards.

Access to Data from MS Office to Tableau to Open Office – 694

Ontario

⑥

Alim Ray, Senior Applications Developer, DePaul University
Edward Schaefer, Senior Application Developer, DePaul University

This session is for analysts with a beginning knowledge of pivot tables and data manipulation. We will discuss uses of pivot tables and filtering in Microsoft Excel, importing and joining data in Microsoft Access, and creating dashboards in Tableau. We will also discuss some uses of OpenOffice tools which are open source versions of Microsoft Office products.

Advancing Excellence by Ranking MBA Programs from a Student Perspective – 411

Mississippi

⑤

Antigoni Papadimitriou, Ph.D. Candidate, CHEPS/ Twente University

Student's perspective and their needs are central to developing a ranking scheme. The objective of this presentation is to propose and pilot a ranking scheme for a MBA program based on a qualitative and quantitative analysis of the indicators according to students' perspectives in MBA programs in private and public institutions. In order to propose the ranking approach for an MBA program, the authors utilized the IREG's Berlin Principles on Ranking Higher Education, CHE Excellence Ranking, and the Economist Intelligence Unit rankings.

Contributors not in attendance: Theodoros Chatzipantelis, Aristotle University of Thessaloniki; Don F. Westerheijden, University of Twente

An Endangered Species: Examining Latino Males' First-Year of College Transitions through a Hierarchical Linear Model Analysis – 543

Parlor G

△1

Victor Saenz, Assistant Professor, Higher Education Administration, The University of Texas-Austin
Luis Ponjuan, Assistant Professor, University of Florida

Latino males are trailing Latina females and most other students in college enrollment and degree completion. While there is ample research on African American male college students and Latinas in college, less is known about Latino males' college experiences and engagement. In this study we examined Latino males' transitions to college during the critical first year. Our study utilizes student assessment data and hierarchical linear models to examine how institutional characteristics may influence the college transition of Latino males. We recommend that institutions proactively assist these students to navigate their first-year transitions towards persistence and degree completion.

Assessing the Impact of Rebound: An Academic Recovery Intervention for First-Year Students – 786

Erie

◇2

Linda Burke, Project Director, Saint Xavier University
Maureen Wogan, Assistant Provost, Saint Xavier University
Carrie Schade, Assistant Vice President for Student Affairs, Saint Xavier University

A midsize comprehensive private university in an urban setting experienced a decline in retention of first-year students, and a significant increase in the percentage of those students who fell on academic probation. In response to this need, staff in Advising and Educational Planning, with the support of the University Retention Committee, developed a 10-week required workshop for second-semester freshmen who fell on probation. This session describes this program and reports on the first two years of pilot interventions, including demographic comparisons, test scores, student perceptions, and the impact on grades and retention.

Barrier Classes: Strategies for the Researcher to Define "What ," "Why," and "How" to Help Students Succeed in Them – 515

Chicago Ballroom IX

△1

Timothy Garner, Director of Planning and Research, College of the Sequoias

Every college has "barrier" courses which pose significant hurdles to students in pursuit of their educational goals. How can you, as an institutional researcher, use quantitative methods to identify the barrier courses at your college? What qualitative methods can you use to determine why these courses pose barriers to some versus those students who succeed in them? How can you effectively share the results with faculty and staff for reflection and discussion? Using a

case study approach, this session highlights quantitative, qualitative, and communication strategies used by a large, west coast community college to address these questions.

Critical Junctures in Community College Student Disengagement and Success: A Qualitative Interview Study – 358

Superior B

4

Sam Michalowski, Senior Research Analyst, CUNY La Guardia Community College

This paper presents a grounded theory (Glaser and Strauss 1967) analysis of qualitative data drawn from semi-structured interviews with 55 current and former students of a large urban community college. Interviewees disengaged from full-time enrollment (i.e., attending part-time, stopping-out or dropping-out) at critical junctures where their family and work responsibilities intersected with academic difficulties and challenges. The academic productivity of their responses was shaped by the severity of these junctures and the extent to which they brought life experiences, intrapersonal skills, and personal resources to bear. Implications for IR practice, policy, and future research will be presented.

FAIR Best Paper: Using Technology to Efficiently and Effectively Gather Information from Recent Alumni and Employers – 874

Parlor C

2

James Coraggio, Director of Academic Effectiveness and Assessment, St. Petersburg College

The State of Florida is currently in a financial crisis. As a result of reduced tourism dollars, high property taxes, and ever increasing insurance rates and gas prices, the budgets for post-secondary education have been substantially reduced and additional cuts are expected during the next fiscal year. The demands for accountability continue even while the budgets for planning and assessment have been reduced. With declining budgets and growing demands for accountability, St. Petersburg College (SPC) has sought ways to use technology to maximize its institutional effectiveness processes. One such innovation was the development of a revised survey process for contacting recent alumni and their employers which takes advantage of available technology to maximize efficiency, gather discipline-specific information, and save the institution money. This paper topic was selected to address the needs for efficiently and effectively gathering stakeholder information as well as highlighting best practices within the area of survey methodology.

Graduation and Retention Rates for Adult-Serving Institutions – 194

Illinois Executive Boardroom

5

Christopher Davis, Vice Provost of Institutional Effectiveness, National-Louis University

While many institutions and individuals observe that IPEDS retention and graduation rates are not an appropriate measure for adult students, no uniform alternatives have emerged as alternatives. When institutions develop homegrown measures, these cannot be compared with other institutions, limiting their utility. This session will facilitate discussion among participants to promote sharing of institutional practices and to establish a collaborative network of institutions working on common measures and inter-institutional sharing of results on the retention and graduation rates of adult students.

High School Dual Enrollment Programs: Are We Fast-tracking Students Too Fast? – 889

Parlor B

2

Cecilia Speroni, Graduate Student, Teachers College at Columbia University

This paper examines the effect of dual enrollment, an arrangement by which high school students take college courses, on college access and success. To avoid the selection bias that arises because more able students are more likely to take dual enrollment courses, I exploit a statutory mandate in the state of Florida that requires high school students to have a minimum academic standing in order to participate. Using transcript data from two high school cohorts in selected counties, I analyze the effect of dual enrollment with a regression discontinuity design.

How do Transfer Students Differ from Native Students?: A Case Study and Data Mining Study – 684

Tennessee

6

Lin Chang, Director of Institutional Research and Analysis, Colorado State University-Pueblo
Sixian Yang, Research Analyst, Colorado State University-Pueblo

Other than experiences and a number of credits that transfer students bring with them, how do transfer students differ from native students, academically or socially? Are transfer students more prepared than the native students? Do transfer students receive the same level of financial aid? Are transfer students more or less engaged on campus? Do transfer students have higher or lower retention rate? And, the ultimate question, do transfer students complete their degrees with the same level of achievement and at the same rate as native students? Are there hidden patterns to be explored and utilized in predicting student success? Presenters explore and answer these questions and more in

Monday

order to provide greater insight for continuous improvement. Historical data with both classical statistics and data mining technology are applied and evaluated.

How Students and Families Pay for College in Minnesota: A Study of Postsecondary Costs and the Impacts of Meeting Those Costs on Students and Families – 106

Parlor D

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Lesley Lydell, Research and Policy Analyst, Minnesota Office of Higher Education
Edward St. John, Professor, University of Michigan

Although much is known and reported about the costs of postsecondary education, less is known about how students and families actually meet those costs, especially at the state level. Session leaders will present data from a survey of undergraduates and their families at 47 campuses in Minnesota that examined financing college expenses as well as comparative analysis from other state and national sources. Also considered were the impact of costs on planning for college, selecting an institution, and persistence in postsecondary education. The results of this analysis are informative for state postsecondary funding and financial aid models, and institutional policies.

Improving Efficiency: How the University of Colorado Achieved Significant Reductions in Administrative Burden through Policy Review, Elimination, and Revision – 100

Michigan B

4

Denise Sokol, Consultant, University of Colorado
Dan Montez, Director, Office of Policy and Efficiency, University of Colorado

Can one minor policy change actually save over 8,000 forms per year? Is it possible for a university system to eliminate nearly 50 percent of its policies? The answer to both is yes. In November 2008, the president of the University of Colorado established a task force to improve the efficiency and effectiveness of system administration. The task force was charged with improving policy-setting processes and communications as well as easing administrative burden on the campuses. This session will explore the effort from start to finish, including task force creation, scope of work, process used, status of recommendations, intended and unintended results, and lessons learned.

Improving Retention: Assessment Data and Reporting that Supports Enrollment Management – 372

Colorado

4

Amanda Yale, Associate Provost Enrollment Services, Slippery Rock University of Pennsylvania
Darlena Jones, Director of Research and Development, Educational Benchmarking, Inc.
Rebecca Pierce, Associate Professor, Ball State University

Enrollment management professionals have the unenviable position of being responsible for improving student retention. Most enrollment management offices manage many aspects of student life like retention, financial aid, and improving demographic diversity. Institutional research offices can support these efforts by providing assessment specifically targeted in two ways: identifying at-risk students for one-on-one interventions and providing key information to help guide changes to or the creation of programs/policies directly related to enrollment management tasks. This presentation features two institutions that have used assessment data to better inform their enrollment management offices. Concrete examples will be provided.

INAIR Best Paper: Prospects in Motion: Visualizing Trends in Your Institution's Share of the College-Bound Student Market – 1053

Sheraton Ballroom III

4

Nick Hillman, Doctoral Candidate, Indiana University
Ty Cruce, Senior Policy Analyst, Indiana University-Bloomington

The purpose of this session is to demonstrate how the use of Google docs motion charts can help institutional researchers to visualize trends over time in (1) the characteristics of high school graduates by high school, county, and region of the state, and (2) the share of college-bound students within these market segments that enroll at your institution. By having the capacity to drill down from state regions to specific high schools, the use of motion charts can illustrate at different aggregation levels relationships over time between market share and such student characteristics as SAT/ACT scores, race/ethnicity, and socioeconomic status.

Increasing Success of Developmental Education Students: Lessons from Three Colleges – 601

Parlor E

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Maureen Pettitt, Director of Institutional Research, Skagit Valley College
Bonnie Steele, Data Specialist, Aims Community College
Wm Wood, Director of Institutional Research, Delta College

Increasing the success rate of students in developmental education continues to be a challenge for colleges. This session focuses on the results of implementing strategies designed to address the learning needs of three colleges' most academically challenged students. The presenters

Monday

discuss student retention goals, as well as the data and experiences that led to the creation of the strategies to meet the retention goals. This session addresses the development and implementation of the strategy, evaluation, conditions that supported and challenged this strategy, and lessons learned. Another major focus of the session is how the colleges have collaborated on the development and evaluation of these programs.

Making Data Relevant to Decision Making: Application of the Delaware Study – 338

Michigan A

4

Ebenezer Kolajo, Director of Institutional Research and Planning, University of West Georgia

In today's era of increasing call for public accountability in higher education, the need for precise data that enhance objective decision making cannot be greater. Data from the National Study of Instructional Costs and Productivity, commonly known as the Delaware Study, provide a means for analyzing faculty teaching loads and instructional costs by disciplines. The data serve as a useful tool for resource planning and efficient utilization of scarce resources. This presentation demonstrates in a logical sequence how the study results can provide academic administrators with data-based intelligence for allocating limited instructional resources in an efficient and accountable manner.

Measuring Change Over Time: Factors Influencing the Academic Success of Immigrant College Students – 577

Huron

1

Jim Vander Putten, Associate Professor, University of Arkansas-Little Rock

Recent studies indicate that young adults from immigrant families have the same potential for academic success as their native-born counterparts, and that factors other than race or ethnicity contribute to high academic achievement in college. This study investigates factors that predict academic attainment of immigrant students in college, and uses stepwise multiple regression to compare results obtained from the NPSAS: 99/00 and NPSAS: 03/04 databases. Results from each analysis identified SAT scores, education attainment, and immigrant status as significant predictor variables of immigrant student academic performance, and the range of results increased over time.

Mission Impossible: Planning and Evaluation for Cross-Disciplinary Initiatives – 603

Arkansas

4

Ruth Leinfellner, Senior Planning Associate, Emory University
Daniel Teodorescu, Director of Institutional Research, Emory University
Makeba Morgan Hill, Director, University Strategic Planning, Emory University

Working across traditional schools and departments has become a daily reality for faculty at many research universities. Emory University has supported interdisciplinary research for many years, and through its strategic planning process has established several formal interdisciplinary strategic initiatives. Implementing and investing in a set of university-wide initiatives presented challenges, including: governance, management, sustainability issues, and concern about return on investment. In this session, Emory provides a case study of how it navigated evaluation of its initiatives, and how the evaluation results were used to recast the university's strategic framework.

National Common Data Standards: Why Now and What Does this New Initiative Mean for Me? – 1073

Chicago Ballroom VIII

5

Hans L'Orange, Vice President for Research and Information Resources, State Higher Education Executive Officers

The State Higher Education Executive Officers (SHEEO) and the Council of Chief State School Officers (CCSSO) are collaborating with their members, the U.S. Department of Education, and other national educational entities toward the development of model and voluntary data standards for K-12 and postsecondary education. The goal of this collaborative effort is to leverage and create model data standards that will attract widespread, voluntary adoption and ultimately enhance policy-making and student achievement. Initially, the project will focus on data related to the transition from high school to postsecondary education. Decision makers in individual states, schools, and colleges will make the ultimate decisions about their data standards, but the project seeks to develop highly useful and valuable standards that will attract widespread adoption. This session will present an overview of the activity to date and share the first draft of the common data standards.

PNAIRP Best Paper: How Long Does It Take Students at an Urban University to Complete Their Bachelor's Degrees? - Freshmen vs Transfers – 859

Parlor F

2

Lina Lu, Research Assistant Professor, Portland State University

Time to bachelor's degrees completion has been an issue at post-secondary institutions. This study provides a retrospective analysis of 2007-08 bachelor's degree recipients

Monday

at a 4-year urban university by reviewing their attendance records at post-secondary institutions to computer time-to-degree. The study also compares length of time to degree completion of first-time freshmen and transfer students at the university. The findings will provide useful information for administrators, instructors, and decision-makers to adjust policies and strategies and to provide better services for students.

The Effects of Enrollment Systems: High School Transitions, Initial Satisfaction, and Student Success at a Two-Year College – 450

Sheraton Ballroom II

Yan Wang, Manager of College Advancement Research, Milwaukee Area Technical College

The broad educational mission of U.S. community colleges offers challenges to those who strategically manage their "enrollment flow." While the transition of high school seniors to college life has been amply studied, the role of the enrollment process in triggering initial satisfaction and success has not been seriously evaluated at large, public two-year institutions. This research study builds upon previous work that examines the interface between late-decision-making applicants and complex college enrollment systems. It provides a backdrop for exploring if "school choice" informs student transitions and the student-institution interface within a metropolitan area known for launching educational reforms in the United States.

The Structure Analysis of College Student Satisfaction in Japan: The Study by Multi-Level Model Analysis, Item Response Theory, and Interpretive Structural Modeling – 581

Superior A

Reiko Yamada, Professor of Education, Faculty of Social Studies, Doshisha University
Takuya Kimura, Associate Professor at Admission Center, Nagasaki University

As an assessment tool, college student satisfaction studies have long been important for American higher education institutions. Little attention has been paid to college student satisfaction studies in Japan, so it is difficult to explain the complex structure of college satisfaction there. With approval of HERI, we developed a Japanese version of College Student Survey (JCSS) and JCIRP Freshman Survey (JFS), and surveyed 30,000 college students in 2005, 2007, and 2008. Using this data, we explore the structure of college student satisfaction in Japan by multi-level model analysis, item response theory, and interpretive structural modeling.

Unmask Means and Reveal Reality: Producing Useful Research for Planning and Managing – 702

Missouri

Michael Crow, Director of Institutional Research and Planning, Savannah State University

Institutional research often focuses on summary measuring techniques useful for compliance reporting on "averages" and "forecasts." These techniques are minimally useful for institutional planning and managing. Instead, other practices adopted from the quality movement, statisticians, and security analysts can enhance institutional planning and managing. Budget software supports these research "best practices." Join a community of practice in dialog to develop more useful research strategies.

Monday

1:45 p.m. – 2:25 p.m.

A Comparison of Student and Faculty Academic Technology Use Across Disciplines – 156

Huron

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Kevin Guidry, Research Project Associate, Indiana University-Bloomington
Allison BrckaLorenz, Research Analyst, NSSE, Indiana University-Bloomington

Academic technologies such as course management systems, e-portfolios, and collaborative editing software are demanded by students and employed by faculty. Their use, however, is uneven and differs not only with each technology but also between academic disciplines. Data from a pair of matched surveys administered at 18 American colleges and universities to 8,927 randomly selected senior students and 1,988 faculty members reveals differences in the kinds of academic technology employed in different disciplines. Differences in the perceptions of students and faculty in the same disciplines will be highlighted and discussed.

A Descriptive Analysis of Tuition Pricing Practices in Postsecondary Education – 528

Chicago Ballroom IX

☐4

Sean Simone, AIR/NCES Research Fellow, Association for Institutional Research and National Center for Education Statistics Postdoctoral Policy Fellow

This presentation presents results from a research study through the AIR/NCES Postdoctoral Policy Research Fellowship. The study provides a descriptive analysis of differential tuition pricing by class level, program, major or other characteristic. The results presented in this session may assist institutional researchers/policy analysts and decision makers in understanding the diversity of tuition and fee pricing across colleges and universities.

A Tale of Two PowerPoints – 146

Sheraton Ballroom II

◯6

Mary Harrington, Director of Institutional Research and Assessment, University of Mississippi Main Campus
Rebecca Carr, National Coordinator, Association of American Universities Data Exchange

PowerPoint has become an essential communication tool for institutional researchers and assessment professionals. Unfortunately, bad PowerPoint presentations abound, and we are exposed all too often to the threat of "death by PowerPoint." This session will take the form of a skit in which a novice PowerPoint user is mentored by a more experienced presenter. This light-hearted and lively approach will summarize best practices in creating presentations and illustrate how poorly designed slides can be transformed into powerful, focused, effective presentations.

Advancing Faculty Expertise in Learning Outcomes Assessment and Institutional Research at a Large, Multi-Campus Community College: Strategies and Lessons Learned – 474

Illinois Executive Boardroom

◇2

S. Sean Madison, Director, Learning Outcomes Assessment, Miami Dade College
Augusto Newell, Senior Research Associate, Miami Dade College

A large, multi-campus two-year college in the Southeastern United States has been successful in innovative strategies for the advancement of learning outcomes assessment initiatives. In this session, presenters will describe the strategic partnership between the office of institutional research and a faculty-led assessment team, and the process they developed to engage faculty in designing the institution-wide authentic student assessment. The discussion will include strategies for facilitating partnerships between college units and for recruiting faculty expertise in assessment design, advanced data analysis, and dissemination of assessment results. Lessons learned will also be discussed.

AIR History: The First 50 Years – 831

Parlor G

◯6

Mary Ann Coughlin, Assistant Vice-President for Academic Affairs, Springfield College
Gary Rice, Associate Vice Provost of Institutional Research, University of Alaska Anchorage

As part of a project to save the Association's history, data was gathered that revealed long-term trends in membership growth, scope of services offered to its members, etc. This session presents some 'Then and Now' findings and trend paths in between. For example, during the first Forum males constituted 90% of the total membership while today females are in the majority. The first Forum Registration fee was $1 compared with $310 today. Lessons learned will be shared along with suggestions for future tracking. Join us as we follow the tracks our Association has left over the years.

Beyond the Bar: Advance Visual Graphic Techniques – 783

Superior B

◯6

Karolynn Horan, Research Associate, DePaul University
Jaclyn Cameron, Research Analyst, DePaul University
Rina Bongsu-Petersen, Research Associate, DePaul University

Transforming raw data into vivid and interactive visualizations in minutes no longer requires the programming skills it once did. In this session, demonstrators will illustrate how simple software can produce multivariate graphics for use as stand-alone reports. As research questions become more and more complex, the demonstrators will share their tips and tricks on how to simplify analytic results without losing data and without the need for a full written report. Attendees will receive examples of graphical displays, including heat maps,

Monday

geographic maps, Venn diagrams, bubble charts, advanced bar charts, and dashboards that go above and beyond the standard chart.

Building a Model Predicting Second-Year Persistence for First-Time Freshmen at a Public Four-Year University in the Midwest – 378

Arkansas

4

Eunhee Kim, Research Analyst, Kansas State University
Kelline Cox, Director of Planning and Analysis, Kansas State University
Christopher Feit, Statistical Information Officer, Kansas State University

At four-year public universities, second year persistence for first-time freshmen has been critical to overall retention and graduation rates. This session will demonstrate steps in developing a retention model, interpreting the model, and supporting institutional efforts in retention strategies and practices. The study examined in this session developed predictive models of second year persistence for first-time freshmen enrolled at Kansas State University in the fall of 2008. Using discriminate analysis methodology, predictive models estimate the effects of student background, pre-college academic achievement, financial information, and first-year academic information on second year persistence.

CampusWide Assessment Management and Reporting System by Tk20 – 1057

Chicago Ballroom X

4 DEMO

Beverly Hamilton, Assessment Consultant, Tk20, Inc.

The presentation will focus on using an electronic system for outcomes-based assessments and the measurement of institutional effectiveness. The Tk20 CampusWide allows specification of institutional mission, goals and outcomes, generation of assessment plans for the meeting of outcomes, report on the effectiveness of meeting desired outcomes, tracking of program improvements, data import from other systems and comprehensive reporting. We will display the collection of faculty activity data, course evaluations, data collection through surveys and a variety of student assessments, including electronic portfolios. The presentation will also focus on reporting for institutional research, student retention, data-based decision making, and accreditation-based reporting.

College InSight: A Groundbreaking New Higher Education Data Web Site – 522

Colorado

5

Diane Cheng, Research Associate, The Institute for College Access and Success
Matt Reed, Program Director, The Institute for College Access and Success

In this session, presenters will take attendees on a guided tour of the newly created Web site College InSight. Although a substantial amount of data is collected about higher education, much of it is not easily accessible to policymakers, researchers, or the public. This is particularly true for important topics such as economic diversity, affordability, and student success. College InSight allows users to find and dynamically compare hundreds of variables at the college, state, sector, or national level. Participants will also discuss the challenges in linking data from multiple sources (IPEDS, CDS, and federal financial aid databases) and making them accessible to a broad audience.

Employing Geographic Information in Education and Institutional Research – 1089

Sheraton Ballroom III

6 DEMO

Jeff Mills, Director of Institutional Research, Tableau Software

Increasingly, IR data contains spatial information that enables researchers to ask where in addition to what, when, and why. 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 program will focus on:

- The application of Geographic Information Systems (GIS)

- Incorporating maps and public domain data sources (e.g. census data)all within 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.

Factors that Contribute to the Persistence of Minority Students in STEM Fields – 309

Tennessee

1

Stephanie Kirschmann, Director of Institutional Effectiveness, Richmont Graduate University
Laura Foltz, Director, The University of Tennessee-Martin
Sam Gannon, Education and Training Manager, Vanderbilt University

While there is tremendous growth in the demand for workers in STEM fields, minority students are underrepresented in completions. Utilizing qualitative methods including interview and document analysis, this study will add nuance and depth

Monday

to understanding which factors contribute to and facilitate minority students' persistence to baccalaureate in STEM fields.

How to Prepare Faculty for Learning Outcomes Assessment and Program Review – 690

Michigan A

Terri Manning, Associate Vice President for Institutional Research, Central Piedmont Community College
Denise Wells, Director, Institutional Effectiveness, Central Piedmont Community College

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Faculty members often appear to be resistant to participating in program review and student learning outcomes assessment. In reality, this is a new area for many of them which they find unfamiliar and daunting. This presentation demonstrates actual tried and true processes that not only accommodate the accrediting agency requirements but bring faculty in to the fold as advocates for the process. Faculty can produce learning and program outcome results that are useful and important to them, their program, and students by attending hands-on training/orientation sessions that focus on establishing learning outcomes, creating assessment processes/tools, how to read enrollment data, and understanding assessment results.

Interacting with State Legislators and Local Governments: How ZIP Codes can Help Strengthen your Message – 91

Superior A

Gayle Funt Baker, Research Associate, Association of Independent Colleges and Universities of Pennsylvania

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As the competition for state funding becomes more intense, colleges and universities find that effective lobbying is increasingly vital. ZIP Codes can be a useful tool to strengthen lobbying efforts and discussions with legislators and local government officials. Using a recent study of a group of private colleges and universities in Pennsylvania, this presentation will describe how to collect and use current student and alumni ZIP Codes to determine legislative districts and counties of residence, and how to use the data when lobbying state legislators and engaging in discussions with local government.

Law School Admissions and Standardized Testing: Is the LSAT the Only Answer? – 733

Michigan B

Michael Cogan, Director of Institutional Research and Analysis, University of St. Thomas

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This session focuses on one aspect of an early admission program designed to admit high achieving junior level students to the institution's law school. More specifically, the need for a standardized exam arose as the currently accepted LSAT would not be completed by this group of

students at the time of admission. A research project was conducted to determine the viability of using the ACT-Composite score in place of the LSAT for this select group of students. A description of the process, research, and ABA ruling is discussed.

Learning Outcomes for Career Education – 155

Ohio

Thomas Wickenden, Deputy Executive Director, Accrediting Council for Independent Colleges and Schools

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The Accrediting Council for Independent Colleges and Schools (ACICS) is working with its members to identify and develop appropriate learning outcomes for institutions whose missions are focused upon educating students for careers in professional, technical, and occupational fields. Preliminary analysis suggests the relevance of applied, integrated, program-level outcomes of both general education in the arts and sciences and specific education in the core courses of each degree program. A survey of institutions with career-focused missions reveals a wide array of these learning outcomes at all degree levels. Proposals to promote these outcomes as best practices in institutional planning, quality assurance, and accreditation will be presented for discussion.

Lights, Camera, Action! Using Tableau Dashboards to Bring Academic Data to Life – 604

Parlor F

Rob Mitchell, Solutions Designer, American Public University System
Leslie Sine, Data Research Specialist, American Public University System

⑥

This session demonstrates how Tableau has been utilized by the American Public University System to create program fact books, analytical dashboards, transactional reports, and ad hoc analyses. Our data team uses Tableau to tap into a variety of data sources to provide useful information to decision-makers in a timely manner. A data-based decision making culture drives our triennial academic program reviews, the tracking of quantitative goals for management, and the dissemination of information across departments. Findings continuously improve policies, procedures, systems, and services, resulting in a high-quality student experience and increased student learning.

Monday

Maximizing the Use of IDEA: Faculty Evaluation and Beyond! – 875

Chicago Ballroom VIII

2 · DEMO

Deb Carlson, Director of Institutional Research,
Nebraska Methodist College of Nursing & Allied Health
Amy Gross, Vice President for Integrative Client Services, The IDEA
Center

IDEA Student Ratings of Instruction is a national system used by over 300 institutions to support and enhance learning centered teaching and to improve student learning outcomes. IDEA provides diagnostic assessment information for 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 teaching and learning. Nebraska Methodist College will describe how their use of IDEA has evolved from faculty feedback and evaluation to broader use by faculty department teams and the IR department to assess and benchmark college-wide outcome goals.

Measuring Leadership at a Small, Highly International University – 576

Parlor D

1

Helena Hannonen, Chair, Business Management
Department, Brigham Young University-Hawaii
Paul Freebairn, Director of University Assessment and Testing,
Brigham Young University-Hawaii
Thomas Dearden, Institutional Research Assistant, Brigham Young
University-Hawaii
Hiu Wai Tsui, Institutional Research Assistant, Brigham Young
University-Hawaii
Lazel McGill, Student researcher, Brigham Young University-Hawaii

In 2009, Brigham Young University-Hawaii, a small, highly international private university participated in the Multi-Institutional Study of Leadership (MSL), which was conducted by the Center for Student Studies (CSS). Over 56% percent of the students participated in the survey, which was conducted between February and April. Survey findings are divided into three leadership outcomes. Cultural differences, as well as leadership experiences are addressed, and future plans and interventions are presented. This study is a baseline for future measurement and intervention evaluation.

Quality of College Life (QCL) of Students: Validation of a Measure of Well-Being in the Middle East – 803

Parlor B

1

Karma El Hassan, Director of the Office of Institutional
Research and Assessment, American University-Beirut

This study is the validation of the Sirgy, Grzeskowiak, and Rahtz (2007)'s measure of student well-being at an American University in the Middle East. In addition, it investigates the contribution of QCL to identification with the university. Data was collected from 945 students. The data collected indicates that though the factor structure at the university differs from the Sirgy et al. measure, it supports the research model using the revised factor structure well. Overall, the measure explains about half of the variance of QCL. In turn, QCL explains about one third of overall identification with the university. Practical implications and applications of the findings are discussed.

Sharing Keys for Community College Student Success: Effective Use of Knowledge Management to Inform a Campus-Wide Student Success Effort – 634

Ontario

4

Nancy Ritze, Dean of Research, Planning and Assessment,
CUNY Bronx Community College
Handan Hizmetli, Assistant Director of Institutional Research, CUNY
Bronx Community College

Bronx Community College of the City University of New York has developed a coordinated research and management effort, which includes both rigorous academic research and a "data-driven" management program. This effort incorporates the most significant aspects of corporate knowledge management practices in an effort to facilitate student academic success. This presentation will focus on how the findings of one longitudinal analysis, which examined the first-year predictors of student success, supported the development of an information-driven electronic case management program. Within one year of implementing this effort, the one-year freshmen retention rate increased by four percentage points.

The Impact of Learning Communities on First-Year Freshmen's Growth and Development in College – 116

Mississippi

2

Louis Rocconi, Doctoral Candidate, University of Memphis

This study investigated the direct and indirect relationships between participation in a learning community, student engagement, and self-reported learning outcomes. This study sampled 241 freshmen at a single urban research university who took the College Student Experience Questionnaire. Results indicate that after controlling for demographic characteristics and entering composite ACT score, the relationship between learning community participation and learning outcomes are mediated by students' levels of engagement. Learning community participation was not directly related to gains in general education but was related to student engagement. Student engagement, in turn, was strongly related to gains in general education.

Monday

Using Data Mining to Predict Persistence among Undecided First-Year Students: Combining Institutional, CIRP Survey, and National Clearinghouse Data – 238

Erie

4

Kim Black, Director of Assessment, University of Northern Colorado
Karen Raymond, Senior Research Analyst, University of Northern Colorado
Stephanie Torrez, Executive Director Academic Support and Advising, University of Northern Colorado

Students who enter college undecided about their major are less likely to persist beyond the first year than those who begin with a declared major (NCES, 2009). Although the research is clear that being undecided is a risk factor (Leppel, 2001; St. John et. al, 2004), the growing number of undeclared students are making it more difficult to use this factor as a predictor of persistence. Data mining was used in a single-institution study to differentiate between undecided students who persist and those who do not. Examples of how the results were used to improve special programs and services will be presented.

What High School Curricular Pathways Tell Us About College Preparation and Success – 443

Parlor E

2

Serge Herzog, Director of Institutional Analysis, Consultant CRDA StatLab, University of Nevada-Reno

Using multivariate canonical correlation and regression, this study identifies the level of curricular rigor, academic momentum, and course pathways in high school that are associated with academic success of first-year college students. Synthetic constructs of academic rigor and high school course experiences are correlated with composite indices of college success (grades, credit hours and courses completed) to establish minimum levels of preparation in order to guide college admission and freshmen academic support. Findings are based on a dataset that merges the detailed high school course history and performance with college-level course history at a public research university.

Who is a Doctoral Student and what Difference does it Make? – 707

Missouri

3

Jason Sullivan, Statistical Information Specialist, Ohio State University-Main Campus

The evaluation of Ph.D. programs often involves reporting student-related outcomes such as Ph.D. completion rate and length of time typically spent earning a Ph.D.. These measures require a uniform definition of what it means to be a doctoral student, including the date at which a particular student has attained that status. This presentation demonstrates the effects of using two different definitions:

1) a restrictive definition allowing programs to self-report lists of doctoral students, and 2) an inclusive definition based on enrollment data for all students enrolled in Ph.D. granting programs, comparing Ph.D. programs within The Ohio State University.

Who Takes More Credits to Graduate? What Credits-to-Degree and Time-to-Degree Reveal about Academic Program Requirements, Attendance Patterns, and Transfer within a Large Public University System – 551

Parlor C

4

David Blough, Senior Institutional Planner, University of Wisconsin System
Jing Chen, Associate Institutional Planner, University of Wisconsin System

Credits-to-degree and time-to-degree are measures of institutional effectiveness that offer a different perspective than graduation rates, particularly with respect to academic programs. Looking at credits and time taken by eventual degree recipients, we identify programs for which average credits taken greatly exceed stated requirements, and graduates exhibit more stop-outs, part-time semesters, or major changes. Comparisons within the University of Wisconsin System reveal whether the average credits taken is higher than for similar programs at other institutions and the degree to which transfer students have higher credits-to-degree and time-to-degree than "native" students.

3:00 p.m. – 3:40 p.m.

A Million-and-One Uses of the National Student Clearinghouse Data in Institutional Research – 701

Sheraton Ballroom III

4

Liz Sanders, Assistant Vice President of Enrollment and Marketing Research, DePaul University
Gerald McLaughlin, Associate Vice President for Institutional Planning and Research, DePaul University
Edward Torpy, Assistant Director of Research Services, National Student Clearinghouse
Rina Bongsu-Petersen, Research Associate, DePaul University
Jaclyn Cameron, Research Analyst, DePaul University

As institutional researchers, we focus a great deal of attention on measuring student success inside our institution's walls, but this may be only part of the story. What eludes us is the activity that is outside our institution. The National Student Clearinghouse provides an institution with the ability to look beyond its borders to track students across both time and state lines. The presenters show how Clearinghouse data can be appended to institutional records to help answer several key questions about competition and market position, as well as student progress and performance.

Monday

Monday

AIR Budget Briefing

Superior B

An Exploratory Study of Course Repetition–Setting Policies – 590

Tennessee

4

Diane Nauffal, Institutional Research and Assessment, Director, Lebanese American University
Ramzi Nasser, Director for the Center of Educational Development and Research, Associate Professor, Qatar University

This study assesses the effectiveness of repeated courses on students' performance in college. This study is a cross-design between the number of repeated courses with a number of variables: Grade Point Average (GPA), graduation, and non-repeating. The results of the study show that the highest number of repeaters are those students who repeat a course once. These students tend to graduate at higher rates and perform better than those who repeat the course twice. In addition, those who fail and repeat courses generally perform better than those who fail but do not repeat courses. Results from this study indicate that the university should disallow excessive repetitions of more than one course.

An Introduction to R and LaTeX for Institutional Researchers – 1068

Chicago Ballroom VIII

6

Jason Bryer, Research Associate, Excelsior College

Institutional researchers are continuously asked to do more with fewer resources. Efficient use of software is a key strategy for maximizing productivity with limited resources. R and LaTeX are free, open source software programs for performing statistical analysis and document creation, respectively. In the last decade R has quickly become the de facto standard among statisticians due, in part, to its expandability. Currently, there are over 2,000 available add-on packages for everything from simple descriptive statistics to advanced analysis such as multiple imputation, multilevel modeling, and factor analysis. LaTeX is a typesetting program utilized by many statistical and mathematical publishers. With the ability to embed R code within LaTeX files, these two programs provide an efficient approach to automating the creation of research reports. An overview of these technologies will be provided with references for further learning.

Analysis of Scales on a College Satisfaction Survey – 418

Arkansas

1

Ted Lamb, Senior Analyst, University of Colorado-Colorado Springs

This report summarizes research on three composite measures created from items on the 2006 Graduating Senior Survey. The analyses show students' general satisfaction, personal development, and their evaluations of quality of education. The research presented clarifies the utility of the initial versions of three scales used in the 2006 Graduating Senior Survey that were characterized primarily by face validity. There was no pattern revealed for difference between demographic variables such as gender, full or part time student status, or marital status. Factor analyses of each scale revealed fairly tight factors on the three scales. Each scale showed reliable statistics which support continued use. From the viewpoint of validity, some minor alterations to the scales will be discussed.

Calculating Returns to Degree Using Administrative Data – 741

Parlor F

5

Tom Schenk, Consultant, Iowa Department of Education

Does completing a community college degree provide an economic benefit to the student? Although an excessive amount of data shows that students with a college education earn more in the long run, those students may have also incurred higher costs for further schooling. Hundreds of national students show that return on a degree is positive even when accounting for costs. However, no studies have used data from administrative records–such as P-16 data kept by state agencies–to calculate these returns. This paper shows how to combine educational records with unemployment insurance records to derive the rate of return. The rate of return is estimated for degree holders, by degree, and by program area for Iowa community college students.

Communication and Collaboration Between University Institutional Research Personnel and Faculty in Creating an Environment for Program Improvement – 479

Illinois Executive Boardroom

5

Gary Barton, Associate Professor, National University
Terry Bustillos, Assistant Professor, National University
Michael Slatoff, Associate Director of Institutional Effectiveness, National University

Program improvement is a product of collaboration between the university's institutional research, and assessment office and school of education faculty. This presentation shares the communication and collaboration that occurred between the institutional research office and faculty at one large university in California in its effort to gather data, analyze the data,

refine data collection instruments and processes, and use the data to evaluate and improve one program in the School of Education. The process involved the revision of course syllabi and outlines, the replacement of specific textbooks, and ensuring that institutional, program, and course learning outcomes were aligned.

Curriculum Mapping: Many Uses, Great Value! – 910

Chicago Ballroom X

2 DEMO

Amber Malinovsky, Director, Assessment and Support, WEAVEonline
Jean Yerian, Director, Assessment Management, WEAVEonline

Discover six ways you can use mapping to take teaching, learning, and service discussions to a new level. This session is not a tutorial or a demonstration, but rather a conceptual presentation intended for faculty, staff, and administrators. Mapping is yielding new insights on many campuses. Could yours also benefit?

Do Learning Communities Improve Outcomes for Developmental Students? A Preliminary Analysis from a Northeastern Community College – 777

Erie

2

Glynis Daniels, Associate Dean, Institutional Research, Lehigh Carbon Community College

Advocates believe that learning communities can help students become more engaged with their academic studies and more successful as a result. Yet there is little empirical evidence regarding the impact of learning communities on student outcomes. This presentation will describe an analysis of course success and persistence to the next semester of students in a developmental learning community at a suburban community college. Preliminary findings indicate that students do experience greater levels of success in a developmental reading course when it is part of a learning community, but that persistence to the next semester is not affected.

Does Time on Task Really Matter? – 597

Parlor B

2

Rebecca Krylow, Complex Coordinator, University of Delaware
Karen Webber, Associate Professor of Higher Education, University of Georgia
Qin Zhang, Research Analyst, University of Delaware

Theories of involvement and quality of effort tell us that involvement in academic activities is critical to success. College officials invest substantial resources in activities and facilities to encourage student involvement, yet some reports find that many students study only a few hours per week and commit little time to academic activities. A critical question we must ask is: does involvement lead to authentic gains in student success? Using 2007-08 NSSE data from one research university, this study examines students' involvement in academic activities in order to determine the relationship between involvement, satisfaction, and GPA. Findings and implications for program planning are discussed.

Enhancing Student Success through Faculty Development: The Classroom Survey of Student Engagement – 765

Parlor G

3

Judith Ouimet, Assistant Vice Provost for Undergraduate Education, Indiana University-Bloomington

Good teaching is vital to student success. One way to improve the quality of teaching and learning is through an effective faculty development program. The scholarship of teaching and learning movement seeks to involve faculty in systematic study of their own teaching and their students' learning (Hutchings, 2000). This presentation argues for an approach to faculty development organized around the systematic collection of student and faculty data at the classroom-level–specifically, data that document student engagement, or the extent of students' exposure to and involvement in proven effective educational practices.

Establishing a Qualitative Research Program at a Community College: From Idea to Reality – 422

Parlor E

6

Sam Michalowski, Senior Research Analyst, CUNY La Guardia Community College

This presentation highlights the experience of the institutional research office at LaGuardia Community College (CUNY) in establishing a qualitative research program. First, background is presented on the college administration's interest in such a program. Second, the program plan document along with staffing, technical resources and funding sources are presented. Third, the projects conducted during the first two years are described along with challenges encountered. Fourth, the impact of the program to date on IR practice, college policy and procedures are examined. Lastly, lessons learned and future directions including assessment of the program's effect on retention and graduation will be discussed.

Monday

Monday

Evaluating the Effectiveness of Remedial Mathematics Courses at the Community College Level through an Examination of Short and Long-term Academic Success Variables: A Case Study – 217

Ohio

Daysha Lawrence, Doctoral Student, North Carolina State University-Raleigh

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Rigorous evaluation of community college-level remedial education programs is vital to their success, however, such evaluations are scarce. This presentation describes a study designed to contribute to the literature by evaluating the effectiveness of remedial mathematics courses at the community college level. The study examined short- and long-term academic success variables and relied on regression discontinuity design to determine effectiveness. Study participants were students from a single, rural community college who successfully passed remedial math courses and attempted at least one subsequent college-level math course.

Examining the Structure of High-Impact Educational Practices on American College Campuses: A Synthesis of Three National Surveys – 382

Huron

Tracy Skipper, Assistant Director for Publications, National Resource Center for The First Year Experience & Students in Transition

△1

This paper will synthesize the results of three national surveys conducted by the National Resource Center for The First-Year Experience and Students in Transition in 2008-2009 to examine the structure and goals of high-impact activities on American college campuses (i.e., the first-year seminar, sophomore initiatives, and peer leader programs) and discuss their alignment with these important learning outcomes. Implications for practice and learning outcomes assessment will be discussed.

How do Your Students Grow? Early Findings from a Study Combining the Results of Student Engagement Survey Items Taken at Three Critical Periods During Students' University Careers – 447

Superior A

Ann Hollings, Research Associate, University of Guelph
Kelly Parkinson, Research Analyst, University of Guelph

△1

This presentation focuses on student engagement by examining data on 800 students at the University of Guelph who completed both the 2005 Beginning College Survey of Student Engagement (BCSSE) and the 2006 National Survey of Student Engagement (NSSE). By 2009, some of those students remained registered at the institution, some had graduated, and some had left or transferred elsewhere. The students were surveyed again in November 2009 using engagement questions common to both previous surveys.

The unique aspect of this data series is that the spectrum of engagement can be measured at the individual student level for a specific cohort, rather than trying to estimate trends using average measurements from different cohorts.

Institutional Research Environment in Japanese Institutions: Comparative Studies Between the United States and Japan through the AIR Survey – 231

Colorado

Akihiro Ehara, Researcher, Doshisha University
J. Fredericks Volkwein, Emeritus Professor & Director of the IR Program, Pennsylvania State University
Reiko Yamada, Professor of Education, Faculty of Social Studies, Doshisha University

⑥

In 2008, Fred Volkwein conducted the AIR Survey. Last winter, with his support, the presenters introduced the Japanese AIR Survey (J-AIR Survey) for all colleges and universities in Japan. Comparing the Japanese edition to the original brought up intriguing findings and enhanced understanding of the different environments in both countries. This could also be the beginning of international surveys throughout the world. It is an honor to bridge two nations and make the first step to global prosperity for institutional research.

Introduction to Cooperative Institutional Research Program Surveys: The Freshman Survey, Your First College Year Survey, and the College Senior Survey – 1082

Chicago Ballroom IX

⟨2⟩ DEMO

John Pryor, Director of CIRP, Higher Education Research Institute
Laura Palucki Blake, Assistant Director CIRP, University of California-Los Angeles
Linda DeAngelo, 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.

Linking Self-Reported Learning Engagement to Student Portfolio Review – 735

Missouri

Juliette Stoering, Senior Research Analyst, Portland State University
Rowanna Carpenter, Research Analyst, Portland State University

Colleges and universities grapple with how best to assess and present evidence of authentic student learning to various audiences and stakeholders. Two assessment activities have been particularly useful at one urban university with an innovative general education curriculum: the National Survey of Student Engagement (NSSE) and use of rubrics to score student electronic portfolios. Researchers combined self-reported data on engagement in active learning from student responses to the NSSE with authentic assessment of student learning through review of student portfolios in an effort to better understand the self-reported practices and behaviors that are associated with student learning.

NCCCRP Best Paper: Factors Associated with Bachelor Degree Attainment by Community College Transfer Students – 246

Mississippi

Roger Mourad, Director of Institutional Research, Washtenaw Community College

What variables distinguish community college transfers to four-year institutions who earned a bachelor's degree from transfers who did not earn the degree? Logistic regression is applied to model bachelor degree attainment of students new to a community college in fall 2000 who transferred to four-year institutions during the following eight academic years (n = 959). Among the findings, fewer semesters enrolled, more credits earned, and higher GPA at the community college were associated with degree attainment. Transfers who had taken developmental courses were half as likely to attain the degree. The presenter will discuss the implications of these findings.

NEASC Commission on Higher Education Requirements for Documentation of Assessment of Student Learning and Student Success in the Accreditation Process: Four Case Studies – 592

Sheraton Ballroom II

Lydia Snover, Director of Institutional Research, Massachusetts Institute of Technology
Dawn Geronimo Terkla, Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University
Heather Kim, Director of Institutional Research, Dartmouth College
Linette Decarie, Associate Director, Boston University
Barbara Brittingham, Director and President, New England Association of Schools and Colleges (NEASC)

The Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) recently began requiring that institutions submit two sets of data forms with the ten-year and five-year reports: The E-series (Making Assessment More Explicit) and the S-series (Documenting Student Success). Both the E and S series are designed to collect data by program/major at the undergraduate and graduate level. Four research universities will provide case studies on their compliance with these new requirements and the Director of the Commission on Institutions of Higher Education, NEASC, will comment the purpose and use of the schedules.

NPSAS' Future under the New IPEDS Degree Categories: A Simulated Look at the Past – 404

Ontario

Kevin Hynes, Director Institutional Research and Educational Assessment, Midwestern University
Xiaobing Cao, Institutional Researcher, University of the Pacific
Jion Liou Yen, Executive Director, Institutional Research and Planning, Lewis University

As IPEDS reporting adopts new degree categories, how will a national survey such as NPSAS adapt? This session examines how the Data Analysis System (DAS) may adapt to these changes. While most first-professional degree categories transition to "Doctor's degree:professional practice" (DDPP), others may be included and theology degrees move to "Master's degree". The research presented in this session simulated utilization of the new DDPP categories utilizing NPSAS:04 and NPSAS:08 via DAS. Excluding Ministry or Divinity degrees, overall cumulative borrowing for graduate education by DDPP graduates increased 4% for NPSAS:04 and 3% for NPSAS:08. Policy recommendations to maximize NPSAS utilization for historical/trend analyses are offered.

Program Review Data Preparation: Why, What, and How? – 319

Parlor C

M. Paige Borden, Director of Institutional Research, University of Central Florida
Patricia Ramsey, Assistant Director, University of Central Florida

Every institution, college, department and program struggles through the program review process. This demonstration presents how one university converted legacy, table-based output into graphic-based trend information to support each program's self-study process. This presentation will explore the methods used in evaluating prior output, identifying the critical data elements, and in leveraging business intelligence software to create the necessary data marts, develop quality report outputs, and engage the user community. Accomplishments already achieved will be presented, as well as plans for future enhancements.

Monday

Using a Collaborative Research Technique to Develop Understandings of and Investments in Student Success – 137

Michigan A

Mike Rogers, Director for Institutional Research, University of the Pacific

Joanna Royce-Davis, Dean of Students / Associate Professor, University of the Pacific

As part of the orientation process, students completed a survey asking questions related to relationship building and factors that may help or impede their success in their first year. Correlations indicated that building relationships for support were important factors related to students' academic and social success. Interventions were put in place, including follow up in a service learning course and peer mentoring from student advisors. Faculty, institutional research, and Student Life personnel can use the results in this presentation to set up collaborative research that leads to interventions for improved student success.

Whither the Post-Recession Bounce? Enrollment Response to Economic Factors at the Institutional Level – 578

Parlor D

Douglas Shapiro, Director of Institutional Research, The New School

Much has been said about the effects of the economy on enrollments at the state or national level, but what does this mean for your institution? A few econometric tricks can help to model the effects on your enrollments of local economic factors during past recessions, which can inform campus planners of what to expect in the next few years. We demonstrate how two key economic variables explained approximately half the variance in annual percentage change in enrollments at a mid-sized urban university, after controlling for exogenous growth and decline of campus programs. We will show how to present the results effectively to busy executives.

Working with Disciplinary Taxonomies – 535

Michigan B

John Milam, Director, Planning and Institutional Effectiveness, Lord Fairfax Community College

This session provides an introduction to the knowledge and tools for understanding postsecondary data by discipline. Various disciplinary taxonomies are used in population and sample-based data collections at the federal, state, consortia, and institution level. These taxonomies will be reviewed, with guidance provided about using them in crosswalks for institutional research tasks such as peer comparison, cost studies, salary equity, supply and demand, and enrollment projections.

3:55 p.m. – 4:35 p.m.

A Data Mining Approach to Predict Student Success and Retention at an Achieving the Dream College – 464

Mississippi

Jing Luan, Vice Chancellor for Educational Services and Planning, San Mateo County Community College District

Amanda Clark, Director of Institutional Research, Blinn College

This explorative data mining case study employs data from an Achieving the Dream (AtD) college. The study attempts to predict with a fair level of accuracy the likely outcomes in students' success and retention. Using segmentation, classification and predictive model algorithms, the study will provide insights into student behaviors and develop rules (patterns) of both outcomes. Ultimately, the study may evolve into a live data mining system that scores incoming students to provide interventions. The unique features of this study include emphasis on student behavioral data and use of longitudinal cohorts.

A Fresh Look at Response Rates: Best Practices for Colleges and Universities Moving to Online Course Evaluations – 975

Chicago Ballroom X

DEMO

Samer Jaffar, Account Executive, eXplorance, Inc

Many colleges and universities want to reduce paper, both to be more "green" and to save costs. Moving to online course evaluations is an obvious way to help meet these goals. But some administrators worry that online course evaluations will generate a lower response rate, eroding the worth of the exercise, and limiting the value these evaluations deliver to their institutions. This session proposes new perspectives on response rates: that online evaluations deliver better quality information and reduce the time to action, and that response rates naturally build over time. This session also discusses how one institution achieved over 95% on their first university wide, online course evaluation initiative.

A Stage-Based Approach to Identifying Obstacles to Degree Completion – 756

Sheraton Ballroom III

Gordon Bower, Alchemist, University of Alaska Fairbanks

Within a degree program, the presenters identified the longest sequence of courses, each requiring the previous as a prerequisite required to earn that degree. The presenters then treated those courses as a series of milestones and examined the enrollment history of each student in that degree program. Presenters describe how rapidly typical students progress through the sequence; identify points in the program where students are most likely to drop out, change their major, or require several attempts to complete a required

course; and relate these statistics to the program's catalog description and what is known of its departmental policies. Using these methods, the presenters learned much more about where the obstacles to degree completion lie than is possible using the more common semester-to-semester retention or number-of-credits-completed approaches.

Achieving the Dream: A Bold National Initiative and its Impact on the Role of the Institutional Research Practitioner – 455

Parlor F

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Rigoberto Rincones, Program Director, MDC, Inc.

Is the role of the community college's IR practitioner changing from data collector to knowledge developer? How much of a key role in creating a "data-driven" culture of evidence does IR play? Achieving the Dream: Community Colleges Count is a bold national initiative to help more community colleges students succeed. It focuses on creating a culture of evidence in which data and inquiry drive broad-based institutional improvement. This session will explore how new roles and significant changes are taking place at more than 100 IR offices across the country.

Adjusting the Product Mix: Using Financial Data to Inform Programmatic Decisions – 771

Missouri

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Jeffrey Kane, Vice President for Academic Affairs, Long Island University
Daniel Rodas, VP for Human Resources/VP for Planning, Long Island University
Claude Cheek, Assistant Vice President/Director Institutional Research, Long Island University

University treasurers and academic officers are often asked to make programmatic decisions on the basis of scant financial data, which seldom exists at the program level. This paper outlines a detailed but straightforward strategy for electronically assembling cost and revenue data from multiple sources and for modeling data in ways that facilitate financial reporting at various levels. Methods for calculating net tuition revenue, gross and net profit, and profit margin are illustrated. Examples are given of the use of various measures in financial analysis undertaken at the course, program, and department levels. The methods are illustrated in case studies drawn from several campuses of a large multi-campus university.

AIRUM Best Paper: What is it that Satisfies Faculty?: Rank as a Consideration in Factors Related to Job Satisfaction – 360

Parlor B

③

Gina Johnson, Graduate Student, University of Minnesota

Using data from a large doctoral university's biennial faculty job satisfaction survey, this study answers the call of Olsen, Maple, and Stage (1995) and Johnsrud and Rosser (2002) to conduct an analysis of faculty job satisfaction in the relatively homogeneous environment of one doctoral-degree granting institution. Multiple regression analyses conducted on the data showed differences among faculty ranks, indicating the importance of both tenured and tenure-track ranks and the inclusion of faculty-like employees in measures of faculty satisfaction. The implications of these differences will be presented, along with considerations for the design, implementation, and analysis of internal satisfaction survey data.

Assessing Achievement Gaps for the Underserved in a State Higher Education System – 751

Michigan A

⑤

Gregory Schutz, Director of Assessment and Effectiveness, Tennessee Board of Regents
Chris Tingle, Research Analyst, Tennessee Board of Regents

As higher education shifts towards outcomes-oriented accountability, institutions are increasingly focused on successful graduation. Meanwhile, public institutions often have the responsibility to educate students from underserved populations. This study reviews six-year graduation rates for a large public higher education system in an effort to determine the achievement gaps that exist for low-income and minority students. Furthermore, the study examines performance indicators to see what factors are contributing to the achievement gaps. Finally, by reviewing attrition data by cohorts, the study attempts to determine at what point in a student's academic career the achievement gap appears.

2009 AIR Best Paper: Class Size and Student Performance at a Public Research University: A Cross-Classified Model – 1066

Chicago Ballroom IX

②

Iryna Johnson, Associate Director of Assessment, Auburn University-Main Campus

Empirical research on the effect of the class size on student achievement has been inconclusive. An overview of existing studies shows substantial differences in selection of data structures (class or student-class level), class selections, and class size definitions. The analysis presented here extends the scope of prior research by using cross-classified models and considering a wide range of class sizes across various disciplines. Using one semester of institutional data on undergraduate class sections with two or more

Monday

enrolled students, the study provides consistent evidence of a negative class size effect on grade performance across different discipline areas.

Determinants of Baccalaureate Degree Completion and Time-to-Degree for High School Graduates in 1992 – 1065

Ontario

Giljae Lee, Director, University of Minnesota-Duluth

With growing recognition of degree completion rate as a critical measure of accountability, postsecondary institutions have been striven to help greater portion of their entering freshman cohort complete a degree and complete 'in a timely manner.' Adopting and modifying the Investment Model, this study advanced the Degree Commitment Model to address two research questions; factors affecting degree completion and time to degree. The study utilized most recent national longitudinal study, Postsecondary Education Transcript Study (PETS: 2000). Five main assumptions were tested and discussed based on the resultant findings and important policy implications were presented.

Empirically Defining Validation, Sense of Belonging, and Navigational Action for Students in Diverse Institutions: The Diverse Learning Environments Survey – 743

Michigan B

Sylvia Hurtado, Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
Marcela Cuellar, Research Analyst, University of California-Los Angeles
Paolo Velasco, Doctoral Student, University of California-Los Angeles

Integrating assessments of student outcomes, the climate for diversity, and institutional practices may be the best strategy to ensure all students are well-served in order to be successful, and to maximize the benefits of diverse learning environments for citizenship in a diverse society. This study empirically examines innovative and established constructs in a new nationally available survey utilizing Item Response Theory. Presenters explore how items relate to the following latent constructs for students in diverse institutions: a) student validation, b) student sense of belonging, and c) student navigational action.

Contributor not in attendance: Chelsea Guillermo Wann, University of California- Los Angeles.

Engaging Undergraduates in Science Research: Not Just About Faculty Willingness – 683

Colorado

Kevin Eagan, Doctoral Student, University of California-Los Angeles
Jessica Sharkness, Student, University of California-Los Angeles
Sylvia Hurtado, Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
Mitchell Chang, Professor, University of California-Los Angeles

Participation in undergraduate research opportunities provides students with important co-curricular experiences that help them to clarify career goals and apply classroom knowledge to real-world problems. On campuses where structured undergraduate research programs do not exist, faculty must themselves create these opportunities for students, yet few investigations have considered the factors that affect faculty's decision to involve undergraduates in research. Using hierarchical generalized linear modeling to analyze data from a national survey of faculty; this multi-campus study examines the individual experiences and institutional contexts that predict faculty's engagement of undergraduates in research.

Interactive Technologies and Effective Educational Practice – 773

Sheraton Ballroom II

Amy Garver, FSSE Project Associate, Indiana University-Bloomington
Allison BrckaLorenz, Research Analyst, NSSE, Indiana University-Bloomington

With today's rapidly changing college student demographics and the innovative nature of technology, it is important to develop an understanding of how technologies are currently being used in college classrooms in order to develop best pedagogical practices for educational technologies. This study examines what types of technologies are being frequently used in today's college classrooms, which students are more likely to be using these technologies, and how the use of these technologies relate to benchmarks of effective educational practice. Results indicate that the use of interactive technologies strongly relate to various forms of effective educational practice.

Monday

Lessons Learned from Administering a Multi-Institution Online Alumni Survey – 686

Tennessee   ⑥

Amber Lambert, Research Analyst, NSSE, Indiana University-Bloomington
Angie Miller, Research Analyst NSSE, Indiana University-Bloomington
Mallory Below, Project Associate, Indiana University-Bloomington
Scott Jones, Project Associate, Indiana University-Bloomington

Alumni surveys can be important sources of information for institutional researchers, yet many obstacles arise in their implementation. The Strategic National Arts Alumni Project (SNAAP) is a newly created multi-institution online alumni survey of arts graduates from secondary and postsecondary institutions, which is currently in the second year of field testing. This informal table topic will focus on sharing information about lessons learned during the first two years of SNAAP. Participants will discuss issues related to accurate alumni contact information, response rates, design factors, potential response bias, and distribution of results.

Measuring College Preparedness – 747

Illinois Executive Boardroom   ⑤

Lenay Dunn, Associate Director, University Office of Evaluation and Educational Effectiveness, Arizona State University-Tempe Campus

School districts are demonstrating an increasing interest in the college preparedness of their high school students. Colleges and universities can play a pivotal role in measuring the college preparedness of high school graduates using college enrollment, performance, and survey data. This discussion shares strategies that the facilitator, Associate Director of Arizona State University's Office of Evaluation and Educational Effectiveness, has used in working with a local school district to measure the college preparedness of its graduates. Further, this session provides an opportunity to brainstorm new strategies and examine the policy and programmatic implications of this topic for colleges and universities.

Modeling Faculty Load and Enrollment: A Visual Simulation Tool – 796

Erie   ③

Eugene Deess, Director of Institutional Research and Planning, New Jersey Institute of Technology
Raymond Calluori, Information System Analyst, Institutional Research & Planning, New Jersey Institute of Technology
Kamal Joshi, Database Administrator, New Jersey Institute of Technology

This presentation demonstrates a visual simulation tool allowing the evaluation changes in faculty course load, staffing levels, and class size can have on total instructional cost, potential enrollment and tuition revenue. The simulation, built in Xcelsius software–an, interactive reporting tool–allows the input of possible average class size, average faculty load, and staffing at all instructional levels using sliding bars. The model then uses historical data to generate graphs showing the number of students who can be served, the tuition revenue generated, and the total cost of instruction. This supports informed choices about the impact of potential changes.

Not Graduating in Six Years: What Really Matters? – 292

Huron   [4]

Yanli Ma, Graduate Student, Florida State University
Shouping Hu, Associate Professor, Florida State University

This study addresses sixth-year graduation, and examines the two lesser-studied groups of late dropouts and extenders. Using a sample of 1,990 students who were enrolled in the fourth year at a public university, binary logistic regression was utilized to model factors affecting sixth-year graduation and multinomial logistic regression was used to explore determinants of late dropout and extended enrollment. Results show that enrollment behavior variables, major field, and college GPA affected time to graduation, late dropout, and extended enrollment. For example, students with higher SAT Math scores and students studying science were more likely to drop out late or extend enrollment, than were students studying arts and business.

One Community College's Approach to Program-Level Outcomes Assessment: Process, Successes, and Challenges – 652

Parlor D   ②

Ellen Wentland, Director of Program Review and Assessment, Northern Essex Community College

Northern Essex Community College's approach to program level learning outcomes assessment has been in place for approximately four years. It is characterized by the quality and variety of assessment methods, as well as the perceived benefit of information derived from the process. Faculty members are regularly involved in a number of assessment activities, including developing assessment tools. This work is shared college-wide through annual Assessment Summits and information posted on the Assessment Web site, and has frequently resulted in important changes to programs and course content. Challenges include maintaining momentum, active faculty participation, and meaningfulness while faced with increasing demands on faculty time.

Monday

Programs and Practices that Retain Students in the First-Year: Insights from a National Study – 488

Parlor C

⚠️ 1

Linda DeAngelo, Assistant Director of Research, CIRP, University of California-Los Angeles

Using a national longitudinal dataset of over 20,000 freshmen, this study examines how experiences students have during the first college year affect the likelihood of retention to the second year. Among the findings are that students engaged in academic experiences outside the classroom, especially discussing course content with students outside of class, are more likely to be retained. Curriculum for first-year students does not have direct effects on retention, but GPA does. Additionally, students with major concerns about finances at the end of the first year are less likely to return to campus for the second year.

StudentTracker for Enrollment Management – 1069

Chicago Ballroom VIII

⑥ DEMO

Edward Torpy, Assistant Director of Research Services, National Student Clearinghouse
Donald Hossler, Associate Dean, Indiana University-Bloomington

StudentTracker from the National Student Clearinghouse Research Center allows schools to query a nationwide database of post-secondary enrollment and degree records to track the enrollment history of former applicants and students, thus improving their educational research results and recruiting efforts. Representatives from the NSC Research Center will provide an update of changes at the Research Center in general and a roadmap for how StudentTracker's capabilities will grow and expand. Specific changes include expanding StudentTracker to include high school data, adding new data elements such as class level and major, and making StudentTracker more useful for strategic enrollment management applications.

The Impact of Faculty Diversity on Faculty-Student Interactions in Engineering – 493

Parlor G

⚠️ 1

Hyun Kyoung Ro, Graduate Student, Pennsylvania State University
Kadian McIntosh, Ph.D. Candidate, Pennsylvania State University-Main Campus

Both faculty diversity and faculty interactions are known to promote positive student outcomes. According to the principle of homophily, the composition of the faculty may affect the composition of the students who interact with faculty members in their departments. This presentation examines faculty-student interactions as a unique contribution of faculty diversity. Additionally, the program explores whether some groups of students are influenced more by the structural diversity of their program than others. Faculty structural diversity is one way to promote and achieve an increase in faculty-student interaction among underrepresented students.

The Link Between Student Satisfaction and Retention – 445

Arkansas

⚠️ 1

Julie Bryant, Associate Vice President, Retention Solutions, Noel-Levitz
Laurie Schreiner, Professor and Chair, Azusa Pacific University

Despite a widespread belief that there is a relationship between student satisfaction and retention, there has been surprisingly little research empirically linking the two. A recent study of 27,816 students at 65 four-year private and public institutions found that student satisfaction levels are significantly predictive of persistence to the following year. The logistic regression analysis was conducted separately for each class level, highlighting the specific areas of satisfaction that have the strongest impact on retention for each class of students. This presentation will focus on how institutions can use study results to inform their own decision-making.

The Status of Women Report: An In-Depth Study of Faculty, Staff, and Students – 381

Parlor E

4

Kay Schneider, Senior Research Analyst, University of Denver

Do female students/faculty/staff encounter any barriers or have any advantages that differ from male students/faculty/ staff? This session will look at the development of a "Status of Women" report, which provides a centralized source of information about the experiences of women at a university. In this study, the institutional research office analyzed a wide range of institutional data (survey results, promotion trends, enrollment patterns, graduation rates, etc.) to determine areas of success and opportunities for improving the campus climate for women. Progress was documented over time and in comparison with peer institutions. Results of this research project informed strategic planning at the university.

Truth and Consequences: Opting Out of Calculus I and Subsequent Student Success – 669

Superior A

4

Constance Pierson, Assistant Director, University of Maryland Baltimore County

Students opting out of Calculus I may complete their degree in less time and have the opportunity to take more upper level coursework. However, at this STEM-focused public research institution, concern has been raised that students doing so may be less likely to succeed academically and persist to graduation. In-depth analysis of institutional data is used to examine the relationship between opting out of Calculus I and several outcomes: subsequent course performance, and retention and graduation. National Student Clearinghouse data is used to determine if students who do graduate are more or less likely to pursue graduate study.

You Expect Me to Donate?: An Examination of College Students' Motivation to Give – 147

Ohio

4

Christopher Ward, Graduate Student, University of Michigan-Ann Arbor

Katherine Walsh, Assistant Director for Student Philanthropy, University of Michigan-Ann Arbor

Most colleges and universities aim to build a strong alumni community. Though this effort often has a positive impact on giving rates and alumni engagement, many institutions of higher education are investigating how to best instill in students a culture of philanthropy. This study examines a survey administered to a census of students at a large, public, Midwestern research university. The survey measured how students learn about philanthropy, their self-reported propensity to give, giving drivers, and impediments to giving. Ultimately, this study attempts to address the disparity between students' propensity to give and their predicted giving patterns.

Monday

Schedule at a Glance for Tuesday, June 1, 2010

7:30 a.m. – 5:00 p.m.	Registration Desk Open, *Convention Registration*
7:45 a.m. – 5:00 p.m.	AIR Lounge Open, *Sheraton Ballroom I*, *Sponsored by Thomson Reuters*
8:00 a.m. – 9:30 a.m.	Plenary Session: Jamie Merisotis, *Chicago Ballroom*, *Sponsored by SAS*
9:00 a.m. – 2:00 p.m.	Technology Support Center Open, *Parlor A*
9:30 a.m. – 2:00 p.m.	Exhibit Hall Open
9:45 a.m. – 10:25 a.m.	Concurrent Sessions
10:25 a.m. – 11:00 a.m.	Refreshment Break, *Exhibit Hall*, *Sponsored by IData, Inc.*
11:00 a.m. – 11:40 a.m.	Concurrent Sessions
11:55 a.m. – 12:35 p.m.	Concurrent Sessions
12:50 p.m. – 1:30 p.m.	Concurrent Sessions
1:30 p.m. – 2:00 p.m.	Refreshment Break, *Exhibit Hall*, *Sponsored by Snap Surveys*
2:00 p.m. – 3:00 p.m.	TAG Opening Sessions
3:15 p.m. – 3:55 p.m.	TAG Concurrent Sessions
4:10 p.m. – 4:50 p.m.	TAG Concurrent Sessions
5:00 p.m. – 5:30 p.m.	TAG Discussions
7:00 p.m.	Group Excursions

For Board and Governance Committee Meetings, see page 146

Tuesday

Special Interest and Affiliate Group Meetings

5:45 p.m. – 6:30 p.m.

Academic Analytics Users and Potential Users
Columbus B

Academic Quality Improvement Program
Parlor F

Alabama Association for Institutional Research
Illinois Executive Boardroom

California Association for Institutional Research
Arkansas

Catholic Higher Education Research Cooperative Board Meeting
Lincoln Executive Boardroom

Colonial Institutional Research Group
Colorado

Florida Association for Institutional Research
Parlor G

Illinois Association for Institutional Research
Ontario

Indiana Association for Institutional Research
Ohio

Kentucky Association for Institutional Research
Parlor D

Mid-America Association for Institutional Research
Tennessee

Overseas Chinese Association for Institutional Research
Mississippi

Pacific Northwest Association for Institutional Research and Planning
Columbus A

SAS Users Group
Parlor B

SUNY Association for Institutional Research and Planning Officers
Parlor E

Tennessee Association for Institutional Research
Huron

The Delaware Study: Institutional Costs and Productivity and Out-Of-Classroom Faculty Activity
Missouri

Tuesday Forum Highlights*

Plenary Session: Lead, Follow, or Get Out of the Way: How Research Can Make a Dramatic Difference in Achieving the Big Goal of Increased College Attainment, *Sponsored by SAS*

8:00 a.m. – 9:30 a.m.

Chicago Ballroom

Jamie P. Merisotis

Targeted Affinity Groups (TAG)

2:00 p.m. – 5:30 p.m.

Special Events in Chicago
- Baseball - 7:10 p.m.
- Shakespeare Theatre - 7:30 p.m.
- The Second City - 8:00 p.m.

Tuesday

Icon Key

DEMO   Exhibitor Demonstration

△1   Track 1: Enhancing the Student Experience

◇2   Track 2: Assessing Student Learning and Program

⬠3   Track 3: Developing Academic Programs, Curricula, and Faculty Issues

▢4   Track 4: Informing Institutional Management and Planning

⬠5   Track 5: Building Higher Education Collaborations, Policy Issues, and Accountability

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

8:00 a.m.- 9:30 a.m. Plenary Session

Lead, Follow, or Get Out of the Way: How Research Can Make a Dramatic Difference in Achieving the Big Goal of Increased College Attainment

Chicago Ballroom, Level 4

Mr. Jamie P. Merisotis
President and CEO, Lumina Foundation for Education

Lumina Foundation for Education has provided key national leadership during the last three years to increase the proportion of Americans with high-quality college degrees and credentials to 60 percent by 2025. Efforts to increase academic, financial, and social preparation for college, the success of students in higher education, and the productivity of the higher education system, all feature prominently in attaining the big goal. This presentation examines the critical role of research as a catalyst to increase college attainment at both the institutional and policy levels, and a tool to assess progress in getting there.

Mr. Jamie P. Merisotis is President and Chief Executive Officer of Lumina Foundation for Education, one of the nation's 45 largest private foundations. Under his leadership, Lumina Foundation employs a strategic, outcomes-based approach in pursuing its mission of expanding college access and success, particularly among low-income, minority and other historically underrepresented populations. Before joining Lumina Foundation in January 2008, Mr. Merisotis founded and served 15 years as president of the Washington, D.C.-based Institute for Higher Education Policy, one of the world's premier education research and policy centers.

9:45 a.m. – 10:25 a.m.

A Growth Model for Academic Program Life Cycles (APLC): A Ttheoretical and Empirical Analysis – 177

Parlor E   ▢4

Edward Acquah, Senior Institutional Analyst, Athabasca University

According to the academic program life cycle concept, each program's life flows through several stages: introduction, growth, maturity, and decline. In this presentation, a mixed-influence diffusion growth model is fitted to enrollment data to analyze the factors determining progress of academic programs through their life cycles. The regression analysis yields reasonable parameter estimates, including magnitude of enrollment peaks and duration of stages, and describes growth patterns of academic programs well. The results indicate that key factors accounting for progress of academic programs through life cycle stages are external information and word-of-mouth communication. The model's application for analyzing market dynamics and long-range forecasting is also demonstrated during this presentation.

A Trip around the World: International Comparative Research – 753

Mississippi   ⬠5

Leasa Weimer, Ph.D. Student, University of Georgia
Charles Mathies, Research Analyst, University of Georgia

With the increased global competition among universities and systems to be the best, there is a need for international comparative data and benchmarking tools. Due to their expertise, institutional research offices are expected to provide guidance and understanding of international databases and comparative methodologies. This presentation takes a trip around the world and explores different data sources of higher education statistics, what data is available, how it is organized, and the limitations of such data.

An Analysis of Multi-Year NSSE Survey Data: The Use of Multivariate Analysis of Variance (MANOVA) to Address Questions About Three Campus Initiatives – 95

Erie

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Shelley Esquivel, Graduate Research Assistant, The University of Tennessee
Elizabeth Pemberton, SAIS Coordinator, The University of Tennessee

This presentation will discuss the use of multivariate analysis of variance (MANOVA) to analyze data obtained from multiple administrations of the National Survey of Student Engagement (NSSE) at The University of Tennessee, Knoxville. Specifically, analyses will be conducted to address specific questions about changes in student engagement and other related variables during the last four academic years. Questions of interest are related to specific campus initiatives and concerns. Following guidelines provided by NSSE, five steps will be performed prior to data analyses and the results of each step will be discussed.

Contributor not in attendance: Schuyler Huck, The University of Tennessee.

Analysis and Communication of U.S. News Rankings using Monte Carlo Simulations: A Comparison to Regression Modeling – 547

Huron

⟨6⟩

Christopher Maxwell, Senior Research and Planning Analyst, Purdue University

An emerging role in institutional research is analysis of rankings: Campus administrators want to know how an institution's rank might change given specific adjustments in submitted data. Regression modeling is one approach, but multicollinearity and variable rejection can make interpretation problematic. In this research, a Monte Carlo approach was employed in the analysis of U.S. News rankings: The framework of a scoring equation was first constructed with unknown equation parameters determined by iteration until scoring errors were minimized. This method is explored in detail for the graduate program in education. Graduate business and national university results (including comparisons to regression) are also shown.

Co-Authorship Maps: Examining Faculty Collaboration Patterns using the Science Citation Index – 596

Superior B

⟨3⟩

Daniel Teodorescu, Director of Institutional Research, Emory University
Christina Steidl, Ph.D. Candidate, Emory University

Using bibliographic records from the Science Citation Index, this paper examines the publication behaviors of faculty at a U.S. research university. The analysis shows that collaboration in research has been growing steadily, and that faculty are highly oriented toward collaborative rather than individualistic research. This paper also looks at the collaboration dimensions of partnering universities, countries, sectors, and disciplines and examines collaboration networks both domestically and internationally.

Evaluating Statistical and Machine Learning Models for Predicting Student Success: A Case Study – 583

Arkansas

⟨6⟩

Chongjie Xue, Research Analyst, Fordham University

This presentation focuses on predicting undergraduate enrollment persistence and identifying at-risk students in a private research university. Student admissions, demographics, advising, and course-taking behavior data were collected over multiple academic years. The presenters discuss how they aggregate and create useful features and specialized focus groups for model construction. The presenters evaluate the utility of popular classification models such as logistic regression, Naïve Bayes, neural networks, decision tree, and Support Vector Machines for this task. The presenters show how to improve the utility of existing models using boosting, ensemble, and cost-sensitive learning.

Exploring Disciplinary Differences using Data from the Faculty Survey of Student Engagement (FSSE) – 775

Parlor C

⟨6⟩

Amy Garver, FSSE Project Associate, Indiana University-Bloomington
Thomas Nelson Laird, Assistant Professor, Indiana University-Bloomington

This session highlights ways one can explore disciplinary differences on campus using data from the Faculty Survey of Student Engagement (FSSE). In particular, the presenters uncover ways to display faculty responses about effective educational practices at the school or departmental level as well as offer cautions and caveats to consider when analyzing and communicating findings to campus groups.

Exploring Student Major Change Patterns – 490

Sheraton Ballroom II

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Zhao Yang, Manager, Institutional Research and Senior Statistician, Old Dominion University
Min Xu, Research Associate, Old Dominion University

Previous research suggests that 50-75 percent of undergraduate students change their majors at least once before graduation. This session explores the major change patterns and the relationship between changing major and student academic performance at a large, public four-year institution. Results suggest that the vast majority of the studied cohorts changed majors at least once within six years. Of those who changed majors, approximately 50

Tuesday

percent also switched colleges. Finally, changing one's major is found to be related to student academic performance as measured by students' overall GPA and time to degree.

How One University Examined Graduation Rates of Its Undergraduate Student Population – 125

Parlor D

⑥

Nicola Paterson, Planning Officer, University of the West Indies, Mona
Garvin Gordon, Senior Technology Officer, University of the West Indies, Mona

Graduation rate is one measure of a university's level of efficiency. Graduation rates are typically expressed in time-to-degree measure as the percentage of full-time, first-time, degree/certificate seeking freshmen who complete their program within four to six years of entering an institution. The time-to-degree measure has two drawbacks: it excludes part-time and transfer students and masks differences in institutions' admissions policies. While other measures are used to gauge institutional efficiency or performance, none are without limitations. As a measure of good practice, institutions should use more than one method of calculating graduation rates.

How U.S. College Students' Learning Experiences Are Shaped by International Teaching Assistants (ITAs) in the Science, Technology, Engineering, and Math (STEM) Fields – 766

Parlor F

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Sharon Chang, Graduate Student, University of Washington-Seattle Campus
Chia-Han Tsai, Ph.D. Candidate, University of Washington

Under the influence of globalization, this research paper focuses on how U.S. undergraduate students' learning experiences in the STEM fields are shaped by International Teaching Assistants (ITAs) in terms of cross-cultural instruction and intercultural communication.

Impacting Retention: Packaging Data for Effective Use at Different Levels – 352

Tennessee

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Ray Brown, Director of Institutional Research, Westminster College
Rebecca Pierce, Associate Professor, Ball State University
Sherry Woosley, Associate Director of Institutional Effectiveness, Ball State University

Retention is an institutional issue which clearly links to the mission of institutional research. This presentation will talk about how institutional researchers can package different types of data by department level in order to have a positive impact on retention. This multi-campus perspective will focus on best practices associated with identifying students who need support and effective interventions (front-line),

designing programs and policies (department level), and using assessment and research to inform programmatic decisions (campus-wide level).

Measuring Research Performance: Productivity, Accountability, and Visibility. Key Performance Indicators Using Journal and Citation Metrics. – 1021

Michigan A

③ DEMO

Ann Kushmerick, Manager, Research Evaluation and Bibliometric Data, Thomson Reuters

Universities and other institutions require objective performance indicators for their research activities. Uses include unbiased assessment of researchers and programs; demonstrating return on investment and accountability; expanding domestic and international collaboration; and promoting research accomplishments with credible data. This session will discuss using citation analysis for these tasks, focusing on the scholarly journal data from the Web of Science® citation index and the research evaluation tool InCites. Case studies from universities will be presented.

Overbooking Courses: Filling Classrooms by Accounting for Historical Enrollment Drop Rates (Using the Same Technique that Airlines Use) – 268

Superior A

④

Mark Leany, Senior Research Analyst, Utah Valley University
Andrea Brown, Assistant Director, Institutional Research, Utah Valley University
Robert Loveridge, Institutional Research and Information, Director, Utah Valley University

With increasing enrollment over the last few years, many course sections fill up early and limit registration. Our institution is currently working on a pilot plan to overbook certain courses and/or sections based on the assumption that students who drop courses later will bring enrollment below the desired level (what we consider full). We will show you the historical data we have collected, the algorithms and courses we have chosen for our pilot (to begin fall 2010), and the administration's response to our suggestions. Come willing to learn from our work and share your own insights on overbooking courses.

QS World University Rankings: Get the Inside Story About How and Why They are Done, Plus Future Plans for the World University Rankings – 212

Sheraton Ballroom III

⑤

Robert Morse, Director of Data Research, U.S. News and World Report
Ben Sowter, Head of Division, QS Quacquarelli Symonds Limited

College rankings are now a global phenomenon. This fact has significant implications for U.S. research universities. This session will review the methodology and philosophy behind

Tuesday

the THE-QS World University Rankings, which are also published by U.S. News as the World's Best Universities. The authors will cover the importance of interactions between U.S. colleges and QS Quacquarelli Symonds Limited (UK), some current results from the latest world rankings, plans for the future, and the relationship between U.S. News and QS. The speakers will also discuss the worldwide spread of college rankings and problems with international data comparisons.

Rejection and Happiness: Does Attending One's First Choice College Affect Academic and Social Integration? – 181

Missouri

Robert Kelchen, Graduate Student, University of Wisconsin-Madison

1

In this paper, I examined the effects of a student not attending his or her first choice college on academic and social integration in the first semester of college. I divided students for this study into three groups: those who were rejected by their first choice college, those who were accepted by their first choice college but chose not to attend, and those who attended their first choice college. Using data from the Wisconsin Scholars Longitudinal Study, a unique study of Pell Grant recipients who entered Wisconsin public colleges and universities in the fall of 2008, I found that being rejected by one's first choice is associated with lower levels of academic integration in the college of attendance, and that attending one's first choice after being accepted does not affect academic or social integration.

Student Evaluation of Instruction: How Can an Institutional Research Office Perform It Efficiently and Effectively? – 506

Illinois Executive Boardroom

Jamil Ibrahim, Scientist IV, University of Mississippi Medical Center

2

The process for evaluating courses and faculty varies greatly from institution to institution. Experts agree that student opinions are valuable to faculty and institutions. Practically every college and university spends significant time, money, and effort to collect, analyze, and distribute opinion surveys as an important component of institutional assessment planning. This session will focus on assessment formats including paper based evaluations using Bubble Publishing and similar software, as well as online formats such as Qualtrics, Zoomerang, Perseus, and CoursEval.

The Impact of IT Management on the Efficiency of Top Liberal Arts Colleges – 92

Ontario

James Eckles, Director of Information Services, Rhodes College

4

This presentation of a study of 41 highly ranked liberal arts colleges describes research that used a resource-based view to identify whether differing information technology management practices affected the institutions' efficiency. Researchers divided institutions into high- and low-efficiency groups based on graduation rate performance, and then compared the groups across 14 variables representing IT management practices in five areas identified through literature review. No significant difference was found between the two groups on any of the 14 variables. This presentation will discuss several potential reasons for this finding.

Using the Humble Crosstab to Partner with Parametrics for Increased Understanding: Three Illustrative Examples – 140

Ohio

John Williamsen, Data Analyst, Saint Norbert College

6

Crosstabs provide useful information when employed in supplementary percentile rank explorations of distributions obtained in the course of parametric analyses using correlation and mean statistics. This presentation of three different examples from data obtained in the course of a study of gender differences in academic experiences at a small religiously-affiliated liberal arts college shows the range and benefits of crosstab analyses. In each case, supplementary percentile rank crosstabs of the underlying distributions provided significant information of value to end users of the study not revealed by the summary parametric statistic (correlation coefficient, arithmetic mean) typically obtained in such circumstances.

Visualizing Connections Points, Flow Patterns, and Gaps Across the Federated Tapestry of the Digital Information Enterprise: Lessons Learned from Vesalius – 110

Parlor G

Timothy Cain, Assistant Director for Knowledge Management and Digital Strategies, Ohio State University-Main Campus

4

The complex, dynamic and decentralized nature of the digital information landscape of universities makes identifying authoritative data sets and owners, understanding data flow patterns and connection points, and ascertaining information gaps challenging from an enterprise-wide perspective. As with peer institutions, stewardship of information systems-of-record at the Ohio State University is highly distributed, often evolving as a loose federation of disconnected entities. Not unlike the work of Renaissance anatomist Andreas Vesalius, striving to understand the complexity of human structure,

Tuesday

we developed a methodology and framework to visualize dynamic, contextualized maps of the University's complex, distributed digital information enterprise.

What Do Academic Programs Costs: How to Conduct a Cost Study to Inform the Administration and Compare Costs Across Disciplines – 247

Parlor B

4

Terri Manning, Associate Vice President for Institutional Research, Central Piedmont Community College
Lori Alexander, Assistant to the Vice President, Learning Unit, Central Piedmont Community College

In a time of rapidly growing enrollments for most institutions, the cost of offering courses and programs has become an important issue. Collecting the right financial and enrollment reporting data is critical to answering the question "what does this program cost us?" This presentation demonstrates the components that go into a cost study and explains how the instructional administration used the data to work with programs across the institution.

What Drives Instructional Costs in Community Colleges: Data from the Kansas Study – 322

Michigan B

5

Patrick Rossol, Senior Research Analyst, National Higher Education Benchmarking Institute
Jeffrey Seybert, Director of National Higher Education Benchmarking Institute, Johnson County Community College

This study examines instructional cost drivers in two-year colleges based upon aggregate analysis of national data from the Kansas Study of Community College Instructional Costs and Productivity. Results show that unlike in four-year institutions, the major determinant of instructional costs is full-time/part-time faculty ratio.

What if Tufte Ran the IR Office? – 639

Colorado

6

Liz Sanders, Assistant Vice President of Enrollment and Marketing Research, DePaul University

As institutional researchers, we strive to present information in meaningful, truthful ways using the medium that best communicates the meaning of our data. We build these graphic displays on a strong foundation of statistics and research methodology, and with a deep understanding of our readers. We read graphics books and consult industry best practices. But what if this is not enough? What if Edward Tufte ran your institutional research office? This session will hypothesize how Tufte's principles can transform our work, from routine enrollment reports to large-group data presentations. The presenter also discusses what works, for whom, and when.

Which are Effective Strategies to Promote IR Internationally? – 808

Lincoln Executive Boardroom

5

Stefan Buettner, Researcher and Doctoral Student, University of Tuebingen

Institutional research has been developed, established, and has evolved in Northern America for the past six decades. No matter how useful IR is as a discipline, it struggles greatly to have its break-through in most regions overseas. Budget cuts, rising costs, competition, effectiveness, and quality management are hot topics at almost every institution. Still, very few decision-makers see and understand how the introduction of IR can assist in problem solving. Few know about the field of IR and if someone does know, he has little chance of being heard. Is this a case for establishing a network of "IR ambassadors"?

11:00 a.m. – 11:40 a.m.

A Practical Solution: Using Macros in MS Access and Mail Merge to Produce Custom Reports – 180

Ontario

6

Don Grady, Executive Director- Academic Outreach, National-Louis University
David Rudden, Director of Institutional Research, Elgin Community College
Philip Garber, Executive Director of Planning and Institutional Effectiveness, Elgin Community College

In this demonstration roundtable, the presenters explain how the use of macros in MS Access and mail merge in Word can expedite common institutional research reports. Using the example of end-of-semester course evaluations, the presenters demonstrate how they successfully used Access and the Word/Outlook mail merge function to analyze data, produce custom reports, and disseminate over a thousand customized digital reports to several hundred individuals.

Audience Response Systems in Education, Uses, and Methods – 491

Arkansas

2

Thomas Dearden, Institutional Research Assistant, Brigham Young University-Hawaii
Micah Kamoe, Co-Presenter, Brigham Young University-Hawaii
Kazumi Yasutani, Quality Assurance Support(Japanese speaking), Polynesian Cultural Center
Ronald Miller, Professor, Brigham Young University-Hawaii
Anna Hubert, Audience Response Systems in Education, Brigham Young University-Hawaii

Audience Response Systems (ARS) have been used for over 35 years, but are receiving renewed attention in higher education. With new versions of hardware available, the uses in education have become exceptional. This presentation consists of ideas and tutorials on how to use ARS in

the classroom. Methods considered are uses for class participation and interactive audiences including moment-by-moment lecture ratings, teacher evaluations, and classroom demonstrations. These methods can increase classroom involvement without group pressure.

Count Your Chickens! Forecasting Instructional Costs Based on Your Academic Curriculum – 454

Colorado 4

Jennifer Lee, Research Analyst, Fordham University

Implicit assumptions made by traditional cost forecasting methods (e.g. regression, student-faculty ratio, average class size) limit the ability to model the behavior of instructional costs. In order to account for the simultaneously fixed and variable nature of instructional costs, this study proposes an alternative model for forecasting instructional costs using the academic curriculum with the number of sections as a unit of measure instead of the number of students. In addition to instructional costs, the model also predicts instructor, classroom, and office space demand. The model is illustrated with a case study and compared against traditional methods. Basic understanding of microeconomics and/or managerial accounting is beneficial, but not required.

Exploring the Effects of Social Networking on Students' Perceptions of Sense of Belonging, Connectedness, Engagement, and Institutional Commitment – 580

Sheraton Ballroom III 1

Michele Hansen, Director of Assessment, University College, Indiana University-Purdue University Indianapolis
Janice Childress, Data Manager Assistant, Indiana University-Purdue University Indianapolis

Social networking is a tool being explored by many institutions as a means of connecting to and communicating with students. This study investigates whether or not social networking Web sites have significant effects on first-year students' perceptions of connectedness at Indiana University-Purdue University, Indianapolis (an urban, commuter institution). A survey was administered to a random sample of 2000 students to assess their use of social networking Web sites and their feelings of connectedness, sense of belonging, engagement, and institutional commitment. We report on how social networking sites are used by students to interact with faculty, staff, and administrators.

Generational Differences in Workplace Values Among Institutional Researchers: Implications for Improving the Profession – 574

Parlor F 6

William Knight, Associate Vice Provost for Planning and Accountability, Bowling Green State University

This study explored generational differences in workplace values and attitudes among institutional researchers. A total of 1,353 institutional researchers responded to a national survey comprised of workplace value scales, questions about birth year and generational affiliation, and demographics. Analysis of variance results revealed significant differences in three of the ten workplace value scales (security, authority, and prestige). These results held across overall groups including sex, race, institutional sector, and job category. Suggestions are provided for managing, communicating with, and retaining members of the generational groups in the IR workplace.

Getting Started: Establishing an Institutional Review Board at Your Community College – 782

Tennessee 6

Amy Smith, Research Analyst, Heartland Community College
Dana Rosenberg, Director of Institutional Research and Planning, Heartland Community College

In this session, IR professionals share their experiences in developing an institutional research review policy and establishing an Institutional Review Board (IRB). Topics include: the role of IR in the IRB process; how to get started; and how to gain the support of faculty and administrators. The presenters also discuss practical matters like committee structure and processes for reviewing research proposals. After a brief presentation by a Midwestern community college that recently established its first IRB, the session opens for discussion of ways to overcome some of the particular challenges of establishing an IRB at community colleges.

Getting the Most from your National Survey Data for Assessment: Data Reduction and Other Techniques – 564

Superior B 2

Laura Palucki Blake, Assistant Director CIRP, University of California-Los Angeles
John Pryor, Director of CIRP, Higher Education Research Institute
Linda DeAngelo, Assistant Director of Research, CIRP, University of California-Los Angeles

In the current assessment climate, sound measures of the undergraduate experience are important. Obtaining this information can be complicated, though, since the college experience is multifaceted and typical student surveys contain hundreds of items representing a potentially unlimited number of underlying dimensions. This session describes the conceptual and empirical foundations underlying the

Tuesday

development of CIRP Constructs within CIRP Surveys and how The Freshman Survey (TFS), the Your First College Year Survey (YFCY) and the College Senior Survey (CSS) can be used in an assessment setting to examine variation in the student experience, study persistence, and increase student involvement.

Impacting Future Career Choices and Alumni Behavior – 410

Ohio

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Shelley Strickland, Student, University of Michigan-Ann Arbor
Katherine Walsh, Assistant Director for Student Philanthropy, University of Michigan-Ann Arbor

This presentation examines outcomes from a model internship program (D-SIP) at the University of Michigan. Findings suggest that the program's primary objective of exposing students to a rewarding potential career in development has been effective and holds potentially transferable lessons for impacting other choices, such as a college major. The program's curricular and co-curricular components have also yielded behavioral changes in giving patterns that prove promising for achieving the program's other objective of improved philanthropy. Similarly, the program yields potentially innovative methods for predicting alumni loyalty.

IPEDS Update - Part I – 555

Sheraton Ballroom II

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Elise Miller, Program Director, National Center for Education Statistics
Janice Kelly-Reid, IPEDS Project Director, RTI International
Jessica Shedd, Research Scientist (IPEDS), National Center for Education Statistics

The National Center for Education Statistics (NCES) will present a general update on the Integrated Postsecondary Education Data System (IPEDS) and review recent and upcoming changes. Topics include the ongoing impact of the 2008 Higher Education Opportunity Act on IPEDS reporting requirements and institutional disclosure requirements. There will be a short update on the IPEDS technical review panel and help desk activities.

Message Synchronization: An Innovative Approach to Connecting IR and Communications – 740

Parlor G

⑥

Valeria Garcia, Assistant Director, Planning & Analysis, University of South Florida
Jacqui Cash, Communications and Marketing Officer, University of South Florida

To face the challenge of effectively communicating the intricacies of a complex organization, there is a growing need to synchronize an institution's data and its story. Including a communications professional in a central role in a decision support office provides an advocate to connect the products of the office with internal and external stakeholders. Institutions must tell the story behind the numbers to validate the positive direction of its efforts. This presentation provides examples of products produced and services provided as a result of a dynamic decision support team that includes a communications professional on staff.

Performing Institutional Research Functions Efficiently and Effectively through the Utilization of Available Resources – 451

Huron

⑥

Jamil Ibrahim, Scientist IV, University of Mississippi Medical Center

This presentation is an example of rapid analysis that utilizes technology in a changing world. Technology has changed expectations of time for analysis. As decision makers become technologically savvy, they bring with them expectations of rapid but comprehensive analysis. In this presentation, a combination of techniques will be shown on how to build a system to address these expectations.

Program Profiles: An Online Source for Graduate Program Data – 365

Parlor B

⑥

Sally Mikel, Director, Information Management Systems, University of Illinois at Urbana-Champaign

Graduate program profiles are online single-page snapshots for graduate programs at the University of Illinois. Each one-page summary provides an overview of a program with the ability to drill down from links on the graphs and tables to more detailed information. The profile is dynamically updated to contain the most recent 10 years of application, admissions, first-time enrollment, enrollment, and degree counts as well as time to degree. Users can tab to displays by race/ethnicity, gender, citizenship, and residency. The session will demonstrate program profiles and discuss how the underlying data is collected, organized, and used by academic programs.

The Development of a Statewide Funding Formula with Performance Incentives for Funding Postsecondary Education – 98

Parlor C

⑥

James Firnberg, Consultant
Albertha Lawson, Director of Institutional Research and Statistical Analysis, Louisiana State University System
Donald Vandal, Deputy Commissioner for Finance and Administration, Louisiana Board of Regents

This presentation will trace the process and procedures used to comply with requests from governors and legislatures to develop a formula with performance incentives, show the final

Tuesday

formula with its various components, discuss implementation, and demonstrate a model that institutions can use to improve formula implementation.

The Relationship of Sophomore Retention to the Perceived or Assumed Quality, or Types of Classes that Students Take – 157

Superior A

△1

M. Rita Caso, Director of Institutional Research and Assessment, Sam Houston State University
Xiaohong Li, Senior Analyst, Sam Houston State University

Much research has addressed the prediction of retention from the perspective of Tinto's explanations of student attrition. Far less research has approached the prediction of retention from indicators of perceived or assumed class quality, or from the types of courses to which students have been exposed. This study uses unadjusted logistic regression analysis, and then adjusted, multiple-predictor logistic regression modeling to explore the association between sophomore persistence and a student's exposure level to positively rated classes; exposure level to classes taught by tenure-track faculty; and/or exposure level to required courses. These variables are examined in conjunction with covariates representing constructs historically associated with university persistence (i.e. Entry At-Risk; 1st semester GPA; Campus Residence; Commitment to Major; Level of Financial Aid).

Contributors not in attendance: John Scariano, Sam Houston State University; Rebecca Bowyer, Sam Houston State University.

The Role of the IR Office in Supporting Regional Accreditation – 310

Illinois Executive Boardroom

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Kay Schneider, Senior Research Analyst, University of Denver

Many IR professionals take on one or more major roles in support of regional accreditation. The facilitator of this session is currently participating in her third regional accreditation and will share her experiences and suggestions for effective institutional research support for the process. Participants will engage in a discussion of strategies which have been successful at their institutions as well.

The Use of Internet and Social Networking Sites for Marketing and Student Recruitment – 625

Erie

4

Carolyn Giordano, Senior Research Analyst, Thomas Jefferson University
Kevin Lyons, Associate Dean and Director of the Center for Collaborative Research, Thomas Jefferson University
Jane Clinton

Effective student recruitment is critical to the viability of many academic programs. The internet is increasingly becoming a part of everyday life, and is now a viable tool for marketing to and recruiting students by facilitating networking opportunities and offering ways to associate with others with similar interests, values, or goals. This paper reports findings from a survey of students regarding their media preferences, compares the usage of social networking sites, and discusses creative ways to use these sites to recruit future students.

Top American Research Universities Dashboard Tool – 764

Michigan A

⑥

Craig Abbey, Assistant Vice President, Arizona State University-Tempe Campus

The Top American Research Universities provides data and rankings on 10 different metrics. Now there's easy access to data on total research, federal research, endowment, annual giving, doctorates, post-docs, faculty awards, national academy membership, SAT, and national merit scholars. This presentation shows how The Center for Measuring University Performance developed a dashboard tool in Excel that provides a high quality data viewer, custom cohort comparisons, and ties into IPEDS data.

Using Artificial Intelligence Models to Assess College Curriculum: A Case Study – 722

Parlor E

◇2

Chau-Kuang Chen, Associate Professor/Director of Institutional Research, Meharry Medical College

Artificial intelligence models were used to establish nonlinear relationships among variables. The outcome variable of interest is student overall satisfaction with the basic science curriculum. Twelve independent variables included student agreements that the basic science curriculum is responsive to student feedback, open to innovation, well-coordinated, and integrated. Important variables found in the artificial intelligence models are of great significance for curriculum assessment and development. It is evident that the resulting models have demonstrated the model validity and applicability.

Tuesday

Using BCSSE and NSSE Data to Investigate First-Year Engagement and College Readiness to be Engaged – 462

Michigan B

James Cole, BCSSE Project Manager, Indiana University
Wen Qi, Research Project Associate, Indiana University-Bloomington

The primary purpose of this research-in-action session is two-fold: 1) to provide a brief overview of the Beginning College Survey of Student Engagement (BCSSE) survey and associated reports (including the BCSSE-NSSE report); and 2) to present original research that demonstrates how to use BCSSE and NSSE (National Survey of Student Engagement) data to better answer to the question "Are our students ready for college?" The session will focus on how institutions can use BCSSE data to broaden traditional indicators of college readiness to include high school academic engagement ("college readiness to be engaged"). SPSS syntax for will be available for download from the BCSSE Web site.

Using Net Promoter Score Surveys to Improve Institutional Effectiveness – 262

Parlor D

Stephen Whitten, Vice President for Planning and Effectiveness, American Intercontinental University
Susan Malekpour, Director of Institutional Effectiveness, American Intercontinental University

This session will focus on the use of Net Promoter Score (NPS) surveys of key stakeholder groups to improve a service culture and inform the institutional effectiveness process. Speakers will give examples from one institution's two-year experience to show how the NPS concept can enhance quality improvement efforts and create institutional promoters. The NPS survey score is less important than the data-driven conversation among faculty, administrators, and staff about issues that are important to stakeholders. The conversation leads to specific action plans, and, perhaps more importantly, to a changed culture that is more sensitive to the various needs identified by constituents.

Using SQL for Data Management – 320

Missouri

Stephen Deutsch, Quantitative Analysis Assistant, Seton Hall University

Structured Query Language (SQL) is a programming language used to query the data stored in relational database enterprise systems. Institutional research offices with access to the student database system can use SQL to generate real-time extracts and convenient reports ready to use for IPEDS surveys. This presentation will explain how to interact with Banner using SQL scripts and demonstrate a comprehensive student enrollment query developed by the researchers.

Who Are Intercampus Transfer (ICT) Students? An Examination of Intercampus Transfer Within a University System – 811

Mississippi

Johnnie Meadors, Graduate Student, Indiana University

The last several decades have seen dramatic developments in the U.S. higher education system. In addition to expansion in enrollments, there is an increasing tendency for students to attend multiple colleges in the course of their higher education careers. Scholars and policy makers, however, have overlooked this tendency. This paper examines student intercampus transfer within the Indiana University system. Using data for the years 1996-2001, this paper examines the effects of student and institutional characteristics on intercampus transfers. Findings show that the opportunity to transfer was utilized mainly by state residents, full-time students, and younger students with a high GPA.

11:55 a.m. – 12:35 p.m.

A Comprehensive Approach to Optimum Learning Communities – 529

Superior B

Oscar Lenning, Director, Lenning Consulting Services, Lenning Consulting Services
Denise Hill, Assistant Professor, Des Moines University-Osteopathic Medical Center

This session reports preliminary results of a project to integrate recent developments and previous research into a comprehensive conceptual/theoretical framework to help practitioners understand creation and implementation of optimal college/university learning communities. Integrating non-student learning communities in support of student face-to-face and virtual learning communities is included. A primary focus is on how assessment and evaluation can best contribute to improving critical aspects of optimal learning communities, and the role of institutional researchers in helping design, implement, and maintain such optimum learning communities. Case examples/other practical tools are included in the book that will result from this project.

A Retrospective Profile of Graduates to Enhance Student Success Strategies – 721

Erie

Andrea Brown, Assistant Director, Institutional Research, Utah Valley University
Shannen Robson, Intermediate Research Analyst, Utah Valley University

Universities primarily depend upon prospective approaches and methodologies to enhance student retention and completion rates. This session presents a retrospective analysis of a recently graduated undergraduate cohort to

offer a comprehensive profile of successful completers at Utah Valley University in 2008-2009. The presenters examine demographic and academic aspects including age, gender, ethnicity, the impact of remedial and preparatory coursework, differences between transfer and original-enrollment graduates, and investigated variation in time-to-completion by subpopulation The findings suggest that a detailed profile of successful graduates identifies commonalities among them that can assist with efforts to improve future retention and graduation rates.

An Office to ADMIRE (Assimilated Data Management, Institutional Research and Effectiveness): A Synergistic Model to Integrate Institutional Research, Institutional Effectiveness, and Information Management – 328

Parlor D

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James Posey, Director of Institutional Research, University of Washington-Tacoma Campus
Gita Pitter, Associate Vice President, Institutional Effectiveness, Florida Agricultural and Mechanical University

This session will identify common essential information and data needs of colleges and universities, and suggest a model to integrate these needs into one office or department. The presentation will focus on five major data and information foundations essential to the effective functioning of an institution: 1) accreditation support; 2) analytical reporting; 3) assessment; 4) data management and reporting; and 5) planning and scanning. Additionally, this session features the top five tasks within each of the five major foundations and offers insight on methods and best practices to organize and accomplish these tasks.

Analyzing Your Enrollment Trends: The Where and Why of Who Shows and Who Goes – 909

Michigan A

4 DEMO

Jeff Fleischer, Data Analyst, Rapid Insight, Inc.

We'll demonstrate how data from the National Student Clearinghouse can be leveraged and integrated with your applicant and enrollment data to analyze enrollment trends. We'll answer questions such as: What are the profiles of the students you are admitting, but who are choosing to enroll elsewhere? What are the profiles of the institutions they are enrolling in? Which are the top ten institutions that you are losing students to and have trends changed in the recent past? The award-winning Rapid Insight® data intelligence tool, Veera (eWEEK'S "Products to Watch", April 5, 2010) will be used for this analysis.

Comparative International STEM Data: Digging Out the Truth of the Matter – 588

Huron

⑤

Clifford Adelman, Senior Associate, Institute for Higher Education Policy

STEM degree production data under existing international taxonomy protocols are examined and critiqued, with examples from nine countries (including the U.S.). Alternative classifications are proposed, and their effects on comparative STEM data and its presentation are examined.

Conducting an Environmental Scan to Inform Strategic Planning – 370

Parlor F

4

Kathy Aboufadel, Vice President of Institutional Research and Assessment, Davenport University
Pamela Miller, Director of Program Management, Davenport University
Katie Daniels, Director of Assessment, Davenport University

In this session an overview will be provided of an environmental scanning process used to evaluate and draw conclusions regarding the various sectors of the external environment impacting the institution: presenters identify key external forces that will either enhance the institution's standing or represent a significant threat to it, and evaluate these issues within the context of the university's mission. The model includes examination of environments including industry, scientific and technological, educational, economic, political, legislative and regulatory, and the social and demographic. Presenters will also discuss how the environmental scan is used during the strategic planning process.

Connecting What High School Students Say to What They Do in College: Using Polling, Tracking, and Performance Assessment – 263

Ontario

4

Jing Luan, Vice Chancellor for Educational Services and Planning, San Mateo County Community College District

Presenters will discuss a scientific poll of high school students' post-high school educational plans, their awareness of concurrent enrollment opportunities, and their course preferences. A total of 1,218 surveys were completed from nine public high schools. Data was analyzed using SPSS DesktopReporter (formerly mrTables). Key findings include that nearly half of high school students are interested in attending community colleges, and a high percentage of Hispanic students are interested in concurrent enrollment with many interested in online concurrent enrollment. The report included high school graduates' college enrollment rates and course outcomes. The report also carried out policy discussions.

Tuesday

Do College Student Survey Questions have any Validity? – 670

Parlor G

Stephen Porter, Associate Professor, Iowa State University

〈2〉

Using standards established for validation research, I reviewed the theory and evidence underlying the validity argument of the National Survey of Student Engagement (NSSE). I used the NSSE as the preeminent survey of college students. I argued that if it lacks validity, then so do almost all other college student surveys. I found that is fails to meet basic standards for validity and reliability, and recommend that higher education researchers initiate a new research agenda to develop valid college student surveys.

English Language Learners' Access to and Attainment in Postsecondary Education – 870

Colorado

Yasuko Kanno, Associate Professor, Temple University

〈2〉

What are the college-going patterns of English language learners (ELLs), English proficient language minority students (EPs), and English monolingual students (EMs)? What factors help us understand different levels of access and attainment? We present analyses of data from the NELS:88, which tracked eighth graders through eight years post high school graduation. ELLs have much lower levels of access and attainment than the other two language groups: Only one in eight ELLs obtains a bachelor's degree as compared to one in three EMs. Significant predictors for differential access and attainment include demographic characteristics, family capital, high school, and postsecondary education factors.

Faculty Load: Implementing an Automated Faculty Load Reporting Process in Banner – 87

Mississippi

Calvin Easterling, Director of Institutional Research, Oral Roberts University

〈6〉

This presentation details a new reporting system for Faculty Load that has several advantages over the old, onerous system of entering data into spreadsheets. The new, Banner-centered system provides cost per credit hour, institutional cost per student, student/faculty ratios, analysis of faculty load in relation to individual contracts, and comparisons across departments and/or schools.

How Organizational Fit of Faculty Affect the Job Satisfaction, Organizational Commitment, and Faculty Turnover Intention – 779

Parlor C

Chia-Han Tsai, Ph.D. Candidate, University of Washington

〈3〉

As Bowen and Schuster stated, "the excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties." Faculty play a central role in shaping the character of collegiate environments. Over the past 15 years, there has been a plethora of research conducted on faculty work lives, such as faculty members' motivation, productivity and behavior, rewards and salary, gender and minority issues, instructional and learning technologies, and satisfaction. In the study, we attempt to model the relationship among faculty organizational fit, job satisfaction, organizational commitment, and faculty intent to leave.

Implementing an Effective Web-Based Information System Using JavaScript Templates for Web Designers of Various Skill Levels – 428

Sheraton Ballroom III

Joseph McLaughlin, Research Associate, Clemson University

〈6〉

Building a Web-based information system is rapidly becoming a necessity for any IR office or IR function. This demonstration addresses how novice web programmers can implement free online JavaScript templates into Web-based instruments to assist in disseminating information through various techniques. The techniques presented include using visual previews (snapshots), definitions, and navigational menus. The discussion will include implementation, "what not to do", as well as links to tutorials, templates, and examples from a public university.

IPEDS Update - Part II – 556

Sheraton Ballroom II

Elise Miller, Program Director, National Center for Education Statistics
Janice Kelly-Reid, IPEDS Project Director, RTI International
Jessica Shedd, Research Scientist (IPEDS), National Center for Education Statistics

〈5〉

The National Center for Education Statistics (NCES) will present a general update on the Integrated Postsecondary Education Data System (IPEDS) and review recent and upcoming changes. Topics include the ongoing impact of the 2008 Higher Education Opportunity Act on IPEDS reporting requirements and institutional disclosure requirements. There will be a short update on the IPEDS technical review panel and help desk activities.

Tuesday

Keeping the PROMISE: Factors Affecting Timing to Merit Scholarship Loss – 415

Missouri

Jacob Gross, Research and Planning Analyst, West Virginia Higher Education Policy Commission
Robert Anderson, Senior Director of Policy and Planning, West Virginia Higher Education Policy Commission
Angela Bell, Research and Planning Analyst, West Virginia Higher Education Policy Commission
Patrick Crane, Research and Planning Analyst, West Virginia Higher Education Policy Commission

Despite increased attention to the advent and development of state merit scholarship policies (such as Georgia's Helping Outstanding Pupils Educationally) some evidence suggests differences in scholarship retention by socioeconomic status or other student characteristics. Little empirical work has explored factors affecting scholarship retention. Moreover, no work has explored what affects the timing of scholarship loss. This presentation employs event history modeling to ascertain not only what factors impact students' retention of the West Virginia PROMISE Scholarship, but also when these factors are most influential.

Pathways to College: Postsecondary Enrollment Delay and Associated Persistence Outcomes – 446

Superior A

Suchitra Gururaj, Graduate Student, The University of Texas-Austin

Students who transition from high school to college and then persist through graduation may gain individual benefits and contribute to the economic growth of their communities and states. Students who delay immediate postsecondary enrollment may potentially forego those benefits entirely. The study presented in this session draws on extensive P-16 state student-level data to compare the enrollment and persistence of students who take different pathways to college.

See What Snap Surveys Can Do for You! – 1062

Ohio

6 DEMO

Tobin Green, 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. Features include:

- Fully integrated survey software for questionnaire design, data collection, and analysis for all types of surveys (paper, phone, Web, E-mail, PDA, Scanning, Kiosk).

- Robust analysis in the form of tables (crosstabs, frequencies), charts (2-D and 3-D), Descriptive/ Multivariate Statistics, and reports.

- MS Access or SQL database connectivity and seamless integration with SPSS and MS Office (Word, Excel, PowerPoint, Access). Applications include Course

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

The Curious Case of the Unknown Race: Reasons Why Applicants Choose not to Report Race or Ethnicity – 193

Parlor B

6

Teresa Ward, Research Associate, Georgia State University
Charles Gilbreath, Metadata Administrator, Georgia State University
Bethann Katz, Associate Research Institutional, Gerogia State University

In just three years, the number of our freshman applicants choosing not to report their race/ethnicity rose dramatically, from around 4% to nearly 32% by fall 2009. This trend raised eyebrows as well as several important research questions. Identifying the non-reporters—and their reasons for omitting this data—could affect the impending IPEDS-driven changes to the way we collect and report this information. Our university needed to determine whether these students would self-identify if re-surveyed, and to discover what, if any, steps could be taken to ensure our ability to accurately identify students. This presentation will highlight the results of that study.

The Effects of Institutional Characteristics and Student Engagement on College Student Spiritual Development – 512

Michigan B

1

Eric Lovik, Director of Institutional Research, Clearwater Christian College
J. Fredericks Volkwein, Emeritus Professor & Director of the IR Program, Pennsylvania State University

This session uses a multi-level model to analyze institutional characteristics and student engagement on students' reported gains in spirituality attributed to their institution. The sample includes 16,000 freshmen and seniors from 445 postsecondary institutions that participated in the spring 2004 administration of the National Survey of Student Engagement. The results show that institutions requiring course(s) in religion or theology for general education exert positive effects on spirituality. Institutions with mandatory chapel attendance see higher gains in students' spirituality. Frequency of prayer/meditation/worship is significantly related to spirituality. African Americans, international students, and freshmen positively associate with spiritual development.

Tuesday

Using Stata in Institutional Research – 719

Illinois Executive Boardroom

(6)

Allan Joseph Medwick, Doctoral Student, University of Pennsylvania

Whether you are curious about the Stata download option in the IPEDS Data Center or you are an experienced Stata user, this table topic discussion provides an opportunity to share tips and resources for using Stata more effectively in institutional research. Experienced users are encouraged to bring sample reports designed using Stata for discussion.

What You Don't Know about Doctoral Students (But Wish You Did): Toward the Collaborative Design of Better Data on Doctoral Students and Their Education – 750

Tennessee

(5)

Mark Fiegener, Project Officer, National Science Foundation

Session organizers are employees of a federal statistical agency that collects and reports data on graduating doctoral students. This table topic session engages participants in collaboratively designing the next generation of doctoral student surveys and reports. The insights of session participants will provide an important set of inputs into the agency's efforts to redesign its doctoral student survey.

Contributor not in attendance: Lynda Carlson, National Science Foundation.

Why won't Students Respond? Characteristics that Influence Students to Answer Surveys – 598

Arkansas

(6)

Alvin Manalo, Research Associate, Marymount University
Cassandra Jones, Senior Assessment Associate, Marymount University

Universities use surveys to understand student experiences. Unfortunately, not all students respond to surveys, leaving researchers and administrators wondering if results reflect opinions of the student population or just a special group. This study examines the characteristics of seniors who responded to all, some, and none of the three surveys administered in our institution in spring 2009. The three surveys included in this study are: the National Survey of Student Engagement (NSSE), an advising survey, and spring course evaluations. All three surveys were administered online.

Workforce Skills 101: Detailed Work Activities – 216

Parlor E

(5)

Ruben Garcia, Manager, Texas Workforce Commission

Course descriptions and end-of-course outcomes are currently submitted in very broad terms, revealing few details relevant to employer needs such as workplace skills. The link between education/training to employers/occupations has not been well defined. That gap has now been bridged, using data developed by the U.S. Department of Labor through the O*Net Content Model. O*Net has identified a set of detailed work activities that describes what various occupations require. This presentation will show how one state has cross-walked these Detailed Work Activities (DWA) to individual courses and entire programs, creating a database that bridges the gap between education/training and industry.

12:50 p.m. – 1:30 p.m.

A Summer Project - The Development of a Disclosure and Reporting Consumer Information Page – 236

Parlor G

(6)

Melanie Jenkins, Research Analyst, Tufts University
Dawn Geronimo Terkla, Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University

In August 2008, the Higher Education Act of 1965 (HEA) was reauthorized as the Higher Education Opportunity Act of 2008 (HEOA). The HEOA includes legislated mandates for the disclosure of institutional data, which lends itself to the development of an easily accessible portal webpage for education consumers to obtain information on the university. With the support of the university's general counsel, the Office of Institutional Research & Evaluation (OIR&E) accepted the challenge. This presentation will discuss how OIR&E took the responsibility of informing administrative offices, assisted with the interpretation of the law, and developed an easily accessible platform for disclosure.

An Examination of the Influence of Selectivity on Alumni Giving at Public Universities: A Dynamic Panel Modeling Approach – 644

Parlor F

[4]

Sean Simone, AIR/NCES Research Fellow, Association for Institutional Research and National Center for Education Statistics Postdoctoral Policy Fellow

This presentation displays the results of a research study on the influence of prestige (as defined by student selectivity) on alumni giving over time. The presentation offers a unique conceptual framework to describe the relationship between prestige and alumni giving using economic perspectives of nonprofit organizations, higher education institutions, and philanthropic giving. Further, the presentation illustrates a unique statistical technique used to answer the research questions for this study, called the Dynamic Fixed Effects Panel Model using System Generalized Method of Moments. Final results from this study are shared.

Campus Violence in U.S. Community Colleges – 242

Sheraton Ballroom II

Nino Kalatozi, Ph.D. Student/Graduate Research Assistant, University of Missouri-Columbia

【1】

This presentation examines the extent of campus violence in U.S. community colleges and its change over time. The study utilized the U.S. Department of State Office of Postsecondary Education Campus Security Data Analysis Cutting Tool data. The study sample consisted of 1142 public 2-year colleges across the U.S for 2001 and 2007. Tests for significance were performed to determine the mean differences between violence rates in community colleges in each reporting year. In most areas, the results indicated a significant increase in the crime rate at community colleges in 2007 as compared to that in 2001.

Collecting and Analyzing Data on Community College Student Athletes: Identifying Best Practices and Implications for Improving Student Success – 672

Illinois Executive Boardroom

David Horton, Assistant Professor, Ohio University-Main Campus
Brandon Wolfe, Doctoral Student, Ohio University

【4】

Facilitators address topics pertaining to community college student athletes, including pre-college characteristics, enrollment behaviors, and academic goals. These topics serve as a springboard for active discussion of methods for collecting data on student athletes, ways in which data are used to support the academic success of student athletes, and the uses and sharing of data with peer institutions for benchmarking purposes.

Connecting Data, Research, and Pedagogy: What Early Findings from a Survey on Students' Experiences of Learning in Learning Communities Reveal – 676

Mississippi

Maureen Pettitt, Director of Institutional Research, Skagit Valley College
Gillies Malnarich, Co-Director, The Evergreen State College

〈2〉

This session describes the development of an online survey to capture students' experiences of learning in learning communities. This survey, developed by the Washington Center for Improving Undergraduate Education and Skagit Valley College, builds on a national research project on assessing learning in learning communities. The data presented offers a broad sweep of classroom practices including integrative learning opportunities. The session highlights how survey results are being used to create faculty development modules and to build a network of institutional researchers and learning community leads interested in deepening research on students' experiences of learning in learning communities.

Course Evaluation by Students: Commonalities and Differences Across Courses and Years – 291

Colorado

Antigoni Papadimitriou, Ph.D. Candidate, CHEPS/ Twente University

〈2〉

The purpose of this study is to explore a program evaluation in the department of economics using student evaluations conducted twice in a semester. In this session, three panelists representing differing viewpoints will explore the relationships between students' program evaluations and differences or/and commonalities between core courses and special electives from the first and third years of studies (1st and 5th semesters). Panelists include a faculty member/ HE researcher, faculty/member statistician, and a director of university assessment.

Contributors not in attendance: Marius Boboc, Cleveland State University Christos Emmanouilides, Aristotle University of Thessaloniki, Greece

CSRDE Best Paper: Entering Freshmen to Graduating Seniors: Partnering CIRP Entering Freshmen Surveys, Graduating Senior Surveys, and Institutional Data – 867

Parlor D

Roy Ikenberry, Director of Institutional Research, Belmont University

【4】

This paper won the Institutional Research Leadership in Student Retention Award given by the CSRDE at the 5th Annual National Symposium on Student Retention. Belmont University has participated in the UCLA Higher Education Research Institute, Cooperative Institutional Research Program (CIRP) Freshman Survey for fourteen years. The institution has also been using a home-grown graduating Senior Survey for several years, however, within the last eight years identifiers have been added to allow for matching survey responses to specific students in the administrative database. The current study partners the CIRP responses, graduating Senior Survey responses and a robust database of institutional data in an effort to identify characteristics of students who are successful (graduate from the institution) versus those who are not successful (dropouts). Three separate entering freshmen cohort years (IPEDS based) are in included in this study: 1998, 1999, and 2000. Quantitative and qualitative methods of analysis reveal a series of indicators of success or failure of the study groups. The study revealed that although retention and persistence in the largest program on campus were challenged by a number of issues, timely interventions resulted in increases in both parameters.

Tuesday

Digital Assessment: Using Pictures for Change – 691

Parlor E

4

Michael Jackson, Director of Institutional Research and Assessment, Oklahoma City University
Rodgers Jacci, Faculty Liiaison, Oklahoma City University

This presentation offers methodology, implementation, and insight into engaging the campus community through digital photography. Campus participants, including faculty, staff, and students, describe the community by providing good and bad pictures of the institution. This assessment technique provides insight into both the positive aspects and challenges facing the institution.

Enable a Proactive and Strategic Approach to Enrollment Management – 887

Michigan B

6 DEMO

Arthur Madesian, Consultant, SAS Institute, Inc.
Wes Avett, Account Executive, SAS Institute, Inc.

Many universities and community colleges have difficulty managing the vast amount of data across the student lifecycle. This session will provide ideas and examples of how SAS can help you seamlessly integrate data across multiple platforms, provide insightful reporting and utilize the power of analytics. You will learn how critical data can be surfaced in dashboards with drillable reports, and how analytics can be used to predict trends, enabling proactive decision making.

Engaging the Disengaged: Examining African American Male Student Engagement at Predominantly White Public Research Universities – 374

Ohio

1

Sheila Craft, Strategic Planning Analyst, Ohio State University-Main Campus
Toycee Hague-Palmer, Program Manager, Ohio State University-Main Campus

This session examines student engagement of African American male students at predominantly white public research universities. Research on student engagement has examined the experiences of minority students; however, there is limited research that focuses on the level of engagement on African American male students, specifically. Preliminary analysis of the data from National Survey of Student Engagement (NSSE) shows that there are significant differences between African American male and female students and non-minority students of both genders. The session will report results from a multivariate analysis based on scale scores using minority and gender as predictors. We will control for other demographic variables including academic preparation.

Gender and Incongruity between Educational Expectations and College Enrollment: The Roles of Race, Social Class, and Significant Others (1972-2006) – 865

Parlor B

2

Tricia Seifert, Assistant Professor, Ontario Institute for Studies in Education
Ryan Wells, Assistant Professor, University of Massachusetts Amherst
Daniel Saunders, Doctoral Student, University of Massachusetts Amherst
Bryan Gopaul

Past research has examined gender gaps in college expectations and enrollment, and has also recognized that there is an incongruity between these factors: more students expect to attend college than actually enroll. However, the gender gap in this incongruity has not been adequately addressed. Using thirty-five years of data from nationally representative samples of high school seniors, this study examines the influences that race, social class, and significant others have on the incongruity between educational expectations and postsecondary enrollment for men and women.

High School Social Networks and Postsecondary Enrollment: A Multi-Level Analysis of Parent, Peer, and College-Linking Resources – 787

Parlor C

1

Gregory Wolniak, Research Scientist, NORC at the University of Chicago
Mark Engberg, Assistant Professor, Loyola University Chicago

This study investigates the enrollment efficacy of different social networks found within high schools and seeks to understand whether or not these resources may reduce system-wide stratification. Drawing on data collected through the Education Longitudinal Study (ELS) of 2002, analyses address research questions related to student- and school-level measures of social network resources and postsecondary enrollment. Contributing to an emerging body of evidence on the effects of the organizational habitus of high schools, results contribute new information on the secondary-postsecondary nexus and the structures and organizational norms that enable all students, independent of social origin, access to our postsecondary educational system.

Increasing Participation Rates and Representativeness: An Exploration of Various Methods Used to Administer a Standardized Instrument for Programmatic Assessment Purposes – 192

Michigan A

2

Phil Arcuria, Learning Assessment Project Director, University of Phoenix

Over the last two years, the University of Phoenix has administered a standardized assessment of core skills (i.e., critical thinking, reading, writing, and mathematics) to more than 12,000 students. During that time, the institution has conducted a series of pilot studies in search of the most efficient and effective method for administering the exam as part of its programmatic assessment efforts. This presentation will share lessons learned in hopes that it will benefit other institutions' efforts to administer similar assessments. The presentation will cover the results of each study, the practical significance of the results, and some suggested areas for additional research.

Item Non-Response in Student Surveys: The Case of SAT Scores – 774

Ontario

2

Linda DeAngelo, Assistant Director of Research, CIRP, University of California-Los Angeles
Jessica Sharkness, Student, University of California-Los Angeles

Dealing with item non-response is a tough issue for researchers, and especially difficult in the case of SAT scores. Researchers routinely identify SAT items with high percentages of missing responses. It is likely that SAT item non-response rates are systematic issues rather than random responses by students. Using data from the Cooperative Institutional Research Program (CIRP) Freshman Survey and the College Board, this study examines the types of students who withhold SAT scores, what missing data on this question tells us about response patterns to other questions, and factors that predict non-response to SAT items. A discussion of the implications for research will also be included.

Measuring International Activity at your Campus: The Open Doors Surveys – 517

Tennessee

4

Patricia Chow, 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. 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. In this session, an overview of the surveys will be given, followed by discussion and suggestions for improvement.

MIAIR Best Paper: Critical Risk Factors Refined: Implications for Institutional Practice – 886

Superior A

6

Paul Duby, Associate Vice President of Institutional Research, Northern Michigan University

A three-phased research project was undertaken to identify significant risk factors for incoming freshmen. Using a four risk factor model, it was found that a majority of fall 2008 new freshmen faced one or more of these risk factors and that academic risk was by far the most serious obstacle a new student could face. The second phase was longitudinal and built upon the case study results by tracking performance and retention through to graduation for 11 successive freshman cohorts. This study dramatically confirmed case study findings, subsequently leading to an institutional commitment to programmatically address structural support deficiencies.

Pushing Reporting Out to the End User: One University's Experience with Cognos Business Intelligence Tools – 286

Missouri

6

Carol-Ann Emmons, Director of Institutional Information, Planning and Research, Illinois Institute of Technology

This presentation explores how an institutional research office in a medium-sized university developed a process to assist employees with data query activities using Cognos Business Intelligence Tools. The goal was to enable both academic and administrative staff to successfully query administrative data to satisfy their operational and strategic reporting needs. The session will examine the experience from strategies employed to lessons learned.

The First Step Is a "DEWZ": Using Data In a Way that Informs Strategic Decisions and Actions, and Encourages Interdepartmental Collaboration – 696

Huron

4

Paul Rusinko, Research Associate, Franklin University
Jan Lyddon, Director of Institutional Effectiveness, Franklin University
Kris Coble, Research Associate, Franklin University

Like many institutions, decision-making regarding systems and processes has been more reactive than data-driven. To change that paradigm, Franklin University has taken a "data first" approach to drive organizational change in an effort to make a profound and positive impact on student success. New research and analysis focused on gateway course success has been compiled and shared with a wide range of stakeholders to ask critical questions, initiate discussion, and move toward not only a positive impact on students, but also to enable collaboration between faculty and student services.

Tuesday

Using Instrumental Variables to Account for Selection Effects in Research on First-Year Programs – 79

Erie

②

Gary Pike, Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis
Michele Hansen, Director of Assessment, University College, Indiana University-Purdue University Indianapolis
Ching-Hui Lin, Graduate Student, Indiana University-Bloomington

First-year programs are popular largely because research shows that participation is related to academic success. Because students choose to participate in first-year programs, self-selection effects prevent researchers from making causal claims about program outcomes. This presentation highlights research that examined the effects of participation in themed learning communities on first-semester grades. Results indicated that membership in themed learning communities was positively associated with higher grade point averages, even after controlling for entering ability, motivation, gender, and first-generation/low-income status. When instrumental variables were introduced to account for self-selection, the effects of themed learning communities on grades were not statistically significant.

Using Microsoft Office Sharepoint to Deliver a Balanced Scorecard Approach to Assessment – 565

Sheraton Ballroom III

⑥

Scott Bergstrom, Director, Brigham Young University Idaho

This session will provide a description and demonstration of a Web-based university assessment system using a balanced scorecard approach and the tools and functionality of Microsoft SharePoint. The Balanced Scorecard (Kaplan & Norton, 1996) has been influential in business and government. Microsoft SharePoint was designed to support a variety of business functions in a Web-based environment including content management, employee collaboration, and key performance indicators. If properly adapted to the unique context of higher education, both tools provide a powerful environment for managing the assessment of institutional effectiveness, as well as the assessment of learning outcomes.

Wave of the Future? Integrating the Quality Functions: IR, Outcomes Assessment, Planning, Program Review, and Accreditation – 312

Superior B

⑥

Christina Leimer, Director of Institutional Research, Assessment and Planning, California State University-Fresno

This session examines how, to meet the needs for evidence-based decision-making, institutions are developing offices that integrate institutional research, outcomes assessment, program review, strategic planning, and accreditation. This session examines how such offices are organized; typical responsibilities, qualifications and personal characteristics of the lead manager; and other considerations. Is this integration of services the wave of the future or a blip on the radar? For anyone whose responsibilities are trending in this direction, advice from the experienced is offered for navigating this new path.

What's new at the CSEQ Assessment Program! – 891

Arkansas

② DEMO

Julie Williams, Research Analyst, Indiana University-Bloomington

This session provides an overview of the College Student Experiences Questionnaire (CSEQ) and College Student Expectations Questionnaire (CSXQ). The CSEQ measures the quality of effort students invest toward meaningful educational opportunities during their undergraduate experience. Over 220,000 students have completed the fourth edition of the CSEQ instrument. The CSXQ is adapted from the CSEQ to measure new students' expectations for their college experience. The instruments can be used individually, or in combination, to respond to a variety of institutional assessment needs. Institutions can add up to 20 customized questions to each survey. Online versions for both instruments are available.

Tuesday

2:00 p.m. – 5:30 p.m. Targeted Affinity Groups (TAG)

Focus your afternoon with one of our Targeted Affinity Groups on these topics: Accountability, Assessment, Data Warehousing, Diversity, or Enrollment Management. Each session begins with a key speaker, followed by two rounds of concurrent sessions, and closes with a discussion with presenters.

Accountability TAG

2:00 p.m. – 3:00 p.m.   TAG Opening Session

Responding to a New Era of Accountability in Higher Education – 902

Chicago Ballroom X

Christine Keller, Director of Research and Policy Analysis, Association of Public and Land-Grant Universities
Bernadette Farrelly, VFA Project Manager, American Association of Community Colleges
Wendy Weiler, Research and Policy Analyst, National Association of Independent Colleges and Universities
Kimberly Pearce, Director of Assessment and Institutional Research, Capella University
Kent Phillippe, Associate Vice President, Research and Student Success, American Association of Community Colleges

Colleges and universities currently operate in an environment characterized by reduced funding, rising tuition rates, and growing enrollments coupled with an increased demand for more and better information about how institutions are holding themselves accountable. The panel will provide an overview of the various initiatives developed by each higher education sector in response to calls for increased accountability. Each initiative has particular focus; however, all share a common desire by the higher education community to shape its own response to demands for more transparent information by higher education stakeholders.

3:15 p.m. – 3:55 p.m.
TAG Concurrent Sessions

Building the Voluntary Framework of Accountability: An Open Public Forum – 900

Sheraton Ballroom II

Kent Phillippe, Assocociate Vice Presdent, Research and Student Success, American Association of Community Colleges
Bernadette Farrelly, VFA Project Manager, American Association of Community Colleges

AACC will provide participants with an update on the status of the accountability initiative. Specifically, AACC's presentation will focus on the work performed by each of the three working groups: 1) Student Persistence and Completion, 2) Workforce, Economic, and Community Development, and 3) Communications and College Engagement. Attendees will have the opportunity to react to the work of the VFA initiative in an open forum and provide feedback to help improve the final outcome of the project.

The VSA College Cost Calculator: An Option for Four-year Institutions to Meet the Requirements for HEOA's Net Price Estimator – 898

Sheraton Ballroom III

Christine Keller, Director of Research and Policy Analysis, Association of Public and Land-Grant Universities

The session will introduce and demonstrate the College Cost Calculator developed by the Voluntary System of Accountability (VSA) and the University of Texas System. Through its College Portrait Web site, the VSA provides students and families with a broad range of information on public colleges and universities to assist in the college search process, including the new VSA calculator tool. The VSA calculator was created specifically for public, four-year universities and will help meet the requirements of the Higher Education Opportunity Act (HEOA). The VSA cost calculator offers several unique options for colleges and universities, including the ability to add custom questions and to provide more individual and complete estimates of aid for prospective students and their families.

Tuesday

Transparency by Design: Using Accountability Strategically to Strengthen Institutions and Improve Learner Success – 897

Chicago Ballroom IX

Kimberly Pearce, Director of Assessment and Institutional Research, Capella University

Transparency by Design and its College Choices for Adults Web site were designed to help adults become informed consumers of distance higher education. While the initiative began as an answer to calls for accountability, it has transformed into a platform to assert the strengths of institutions or academic programs serving adults at a distance by reporting program-level learning outcomes assessment results. Most importantly, the Transparency by Design institutions have used their commitment to public transparency to improve their evaluation and assessment systems, and, ultimately, learner success.

U-CAN: Accountability to Students and Families – 896

Chicago Ballroom X

Wendy Weiler, Research and Policy Analyst, National Association of Independent Colleges and Universities

Conversations about accountability tend to focus on policymakers, meeting regulatory reporting burdens, and providing more and more data. But what about students and their families? Are we prioritizing their uppermost concerns and answering the questions they have? Is the data we present clear, concise, and easily understood by the average American or are we overwhelming them with more information than they can possibly digest? This session will explore how independent colleges have sought to address the needs of prospective students through its U-CAN college search Web site. We will explore its founding principles, design, data elements, growth, and continuing evolution based upon ongoing consumer feedback.

4:10 p.m. – 4:50 p.m.
TAG Concurrent Sessions

Demonstrating Use of the Voluntary System of Accountability Success and Progress Rate Template: Its Result, and Its Use to Evaluate Institutional Academic Units – 416

Sheraton Ballroom III

Emily Davenport-Berg, Research Analyst, North Dakota State University-Main Campus

The Success and Progress Rate template provided by the Voluntary System of Accountability provides a straightforward technique to obtain retention and graduation rates for desired cohorts of newly matriculated undergraduates at the campus

level. With the encouragement of the Provost, one university is expanding use of the template to analyze retention and graduation of new matriculations at the college, department, and program levels. In this study, cohort query files submitted to National Student Clearinghouse (NSC) separately for each analysis group were used to generate success and progress rate tables. Graduation data from NSC and data from institutional databases supplement this report.

How to Conduct Cost Studies – 537

Sheraton Ballroom II

John Milam, Director, Planning and Institutional Effectiveness, Lord Fairfax Community College

What do you need to know to conduct a cost study? This session will review the literature, models, knowledge of data structures, and methodologies you need to know; including how and where to get data extracts, mapping data across organizational structures, levels of aggregation, different allocation and weighting schemes, and selecting the best unit of measure.

Navigating the Bermuda Triangle of Accreditation: How to Triangulate Strategic Planning, Budgeting, and Assessment to Chart a Mission-Driven Course – 567

Chicago Ballroom IX

Naomi Harralson, Associate Director of Institutional Effectiveness and Strategic Initiatives, Patrick Henry College
Laura McCollum, Vice President for Institutional Effectiveness and Strategic Initiatives, Patrick Henry College

Authentic integration of strategic planning, budgeting, and assessment may be described as the "Bermuda Triangle" of accreditation–the frustration of numerous campus constituencies, and, as revealed through a meta-analysis of Public Disclosure Statements, the frequent target of accrediting agencies' adverse actions. How can the planning process mediate between top-down and bottom-up priorities, overcome organizational drift, and facilitate the navigation of successful external reviews? With the implementation of several foundational principles of governance and innovative applications of technology, colleges and universities can steer clear of this common weakness and chart a cohesive, dynamic course toward fulfilling their institutional mission.

Time on Test, Student Motivation, and Performance on the Collegiate Learning Assessment: Implications for Institutional Accountability – 353

Chicago Ballroom X

Braden Hosch, Director, Institutional Research and Assessment, Central Connecticut State University

Using results from the Collegiate Learning Assessment (CLA) administered at a public university in the Northeast, this study investigates time spent on the test, student motivation, and,

Tuesday

to a lesser extent, how administration procedures represent problematic intervening variables in the measurement of student learning. Findings from successive administrations of the instrument reveal wide year-to-year variations in student performance related to time spent on the test and motivation. The importance of understanding these factors can help institutions determine how to accurately gauge student learning.

5:00 p.m. – 5:30 p.m.
TAG Closing Session

Targeted Affinity Group Discussions: Accountability – 1036

Chicago Ballroom X

Open discussion and question and answer session with Accountability TAG presenters.

Accreditation/Assessment TAG

2:00 p.m. – 3:00 p.m.   TAG Opening Session

NILOA: Tracking the Status of Outcomes Assessment in the U.S. – 906

Chicago Ballroom IX

George Kuh, Chancellor's Professor and Director, Indiana University-Bloomington

Assessment is no longer a passing fad, but an expected, maturing set of activities undertaken for several purposes that some view as contradictory. In this session, we'll review the status of assessment in colleges and universities, drawing on the work of the National Institute of Learning Outcomes Assessment (NILOA). The NILOA work scope, products, and activities will be described and the audience will be invited to identify areas that require more attention. Information obtained will advance the national dialogue and encourage postsecondary institutions to use outcomes assessment data effectively to improve student and institutional performance.

3:15 p.m. – 3:55 p.m.
TAG Concurrent Sessions

Linking Assessment for Learning, Improvement, and Accountability – 482

Colorado

Hamish Coates, Principal Research Fellow, Australian Council for Educational Research
Tricia Seifert, Assistant Professor, Ontario Institute for Studies in Education

Developing assessments of student learning that provide sound information to students, institutions, and systems remains one of the biggest challenges for higher education. Considerable progress has been made, yet there is often a disconnect between the methods used for learning, improvement, and accountability purposes. To advance methodology and practice in this area, this scholarly paper explores selected approaches available to universities in the US, Canada, Australia, the UK, and New Zealand. Key evaluation criteria are explored and each approach is considered regarding capacity to provide information for learners, institutions, and systems. Reference is given to large-scale studies.

Modeling Student Success: A Structural Equation Model using National Survey of Student Engagement Data – 665

Michigan A

Matthew Fuller, Assistant Director, Illinois State University
Mardell Wilson, Assistant Vice President for Academic Fiscal Management, Illinois State University
Renée Tobin, Acting Director, Illinois State University

Over the last year, the university assessment office has engaged in a mixed-method research project to develop a model of the factors that influence student success. Faculty, staff, and students were interviewed in order to explore their definition of student success and use of theories to support it. The UAO staff then developed a structural equation model using the National Survey of Student Engagement and common institutional data to determine the factors influencing student success. This session presents the findings on how students' pre-college and collegiate experiences influence long-term personal and academic success on one campus, and how such data contributed to the model.

Tuesday

The Measuring Quality Inventory – 1088

Missouri

Victor Borden, Associate Vice President, Indiana University-Bloomington
Brandi Kernel, Student, Indiana University-Purdue University-Indianapolis

Over the last decade, several assessment instruments, tools, and resources have been developed for broad use within and outside the academy. A new Web site, sponsored by AIR, the American Council on Education (ACE), and the National Institute on Learning Outcomes Assessment (NILOA) catalogues approximately 250 of these resources along with guidance for selecting and using them for institution- and program-level assessment and improvement. Future plans for the Web site, which will be guided by a panel of AIR members, include continual updating and expansion of the collection as well as reviews and case studies of effective use.

The Senior Thesis and Assessment – 589

Michigan B

C Ellen Peters, Director of Institutional Research and Assessment, Bates College
Judy Head, Associate Dean of the Faculty, Bates College

Using assessment to foster faculty development, Bates College has begun to examine our senior thesis to help faculty learn more about using the thesis to inform and improve our work. We spent two sessions working with faculty to help them clarify their goals for both the thesis and the major. Faculty then read three theses, and discussed how they met the articulated goal. The positive outcomes of this study are: the demystification of assessment, the realization that goals are informed by assessment, the importance of clearly communicating goals and process, and the awareness of shared goals across departments.

4:10 p.m. – 4:50 p.m.
TAG Concurrent Sessions

Assessing Writing in Integrated Studies Program: A Multi-Faceted Rasch Measurement (MFRM) Approach – 511

Michigan A

Yi Gong, Assistant Professor of Education, Keene State College
Ann Rancourt, Associate Provost, Keene State College

This session investigates rater behavior in a college writing assessment initiative. Assessing students' writing abilities becomes an important task on the college assessment agenda. However, maintaining a high level of reliability among, and within, raters is not an easy task since writing is inevitably assessed by raters who vary in judgment. Both inter-rater reliability and intra-rater reliability are examined by using Many Facet Rasch Measurement (MFRM) model.

Developing a Score Card for Graduate Program Assessment – 473

Colorado

Kathleen Morley, Director, Baylor University
Larry Lyon, Vice Provost for Institutional Effectiveness and Dean, Graduate School, Baylor University
Charles Tolbert, Professor, Baylor University

In an age of ever-growing demand for resources, the Graduate School at Baylor University has developed a standardized score card for disparate graduate programs. The score card contains data on acceptances to the program, academic quality of students, degrees granted, graduate teaching evaluation scores, satisfaction scores, and scholarly productivity of faculty. The data are gathered from both internal and external sources. This presentation will look at these score cards from three perspectives: the summative assessment needs of the Graduate School, the formative assessment needs of the academic department, and the challenge of data gathering from institutional research.

Multiple Measures of Assessment: More Data is Better – 439

Michigan B

Sherry Woosley, Associate Director of Institutional Effectiveness, Ball State University
Darlena Jones, Director of Research and Development, Educational Benchmarking, Inc.

Multiple measures can strengthen assessment efforts and more effectively demonstrate student-learning outcomes. Assessments like the EBI student affairs and academic affairs assessments, MAP-Works, and institution-specific assessments (e.g. academic commitment survey or withdrawing student survey), coupled with institutional outcome data like retention/persistence and GPA provide institutional researchers multiple sources of evidence about the quality of their programs and the characteristics of their students. We will provide examples on retention topics like sense of belonging and homesickness. This session will provide an opportunity for participants to learn how multiple data sets can be used to corroborate the answers to research questions.

5:00 p.m. – 5:30 p.m.
    TAG Closing Session

Targeted Affinity Group Discussions: Assessment – 1033

Chicago Ballroom IX

Open discussion and question and answer session with Assessment TAG presenters.

Enrollment Management TAG

2:00 p.m. – 3:00 p.m.   TAG Opening Session

EM and IR: Finding Fault When the Two Collide – 1029

Sheraton Ballroom III

David Kalsbeek, Senior Vice President for Enrollment Management and Marketing, DePaul University

The worlds of enrollment management (EM) and institutional research (IR) naturally intersect. Much of IR's traditional focus is necessarily on enrollment-related inquiry, reporting, and data analysis. Likewise, EM by definition is a research-oriented, data-driven activity. Why, then, are the disconnects between EM and IR more conspicuous than their integration at so many institutions? Despite the occasional friction and fragmentation, what are the complementarities of purpose, process, and product between EM and IR? What new and promising opportunities result when IR and EM collide?

3:15 p.m. – 3:55 p.m.
    TAG Concurrent Sessions

A Combined Approach for Retention Research: Data Mining and Discrete Hazard Model – 755

Erie

Karen Menard, Associate Vice President, Insitutional Research and Analysis, McMaster University
Ying Liu, Senior Analyst, McMaster University

Research on student retention often faces the challenge of selecting and modeling predictors from a great number of variables, including pre-college, demographic, achievement, scholarship, financial, and institutional information. The present study is an on-going project which utilizes a two-step strategy to study student retention at a large Canadian institution. The study examines retention by combing data mining and discrete-time hazard models. In the data mining step, various techniques are used to select initial predictors. Then these predictors and their interactions are tested by a discrete hazard model. The advantages/disadvantages of data mining techniques and hazard models will be explored.

OCAIR Best Paper: Implementing Web-Based Analytics for Market Research and Academic Planning – 337

Huron

Chongjie Xue, Research Analyst, Fordham University

Management Institutional Research offices are seeking effective and automated ways to present the results of their analyses. However, they often have limited resources to support a state-of-the-art performance analysis system. This session will present a cost-effective way to construct and support such a system in a private research university. Topics include how to obtain support from other offices, adopt agile development processes and apply appropriate technologies to ensure the success of the project. The presentation will include demonstrations of dashboards for analyzing course demand and faculty workload as well as market research applications for student enrollment management.

Tuesday

So Close, Yet so Far Away: Underclassmen vs. Upperclassmen Dropouts – 739

Ontario

Kristina Cragg, Assistant to the President for Strategic Research and Analysis, Valdosta State University
Yanli Ma, Graduate Student, Florida State University

While some students drop out early in their academic career, others drop out close to completion. What similarities and differences exist between these early and late dropouts? Using a sample of nearly 4,000 first-time, full-time (FTFT) students seeking a bachelor's degree at a state university, this study employs multinomial logistic regression to model factors influencing early dropout, late dropout, and six-year graduation. Results show that age, gender, ethnicity, and first-year college GPA are significant predictors of early dropout relative to late dropout, and that early dropouts and late dropouts differed from graduates in different ways. Campus implications are discussed.

4:10 p.m. – 4:50 p.m.
TAG Concurrent Sessions

Connecting Research and Practice: One State's Experiences with Designing, Implementing, and Facilitating the use of Research Findings to Improve Transfer Policy and Practice – 675

Huron

Shelly Potts, Director. Office of University Evaluation and Educational Effectiveness, Arizona State University
Danna Rahl, Research Specialist, Arizona State University

This mixed-method research investigates the barriers and bridges in the transfer process from the Maricopa County Community College District to Arizona State University. As part of the Urban Transfer Research Network, researchers in Arizona examined enrollment and success patterns and identified characteristics associated with transfer success and baccalaureate attainment. Researchers also conducted interviews with faculty, staff, administrators, and students to identify structural, policy, and interpersonal factors that facilitate or hinder student success. Presenters describe research design, findings, implications, and recommendations for improving transfer and degree completion as well as for conducting mixed method research in urban environments.

Developing an Admission Index Correlated to Student Success – 184

Erie

Jim Grasell, Manager, Institutional Research and Planning, MA, Higher Colleges of Technology
Senthil Nathan, Vice Provost, Planning and Administration, Higher Colleges of Technology

University admission has traditionally been based on entrance test scores and supply and demand. A more rigorous analytical model has been developed by statistically correlating entry skills with demonstrated student success in the university, resulting in an admission index (AI) to rank order applicants. This index is refined periodically to include new student performances and outcomes of school reforms. In 2006, the institution introduced this AI for admission and placement decisions. The new admission process has resulted in significant improvements in student outcomes. Generic principles behind this model will be elaborated for possible adaptation to specific universities.

Using Evidence-Based Decision-Making in a Campus-Wide Portal Environment to Strategically Manage Incoming and Continuing Student Enrollment – 373

Ontario

Amanda Yale, Associate Provost Enrollment Services, Slippery Rock University of Pennsylvania
Carrie Birckbichler, Director, Institutional Research, Slippery Rock University
Michael White, Associate Director of Enrollment Services Systems, Slippery Rock University of Pennsylvania

Colleges and universities must have easily accessible and accurate information to strategically manage enrollment. Massive amounts of information are available; however, if that information can't be used to personalize services, strengthen relationships, or make decisions, its value is diminished. This session will introduce and explain an effort to transform the static enrollment reporting environment by Slippery Rock University of Pennsylvania. The university developed a business intelligence solution for providing access to enrollment data and information through a portal environment. The system enables constituencies across the institution to access, analyze, and glean greater value from the enrollment information. The outcome is improved decision-making and better relationship building with students. Examples from the following functional areas will be shared: recruitment, admissions, orientation, academic advising, retention services, institutional research, and academic departments.

Tuesday

5:00 p.m. – 5:30 p.m.
     TAG Closing Session

Targeted Affinity Group Discussions: Data Warehousing – 1034

Chicago Ballroom VIII

Open discussion and question and answer session with Enrollment Management TAG presenters.

Faculty and Student Diversity TAG

2:00 p.m. – 3:00 p.m.   TAG Opening Session

Assessing Diversity on Campus: It is Much More than Numbers – 1032

Sheraton Ballroom II

Sylvia Hurtado, Professor and Director of the Higher Education Research Institute, University of California-Los Angeles

Diversity and its assessment should be embedded in the educational mission of the institution. Dr. Hurtado addresses the rationale, multiple strategies, and effective use of diversity assessment information on college campuses. Campus climate assessments are linked with institutional practices and student learning/civic outcomes to address important issues of retention, student skills and competencies for a multicultural society. Evidence from student and faculty data regarding the link between diversity, civic-minded practice, and student skills and value development will be presented. Learn about resources such as a new Diverse Learning Environment instrument and diversity workshops for campus teams at the Higher Education Research Institute.

3:15 p.m. – 3:55 p.m.
     TAG Concurrent Sessions

Academic Career Success in Science and Engineering-Related Fields for Female Faculty at Public Two-Year Institutions – 575

Parlor C

Valerie Martin Conley, Associate Professor/Director, Center for Higher Ed, Ohio University
Michael Williford, Associate Provost, Ohio University

In this session, we provide a description of an NSF ADVANCE PAID project, share preliminary results, and discuss the role of institutional research in contributing to the goals of the project. This mixed-methods research study investigates career paths, employment outcomes, and factors that influence academic career success for female faculty in science and engineering-related (S&E) disciplines at public community colleges.

Pathways to Success for African American Males: A Single Institution Analysis of those Who Succeed – 417

Parlor B

Celina Sima, Associate Dean for Academic Affairs, University of Illinois-Chicago
Patricia Inman, Associate Director, Degree Progress, University of Illinois-Chicago

This study examines the pathways to success for African American male students who moved through the academic and social systems of an institution and were completing their degrees on time. The study was designed to better understand the paths traveled by these students. This session examines the strategies used, obstacles faced, and facilitators, both on and off campus, for these students. A mixed methods approach allowed researchers to look at the quantifiable characteristics and, through personal interviews, to uncover the answers to the "why" and "how" questions regarding the success of these students.

Tuesday

The Ways of Latino College Student Engagement and Its Impact on Student Success: An Analysis of NSSE Data – 392

Parlor E

John Moore, Associate Director of Institutional Research, Temple University
Ebelia Hernandez, Assistant Professor, Rutgers University

The number of Latino students is rapidly increasing within higher education institutions. However, they are not achieving within the system at the same rates as their non-Latino peers. The study presented in this session examines Latino student engagement and gains through Tinto's theories of college departure using NSSE data. The findings suggest that while differences in engagement are small between groups, the factors associated with their engagement are different. And despite similar levels of engagement, the impact of engagement on student gains was much larger for Latino students than for other groups. Implications of the findings on both theory and practice will be discussed.

Why do All the Study Abroad Students Look Alike? Using an Integrated Student Choice Model to Explore Differences in the Development of White and Minority Students' Intent to Study Abroad – 323

Parlor D

Mark Salisbury, Doctoral Candidate, University of Iowa
Michael Paulsen, Professor of Higher Education, University of Iowa

Despite substantial efforts across postsecondary education to increase minority participation in study abroad, the homogeneity of study abroad participants remains largely unchanged (Desoff, 2006). This study applies an integrated student choice model (Perna, 2006) to identify differences between white, African-American, Hispanic, and Asian-American students across measures of human, financial, social, and cultural capital previously shown to influence aspirations to study abroad (Salisbury et al., 2009). Data from 3,500 students at 26 institutions participating in the Wabash National Study on Liberal Arts Education will be presented. Findings suggest numerous differences between racial groups with considerable implications for institutions, scholars, and policymakers.

4:10 p.m. – 4:50 p.m.
TAG Concurrent Sessions

Follow the Yellow Brick Road to Success: Motivational Factors Influencing Women to Advance in Upper-Level Higher Education Administration – 459

Parlor D

Kelline Cox, Director of Planning and Analysis, Kansas State University

This focus of this session is a qualitative case study which investigated the factors motivating women to upper-level administrative positions in higher education using the Bandura's Model of Reciprocal Determination. Participants discover that women are motivated to advance in upper-level administrative positions by "following the yellow brick road" to success through courage, heart, and brain.

Students' Engagement with Diversity at Selective Colleges and Universities – 500

Parlor E

Alexandria Radford, Research Associate, MPR Associates, Inc.

This presentation discusses students' engagement with diversity, drawing upon data from the National Study of College Experience study of 6,350 students attending eight selective public and private colleges in the 1980s, 1993, and 1997. Factors considered include students' propensity to date, socialize with, room with, and have a close friendship with a student of a different racial background. Student reports about learning from classmates of different racial backgrounds are explored and factors related to both cross-racial interactions and students' satisfaction with diversity are highlighted. Strategies universities can pursue to maximize the educational benefits of diversity will be identified.

Women in Engineering: The Gendered Effects of Student Experiences on Learning – 732

Parlor B

Amber Lambert, Research Analyst, NSSE, Indiana University-Bloomington

Engineering is arguably the leading national example of a profession in which women are under-represented. This study examined the proposition that the experiences of engineering students in college affect the learning of female students differently than that of male students. The two engineering skills chosen for this study were design and group skills. The results suggest that students' experiences while in college did not have the same influence on female students' abilities, in the two selected outcomes for this study, that they did for male students' development of those same skills.

Tuesday

5:00 p.m. – 5:30 p.m.
    TAG Closing Session

Targeted Affinity Group Discussions: Enrollment Management – 1037

Sheraton Ballroom III

Open discussion and question and answer session with Faculty and Student Diversity Issues TAG presenters.

Managing Information/Data Warehousing TAG

2:00 p.m. – 3:00 p.m.   TAG Opening Session

Data Warehousing and the Future of Institutional Research – 1031

Chicago Ballroom VIII

Emily Thomas, Director of Institutional Research, State University of New York-Stony Brook

The emergence of data warehousing and the delivery of information through business intelligence systems is one of the most important developments defining institutional research in 2010. It is making work for institutional research as well as taking work away. This session will examine the changes that data warehousing brings, the contributions of institutional research to building business intelligence systems, and those systems' effects on our workload. We need to think about how these developments affect the roles of institutional research in higher education management and how to succeed in this changing environment.

3:15 p.m. – 3:55 p.m.
    TAG Concurrent Sessions

inFORM: A Community College District's Data Warehouse for Reporting, Research, and Beyond – 208

Superior A

Denice Inciong, Director, Research and Planning, South Orange County Community College District

This presentation will describe South Orange County Community College District's inFORM data warehouse, which addresses the need for state and federal data collection, management reporting and self-service analytics. inFORM has put data in the hands of researchers, administrators, and faculty; moreover, it has become our think tank for innovation. Institutional research offices are always trying to balance time spent on reporting while finding time to develop research agendas and focused studies. SOCCCD's inFORM has provided automated reports that are accessible to the college community and have freed up researchers' time to focus on specific research agendas that center on cohort studies.

Managing Volatile Data within a Data Warehouse: It Can Be Done – 343

Superior B

Edward Schaefer, Senior Application Developer, DePaul University

This session will explore a 4-dimensional data warehouse model developed at DePaul University. DePaul's Office of Institutional Planning & Research, along with the Enrollment & Marketing Research and Financial Aid departments, needed to resolve the data differences that existed between the three departments without relinquishing the level of control over data management and cleaning each required. The three departments eventually teamed with DePaul's Information Services department to create the data warehouse model: Enterprise, Transformed, Census, and Quality. In the warehouse, source-system data exists side-by-side with cleansed and derived elements, while errors and inconsistencies are tracked for auditing and correcting at the source. Unique to this new model is the ability to manipulate data after it has been loaded into the warehouse, providing a high level of data consistency which end-users expect and require.

Tuesday

Using a Data Warehouse to Support and Expand Enrollment Management Capabilities – 499

Arkansas

Yan Wang, Manager of College Advancement Research, Milwaukee Area Technical College

This session explores how building a data warehouse has dramatically expanded enrollment management functions at a large Midwestern institution. In this application, "Enrollment Funnel Reports" were developed to track applicants, registrants, and FTEs on a daily basis, as well as segments within each. These reports form the basis for weekly assessments shared with administrators via e-mail and discussions at enrollment meetings led by institutional researchers. Trends are monitored to initiate rapid-response actions in marketing, recruitment, and processing that influence enrollment. Other analyses explain student behavior and monitor effects of rapid responses. This demonstration explores the power of these planning tools by easily displaying and creating enrollment reports.

4:10 p.m. – 4:50 p.m.
TAG Concurrent Sessions

Data Warehousing Fundamentals: What are They, What does it Take to Get One, and How do I Sell This to the Boss? – 1060

Arkansas

Robert Duniway, Assistant Vice President for Planning, Seattle University

This session combines an overview of basic approaches to data warehouse design and deployment with a discussion of how to build support for a data warehouse project at your institution. Based on the IR managed and IT supported development of a prototype data warehouse and then a true enterprise data warehouse at Seattle University, this session will cover the basics of identifying, selling, and then achieving the benefits of deploying a comprehensive single official version of the truth.

Designing Dashboards to Die For – 795

Superior A

John Rome, Associate Vice President, UTO, Arizona State University

John Rome shares some of the lessons that Arizona State University has learned in the past four years on building dashboards and visualizing data. Influenced by the likes of Wayne Eckerson, Edward Tufte, and Stephen Few, participants see how their teachings and techniques can be applied in a higher education setting and allow them to build "dashboards to die for."

IR's Role in a World of Data Warehouses: A Theoretical Model – 700

Superior B

Michael Dillon, Director, University of Maryland Baltimore County

This presentation explains why IR should play a central role in developing and maintaining campus-wide reporting solutions developed through data warehousing or other "business intelligence" software. It offers a theoretical model of institutional decision-making, demonstrating how data warehouses can remove constraints hindering IR from providing accurate, reliable, and timely information to key decision makers, strengthening IR's analytic role on campus. The presentation also demonstrates how the incorporation of a data warehouse can change a campus's administrative culture, providing further evidence that IR should be central to its development.

5:00 p.m. – 5:30 p.m.
TAG Closing Session

Targeted Affinity Group Discussions: Faculty and Student Diversity – 1035

Sheraton Ballroom II

Open discussion and question and answer session with Data Warehousing TAG presenters.

Schedule at a Glance for Wednesday, June 2, 2010

7:15 a.m. – 8:15 a.m.   AIR Annual Business Meeting, *Parlor C*

8:00 a.m. – 10:00 a.m.   Technology Support Center Open, *Parlor A*

8:00 a.m. – 12:30 p.m.   Registration Desk Open, *Convention Registration*

8:00 a.m. – 12:30 p.m.   AIR Lounge Open, *Sheraton Ballroom I*, *Sponsored by Thomson Reuters*

8:30 a.m. – 9:30 a.m.   Concurrent Sessions

9:30 a.m. – 10:30 a.m.   Refreshment Break, *Sponsored by Gilfus Education Group*

9:45 a.m. – 10:25 a.m.   Concurrent Sessions

10:40 a.m. – 11:20 a.m.   Concurrent Sessions

11:35 a.m. – 12:15 p.m.   Concurrent Sessions

12:30 p.m. – 2:30 p.m.   Annual Luncheon, *Chicago Ballroom*, *Sponsored by ZogoTech*

7:00 p.m. – 11:00 p.m.   Forum Windup Party, *Presidential Suite, Room 3201*

For Board and Governance Committee Meetings, see page 146

Wednesday Forum Highlights*

Annual Luncheon *Sponsored by ZogoTech*
12:30 p.m. – 2:30 p.m.
Chicago Ballroom

Forum Windup Party
7:00 p.m. – 11:00 p.m.
Presidential Suite, Room 3201

*See page 28 for event details

Wednesday

Icon Key

DEMO Exhibitor Demonstration

△1 Track 1: Enhancing the Student Experience

◇2 Track 2: Assessing Student Learning and Program

⬡3 Track 3: Developing Academic Programs, Curricula, and Faculty Issues

▢4 Track 4: Informing Institutional Management and Planning

⬠5 Track 5: Building Higher Education Collaborations, Policy Issues, and Accountability

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

8:30 a.m. – 9:30 a.m.

Assessing Stepping Stones to a Career in Science: Structured Opportunities that Engage Undergraduates in Research – 518

Missouri

◇2

Marc Levis-Fitzgerald, Director, Center for Educational Assessment, University of California-Los Angeles
Casey Shapiro, Doctoral Student and Research Analyst, University of California-Los Angeles
De'Sha Wolf, Research Analyst, University of California-Los Angeles
Alice Ho, Postdoctoral Scholar, University of California-Los Angeles
Moon Ko, Research Analyst, University of California- Los Angeles

Participation in research stimulates student interest and engagement in science, promotes independent thinking, and teaches students to work collaboratively. Scholarship has only begun to examine the ways in which institutions provide undergraduate students with opportunities to engage in research and the most effective timing of such offerings. In this session, panelists will discuss different research methods used to examine the impact of structured undergraduate research opportunities on research skill development, science identity, post-graduate science plans, and post-graduate science performance. The panel will also highlight how research engagement at different points throughout the undergraduate experience impact outcomes leading to a career in science.

Becoming a Published Author: Options, Requirements, and Strategies – 1077

Superior B

⬡6

Gerald McLaughlin, Associate Vice President for Institutional Planning and Research, DePaul University
Stephen DesJardins, Professor and Director, University of Michigan
Richard Kroc, Associate Vice Provost, University of Arizona
John Muffo, President, John A. Muffo and Associates, Inc.
Robert Toutkoushian, Professor,Institute of Higher Education, University of Georgia
Richard Howard, Director of Institutional Research (Retired), University of Minnesota
Paul Umbach, Associate Professor, North Carolina State University

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.

Campus Climate, Diversity, and Educational Benefits: New Insights from Recent Research – 563

Ontario

⬡6

Serge Herzog, Director of Institutional Analysis, Consultant CRDA StatLab, University of Nevada-Reno
Sutee Sujitparapitaya, Associate Vice President, San Jose State University
Ryan Padgett, Research Assistant, University of Iowa
Berkeley Miller, Director of Academic Institutional Research, San Francisco State University
Steven Chatman, SERU/UCUES Project Director, University of California-Berkeley

Panelists discuss 'lessons learned' from a collection of studies contributed to a forthcoming volume of *New Directions for Institutional Research* that focuses on campus climate, student diversity, and the relationship to educational

benefits. The panel highlights how IR practitioners can benefit from the conceptual and analytical approach taken in these studies in order to gauge the relationship between these factors. Issues to be addressed include how to measure climate and diversity with both subjective and objective metrics, how to reduce data complexity in large-scale surveys, and how to establish more accurate measures of self-reported cognitive gains.

College Choices for Adults-Transparency by Design: Helping Adult Learners Match their Professional and Personal Goals to Programs Based on Learning Outcomes and Assessment Data – 709

Parlor E

⑤

Cali Morrison, Project Coordinator, WCET/ College Choices for Adults
Russell Poulin, Associate Director, WCET Project Director, WCET/ College Choices for Adults

College Choices for Adults-Transparency by Design, an innovative partnership of distance learning institutions, is designed to provide more complete and robust information to prospective adult learners. This initiative emphasizes public disclosure of program-level learning outcomes and other relevant institutional information on a common Web site through a partnership with WCET. The institutions that have committed to College Choices for Adults see this pioneering effort as a means of providing increased "consumer" information, while at the same time focusing institutions on continuous improvement.

Data-Driven Decision-Making in Intercollegiate Athletics – 311

Huron

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Jennifer Hoffman, Research Associate, University of Washington
James Antony, Professor, University of Washington
Daisy Alfaro, Doctoral Student, University of Washington, Seattle
Bruce Mallette

This session highlights findings from the New Directions for Institutional Research (NDIR) series publication "Data-Driven Decision-Making in Intercollegiate Athletics. This new publication introduces current data sources and illustrates critical questions related to outcomes in college athletics. The session will detail the history of institutional research and intercollegiate athletics data, explore contemporary data sources, investigate views from scholars about the challenges presented by athletics data today, and provide insights from college presidents about the use of this data in decision-making.

It Costs HOW Much? Making College Affordable – 781

Erie

⑤

Phyllis Edamatsu, Director of Strategic Planning and Institutional Research, Delaware State University
Cathy Lebo, Assistant Provost, Johns Hopkins University

The cost of obtaining a college education has been rising. A number of sources say 400,000 qualified high school graduates put off attending college each year due to cost. Another 20 percent drop out, primarily due to financial stress. And those who do graduate often face about $21,000 in debt. Similar issues impact a student's decision about graduate school. The affordability issue can be tackled in several ways. One way is to help students pay for their education. A second way includes institutional strategies for reducing costs. A panel consisting of state and institutional level representatives discuss these options.

Learning Outcomes Assessment, Transparency, and the Internet: A Critical Examination of Higher Education Institutions' Web-Based Communication Strategies – 761

Parlor C

◇2

Staci Provezis, Project Manager, University of Illinois at Urbana-Champaign
Jason Goldfarb, Research Assistant, University of Illinois at Urbana-Champaign
Natasha Jankowski, Research Analyst, University of Illinois at Urbana-Champaign
Gloria Jea, Research Assistant, University of Illinois at Urbana-Champaign
Julia Makela, Research Assistant, University of Illinois at Urbana-Champaign
Debbie Santucci, Project Associate, Indiana University-Bloomington
Mahauganee Shaw, Research Analyst, FSSE, Indiana University-Bloomington

This presentation is derived from the work of the National Institute for Learning Outcomes Assessment (NILOA), an organization striving to chronicle the journey toward learning outcomes assessment. Panelists discuss the implementation of a systematic, Web-based, research method to identify institutional communication strategies that encourage transparency regarding learning outcomes assessment approaches and results. Findings from an extensive scan of 725 institutional Web sites are presented, recognizing the strengths and limitations of the Internet as a resource for communication and transparency related to learning outcomes assessment activities. Implications for institutional research officers are discussed.

Wednesday

Lessons Learned and Advice on Managing Time and Responsibilities in a One-Man (or Woman) IR Office – 257

Colorado

⬡ 6

Crissie Grove, Director of Institutional Research and Strategic Planning, Touro University Nevada
Laura Miller, Assistant Director of Institutional Research and Analysis, Messiah College
Colleen Flewelling, Director of Institutional Research and Assistant Provost, Susquehanna University

Three institutional researchers representing a private graduate university, a private undergraduate institution and a private liberal arts college will share their experiences and coping tools for working in a one-man institutional research office. The target audience is others in small IR offices, newcomers to institutional research, and anyone interested in understanding how small IR offices work and function. This presentation will provide the opportunity for a question and answer session, as well as for audience members to share IR lessons they have learned.

Looking in the Time Capsule: AIR's History and Evolution – 832

Mississippi

⬡ 6

Fred Lillibridge, Associate Vice President for Institutional Effectiveness and Planning, Dona Ana Community College
Mary Ann Coughlin, Assistant Vice-President for Academic Affairs, Springfield College
Gary Rice, Associate Vice Provost of Institutional Research, University of Alaska Anchorage
Dawn Geronimo Terkla, Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University
Peggye Cohen, Assistant Vice President for Institutional Research Emerita, George Washington University
Richard Howard, Director of Institutional Research (Retired), University of Minnesota
Bill Lasher, Professor Ementus, Higher Education Administration, University of Texas–Austin
Meihua Zhai, Director of Data Resources and Institutional Research, National Association of Schools of Public Affairs and Administration (NASPAA)

If you look through the family photo album, you'll likely be struck by how everyone has changed from the "good old days." Likewise, if we take a look at the AIR of today, it certainly has changed a lot since its inception. This project set out to build AIR's family album before its history was irretrievably lost, compare AIR's 50-year evolution to benchmark changes in higher education and the IR profession, and provide a framework to continue filling history gaps and track its future. The Task Force panel will share highlights about our Association as it has "grown up." Join us as we open the AIR time capsule at our 50th Forum.

Planning for the New Net Price Calculator Required by the Higher Education Opportunity Act for Institutional Web Sites – 560

Sheraton Ballroom III

⬠ 5

Elise Miller, Program Director, National Center for Education Statistics
Mary Sapp, Assistant Vice President, Planning and Institutional Research, University of Miami
Meihua Zhai, Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators
Mohamad Sakr, Chief Architect, Innovative Solutions

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 October 2011. Institutions can either use a template developed by the National Center for Education Statistics (NCES) that calculates net price from data supplied by the institution, or they can develop their own calculator. This session explains the new requirement, describes the NCES calculator template, discusses pros and cons of developing a customized calculator, and allows time for discussion among participants about planning ahead for this requirement.

Predictive Modeling: Examples of Current Practice – 524

Parlor D

▢ 4

John Hammang, Director of Special Projects and Development, American Association of State Colleges and Universities

This session is an introduction to predictive modeling focusing on existing efforts to use commonly available data to predict student and institutional outcomes. Examples include the use of student surveys, online student behavior observation, and analysis of financial spending patterns as data sources. The examples include both institution home-grown projects and commercially available systems.

State Data Systems: A Resource for Policy Development – 403

Michigan A

⬠ 5

Hans L'Orange, Vice President for Research and Information Resources, State Higher Education Executive Officers
Allison Bell, Policy Analyst, State Higher Education Executive Officers
Tanya Garcia, Policy Analyst, State Higher Education Executive Officers
Molly Ott, Doctoral Candidate, University of Michigan-Ann Arbor

State policy makers depend on data to make decisions that impact higher education in their states. This presentation will highlight three recent and related projects undertaken by the State Higher Education Executive Officers Association (SHEEO) to support the development and use of data systems at the state level. Panelists will review: (1) the characteristics of an "ideal" state data system, (2) state

Wednesday

policies designed to provide research access to data while protecting student privacy, and (3) the "state of the states' data systems."

The Survey Monkey on Our Backs: Survey Research in the Next Decade – 173

Michigan B   ⑥

Patrick Terenzini, Distinguished Professor and Senior Scientist, Pennsylvania State University-Main Campus
Sylvia Hurtado, Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
Gary Pike, Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis
Karen Zaruba, Senior Institutional Research Analyst, University of Michigan-Ann Arbor
Alexander McCormick, Director and Associate Professor, Indiana University-Bloomington

Survey research has long been an important tool for institutional researchers due to its low cost, ease of implementation, and the pressures to provide data for program improvement and accountability. Perhaps because of the viral growth of Web-based surveys, survey fatigue now threatens response rates as multiple agencies inundate students with requests. Panelists will discuss the challenges they have faced in conducting surveys and their implications for the future of survey research. They will then explore cooperative approaches that researchers, institutions, and professional societies might employ in order to maintain survey research as a viable data collection method.

U.S. News & World Report's America's Best Colleges: What Will Be New in 2010 and What Methodology Changes Were Made Last Year and Why – 210

Sheraton Ballroom II   ⑤

Robert Morse, Director of Data Research, U.S. News and World Report

This session will review the 2010 edition of the America's Best Colleges rankings that was published in August 2009. We will discuss methodology changes that were made to the SAT/ACT calculations and plans for the High School Counselor Rankings of Colleges, Up and Coming Schools, Schools that Do the Best Job at Teaching Undergrads and Historically Black Colleges and Universities rankings. We will discuss methodology changes being considered for the upcoming edition of the America's Best Colleges rankings, to be published in August 2010. We will briefly review the World's Best Universities global university rankings published by U.S. News in October 2009. Attendees will have the opportunity to ask questions.

9:45 a.m. – 10:25 a.m.

A National Survey of Institutional Retention Practices – 568

Michigan A   4

Mary Ziskin, Senior Associate Director Project on Academic Success, Indiana University-Bloomington
Donald Hossler, Associate Dean, Indiana University-Bloomington
Afet Dadashova, Assistant Director for Research, Indiana University-Bloomington
Scott Schulz, Program Director, University of Southern California

This session provides results from a national survey on how colleges and universities organize themselves to improve student retention. The study covers a broad-scale descriptive view of campus retention efforts while exploring how these efforts influence student persistence across multiple institutional contexts. Presenters will review survey results reflecting the scope and form of the resources and programs that four-year colleges and universities devote to improving student retention. The presentation also reveals emerging evidence on the association of these policies and practices with important student success outcomes at the institution level.

Academic Departments Being in the Performance Loop: The Development of Departmental Dashboard Indicators at a Teaching-Oriented University – 442

Ontario   4

Mingchu Luo, Senior Institutional Researcher, Emporia State University
James Williams, Assoc Provost and Vice President, Emporia State University

It is imperative for institutions to put departmental performance in the loop of institutional effectiveness in this era of heightened accountability and budgetary reductions. An increasingly important task for institutional researchers is to identify and develop indicators that can be used to better articulate and evaluate departmental performance and progress. This session reviews efforts and describes the dashboard indicators developed to capture information about departmental performance at a teaching intensive university. The session will cover: 1) the efforts in gaining consensus and support from different levels of administrators 2) the detailed indicators categorized into the five modules of enrollment, student success, instructional resources, faculty productivity, and instructional cost, and 3) the utility of the departmental indicators at the university.

Wednesday

ALAIR Best Paper: Frazzled and Fried – 873

Mississippi

(6)

Angel Jowers, Coordinator of Planning and Assessment, University of West Alabama
Patricia Pratt, Director of Institutional Research, University of West Alabama

"Frazzled and Fried" is a session that takes a light and humorous look at stress and burn out in IR and related areas. Through fun activities and lively discussion, audience members will gain a better understanding of the causes and symptoms of stress and how to better manage it. Participants will be engaged, enlivened, and energized leaving the workshop with simple but effective tools for triumph over stress.

Assessing Our IR Publications and Reports – 218

Huron

(6)

Karen Egypt, Assistant Director, Georgetown University

How can we receive meaningful feedback from those who use our IR products? This question has been asked in one form or another by many IR offices. During this interactive session, the author will present an assessment model for soliciting feedback regarding the quality and usability of IR publications and reports using proven assessment strategies. Participants will be invited to join in a discussion on how this assessment model could enhance the IR program review process.

Barricades, Bridges, and Programmatic Adaptation: A Multi-Campus Case Study of STEM Undergraduate Research Programs – 769

Parlor G

△1

Christopher Newman, Doctoral Student, University of California-Los Angeles
Gina Garcia, Graduate Student, University of California-Los Angeles
Josephine Gasiewski, Post-Doctoral Research Fellow, University of California-Los Angeles
Felisha Herrera, Research Analyst, University of California-Los Angeles
Minh Tran, Doctoral Student/Research Analyst, University of California-Los Angeles

This study explores data drawn from case studies of five universities across the United States. The sample includes 70 focus group participants and 16 interviews with faculty and administrators of undergraduate research programs. The researchers address faculty and student barriers to success in science, and the role of structured research programs in meeting students' needs, social support, enhanced self-efficacy in STEM, and motivation for STEM careers. Findings contribute to understanding how undergraduate research programs can potentially help students overcome barriers to persistence in science, technology, engineering, and mathematics (STEM) fields.

Building a Psychometric Portfolio: Evidence for Reliability, Validity, and Minimizing Bias in Survey Data Collection – 778

Sheraton Ballroom III

(6)

Robert Gonyea, Associate Director, Center for Postsecondary Research, Indiana University-Bloomington
Allison BrckaLorenz, Research Analyst, NSSE, Indiana University-Bloomington
Angie Miller, Research Analyst NSSE, Indiana University-Bloomington
Ali Korkmaz, Research Analyst NSSE, Indiana University-Bloomington

Educational and institutional research that relies on survey methodology is often criticized for a lack of psychometric evidence to support use of the instrument. Drawing upon data from the National Survey of Student Engagement, researchers have developed a new framework for collecting and presenting psychometric evidence for reliability, validity, and reduction of bias. Various methods for collecting and summarizing evidence which demonstrates psychometric strengths and identify areas of improvement for survey instruments are presented.

Chief Academic Officers of Independent Colleges and Universities: Who are They? What are They Doing? Where Do They Want to Go? – 658

Colorado

4

Eric Godin, Manager of Research Projects, Council of Independent Colleges
Harold Hartley, Senior Vice President, Council of Independent Colleges

The Council of Independent Colleges (CIC), a service association of more than 580 small and mid-sized private colleges and universities, is keenly focused on securing the future of higher education leadership. Previous research has revealed that presidents of smaller independent colleges are less likely to have served as a chief academic officer (CAO). Results from this study shed further light on this pattern. By examining demographics, work experiences and expectations, and careers trajectories of CAOs, this study seeks to better understand why presidents of smaller private colleges are less likely to have served as the academic leader of an institution.

Wednesday

East Meets West: 50th for AIR, 1st for MENA-AIR – 586

Sheraton Ballroom II

⑤

Elizabeth Stanley, Assistant Provost, Zayed University, United Arab Emirates
Jeanine Romano, Director of Institutional Research, The American University of Sharjah
Jim Grasell, Manager, Institutional Research and Planning, MA, Higher Colleges of Technology

Developing and establishing a new institutional research association can be a challenge in any setting, and the challenges are multiplied for an association in an international setting such as the Middle East and North Africa (MENA) region. In addition to the typical challenges of developing an association and planning an initial conference, issues in an international setting include cultural differences, as well as organizational requirements that are different from those in the U.S. This presentation describes the development of the Middle East and North Africa Association for Institutional Research (MENA-AIR), from its inception through the inaugural conference with participants from throughout the MENA region.

Effects of College Health Course Enrollment on Student Interest, Knowledge, and Behavior – 209

Parlor F

◇2

Jim Vander Putten, Associate Professor, University of Arkansas-Little Rock

In 1996, the CDC reported alarmingly low figures of Americans' fitness levels in Physical Activity and Health: A Report of the Surgeon General. Findings revealed that as students 12-21 years old increase in age, physical activity levels decrease. This presentation will describe a multi-institution study that investigated the influences of health courses on the health knowledge, information, and lifestyle behaviors of college students. Paired dependent t-tests and factorial analysis of variance were completed, and results indicated that students reported increases in health interest, knowledge, and behaviors, but student status and course type influenced these results.

Elevating Undergraduate Admissions Standards in Land Grant Institutions: Can Mission and Selectivity be Reconciled? – 716

Tennessee

4

Anne Stearns, Statistical and Information Officer, Kansas State University
Kelline Cox, Director of Planning and Analysis, Kansas State University

Historically, US land grant universities were founded "to promote the liberal and practical education of the industrial classes" and maintained admissions policies that promoted enrollment of students with diverse educational backgrounds. Recently, however, some of the largest land grant institutions have become more selective in their admission practices in an effort to recruit more "retainable" students. Is this an "elitist" admissions trend that negates the true purpose of the land grant university? Presenters examine data reflecting current admissions policies as well as retention and graduation rates in land grant institutions and discuss the role of IR in admissions policy-making.

Exploring the Role of Hispanic Serving Institutions in Improving Latino Postsecondary Participation: Evidence from the Title V Program – 878

Superior B

◇2

Daniela Pineda, Graduate Student, University of Michigan-Ann Arbor

This study compares Latino student outcomes at Title V grantee institutions to Latino student outcomes at non-grantee institutions by documenting changes in full-time equivalent enrollment and associate's degree and bachelor's degree attainment trends from 2000 to 2007. This analysis combined data from the Integrated Postsecondary Education Data System (IPEDS) with administrative records from the Office of Postsecondary Education at the U.S. Department of Education. The presentation will discuss the policy implications of previously unknown concentrations of Title V funding at a small number of HSIs.

How to Do More with Less Time – 314

Parlor B

⑥

Susan Greene, Associate Institutional Planner, University of Wisconsin-Stout
Joshua Hachmeister, Research Assistant, University of Wisconsin-Stout

IR offices today need to do more with less. As resources become scarcer and the necessity for accountability increases, institutions need to develop and implement methods to produce reports that are timely, accurate, and accessible while promoting efficient use of staff time. This presentation provides examples of workflow processes which reduce staff time, and result in maximum efficiency and accuracy of task completion. Standardized tools, shortcuts and training aids for high quality, efficient work will be explored along with practical application strategies for IR departments.

Wednesday

Let the Games Continue: A Comparison of Academic Performance and Alumni Giving among Athletes and Non-Athletes – 742

Parlor E

①

Colleen Wynn, Assistant Director, Institutional Research, Claremont McKenna College
Dianna Graves, Head Volleyball Coach, Institutional Research, Claremont McKenna College
Elizabeth Morgan, Registrar and Director of Insitutional Research, Claremont McKenna College

Shulman and Bowen's book The Game of Life[1] and the follow-up, Reclaiming the Game[2] have illuminated the relationship between college sports and higher education's core mission. They suggest that the balance is moving in the wrong direction, and further studies by the College Sports Project and the NCAA are examining these issues more closely. The IR office at a Division III liberal arts college conducted an in-depth comparison of its own athletes and non-athletes to determine whether, or how, these issues applied at its own campus.

NEAIR Best Paper: Students' Perceptions Matter: Early Signs of Undergraduate Student Retention/ Attrition – 883

Superior A

4

Jessica Mislevy, Graduate Assistant, University of Maryland
Corbin Campbell, Graduate Assistant, University of Maryland-College Park

Can freshmen behaviors, attitudes, and expectations tell us about the chances of different enrollment outcomes? This study used Multinomial Logistic Regression with National Student Clearinghouse data to predict four different enrollment patterns: stayers, stop-outs, transfer-outs, and drop-outs.

NSSE's Second Decade: An Opportunity to Contribute – 449

Illinois Executive Boardroom

②

Shimon Sarraf, Research Analyst, NSSE, Indiana University-Bloomington
Jillian Kinzie, Associate Director of NSSE Institute, Indiana University-Bloomington

Ten years ago, NSSE was administered to 276 colleges during its first administration. More than 1,400 institutions have now administered the survey at least once. Student engagement continues to be an important indicator of educational quality. Many within the institutional research community rely on NSSE to provide assessment information for their campuses. In the spirit of continuous improvement, recent discussions at NSSE have focused on making enhancements to the survey. This table topic discussion will provide an opportunity to talk about strengths and shortcomings of the survey and exchange ideas about possible survey enhancements.

Priced Out? Does Financial Aid Affect Student Success at a Large Research University? – 728

Missouri

4

Daniel Jones-White, Analyst, University of Minnesota-Twin Cities
Peter Radcliffe, Executive Director of Planning and Analysis, University of Minnesota

While the literature on postsecondary student success identifies important academic and social factors associated with student outcomes, one question that persists concerns the influence of financial aid. The presenters use the National Student Clearinghouse's StudentTracker service to develop a more complete model of graduation, transfer success, or dropout. Multinomial regression techniques reveal that need aid appears to equalize the odds of success for receiving students, use of loan aid appears to encourage students to search out alternative institutions or drop out entirely, and merit aid appears to increase the likelihood of the receiving student remaining and graduating from their entry institution.

Retention: Diverse Institutions = Diverse Retention Practices? – 433

Erie

4

Kurt Burkum, Senior Research Associate, ACT (Amer College Testing Prog)
Michael Valiga, Director of Survey Research Services, ACT, Inc.

This presentation focuses on retention - a critical issue for most U.S. colleges. ACT's previous national retention surveys asked postsecondary institutions to identify causes of attrition on their campuses and identify the retention practices they employ to mitigate this outcome. With responses from over 1,100 postsecondary institutions, ACT's most recent effort seeks answers to the following questions from an institutional perspective: Do retention practices vary based on institutional differences including type, control, size, urbanicity, minority enrollment rates, or selectivity? What practices are implemented by institutions with the highest retention rates? Which practices are deemed most important by institutions? What do respondents believe are antecedents of attrition?

Contributors not in attendance: Randy R. McClanahan, ACT, Inc. Wes Habley, ACT, Inc.

Students Voices: The Value of Qualitative Research – 385

Ohio

⑥

Maya Evans, Manager of Research, Oakton Community College
Trudy Bers, Executive Director of Institutional Research, Curriculum and Strategic Planning, Oakton Community College

This presentation encourages IR professionals to explore how their offices can play a central role in amplifying student voices, even in an increasingly data-driven context. This session will provide examples of several qualitative research

techniques that can be used. The methods highlighted bring forth the complexities of student experiences, allow students to process and reflect on their experiences, and clarify the meaning of quantitative results. Highlighting student voices using qualitative methods also draws in a broader audience, as those who are averse to statistical analyses find interest in the qualitative work of the IR office.

The Determinants of Out-Migration among In-State College Students in the United States – 222

Parlor C

⬠ 5

Terry Ishitani, Assistant Professor, University of Memphis

Using national data, this study examined out-migration behavior of college graduates who attended in-state institutions. Unlike previous studies on the issue of student migration, in which researchers used a single equation approach, the present study employed a multi-level technique to assess effects of factors from individual, institutional, and state levels on post-graduation migration. The study findings suggest that grant recipients, students who applied from multiple institutions, and college graduates from highly selective institutions, are more likely to leave their native states while Hispanics, college graduates from doctoral institutions, and students who reside in states with higher gross domestic product are more likely to remain in their native states. The findings of this study also support the function of human capital in the out-migrant decision.

The Effects of First-Year Experience Courses and Entry Ability on Retention and Graduation Rates – 460

Arkansas

◇ 2

John Miller, President, Central Connecticut State University

This session explores a longitudinal study on whether participation in first-year experience courses (FYECs) and/or students' entry levels of academic preparation (ELAPs) have an effect on 2nd, 3rd, and 4th year retention and 6th year graduation rates. Interactive effects between students' ELAP defined by class rank, number of core credits earned in high school, and ACT scores, as well as participation in FYECs are examined. The main findings of the analyses are that participation in FYCEs has a strong effect on short term retention, long term retention, and graduation rate and that the effects are mixed for varying ELAPs.

The Interaction of Athletic Participation and Academic Outcomes: Research Findings on Division III Athletics from the College Sports Project – 736

Parlor D

☐ 4

Rachelle Brooks, Director of College Sports Project, Northwestern University
Elaine Croft McKenzie, PhD Candidate, Northwestern University
John Emerson, CSP Principal Investigator and Professor, Middlebury College

The presenters explore the relationships between academic performance and participation on athletic teams, and examine the role of athletic recruitment within NCAA Division III. At the institutions included in this study, roughly one in four students participates in intercollegiate athletics. This large proportion of athletes, combined with the unique educational mission of small liberal arts institutions, poses an important issue for campus leaders: To what extent are athletics and academics mutually reinforcing or operating at cross-purposes? This paper uses data collected from more than 85 institutions through the College Sports Project, a national project supported by The Andrew W. Mellon Foundation.

What Now? Problems and Solutions to a College-Based Online Assessment System – 573

Michigan B

◇ 2

Meredith Adams, Doctoral Student and Research Assistant, North Carolina State University-Raleigh
Malina Monaco

The College of Education at North Carolina State University has had a problematic relationship with assessment over the last decade. Failed attempts at assessment programs and systems, including a "not-passed" standard of assessment for accreditation, have led the college's office of institutional research to create an online assessment system. This system was created in-house at the university, and has guided faculty, students, advisors, and administrators in various capacities in the assessment process. In this presentation, we will discuss the factors leading to the system's creation, how it was created and how it functions, and conduct a demonstration of the online assessment system.

Wednesday

10:40 a.m. – 11:20 a.m.

2008 INAIR Best Paper: Validation Evidence of an Empowerment Instrument for Higher Education – 1051

Ontario

Brent Drake, Director, Enrollment Management and Analytical Reporting, Purdue University

⟨2⟩

This study provides evidence of score validity for a new empowerment instrument to be utilized with college age students based on Zimmerman's (1995) theory of empowerment. Data from first-year students at a large Midwestern public university were used to provide evidence of content, construct, and predictive validity. Confirmatory factor analysis (CFA) results modestly supported a three factor model for the instrument. Additionally, total instrument scores were positively related to final semester and cumulative grade point average and degree completion. Implications and potential modifications of the instrument are discussed.

AIR Membership Directory Project: Lessons Learned – 830

Parlor G

Fred Lillibridge, Associate Vice President for Institutional Effectiveness and Planning, Dona Ana Community College
Mary Beth Worley, Coordinator for Institutional Research, Dona Ana Community College

⟨6⟩

A major part of the AIR History project has been the creation of a historic membership database. Presenters will illustrate how data from original hard copy AIR annual membership directories were processed to produce machine readable documents. Software including Microsoft Access, Excel, and Word, along with Adobe Professional were tools used to convert the print information to electronic data.

Defining and Measuring Faculty Workload Across Disciplines at a Comprehensive Four-Year Institution – 468

Superior B

Gitanjali Kaul, Vice Provost, Cleveland State University
Jeffrey Chen, Director of Institutional Research and Analysis, Cleveland State University
Sowmya Tirukkovaluru, Senior Application Developer, Cleveland State University

⟨3⟩

The paper presented in this session describes one institution's experience in revising methods by which faculty workload (teaching, research, and professional service activities) is measured, managed, and reported across the institution. The provost's office, institutional research office, and college deans collaborated to address challenges in tracking and assigning faculty workload within the boundaries of a collective bargaining agreement. These challenges included discipline-specific differences in course buyout policies, assignment of credit to labs, calculation of banked teaching hours, and rotation of faculty instruction through lower division courses. The new system provides a mechanism for capturing discipline-specific differences in faculty workload and facilitates transparency in workload assignments.

Exposure to Contingent Instructors and Its Effect on Student Outcomes: Artifact or Fact? – 725

Arkansas

Iryna Johnson, Associate Director of Assessment, Auburn University-Main Campus

[4]

The decline in the share of tenure-track faculty in postsecondary institutions has raised concerns about an association between faculty type and student outcomes. Several studies have been conducted to explore this issue. However, the measure of exposure to contingent instructors used in these studies is affected by the number of classes students take rather than by faculty characteristics. Previous studies did not take into account the multilevel data structure. This study offers a different methodological approach by using a multiple membership model and exploring alternative measures of exposure to contingent faculty.

Facilitators and Barriers Female Faculty Face in Achieving Leadership Roles, especially the Vice-Chancellorship (President) of Institutions of Higher Education in Ghana – 754

Parlor E

Nancy McConnell, Graduate Student, Florida State University
Janet Koomson, Student/Lecturer, Florida Agricultural and Mechanical University

⟨3⟩

In October 2008, the first female to become a Vice Chancellor (President) of an institution of higher education in Ghana took office. This study examines the facilitators and barriers that female faculty face in gaining leadership roles in postsecondary institutions in Ghana. The conceptual framework for this study is Estler's (1975) Explanatory Model, which includes the woman's place model, the meritocracy model, and the discrimination model. Data was collected at six public universities in Ghana. Eighteen female faculty members were interviewed, 148 female faculty members responded to a questionnaire, and other documents were reviewed.

Heat Maps and Other Tools for Geographical Analysis – 261

Ohio   4

William Greenland, Research Area Specialist, University of Michigan-Ann Arbor
Karen Zaruba, Senior Institutional Research Analyst, University of Michigan-Ann Arbor

Geographical patterns in data can be critical to an institution's mission, from ensuring local access to building a global presence. For example, we have recently conducted multiple analyses of ACT test-taker data and WICHE's high school graduate projections to inform our institution's geographical recruitment focus. Heat maps are an ideal tool for recognizing and communicating geographical patterns in data. Without such clear methods of presenting results, it can be difficult to challenge and act on findings. In this session, we discuss several analyses we have recently conducted (as described above), as well as the geographical movements of inbound and outbound transfer students via the National Student Clearinghouse. Presenters will offer a straightforward, platform-independent, and low-cost method of generating heat maps from any standard data source.

IAIR Best Paper: Going Green: Identifying, Projecting, and Planning for Green Jobs in the New Economy – 1046

Sheraton Ballroom III   3

Arlene Santos-George, Research Manager, College of Lake County
Megan Lombardi, Graduate Student, DePaul University
Ali O'Brien, Acting VP for Workforce Education, College of Lake County

Research was conducted to identify and project several 'green' jobs requiring an Associate's degree, certificate, or other training that could be provided by a community college in order to determine the growth in green jobs for several counties within Northeastern Illinois. This information can be used by area colleges to plan for future programs and course offerings that will be needed to meet the demand of a growing green economy. Ways in which the College of Lake County is utilizing this information as well as plans for future research on this topic will be discussed.

Impact of State Tuition Policies on Tuition Control – 780

Mississippi   5

Jang Wan Ko, Assistant Professor, SungKyunKwan University, Seoul, Korea
Mikyong Kim, Associate Professor and Director, George Washington University

This study examines the state efforts on controlling tuition increases from 1998 to 2007. Using 558 public, four-year universities and colleges, the presenters examined average tuition increases in both dollar amounts and percent changes

by the type of tuition setting power, and state efforts to minimize tuition increases including providing tuition caps, incentives, and establishing formal committees to deal with affordability issues. This study also investigates the effects of state policies on tuition increases. The initial analysis indicates that state policies in controlling tuition increases may play differently depending on the level of institutions. Related policy implications are discussed.

In Pursuit of Revenue and Prestige: The Adoption and Production of Master's Degrees by U.S. Colleges and Universities, 1969-2008 – 974

Huron   5

Ozan Jaquette, Graduate Student, University of Michigan-Ann Arbor

From 1971 to 2007 the number of master's degrees granted annually grew from 230,000 to 605,000, double the rate of bachelor's degrees. Newspapers decry the proliferation of "cash cow" master's degrees, but empirical research is absent. I constructed a panel dataset of all baccalaureate granting institutions from 1969 to 2008. I also employed event history analysis to test whether institutions adopt specific master's degrees: e.g., MBA, educational administration, in response to declines in state appropriations and undergraduate enrollments. I argue that program adoption motivated by tuition revenue undermines equal opportunity and increases the total cost of education to society.

Initial Results of a Longitudinal Evaluation of Project Lead The Way – 745

Michigan A   2

Tom Schenk, Consultant, Iowa Department of Education

The State of Iowa has implemented a STEM-based curriculum, Project Lead The Way (PLTW), in middle schools, high schools, community colleges, and public universities. This study evaluates the impact of PLTW on multiple students' outcomes–from improvement on standardized test scores through college graduation, over a ten year period. This study uses data from Iowa's P-20 system and propensity score matching to determine the causal effect PLTW has on these outcomes. This presentation summarizes the descriptive data which shows students who enroll in PLTW already excelled at math and science. The presentation also demonstrates how P-20 data can be used to determine causal effects.

Wednesday

Is our Technology on Track? IR and IT Collaborate Producing Data-Informed Decisions – 241

Superior A

<div style="border:1px solid">4</div>

Nancy Showers, Director of Institutional Research, Oakland Community College

In trying economic times, institutions are faced with difficult decisions about how to best utilize competing college resources. Technology is becoming increasingly important to the way instructors teach and how students learn, but it is often difficult to gauge how to spend limited college technology funds to impact student learning. The use of mixed research methodologies has enabled one institution to explore this topic over time. Based on the results of student focus groups, surveys, and the use of quick student feedback panel, data-informed decisions have facilitated this process to meet changing student technology needs.

Contributor not in attendance: Robert J. Montgomery, Oakland Community College

Measuring Global Awareness: Development and Pilot of a Measurement Instrument – 705

Erie

△1

Nicole Holland, Senior Research Analyst, Walden University
Linda Gatlin, Director of Assessment, CoEL, Walden University

This university sought to develop an instrument to measure students' attitudes, beliefs, and behaviors regarding social change, global awareness, and diversity. "Global awareness" is defined as an expansion of one's mindset or way of thinking from the mindset or way of thinking that is currently held. This refers not only to a geographical expansion, but also an expansion of thinking regarding issues such as culture, race, gender, religion, socioeconomic status, etc. This research highlights the instrument development process as well as the results of a two-phase pilot study of the instrument.

MidAIR Best Paper: A Good Problem to Have - Dealing with Increased Enrollments and Course Offerings – 860

Colorado

<div style="border:1px solid">4</div>

Kathryn Felts, Associate Research Analyst, University of Missouri-Columbia
Mark Ehlert, Research Assistant Professor, University of Missouri-Columbia

For two years in a row, the University of Missouri-Columbia enrolled a record-breaking number of first-time college students. In order to retain and serve all of our students, the institution needs to offer courses necessary for students to complete their degree programs. A model was developed to assist chairs and deans in determining aggregate demand at the course level so they could more easily determine how many sections of those courses to offer. This presentation will provide an explanation of the methodology utilized to develop the model.

My College is Better Than Yours! Issues of Generalization of CCSSE Benchmark Scores – 296

Parlor C

△1

Chul Lee, Director of Data Analysis and Institutional Effectiveness, Wesley College
Eunyoung Kim, Faculty, Seton Hall University

College rankings and guidebooks have become big business, and it is common to adopt CCSSE's benchmark scores to compare institutional success rates or market capacity. The purpose of this study is to conduct confirmatory factor analysis to verify that the CCSSE survey items, from which the benchmarks were constructed, are reliable and that the peer comparison was warranted. The findings show that CCSSE benchmarks do not guarantee reliability in statistical terms and caution should be exercised when comparing colleges solely on benchmark scores.

Recruiting the Returning Customer: Understanding the Implications of Transfer Student Enrollment Behaviors with Our "Stop-Out" Students – 466

Parlor B

<div style="border:1px solid">4</div>

Sabrina Andrews, Director of Institutional Research, University of Akron–Main Campus
William Kraus, Associate Vice President, Enrollment Management, University of Akron–Main Campus

Over the past two years, The University of Akron has established a comprehensive recruitment program involving a key (but often ignored) enrollment segment at public colleges/universities—the "stop-out" student. This presentation will review the key components of the program and focus on our "stop-out" students' transfer enrollment behaviors and how this impacts recruitment efforts. The program components, including discussion of the National Student Clearinghouse data and institutional survey utilized, will be explored.

SACCR Best Paper: Most Valuable Players: Predictors of Four-Year Transfer for Community College Student-Athletes – 1052

Sheraton Ballroom II

△1

David Horton, Assistant Professor, Ohio University-Main Campus

This study explores four-year transfer rates for community college students that were financially supported through athletically-related financial aid, against those in the general student population. Longitudinal student level data from the Florida Department of Education's PK-20 Data Warehouse and institutional data from the Integrated Postsecondary Education Data System (IPEDS) were used to examine the effect of athletic participation and individual and institutional

Wednesday

factors on four-year transfer for student-athletes in Florida. Logistic regression methods were employed to determine the most valuable or significant factors in predicating the likelihood of four-year transfer. Results indicate that no significant differences exist between non-athlete students and student-athletes when considering the probability of four-year transfer, despite the fact that individual and institutional factors impact each of these groups, and subgroups of these populations, much differently.

SAIR Best Paper: Make Your PowerPoints Sizzle, Not Fizzle – 871

Parlor D

⑥

Mary Harrington, Director of Institutional Research and Assessment, University of Mississippi Main Campus

We are all familiar with the term "Death by PowerPoint" and can probably recall many times we've been in a ".ppt catatonic state." This presentation will change the way you think about and create PowerPoint presentations. It will show you why you should ditch the traditional bullet-point templates in favor of strong visual images that connect your audience to your message. Basics of good graphic design, particularly for conveying quantitative information, will be illustrated. Attendees will learn how to make PowerPoint presentations sizzle, not fizzle.

Strategic Planning at Two Levels: Do the Approaches and Methods Employed Differ? – 369

Tennessee

④

Diane Nauffal, Director, Instituional Research and Assessment, Lebanese American University
Ramzi Nasser, Director for the Center of Educational Development and Research, Associate Professor, Qatar University

This session investigates the use of strategic planning approaches and methods in two higher education institutes across two levels - institutional and school - in response to changing societal needs and marketing opportunities. It examines whether the same strategic planning techniques were used at both levels and looks at the challenges encountered during the plan development and implementation processes and the role of leadership in facilitating these processes.

The Effects of Remedial Course Offerings on Student Outcomes at a Two-Year College – 232

Michigan B

②

Viktor Brenner, Institutional Research Coordinator, Waukesha County Technical College

A mid-size, Midwestern, two-year college implemented remedial courses in writing and reading over several years. Using a multiple-baseline approach, these data are evaluated to assess the impact of the new remedial courses compared to the self-paced, remedial instruction offered prior to that.

Effects on course success, retention, direct enrollment into general education courses, and conversion of applications into enrolled students will be evaluated.

Uncontrolled Destinies: How High School Habitus can Limit Access to Higher Education for Academically Prepared, Low SES Students – 636

Parlor F

①

Mark Engberg, Assistant Professor, Loyola University Chicago
Daniel Allen, Vice President, University Advancement, Loyola University Chicago

This study examines the widening disparities in college access among academically prepared, low-income students using a national representative sample of students attending high school in 2002. Using a conceptual framework that operationalizes the habitus of a particular high school, our results demonstrate how organizational resources and norms influence the college choice process for these students and how institutional researchers and policymakers can use these results to prevent the erosion of lost talent in the American educational system.

Where and When: An Event History Analysis of Student Flow in Postsecondary Education – 965

Missouri

⑤

Jacob Gross, Research and Planning Analyst, West Virginia Higher Education Policy Commission
Donald Hossler, Associate Dean, Indiana University-Bloomington

To address conceptual and methodological shortcomings in the extant literature on student mobility, this study employs event history modeling to explore how key factors affect student movement among public two- and four-year institutions in Indiana. This project seeks to (a) refine existing typologies of student movement and (b) model how time-varying factors affect movement in a longitudinal fashion. This inquiry contributes to recent work on student mobility, (e.g., McCormick 1997; Goldrick-Rab, 2006) while extending persistence research (e.g., Bean, 1980; Pascarella; Terenzini, 1980) that seeks to understand and differentiate forms of and reasons for student departure from higher education.

Wednesday

11:35 a.m. – 12:15 p.m.

Analysis of Admission and Performance of Transferring Students using Grid of Native Students' Results: A New Approach – 752

Sheraton Ballroom II　　　　　　　　　　**6**

Zhao Yang, Manager, Institutional Research and Senior Statistician, Old Dominion University

Unlike native students, there are too many factors related to transferring students that may affect their performance. At the same time, there is lack of national benchmarking to gauge the effectiveness of institution's policy on admission and transition efforts. The new approach is to use the grid created by the native students' historical results. A discounting factor is created by comparing the academic performance, and then used for adjusting admission policy. Such an approach holds an advantage when dealing with a transferring cohort with a small number of students to an institution.

Automating a Reporting System for Decision Support Information using the National Student Clearinghouse StudentTracker Data System and SAS Dynamic Data Exchange – 638

Superior A　　　　　　　　　　**6**

Sandra Archer, Director for University Analysis and Planning Support, University of Central Florida
Ying Sun, Graduate Student, University of Central Florida
Elayne Reiss, Assistant Director, University Analysis and Planning Support, University of Central Florida

The National Student Clearinghouse Student Tracker data system provides information on 92 percent of the nation's postsecondary enrollment and 80 percent of degrees awarded. One of the largest public institutions in the U.S. has developed a data processing system to automatically generate reports for immediate, short-term decision support. This presentation describes the development of report content, frequency of distribution to internal customers, technology used to implement the system, and construction of a Web site to deliver the Student Tracker report series. Additionally, the presenters demonstrate the SAS dynamic data exchange (DDE) technique, a cornerstone of the report creation process.

CAIR Best Paper: Expanding Transfer Pathways, the Influence of For-Profit Four-Year Institutions – 899

Ohio　　　　　　　　　　**4**

Alice Van Ommeren, Research Specialist, California Community College System Office

The emergence of for-profit four-year institutions has expanded transfer options for California community college students. This research examines the destinations of the transfers from the 110 California community colleges. The study uses logistic regression to compare the demographic characteristics, academic experiences and socioeconomic factors of students transferring to for-profit institution versus those transferring elsewhere. Hierarchical regression is used to determine the relationship of the environmental characteristics of the community college to various transfer destinations using several indices based on the educational level and income of the college service areas. The presentation concludes by discussing implications for researchers, administrators and policymakers.

Creating a Useful, Valid, Reliable, and Accepted Student Evaluation of Teaching Survey – 523

Erie　　　　　　　　　　**6**

Kathy Aboufadel, Vice President of Institutional Research and Assessment, Davenport University
Katie Daniels, Director of Assessment, Davenport University

The ideal Student Evaluation of Teaching (SET) survey instrument is valid, reliable, useful, and accepted by those evaluated and those using the results. This session outlines how a Midwestern private university set about designing a new evaluation tool. An overview of a course evaluation development process will be presented including how to assess survey content based on literature reviews, input from stakeholders, pilot tests, and psychometric analysis to determine the validity and reliability of the instrument.

Data, Data! Where's My Data? Leveraging your Data Experts to Provide Free and Collaborative Training for Campus Employees – 255

Missouri　　　　　　　　　　**6**

Laura Jones, Director, Northern Arizona University
Lucy Sullivan, Data Warehouse Team Lead, Northern Arizona University

The Institutional Research Office and the Data Warehouse Team spent many frustrating years trying to educate campus employees about data, systems, and a multitude of predefined reports. As resource allocations for training came to a halt and departments were asked to produce more with less, a demand for in-house training became evident. An employee from IR and one from the Data Warehouse Team came up with an idea for a free training program. The presentation will focus on how these two employees took this idea and implemented an adaptable, sustainable program without any additional resource allocation.

Wednesday

Enrollment Dashboards: Effective Daily Reports – 408

Illinois Executive Boardroom

4

Kevin Shriner, Associate Dean, Institutional Research, Planning and Effectiveness, Edison College

This session introduces a one–page dashboard for enrollment management created by the Department of Institutional Research, Planning and Effectiveness at Edison State College. The dashboard was created in Crystal Reports® and allows the college to plan and manage the enrollment process more effectively. The report highlights admissions, registration, enrollment, and financial data.

Ethnic and Racial Difference in Higher Education Attainment: Effects of Family Resources or Effects of School Resources? – 1028

Parlor C

1

Sun Ah Lim, Ph.D. Student, University of California-Santa Barbara

This study utilizes a comprehensive educational resources model. Based on Bourdieu's (1984) notion of capitals that provide individuals access to resources that facilitate college enrollment, this study explains how inequality in learning resources at home and at school across racial/ethnic groups influences the college enrollment. To examine differences in the effects of social and cultural capitals relating to two resource levels, the family-level and the school-level, ELS: 2002 data and a two-level multinomial logistic regression model were used. Results showed differences in both social and cultural capitals factors at both family-level and school-level across four racial/ethnic groups.

Examining the Experiences and Perceptions of STEM Faculty who Mentor Undergraduate Researchers – 318

Parlor B

3

Luis Ponjuan, Assistant Professor, University of Florida
Lyle McKinney, Doctoral Candidate, University of Florida
Laura Waltrip, Doctoral Student, University of Florida
Jennifer Cortes, Graduate Student, University of Florida

Undergraduate science research experience (USRE) programs provide opportunities for STEM faculty to develop mentoring relationships with aspiring undergraduate researchers. While numerous studies have focused on students' research experiences, less is known about the faculty mentors who play an essential role in the success of these initiatives. This study uses survey data to examine the experiences and perceptions of USRE faculty at a research-extensive university. Findings illuminate the key factors influencing faculty to serve as URSE mentors, examine mentoring activities among USRE faculty, and conclude that faculty rated students' skill development less favorably compared to students' self assessment.

Exploring Multiple Patterns of Faculty Productivity – 554

Michigan B

3

Jessie Liu, Graduate Research Assistant, Pennsylvania State University-Main Campus
Patrick Terenzini, Distinguished Professor and Senior Scientist, Pennsylvania State University-Main Campus
J. Fredericks Volkwein, Emeritus Professor & Director of the IR Program, Pennsylvania State University

Using HERI Faculty Survey data and multiple measures of faculty productivity, this study examines the balance among faculty teaching, research, and service activities at different career stages. Few empirical studies have explored the interconnections among teaching, research, and outreach productivity simultaneously. This study does so within a theoretical model that links faculty career stages to variations in how they spend their time.

Five Key Questions: A Simplified Approach to Planning, Institutional Effectiveness, and Continuous Improvement – 423

Arkansas

4

Dana Rosenberg, Director of Institutional Research and Planning, Heartland Community College
Amy Smith, Research Analyst, Heartland Community College

The confluence of several internal and external factors created the opportunity to develop a new approach to strategic planning at a community college in Central Illinois. The planning model consists of five questions: Why are we here? What are we trying to accomplish? How well are we doing it? What does it mean? Where are we going? The model has been adopted for internal program review and unit-level goal-setting as well as college-wide strategic planning and institutional effectiveness. This presentation will be of interest to those who are seeking an easily understandable planning model with wide applicability.

Getting the Message Out: Using Web Video to Present Institutional Research – 254

Parlor G

6

Tracy Mohr, Senior Research Associate, DePaul University
Susan Stachler, Senior Research Associate, Enrollment and Marketing Research, DePaul University

A Google Video search on "minute video" returns results on subjects as diverse as cooking a pizza, dental care, and a Preparedness Minute on avoiding mosquitoes. The presenters will demonstrate how a one-minute video proves to be an effective tool for disseminating institutional research at a large private university. This presentation will discuss how to create and produce a brief video that can be used to convey research findings to a university-wide audience. For a minimal cost in time and money, producing high-quality video that spreads the gospel of institutional research is remarkably easy.

Wednesday

GIS as an Effective Planning Tool in Institutional Research: The Community College Perspective – 557

Colorado

6

Sesime Adanu, Research Analyst, Grand Rapids Community College

In order to address the problem of parking limitations at Grand Rapids Community College, Geographic Information System (GIS) was used to map the residential location of students enrolled in fall 2009 and winter 2010. Winter 2010 enrollment data were analyzed based on day classes only, evening classes only, day and evening classes, and students enrolled in more than six credits hours. ArcMap 9.3 was used in the data mapping and analysis. Shapefiles and address locators were created for aspects of the data, while student ZIP codes were used to map remaining data. Findings helped inform decision making.

Implementing Strategic Planning at the Department Level: Getting Down to the Nitty-Gritty – 587

Michigan A

4

Jeanine Romano, Director of Institutional Research, The American University of Sharjah
Lorin Ritchie, Director of Strategic Planning and Accreditation, American University of Sharjah
Tina Richardson

Though many universities have developed and implemented strategic plans at the university level, developing a framework that will work for an entire university community—at both the academic and non-academic department level—is a challenge. To provide consistent approaches and vocabulary among departments, our institution developed a guide for departmental processes and held day-long strategic planning retreats for each individual academic and non-academic department. This presentation shares approaches used, as well as the actual "deliverables" that emerged from the process which eventually led to a complete strategic plan for the university.

Making a Difference in Science Education for Underrepresented Students: The Impact of Undergraduate Research Programs – 81

Superior B

△1

Kevin Eagan, Doctoral Student, University of California-Los Angeles
Sylvia Hurtado, Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
Felisha Herrera, Research Analyst, University of California-Los Angeles
Gina Garcia, Graduate Student, University of California-Los Angeles
Mitchell Chang, Professor, University of California-Los Angeles

To increase the numbers of underrepresented minority students in science and engineering, agencies such as the National Science Foundation and National Institutes of Health have allocated significant funding to undergraduate research programs. Scholars have concluded that students derive significant benefits from these programs, such as an increased likelihood for graduate school enrollment and clarification of career goals. However, these studies lack robust analyses that account for endogeneity bias attributable to participation in these programs. This study utilizes propensity score matching and multinomial logistic regression to examine how participation in undergraduate research affects students' likelihood to enroll in STEM-related graduate programs.

MdAIR Best Paper: Objective and Subjective Measures of Diversity: How They Relate to One Another and Climate Perceptions – 885

Parlor F

△1

Jessica Mislevy, Graduate Assistant, University of Maryland

The Supreme Court rulings in the "Michigan" cases recommend that institutions of higher education periodically assess both the contributions of diversity to educational outcomes and levels of diversity among campus populations. One way the University of Maryland (UM) examines the educational benefits of diversity at the institution is through student surveys. Using institutional, survey, and U.S. Census data, the current study investigates the relationship between objective and subjective measures of racial diversity in the pre-college environments of incoming freshmen. Furthermore, it explores how both objective and subjective diversity measures relate to perceptions of the climate.

Not Just a Pretty Face: The Evolution of Our Content-Management System – 69

Ontario

6

Christina Drum, Information Architect and Manager METADATA, University of Nevada-Las Vegas
Kari Coburn, Assistant Vice Provost of Institutional Analysis and Planning, University of Nevada-Las Vegas

This presentation will demonstrate how staff at a large research university worked to develop a dynamic content-management system predicated on a philosophy of flexibility in the presentation and organization of information. The starting point was a static Web site for public content that included home-grown reporting applications for internal use, which frustrated staff members as they struggled to organize a growing amount of information. Staff also wanted to integrate public and private content in support of campus conversations around topics like retention, accreditation, and strategic planning. This presentation will highlight the resulting system and discuss the decisions impacting its fundamental design.

Preparing for the Silver Tsunami: The Demand for Higher Education among Older Adults – 858

Huron

4

Ty Cruce, Senior Policy Analyst, Indiana University-Bloomington
Nick Hillman, Doctoral Candidate, Indiana University

Over the next decade, baby boomers will be reaching retirement age in large numbers and the U.S. will be undergoing one of the most significant demographic shifts in its history. This demographic shift has important implications for the role of higher education as a provider of lifelong learning and for the changing composition of postsecondary institutions. Using data from the 2005 National Household Education Survey, the results of this study will inform the higher education community about this emerging student market segment as a way to help us better respond to older adults' demand for formal learning in postsecondary institutions.

Resources Well $pent?: Needs Assessments, Cost-Benefit Analyses, Graduate Assistantships, and Strategic Planning – 609

Parlor E

4

Michael Black, Data Information Analyst, Valdosta State University
Kristina Cragg, Assistant to the President for Strategic Research and Analysis, Valdosta State University
Natalie Villa, Graduate Assistant, Valdosta State University

Because many campuses need to be selective when spending their resources, IR offices are often called upon to provide data and information to senior administrators for informed decision-making. This session presents four methods (custom needs assessments, cost-benefit analyses, graduate assistant value-added determination, and a process for engaging the campus in strategic planning efforts) an IR office has used to evaluate and assist its institutional colleagues when evaluating a new program or expanding a current program (whether academic or non-academic). Institutional examples will be shared and participants will be invited to share their experiences.

SAAIR Best Paper: Student Learning: Its Value and Utilisation As Indicator of Institutional Effectiveness – 970

Columbus A

2

Gerrie Jacobs, Chief Director, Institutional Planning and Quality Promotion, University of Johannesburg

There is a gradual shift from performance-based towards less mechanistic (more academic?) notions of institutional effectiveness in Higher Education. Being a seasoned IR practitioner, and confronted with numerous sets of quality criteria and accreditation standards over the years, I increasingly realised that student learning is progressively recognised as thé essential indicator of institutional

effectiveness, or the lack thereof. It's already a fundamental component of most (if not all) institutional, faculty, departmental, unit and programme missions. Recent IR dialogues and papers are dictated by the elusive search for strategies that can more validly and comprehensively assess the 'real' extent of student learning. In this paper, the value and assessment of student learning, as the heart and soul of institutional effectiveness, is viewed from a Southern African perspective.

Student Success at a Canadian Technical Institute – 790

Sheraton Ballroom III

1

Qin Liu, Research Analyst, British Columbia Institute of Technology

This study answers two student success questions for a Canadian technical institute. Student success is measured by grades, student satisfaction, goal attainment, and gains in personal and practical competence. Cluster analysis is used to identify successful students. Path analysis is employed to find out the contributing factors to gains in practical competence. Findings are interpreted from the perspectives of student involvement and socialization; in light of theories on organizational culture.

The Effect of Labor Market Conditions and Financial Aid Packages on Degree Completion of Doctoral Students – 379

Mississippi

4

Frim Ampaw, Assistant Professor, North Carolina State University-Raleigh
Audrey Jaeger, Associate Professor of Higher Education, North Carolina State University

Cross sectional studies of doctoral students have shown the importance of financial aid in predicting degree completion and the assistantship type in predicting time to degree. The effect of labor market conditions on doctoral student degree completion, however, has not been examined. Using survival analysis, the study presented in this session employs longitudinal data to examine the effect of labor market conditions to develop an economic model of doctoral students' degree completion.

Wednesday

Truth and Fiction in Moving from Paper and Pencil to Online Course Evaluations: The Marquette Online Course Evaluation System (MOCES) – 610

Parlor D

〈3〉

Gary Levy, Associate Vice Provost, Marquette University
Alexandra Riley, Managerial Reporting Specialist, Marquette University
Laura MacBride, Research Analyst, Marquette University

Marquette University moved to online course evaluations from paper-based methods in the fall semester of 2008. Many faculty voiced concerns that: (a) only very dissatisfied students would respond using the online system (as compared to the old paper and pencil method), (b) collecting evaluations online during the final two weeks of the semester would render results incomparable to those using the previous paper and pencil method, and (c) evaluations submitted online by students earlier in the two week evaluation window would be significantly different than those submitted later in the two week window. Results addressing these concerns are presented.

What Faculty Senate Leaders View as Critical Issues Facing Higher Education Today – 471

Tennessee

〈3〉

James Archibald, Senior Graduate Research Associate, Ohio University-Main Campus

Faculty senates can play an integral role in the governance of an institution (Minor, 2004). Faculty senates provide a forum for discussion of issues of concern to faculty members. The Faculty Leadership Survey was sent to faculty senate leaders of doctoral and master institutions across the country. The Faculty Leadership Survey asked senate leaders to provide their opinions and concerns regarding critical issues facing higher education today. Allocation of funds, fiscal constraints, erosion of public trust, enrollment, and retention were among the many concerns of faculty senate leaders. This presentation will focus on the results of the study with emphasis on comparing the findings of doctoral institutions to master institutions.

Wednesday

Icon Key

△1 Track 1: Enhancing the Student Experience

◇2 Track 2: Assessing Student Learning and Program

⬠3 Track 3: Developing Academic Programs, Curricula, and Faculty Issues

▢4 Track 4: Informing Institutional Management and Planning

⬠5 Track 5: Building Higher Education Collaborations, Policy Issues, and Accountability

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

Posters

Posters are displayed in the Exhibit Hall

Sunday, 4:30 p.m. – 5:30 p.m.

A Knowledge Management System for Assessment and Evaluation: Lessons Learned and Challenges Ahead

Robert Armacost, Special Advisor to the Dean, College of Medicine, University of Central Florida
Julia Pet-Armacost, Associate Dean for Planning and Knowledge Management, College of Medicine, University of Central Florida
Mathew Gerber, Director, Knowledge Management, University of Central Florida
Daniel Gardner, Director, Assessment, University of Central Florida

◇2

Knowledge management involves the collection and synthesis of explicit and tacit knowledge for reuse, awareness, and learning. Assessment, both formative and summative, has been an integral dimension of higher education for a long time. This poster describes the challenges in developing and implementing a knowledge management framework for a fully integrated–student, course, and program–assessment system that supports student learning and continuous improvement. This system is being developed for a new integrated medical education program. The poster covers conceptual, technical, and personal issues encountered in its development and initial implementation, as well as challenges for the future.

A Proposed Construct of the Major Selection Process with Implications for Colleges and Universities

Julie Weissman, Executive Director of Institutional Assessment, Harris-Stowe State University

△1

Selecting a major is one of the most important decisions facing undergraduates, and it is frequently one of the most challenging. This poster will describe a proposed construct of the major selection process derived from a research study using focus groups of college seniors and from the literature. The construct is offered in the hope that it will aid colleges and universities in identifying and developing intentional structures, programs, and communication to facilitate students' exploration and selection of their majors.

Contributor not in attendance: Angela Walmsley, Saint Louis University

Appropriately Accountable: Understanding Part-Time Student Pathways to Improve Outcome Measures for Commuter Institutions

Jin Chen, Project Associate, Indiana University-Bloomington
Desiree Zerquera, Graduate Assistant, Indiana University-Bloomington
Vasti Torres, Associate Professor, Indiana University-Bloomington
Mary Ziskin, Senior Associate Director Project on Academic Success, Indiana University-Bloomington

⬠5

Standard measures of institutional accountability, while arguably appropriate for many residential colleges and universities, are much less appropriate for four-year commuter institutions. This study uses logistic regression and statewide longitudinal data to examine the interaction between part-time students' pathways and the performance of commuter institutions as assessed by conventional measures of institutional accountability. Researchers developed models for eight-year graduation rates, first, for full-time and part-time students together, then, for part-time students alone. Results suggest that conventional measures applied to aggregated data may misrepresent how these institutions are supporting part-time students' success.

Assessing Doctoral Learning Outcomes with Knowledge Area Modules (KAMs)

Shari Jorissen, Associate Director of Assessment, Office of Institutional Research and Assessment, Walden University

◇ 2

This poster outlines Knowledge Areas Modules (KAMs) that are used in Ph.D. curricula. The KAM is composed of three parts: Breadth, Depth, and Application. Faculty mentors guide students through the process, which is highly individualized based on each student's topic interest(s). KAMs are evaluated through the use of a rubric, and this data is used in learning outcomes assessment. Aspects of the KAM will be shared, as well as the rubric used and the process for assessing learning outcomes for Ph.D. students in KAM-based programs.

Assessment with NSSE: What's in it for Us?

Jion Liou Yen, Executive Director, Institutional Research and Planning, Lewis University
Vicky Tucker, Director of Institutional Data Analysis & Assessment, Lewis University

◇ 2

Improving teaching and learning through evidence-based assessments has been an institutional priority over the years. To effectively use results from the National Survey of Student Engagement (NSSE) in assessment, campus questions over student academic engagement, students' relationship with faculty, and their perceptions on educational and personal growth were studied. A 2x2 Factorial Analysis of Variance (ANOVA) was performed to test differences between years, as well as the freshman and senior class. Significant differences were found between 2006 and 2008 on students' interactions with faculty and their perceived educational and personal growth. Seniors also perceived their educational experiences as significantly more engaging than did freshmen.

Building an IR Data Warehouse with $0 Budget

Bin Ning, Director, Institutional Research, University of Toledo-Main Campus
James Zeller, Systems Analyst, University of Toledo-Main Campus

○ 6

Data warehousing has become common to the infrastructure of institutional research operations. Unfortunately, budgetary and technical constraints make it difficult for many IR offices to build their own data warehouses. Many rely on services provided by IT. This poster will demonstrate a fast, easy, and cost-saving way to build a data warehouse that suits the needs of IR operations both big and small.

Calculating Students' ACT Comp and SAT Combined Scores: Different Methods for Different Reasons

Gary Levy, Associate Vice Provost, Marquette University
Daniel Gemoll, Senior Statistician, Marquette University
Alexandra Riley, Managerial Reporting Specialist, Marquette University
Robert June, Research Analyst, Marquette University

☐ 4

Two major indices of undergraduate student input quality used by higher education institutions are the ACT Comp and SAT combined scores. Moreover, these indices are routinely employed in rankings (e.g., U.S. News and World Report) and evaluations of higher education institutions. However, because students routinely take the ACT and/or SAT tests more than once, institutions are faced with determining reasonable and valid methodologies for calculating and reporting student's ACT Comp and SAT combined scores. Although IPEDS provides guidance on the calculation of these indices, we have found institutions often use their own methods with some interesting and substantial implications.

Crossing Boundaries in Research and Assessment: A Model of IR and Faculty Collaboration to Study the Campus Experiences of Students of Color and Underrepresented Students in STEM Majors

Dawn Johnson, Assistant Professor of Higher Education, Syracuse University
Barbara Yonai, Director, OIRA, Syracuse University
Laura Harrington, Research Associate, Syracuse University

○ 6

Institutional partnerships are critical in creating campus environments that promote student learning and development. Such partnerships can also be important in the assessment of students' campus experiences contributing to their success. At Syracuse University, a research partnership was developed between Institutional Research & Assessment (IR&A) staff and faculty to study the campus experiences of students of color and under-represented students in science, technology, engineering and mathematics (STEM) majors. Benefits of the partnership include IR&A staff and faculty working in a collaborative rather than client/service model, sharing expertise to develop a robust survey, and utilizing institutional and student survey data to inform policy and program development.

Demographic, Attitudinal, and Financial Factors in Faculty Retention

Leonard Goldfine, Assistant Director, Office of Institutional Research, University of Minnesota-Twin Cities

⬡ 3

This study examines the factors related to voluntary faculty departures (excluding retirement) from a large public research university. Results from an institution-wide satisfaction survey are examined in conjunction with salary and demographic data to model non-retirement faculty departure. Results indicate that of all factors in the analysis, overall satisfaction is the best predictor of departure.

Other factors such as rank; primary identification with one's academic discipline versus the university, college, or department; work/life interaction stresses; and salary increases/satisfaction with salary increases are shown to have indirect effects on faculty departure.

Different Approaches to Supporting First-Year Student Success and Retention

Andrea Ingle, Institutional Research Specialist, Ball State University
Brian Johnston, Director, Institutional Research and Assessment, Catholic University of America

△1

In today's tough economic climate, retaining competent students is vital. However, one retention model won't fit all institutions. This poster focuses on three campuses and how they customized MAP-Works, a student success and retention project, to fit their campus culture. One campus focused their efforts in residence life, first-year experience, and campus activities. Another campus focused their efforts in academic advising, housing, and first-year seminars, while the last campus focused its interventions in residence halls and academic advising. This poster includes a description of MAP-Works, examples from each campus effort, group discussions, and best practices.

Do Online Course Evaluations Suffer from Nonresponse Bias? An Analysis of Student Nonresponse

Meredith Adams, Doctoral Student and Research Assistant, North Carolina State University-Raleigh
Paul Umbach, Associate Professor, North Carolina State University-Raleigh

⑥

Offices of institutional research at colleges and universities have long struggled with the lack of response to end-of-semester course evaluations, especially with the implementation of online evaluations throughout the last decade. Using data from one semester at a large, southern university with about 12,000-13,000 non-responders each semester, this study analyzes characteristics and potential biases of non-responders, exploring factors that predict the likelihood of non-response. The utilization of modeling techniques will uncover potential non-response bias, allowing institutional researchers to better their response rates to various groups, and, in turn, improve data quality and the decision-making process.

Effects of Expanding Institutional Aid to a New Population

Tyler Boone, Institutional Research Analyst, Western New England College

☐4

Institutions use merit awards to attract students through discounted prices. Previous research at a Master's Comprehensive institution in New England has shown that increasing a merit award increases the probability of enrollment. For 2009, a merit award was introduced based on high school GPA and a student's standardized test score. Moreover, this award was not publicized to students at the time of admission, so there are no differences between students who applied in different years based on this information. This study measures the impacts of the additional merit award both in terms of changes in Net Tuition Revenue on the profile of the incoming class, as well as enrollment patterns for this subset of admitted students with impacts for future financial aid policy.

Engaging Faculty in the Assessment of Student Learning Outcomes in the Sciences and Humanities: Case Studies in Physics and Afro-American Studies

Gerunda Hughes, Director, Howard University
Michael Wallace, Assistant Director, Howard University
Gregory Carr, Associate Professor and Chair, Howard University
Anand Batra, Professor, Howard University

◇2

Some of the challenges to realizing the benefits of assessing student learning outcomes are engaging, building, and maintaining faculty participation. Keys to overcoming these challenges and removing these assessment roadblocks are (1) helping faculty recognize that they routinely engage in assessment activities, (2) allowing them to practice assessment techniques that are compatible with their preferred style of cognitive functioning, and (3) helping them see, through the scholarship of teaching and learning how assessment benefits them and their students. This poster focuses on two case studies in physics and Afro-American studies.

Establishing and Utilizing Graduate Student Success Rates by Gender, Ethnicity, and Program

Ruth Heinrichs, Director of Institutional Effectiveness, Point Loma Nazarene University
Jennifer Finch, Research Specialist, Point Loma Nazarene University

☐4

Desiring to monitor and maintain the growth in its graduate programs prompted a small, four-year, urban, private university to study the number of graduate students entering, persisting and completing their programs. A lack of commonly held definitions among the private institutions encouraged the university to create operational definitions for graduate student graduation and retention rates. The research presented in this poster examines the application of the definitions of graduate student success to the specific graduate programs across the demographic attributes of gender, ethnicity, and program. Graduation and retention rates of demographic groups are compared to determine differences in patterns of success.

Posters

Graduate Certificate in Institutional Research at Pennsylvania State University

Jessie Liu, Graduate Research Assistant, Pennsylvania State University-Main Campus
J. Fredericks Volkwein, Emeritus Professor & Director of the IR Program, Pennsylvania State University

(6)

With support from AIR, Penn State offers an online, 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. This poster describes the 18-credit Penn State IR Certificate program, which includes courses in the core areas of IR work – Foundations of IR, Strategic Planning & Resource Management, Assessing Outcomes and Evaluating Programs, Basic Statistics, Multivariate Statistics, Enrollment Management Studies, Studies of Students, Analyzing Faculty Workload, and Designing IR Studies.

Making the VSA and the College Portrait Work for You

Steven Hawks, Assistant Director of Assessment, Kansas State University

⟨2⟩

This poster will focus on participation in the Voluntary System of Accountability (VSA) and the use of the Collegiate Assessment of Academic Proficiency (CAAP) as a component of the College Portrait. The presenters will highlight how Kansas State University is using the results beyond reporting mean scores.

Modeling Graduate Student Persistence in Science, Technology, Engineering, and Mathematics Programs at a Historically Black University

Nathan Francis, Coordinator, Florida Agricultural and Mechanical University
Guangmin Xie, Coordinator, Computer Applications, Florida Agricultural and Mechanical University

△1

African-American participation in science, technology, engineering, and mathematics (STEM) fields has become a topic of great interest in recent decades. Yet despite this interest, and despite efforts to increase the number of African-Americans and other minorities who pursue degrees and careers in STEM fields, only modest advances have been made, and retention rates for African-Americans and other underrepresented minorities enrolled in STEM programs continues to lag behind those of White and Asian students. This study uses longitudinal data and discreet event history analysis to model persistence for three cohorts of graduate students enrolled in STEM programs at an HBCU located in the south-eastern United States.

Neglected in Higher Education: Understanding the Relationship between First-Generation Students' Pre-College Characteristics and their College Engagement Intentions

Luis Ponjuan, Assistant Professor, University of Florida
Jennifer Cortes, Graduate Student, University of Florida
Zaria Malcolm, University of Florida

△1

The influx of first-generation students in higher education raises new concerns about their critical transition to the first year of college. We relied on the Theory of Planned Behavior to examine the key links between pre-college experiences and college engagement. First-generation students were found to be as likely as their peers in future engagement intentions. However, these students were more likely than their peers to work to pay for college expenses. This study offers new insights about first-generation students' future intentions and how administrators can improve their first-year college transition.

NJAIR Best Paper: The Utilization of Astin's (I-E-O) Framework in Providing a Unifying Context for Institutional Assessment

Robert Miller, Dean for Institutional Research, Centenary College

(6)

The function of institutional research requires individuals to work with many constituencies on campus with varying needs, and degrees of quantitative expertise. When conducting overall institutional assessment there is a risk of producing "silos" where data analysis and interpretation occur at the functional level, not providing the context necessary for overall institutional assessment. Upon reading the work of Alexander Astin, the Input-Environment-Output model in particular, it is possible that the same conceptual framework Astin describes for student learning assessment can be applied to institutional assessment.

Online Certificate in Institutional Research at Florida State University: Designed with the Working Professional in Mind

Jill Peerenboom, Certificate in Institutional Research Program Coordinator, Florida State University
Kristina Cragg, Assistant to the President for Strategic Research and Analysis, Valdosta State University
Robert Schwartz, Associate Professor, Florida State University
Abbey Cunningham, Graduate Assistant, Florida State University

(6)

Presenters will demonstrate an online program designed to provide academic and professional development opportunities for institutional researchers, administrators, doctoral students and faculty from higher education institutions. Courses are offered to accommodate the working professional's schedule. The program goals are as follows: 1) to enhance knowledge and understanding of the core principles of IR; 2) to stimulate interest in using national databases; and 3) to promote use of institutional research to improve administrative and policy

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

Online vs. Paper-Based Evaluations of Faculty: A Randomized Trial

David Fike, Research Statistician, University of the Incarnate Word
Roland Carrillo, Programmer Analyst, University of the Incarnate Word
Robin Logan, Director of Institutional Research, University of the Incarnate Word

⟨3⟩

Evaluation of teaching effectiveness is considered a critical element in determining whether faculty members are retained at higher education institutions. Academic milestones such as tenure and promotion often require documentation of the quality of instruction. As methods of assessing teaching effectiveness evolve, concerns about the equity of alternative methods arise. The study examined in this poster compared online versus traditional paper formats for student evaluations of instruction. Though the participation rate for online evaluations was lower, evaluation scoring patterns were similar for both methods. The findings suggest that conducting faculty evaluations online may be a suitable alternative to the traditional, paper-based approach.

Parental Influence on Student Academic Achievement and Social Adjustment in the Transition from High School to College

Jonathan Paslov, Survey Research Specialist, Research Triangle Institute International

⟨2⟩

This poster reviews research regarding the influence of parental involvement on students' early college academic success and social adjustment. Presenters explore whether students with strong parental involvement during high school perform better academically and persist in specific subjects of study more often than those with less support. The poster depicts research on how parental involvement impacts social adjustment by exploring to what degree students with varying parental involvement engage in risky behaviors or prosocial activities. Using national longitudinal data from NCES, presenters describe student outcomes across different types of postsecondary schools and present topics for future research.

Contributors not in attendance: Benjamin Dalton, Research Triangle Institute (RTI)International; James Rogers, Research Triangle Institute (RTI)International.

Quality in Higher Education: Brazil at the Crossroads of Access and Learning Outcomes

Maria-Estela Dal Pai Franco, Professor, Researcher, Federal University of Rio Grande do Sul-Brazil

⑤

The study presents the Brazilian evaluation model of Higher Education (HE), discusses quality criteria using the technically and socially relevant approaches and highlighting national policy and strategies. The theoretical approach lies in concepts of quality, learning outcomes and knowledge society. The methodology is based on thematic convergences of official documents and census data. The General Index of Institutional Programs (IGC), as well as strategies to improve access, also discussed as quality indicators. The challenges relate to the use of learning outcome measures as well as equitable access; both crucial paths to improving education.

Service Excellence: Engaging the Campus Community

Cheryl Beil, Assistant Vice President, Academic Planning, Institutional Research and Assessment, George Washington University
Kim Dam, Director of Academic Planning and Assessment, George Washington University

[4]

As part of a service excellence initiative and strategic planning, the assessment office of this university was asked to develop a survey that would obtain students' input about the services that are important to them, their opinions about the services they use and programs they attend, the strengths or quality of service provided, and how the services that fall below students' expectations could be improved. The presenters will discuss how they engaged the campus community in designing the survey, sought specific feedback for each service, and disseminated results, and used the findings across the business, academic, and student services units.

Some Comments about Medical Research in Romanian Universities

Tudorel Andrei, Professor, Academy of Economic Studies, Department of Statistics and Econometrics
Bogdan Oancea, Professor, "Nicolae Titulescu" University, Bucharest
Catalina Andrei, Assistant Professor, Ph.D., University of Medicine and Pharmacy "Carol Davila"
Claudiu Herteliu, Assistant Professor, University of Economics

⑥

This poster will explore a series of results related to the medical research in Bucharest, Romania, using data obtained from a statistical survey of medical staff with higher education. This questionnaire queried medical staff concerning opinions on important characteristics of the medical research. A variety of statistics and econometric techniques were utilized to process the data.

Testing Models of Voluntary Job Turnover in Institutional Research: Differences by Job Category and Institutional Sector

William Knight, Associate Vice Provost for Planning and Accountability, Bowling Green State University

⑥

This study explored differences across job categories and institutional settings in factors that relate to the likelihood of institutional researchers planning to leave their jobs. For the study, 1,264 institutional researchers responded to a national survey comprised of antecedents of intention to leave one's job that had a high degree of construct validity within job turnover theories. Data were tested against a theoretical model developed from the industrial-organizational psychology and IR literature. Differences in the likelihood of voluntary job turnover and structural models of effects on intention to quit are provided for IRs across job categories and institutional settings. Implications for practice are also included.

The Role of Cooperative Education on Student Academic Performance and Career Progression

Caroline Noyes, Assistant Director of Assessment, Georgia Institute of Technology-Main Campus
Jonathan Gordon, Director of Assessment, Georgia Institute of Technology
Joseph Ludlum, Coordinator of Survey Research, Georgia Institute of Technology

◇ 2

With the increasing emphasis on producing "job-ready" graduates, the appeal of experiential educational opportunities continues to grow. Cooperative education programs, where students have intensive and paid work experiences for college credit, have been prevalent in engineering schools for the past 100 years. Using a series of matched pair designs, this research examines several outcomes of experiential learning: a) the impact of co-op experience on grade point average; b) the relationships between co-op experience and initial salary; c) the impact of supervisor evaluations on initial salary; and d) the impact of co-op experience on job progression during the first five years post-graduation.

Undergraduate and Graduate Retention: Two Concepts, One Outcome

Cathy Alexander, Institutional Research Officer, California Lutheran University
Maria Kohnke, Associate Provost of Academic Services and Registrar, California Lutheran University

4

California Lutheran University's current strategic plan provides the opportunity to create an intentional, comprehensive approach to retention for both undergraduate and graduate programs. The challenge is for the retention efforts to be data-informed, while studying two programs whose retention and graduation concepts are different. All campus constituencies have collaborated to identify, problem solve, and implement solutions for the goal of retaining and graduating a well prepared and diverse student body. The completed undergraduate retention plan, the graduate plan in progress, and the data used and the processes followed are reviewed.

Using Peer Comparison Groups to Inform One University System's Choice in Graduate Student Health Insurance

Anthony Jones, Graduate Research Assistant, University of Georgia
William Rooks, Graduate Student Association, President, University of Georgia

4

Health insurance coverage for graduate students is mandatory at many institutions. Significant one-year changes to one university system's graduate student health insurance plan prompted an analysis of plan benefits. At the system's flagship university, Graduate Student Association (GSA) members compared plans at peer institutions to benchmark coverage, institutional subsidies, and out-of-pocket expenses and premiums. This poster will provide the results of the analysis; the impacts of student insurance on institutional competitiveness, recruitment and retention, and student quality of life.

Volunteering for College: Potential Implications of Obama's Proposed Financial Aid Policy

Ryan Wells, Assistant Professor, University of Massachusetts Amherst
Catherine Lynch, Research Assistant, University of Massachusetts Amherst

⟨5⟩

President Obama has proposed a $4,000 tax credit for students who complete 100 hours of community service. The practicability of such a policy is unclear, as are the implications for potential college students, especially those who have the most financial need. Given what we know about student volunteerism, financial aid, and inducements, we explore which students are most likely to benefit from such a policy. We also discuss the difficulties in implementing this policy, which has direct implications for institutional researchers.

Where do We Start? The Use of a Faculty Survey to Inform Assessment Support at a Small Liberal Arts College

Xueli Wang, Associate Director for Assessment Support, Knox College
Charles Clark, Director of Institutional Research and Assessment, Knox College
Anna Clark, Institutional Research & Assessment Assistant, Knox College

⟨2⟩

This poster focuses on the development, content, and use of a survey instrument that measures faculty perceptions, attitudes and needs pertinent to the assessment of student learning at a small liberal arts college. Assessment practices and faculty development activities at the college will be described as examples of how this instrument can be used to enhance knowledge, change attitudes, and promote a culture of assessment. This poster also provides a platform for interested institutional researchers and assessment professionals to exchange ideas and best practices in providing assessment support.

Monday, 5:00 p.m. – 6:00 p.m.

A Quantitative Study of Program Efficacy: Preparing Pre-Service Teachers for State Certification

Renea Fike, Assistant Professor, University of the Incarnate Word
David Fike, Research Statistician, University of the Incarnate Word

⟨2⟩

This poster examines academic and demographic data in an effort to determine predictors of success on the Texas Pedagogy and Professional Responsibilities (PPR) exam required for teacher certification. This exam culminates a teacher candidate's pre-service preparation. Determining the predictors of success will guide instructional and programmatic development in the teacher preparation program. Teacher candidates would benefit from early support efforts as teaching faculty may be better able to identify student and program needs.

Contributor not in attendance: Elda Martinez, University of the Incarnate Word

A Strategic Look at the Cost of Developmental Education at Public Four-Year Institutions and Public Two-Year Institutions in Response to Higher Education Budget Cuts

Albertha Lawson, Director of Institutional Research and Statistical Analysis, Louisiana State University System

[4]

Remedial education has become a national epidemic. It could not have occurred at a worse time in higher education history. The current economic environment of colleges and universities has forced institutions, as well as states, to examine every aspect of higher education operations in search of ways to cut costs. Employing a formula funding model, the study presented in this poster uses state funding of developmental student credit hours to determine if it is more cost effective to teach all remedial higher education courses at two-year institutions.

A Thousand Words, Once a Week

Robert Burke, Director of Research, Association of Independent Colleges and Universities of Ohio

⟨5⟩

The "Graph of the Week" is a successful communication program that began nearly two years ago by the Association of Independent Colleges and Universities of Ohio. It is designed to turn data into information and knowledge for policymakers, news reporters and analysts, and other interested parties. It uses an engaging format that draws attention to the message itself and also positions the Association as a reliable source of information for its member institutions and higher education in general.

Academic Performance and Persistence of Undergraduate Students at a Land-Grant Institution: A Statistical Analysis Utilizing Detailed Institutional Data

Fran Hermanson, Associate Director of Institutional Research, Washington State University

[4]

Improving student success in Postsecondary education is a key federal, state, and university objective that cannot be detached from the focus on increasing student access. This study uses statistical techniques to identify factors associated with the retention and success of undergraduate students. The methodology and results reported are part of a larger study focusing on the first-year experience, eventual student graduation, and variables that help explain student success. The results from this analysis indicate high school GPA and measures of student engagement are consistently important predictors of success during the first semester and beyond.

Answering the $100,000 Question: Use of Early, Institutional Data for Guiding Successful Grant Applications

Consuelo Boronat, Director, Assessment and Evaluation, Student Affairs and Undergraduate Education, Florida International University

⟨6⟩

Universities and colleges can increase their chances of winning student- and institution-targeted grants if institutional research guides early, grant-focusing efforts. Florida International University, an Hispanic-Serving Institution, focused on institution-specific data in its successful bid for a $100,000 Wal-Mart Foundation grant to improve the performance of First Generation (FG) students. An early analysis of FG student academic data by an assessment specialist on the grant-writing team showed students' primary area of need was in gateway math courses. The winning $100,000 grant application focused on math passing rates, the relationship of gateway math success to retention, and time-to-degree.

Benefits of the Student Job: The Relationship Between On-Campus Employment and Student Retention

Michael Schuchert, Executive Director of Institutional Effectiveness, Marymount University
Alvin Manalo, Research Associate, Marymount University
Cassandra Jones, Senior Assessment Associate, Marymount University

[4]

Programs that target specific populations of students are effective at promoting retention, but limited financial and human resources can make them a challenge. Campus-based employment could serve as an untapped resource to promote student persistence at some institutions when

monitored closely. This poster presents one institution's research on the relationship between working on-campus during the first year and student retention.

Budget Solutions to Complex Data Requests: Using Microsoft Access to Report Financial Aid Data for the Common Data Set

Mary Jo Geise, Associate Professor / Doctoral Student (BGSU), The University of Findlay, Bowling Green State University

⑥

The Common Data Set (CDS) was developed as a collaborative effort among higher education data providers and publishers to improve the quality of reporting data and reduce the burden of compiling requested information for commercial publications. This poster provides a model on how standard office software can provide a cost-effective and maintainable solution to the complex data requirements of the CDS financial aid report.

Challenges Using IPEDS for a Study Examining the Early Childhood Teacher Preparation Pipeline

Brenda Klostermann, Associate Director, Southern Illinois University Edwardsville
Gerald McLaughlin, Associate Vice President for Institutional Planning and Research, DePaul University

④

Results from a previous study concluded the higher education pipeline for early childhood teachers in a Midwestern state is "leaky" as evidenced by the high number of students interested or enrolled in an Early Childhood program but few making it through the pipeline to graduation. Many university data systems cannot distinguish between "interested" versus "enrolled" students when reporting to IPEDS. This study worked with ten higher education institutions in a Midwestern state to more closely analyze the pipeline data for a more accurate picture of the early childhood certificate pipeline. Implications to streamline the pipeline and better measure the supply will also be discussed.

Chicago Area Assessment Group: A Support Group for Assessment Professionals

Carol Scheidenhelm, Director, Learning Technologies and Assessment, Loyola University Chicago
Jonathan Keiser, Director of Evaluation and Assessment, Columbia College Chicago
Lucas Kavlie, Director of Accreditation and Assessment, Moody Bible Institute

②

The Chicago Area Assessment Group (CAAG) is an informal group of higher education professionals who meet periodically to share best practices of assessment. This poster outlines the membership, format, and success of the coalition of professions in an effort to encourage other such alliances among institutions of higher learning. The group functions as a type of support unit for people involved with assessment in higher education; a profession that too frequently includes

a type of professional isolation. CAAG meetings provide an open, safe forum for sharing perspectives from which to draw constructive feedback on campus assessment issues.

Comparative Analysis of Students' Performance: High School Grades vs. Medical and Health Sciences Programs

Shaukat Mirza, Director, IRO, RAK Medical and Health Sciences University
Tamer El-Marasafawy, Assistant Director, Institutional Research Office

①

This study serves to ascertain whether any correlation exists between high school grades and students' academic performance in medical and health sciences programs. The overall analysis shows a non-significant correlation between high school performance and university grades, though a small number of individual students' grades are equal to, or higher than, their high school grades. The graphs of frequency analyses show a lack of relationship between high school grades and semester grades, and demonstrate a consistency among semester grades across most student performances. Results concluded that high school grades are not closely related to academic performance at college; consistent with several previous studies.

Data and Design: Making Data Appealing through Graphic Design

Polly Fassinger, Director of Institutional Research, Concordia College-Moorhead

⑥

Graphic design software can be used to create reports that motivate an audience to examine your data and explore your findings with greater interest. This poster presentation will illustrate contrasts between several institutional research reports before and after they were modified with the graphic design software, InDesign. The reports include quick facts, an enrollment report, a student right to know brochure, a fact book, and a peer comparison report. Some fundamental elements of graphic design will also be reviewed, such as layout, color, negative space, images, typography, and framing.

Evaluation of an Internship Program by Listening to Students, Faculty Members, and Employers

Antigoni Papadimitriou, Department of Economics, Aristotle University, Thessaloniki Greece
Dimitris Mardas

①

Internship programs function as a bridge from the classroom to the real world. This study evaluated the opinion of more than 200 participants. Students, market stakeholders, and faculty and staff participated in the study. Data were collected from questionnaires with qualitative and quantitative criteria. Evidence from students, faculty, and employers revealed that students believe internships help them gain extra knowledge to close the gap between theory and practice.

Charting our Future in Higher Education

Exploring Freshmen Attrition in an Exit Phone Interview Study

Yang Zhang, Director of Institutional Research Office, Edgewood College
Heidi Arbisi-Kelm, Graduate Student, University of Wisconsin-Madison

4

As part of the retention effort at Edgewood College, the Institutional Research Office conducted an exit phone interview study in summer 2009. The purpose of the study was to gain a deep understanding of the experiences of non-returning freshmen students, and to identify areas to improve the retention rate. Researchers developed an interview protocol with questions specifically targeting the study purpose. Five themes were generated as the major reasons for students' leaving, which were used to provide recommendations for early intervention strategies and other retention efforts.

Facilitating Student Success through a System of Prescriptive Engagements and Transitions

Roosevelt Shelton, Associate Vice President, Kentucky State University

1

This poster will explore access and student success through the Summer Academic Bridge Program (SABP). The program featured prescribed engagements and motivational strategies that primarily designed to remove impediments to the successful transition of academically at-risk students to postsecondary education. The central hypothesis was student capacities to perceive, engage, and navigate educational transition points directly influenced the probability that those students would persist and succeed. This poster will show how transition point persistence rates for SABP cohorts far exceeded those associated with the general population of first-time freshmen, and those rates were maintained across all key transition points.

Higher Education: Accountability and Transparency at a Glance

Carrie Birckbichler, Director, Institutional Research, Slippery Rock University of Pennsylvania
Amanda Yale, Associate Provost Enrollment Services, Slippery Rock University of Pennsylvania

5

As higher education moves toward 2015, the call for increased accountability and transparency in higher education will continue to rise. Colleges and universities are able to increase their level of transparency and accountability through national and local university efforts. This poster presents an internal university 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.

Homeschoolers: A Snapshot

Judy Wheaton, Director Institutional Research and Assessment, Austin College

1

Homeschoolers: A Snapshot examines homeschooled students attending a small, highly selective four-year liberal arts institution in Texas. Annually, five to seven percent of new students report having been homeschooled. This sample of 157 homeschoolers met the criterion of being homeschooled part, or all, of their educational careers on the institution's extra questions from the Cooperative Institutional Research Program (CIRP) Freshman Survey or, submitted a home school diploma/transcript at the time of admission rather than a high school diploma or transcript. The findings of this study affirm earlier institutional predictions and reinforce the decision to market this population.

How Confident are You About Your Data's Representativeness?

Dustin Derby, Director of Institutional Planning and Research, Palmer College of Chiropractic

6

How confident are you with your data's quality and its representativeness? Many research novices treat a 60percent response rate as the gospel of data quality. This, however, may be a faulty assumption. The purpose of this study was to investigate the relationship between response rates and data representativeness. This study underscores that when juxtaposed, response rates can yield varying levels of data representativeness and high response rates do not always equate to more representative data (and vice versa).

KAIR Best Paper: Doubling the 2009 NSSE Response Rate through Targeted Marketing

Robert Goldstein, Associate University Provost, University of Louisville
Emily Noonan, Program Coordinator, Senior, University of Louisville

2

The University of Louisville (UofL) began administering the National Survey of Student Engagement (NSSE) in 2001, but obtained low response rates. An increase in students' participation was deemed critical for the administration of the 2009 NSSE. A multi-disciplinary workgroup was formed to develop a comprehensive marketing plan aimed at building student awareness of the NSSE. The marketing plan was extremely successful. Our response rate doubled to over 31% compared to only 15% in 2007. By obtaining a more representative student sample, the university is in a better position to critically analyze our student engagement data. Our marketing strategies will be shared on this poster.

Maintaining and Sustaining Student Services During Challenging Financial Times: Some Ideas (Big and Small) that Worked

Christopher Cullander, Director of Institutional Research, University of California-San Francisco

△1

The effects of the financial crisis at our institution have ranged from delays in improvements to learning environment, to increases in student debt and reduction of library hours. This poster will outline how we have developed new funding sources and other means of maintaining and enhancing student services and the student experience.

Noel-Levitz College Student Inventory (CSI): Identifying Needs and Strengths of Incoming Students

William Slanger, Director of Institutional Research and Analysis, North Dakota State University

◇2

CSI is a self-reporting instrument with which student success strengths and needs of incoming students can be quickly identified. CSI was equally predictive of cumulative grade point average each semester through the tenth semester for each of five years. There was a strong relationship between Dropout Proneness stanine and number of semesters enrolled; e.g., for one year, three times as many students with stanines of 1-4 were still enrolled in semesters 6,7, or 8 as those with stanines 6-9. The CSI may also be predictive of "capacity", i.e., grade points earned divided by number of graded courses.

Post-Stratification and Imputation Methods to Reduce Bias in Estimates Derived From Optional IPEDS Enrollment Data

Scott Ginder, Statistician, RTI International

⑥

Researchers interested in enrollment by age have access to the IPEDS census counts biennially when reporting enrollment by age is required. Many institutions report these data annually, and these optional years of data are publicly available. Response rates during optional years could support estimation, but missing data may lead to biased estimates. Given the supporting data available, both post-stratification and imputation methods could help reduce bias in these estimates. This poster presents the results of a simulation study that evaluates and compares post-stratification adjustments and imputation adjustments to reduce the bias in statistics calculated from these optional data.

Contributor not in attendance: Heather Meier, Research Triangle Institute (RTI) International.

Revisiting Case Study Findings on Community College Transfers Prior to Graduation: Survey Results on Intention to Transfer

Charles Secolsky, Director of Institutional Research and Planning, County College of Morris
Venancio Fuentes, Department Chair, Community College of Morris
Joseph Nazzaro, Executive Director of College Advancement and Planning, County College of Morris

△1

Graduation rates have become an important accountability standard for community colleges. This poster will focus on identifying factors that influence the intentions of community college students to transfer prior to degree completion. Well-known studies on retention have shown that academic and social integration are essential for retention. Understanding the factors that influence students' intentions to transfer prior to graduation is important if community colleges wish to develop programs that make a difference in graduation rates. For the study explored in this poster qualitative data was acquired from an earlier investigation of interviewed students who transferred prior to graduation and a valid survey was developed and analyzed from this data.

Setting Retention and Graduation Rate Benchmarks: Data Envelopment Analysis of Efficiency of Public HBCUs

Alexei Matveev, Director, Quality Enhancement and Assessment, Norfolk State University
Nuria Cuevas, Interim Dean, College of Liberal Arts, Norfolk State University

☐4

This poster demonstrates an application of Data Envelopment Analysis (DEA) for institutional planning, budgeting, and research in the context of setting retention and graduation rate benchmarks for public Historically Black Colleges and Universities (HBCUs). Specifically, the presenters illustrate how DEA can be used to answer such questions as: What are appropriate benchmarks for retention and graduation rates given current levels of financial resources? What changes in budget allocations can be made without negatively affecting current retention and graduation rates? What are the most efficient institutions in the peer group? Does efficiency of institutions improve over the years?

Some Comments about Educational Expenditures in Eastern European Countries

Tudorel Andrei, Professor, Academy of Economic Studies, Department of Statistics and Econometrics
Daniel Teodorescu, Director of Institutional Research, Emory University
Bogdan Oancea, Professor, Iae Titulescu University, Bucharest

⑤

The transition from the centralized economy to the market economy has resulted in important changes in higher education in the countries of the former socialist bloc. In a short period, an impressive growth in the number of students enrolling in higher education has been recorded. The current increases in the number of students cannot be sustained. Using econometric techniques, the analysis examines the evolution of the number of students in high school and demographic phenomena, such as increased migration, reduction in birthrates, and other factors leading to the rise in higher education populations.

Student Migration Trends: Minnesota's Net Loss of College-Going High School Graduates

Nathan Lassila, Vice President, Research and Policy, Minnesota Private Colleges

4

For a number of years Minnesota has tracked in-migration: students graduating from high school in other states and enrolling in a Minnesota college or university and out-migration: Minnesota residents graduating high school in Minnesota and then enrolling in college in another state. Over six years, the trend has shown that more students are migrating out than in: a net loss. The research discussed on this poster attempts to highlight migratory patterns of Minnesota postsecondary participants. The six-year trend and implications and policy questions generated from an annual net loss of college-bound students will be explored.

The Role of Institutional Percentage of Pell Grant Recipients as a Predictor of Graduation Rates: A Comparison Between Maryland and West Virginia Using the EdTrust Data 2003-2007

Cheryl Rollins, Director, Institutional Research, Morgan State University
Carrol Perrino, Professor, Morgan State University
Tiffany Thompson, Student Researcher, Morgan State University

⑤

The access to, and graduation from, higher education institutions of low income students is becoming increasingly important for the economic growth of the nation. This study examines the impact of the percentage of Pell grant recipients (a measure of socioeconomic status) as well as dollars spent per FTE, percent of underrepresented minorities, and average SAT scores on graduation rates at specific institutions. Institutions studied were located in states with a history of segregated higher education systems. Data from the Education Trust from 2003-2007 for the public four-year colleges in Maryland and West Virginia were used.

Understanding the Challenges Facing Science, Technology, Engineering, and Math (STEM) Students

Philip Garber, Executive Director of Planning and Institutional Effectiveness, Elgin Community College
Sumitra Duggirala, English Unit Adjunct Faculty, Elgin Community College

△1

Response data from a recent survey are used to point out the unique challenges and barriers faced by students in STEM fields (Science, Technology, Engineering and Math). Differences between STEM and non-STEM majors are discussed in terms of academic and financial challenges, desired support services, and perceptions of overall academic abilities. Building upon prior research, responses from students currently majoring in STEM fields are compared to responses from non-STEM students who would have selected STEM fields had they not faced such challenges. Suggestions for appropriate support services and future research are provided.

Understanding the Factors Affecting Overall Student Satisfaction

Eduardo Molina, Associate Director OPIR, Georgetown University

△1

The study explores the connection between overall student satisfaction and factors such as academic services, financial aid, campus climate, and instructional effectiveness by generating a structural equation model.

Use of Standardized, Computerized Progression Testing as an Early Warning System to Identify At-Risk Students

Deb Carlson, Director of Institutional Research, Nebraska Methodist College of Nursing & Allied Health
Elizabeth Rogan, Instructor, Nebraska Methodist College of Nursing & Allied Health

◇2

Advances in computer technology have prompted companies to produce sophisticated testing methods to evaluate student learning. The purpose of this study was to explore the use of standardized, computerized progression testing as a means of formative assessment of student performance and identification of students' risk for program progression and first-time licensure exam failure. Examination and analysis of trends in students' performance may guide additional preparation or remediation with students and provides information to faculty and those in charge of curriculum development/revision about student learning and program content.

Utilization of a Structured Assessment Process for Restructuring an Integrated Therapeutics Lab I Course to Enhance Teaching and Learning

Daphne Bernard, Associate Professor, Howard University
Rhonda Davis, Administrative Assistant, Howard University

⟨2⟩

The School of Pharmacy uses an independent group for data analysis of course performance known as the Individual Development and Educational Assessment (IDEA) Center to evaluate teaching and learning effectiveness. An evaluation of the Integrated Therapeutics Lab I course in the Spring of 2006 revealed the need for more effective teaching and learning styles to be incorporated in the course to enhance performance especially in the area of stimulating student interest. As a result of the course evaluation findings, several changes were made to the course such as including stated laboratory session objectives and using game-style learning activities.

Visualizing Transitions into the Workforce

Tom Schenk, Consultant, Iowa Department of Education

⟨5⟩

The presenters use data from the Iowa Department of Education and the Iowa Workforce Development to track community college students into the workforce. Specifically, the poster illustrates the correlation between major and industry of employment. The method presented can be implemented in any state that combines educational and workforce data. Students are organized by major and aggregated into the 16 States' Career Clusters as well as in an additional cluster for transfer-oriented programs. Industries are organized by the 18 two-digit NAICS codes. Data from Iowa's Training and Employment Outcomes System is displayed.

Contributor not in attendance: Kiyokazu Matsuyama, Iowa Workforce Development

What Community Colleges are Doing to Meet the Needs of African American Males in Higher Education

Bobbie Frye, Senior Research Analyst, Central Piedmont Community College
Terri Manning, Associate Vice President for Institutional Research, Central Piedmont Community College

[4]

Community colleges are beginning to address the under-representation of minority males by offering special programs designed to increase success and retention. Because the majority of these students attend part-time and do not live on campus, coordinating and delivering programs pose unique issues. This qualitative paper offers keen insights captured through: 1) structured group interviews with first-time and completed students and 2) in-depth interviews with community college program directors. Respondents offer helpful information on social and academic barriers that need addressing, how to structure programs for success, addressing early negative educational experiences, lack of academic preparation for higher education, gender and racial bias and student engagement. Program directors also offered suggestions from their experiences to other colleges wishing to begin programs serving minority males.

What Matters? A Look at Factors that Influence Academic Faculty's Research Behaviors

Yang Yang, Student, University of Georgia

⟨3⟩

This study examines Research 1 University faculty's research behaviors regarding their intention to pursue grants and contracts of no interest to them. This study seeks to identify the factors that may influence academic faculty's purpose of such behaviors, and to provide a glimpse into understanding the potential impacts on educational outcomes.

AIR Board and Governance Committee Meetings

Saturday 10:00 a.m. – 3:00 p.m.

2009–2010 Board of Directors Meeting
Lincoln Executive Boardroom

Saturday 3:30 p.m. – 5:00 p.m.

2010–2011 Board Of Directors Orientation
Lincoln Executive Boardroom

Sunday 7:30 a.m. – 8:30 a.m.

Standing Committee Breakfast
Columbus A & B

Sunday 8:30 a.m. – 12:30 p.m.

2009–2010 and 2010–2011 Forum Committee
Lincoln Executive Boardroom

External Relations Committee
Parlor G

Higher Education Data Policy Committee (HEDPC)
Parlor E

Membership Committee
Parlor F

Professional Devlopment Committee (PDS)
Parlor B

Publications Committee
Parlor D

Sunday 1:30 p.m. – 3:00 p.m.

AIR/US News Advisory Committee
Parlor F

Sunday 1:30 p.m. – 4:00 p.m.

2010-2011 Forum Committee
Lincoln Executive Boardroom

Sunday 2:30 p.m. – 3:30 p.m.

2009-2010 Forum Evaluation Committee
Parlor E

Sunday 4:30 p.m. – 5:30 p.m.

Higher Education Data Policy Committee (HEDPC) Subcommittee on Graduate Education Data
Parlor B

Monday 10:00 a.m. – 11:00 a.m.

AIR History Task Force
Lincoln Executive Boardroom

Monday 1:00 p.m. – 2:30 p.m.

2010 Financial Advisory Task Force
Lincoln Executive Boardroom

Monday 3:00 p.m. – 3:40 p.m.

AIR Budget Briefing
Superior B

Monday 5:00 p.m. – 6:00 p.m.

Forum Publications Editorial Advisory Committee
Lincoln Executive Boardroom

Research in Higher Education Consulting Editors
Tennessee

Tuesday 9:45 a.m. – 10:45 a.m.

AIR Nominating Committee
Presidential Suite, Room 3201

Tuesday 11:00 a.m. – 12:00 p.m.

Professional File Editorial Board
Lincoln Executive Boardroom

Ad Hoc Committee on Governance Meeting
Presidential Suite, Room 3201

Wednesday 7:15 a.m. – 8:15 a.m.

AIR Annual Business Meeting
Parlor C

Wednesday 8:30 a.m. – 11:30 a.m.

2010-2011 Board of Directors Meeting
Lincoln Executive Boardroom

Wednesday 9:00 a.m. – 11:30 a.m.

Forum Evaluation Committee Working Session
Columbus B

Wednesday 3:00 p.m. – 4:15 p.m.

2011 Forum Committee
Parlor E

Board/Governance

Special Interest and Affiliate Group Meetings

SIG/Affiliate Group

Academic Analytics Users and Potential Users

Tuesday, 5:45 p.m. – 6:30 p.m., Columbus B

This session provides the opportunity for representatives from universities that contract with Academic Analytics (an organization that provides peer data on various measures of faculty scholarly productivity for faculty in a university's Ph.D. programs) to learn about future plans and timelines. Academic Analytics representatives will solicit feedback on the usefulness of their reports, the process for collecting faculty information from programs, and priorities for proposals to expand the range of data provided in reports. Individuals who are interested in learning more about Academic Analytics are also welcome.

Academic Quality Improvement Program

Tuesday, 5:45 p.m. – 6:30 p.m., Parlor F

Join others from North Central's Accrediting region to discuss the most current news and information regarding the AQIP accreditation process. Be prepared to share your experiences so we may all learn how to improve along the quality journey.

Alabama Association for Institutional Research

Tuesday, 5:45 p.m. – 6:30 p.m., Illinois Executive Boardroom

This meeting is for attendees from Alabama. Discussion will include updates on ALAIR activities and happenings around the state.

Association for Institutional Research in the Upper Midwest

Monday, 7:30 a.m. – 8:15 a.m., Parlor D

At this informal session, AIR in the Upper Midwest (AIRUM) members and guests will have an opportunity to visit with colleagues and learn about recent organizational activities, including planning of the fall conference.

Association of American Universities Data Exchange

Monday, 6:00 p.m. – 7:30 p.m., Parlor E

AAUDE representatives and invited guests are welcome to attend this informed session for updates and information on AAUDE issues and activities.

Banner Users Special Interest Group

Monday, 7:30 a.m. – 8:15 a.m., Mississippi

This session will provide an opportunity to continue discussion with your institutional research (IR) / Banner colleagues. This is an open forum conducive to the exchange of ideas, seeking help, and providing assistance. Come with questions and answers. All Banner users - veteran, novice, and potential users - are encouraged to join us.

California Association for Institutional Research

Tuesday, 5:45 p.m. – 6:30 p.m., Arkansas

This session will provide an opportunity for members of the California Association for Institutional Research (CAIR) to exchange ideas, discuss current activities, and find out the latest about its upcoming conference in San Diego, November 17 - 19. All CAIR members are encouraged to attend and connect with regional colleagues. Dinner (optional) will follow the meeting.

Canadian Institutional Research and Planning Association

Monday, 7:30 a.m. – 8:15 a.m., Huron

Delegates are invited to attend this session to discuss issues of relevance in a Canadian context. The agenda will be developed at the meeting or with items forwarded to the convener prior to the meeting.

Catholic Higher Education Research Cooperative

Sunday, 4:30 p.m. – 5:30 p.m., Parlor E

A chance for CHERC members and any other representatives from Catholic colleges and universities to renew acquaintances and to share progress on projects related to Catholic higher education. As the Cooperative's capacity to engage in collaborative research grows, so too does the importance of sharing ideas about relevant concerns.

Catholic Higher Education Research Cooperative Board Meeting

Tuesday, 5:45 p.m. – 6:30 p.m., Lincoln Executive Boardroom

Meeting of the CHERC Board of Directors. All CHERC members welcome to sit in.

College Sports Project

Monday, 6:00 p.m. – 7:30 p.m., Mississippi

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 NCAA Division III institutions. 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.

Colonial Institutional Research Group

Tuesday, 5:45 p.m. – 6:30 p.m., Colorado

Colonial Institutional Research Group members will discuss data exchanges and other issues.

Consortium for Student Retention Data Exchange

Monday, 7:30 a.m. – 8:15 a.m., Erie

Meeting for the members for the Consortium for Student Retention Data Exchange (CSRDE).

Consortium for Student Retention Data Exchange Advisory Board Meeting

Sunday, 4:30 p.m. – 5:30 p.m., Parlor G

Meeting of the advisory board of the Consortium for Student Retention Data Exchange (CSRDE).

Consortium on Financing Higher Education

Monday, 7:30 a.m. – 8:15 a.m., Illinois Executive Boardroom

Meeting of the institutional researchers of COFHE member schools. Invitational Event.

Cooperative Institutional Research Program Users Group

Monday, 11:55 a.m. – 12:50 p.m., Mayfair

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 finding on their campus. Lunch will be provided. Please RSVP to heri@ucla.edu if you are planning to attend.

Council of Independent Colleges

Monday, 6:00 p.m. – 7:30 p.m., Arkansas

Forum attendees interested in serving, or currently 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

Monday, 6:00 p.m. – 7:30 p.m., Parlor F

Colleagues interested in data mining will gather to discuss issues, exchange ideas, examine new technology developments, applications in institutional research, and to network. No background in data mining is needed. This SIG is especially useful for new institutional research professionals interested in the application of data mining techniques in student life-cycle management. This is the fourth annual meeting of the Data Mining in Higher Education Consortium.

Educational Benchmarking, Inc. (EBI)

Monday, 7:30 a.m. – 8:15 a.m., Tennessee

Please join us to learn more about new developments at EBI (Educational Benchmarking) and MAP-Works (Making Achievements Possible-Works). We will share new reporting (cross-study comparisons and executive summaries) and our new action-planning software located inside WESS (Web-Enabled Survey System). We will also share new reporting and data collection for MAP-Works. Come and share ideas with EBI staff and exchange approaches to using EBI and MAP-Works data with other users.

Florida Association for Institutional Research

Tuesday, 5:45 p.m. – 6:30 p.m., Parlor G

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

IDEA Users Group Meeting

Sunday, 8:00 a.m. – 12:00 p.m., Erie

Invitational Event

SIG/Affiliate Group

Charting our Future in Higher Education

Illinois Association for Institutional Research

Tuesday, 5:45 p.m. – 6:30 p.m., Ontario

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

Indiana Association for Institutional Research

Tuesday, 5:45 p.m. – 6:30 p.m., Ohio

Join colleagues from Indiana for an informal gathering, to catch up with friends and to hear the latest new from around the state.

Intercollegiate Athletics

Monday, 5:00 p.m. – 6:00 p.m., Illinois Executive Boardroom

Join us for a discussion of recent topics, issues, and research in intercollegiate athletics at all levels (both four-year and two-year institutions), as well as a discussion of IR involvement in athletic reporting and the AIR athletics survey. This meeting is open to all Forum attendees.

Kentucky Association for Institutional Research

Tuesday, 5:45 p.m. – 6:30 p.m., Parlor D

Spring KAIR meeting: Any KAIR Member or individual from Kentucky attending the AIR Forum is welcome to attend this informal gathering and networking time.

Michigan Association for Institutional Research

Monday, 7:30 a.m. – 8:15 a.m., Columbus A

Please join your colleagues from Michigan to make new friends, renew old friendships, or swap shop talk. Meet your steering committee members and hear the latest news about your state association.

Mid-America Association for Institutional Research

Tuesday, 5:45 p.m. – 6:30 p.m., Tennessee

This session is an informal opportunity for members, prospective members, and other interested colleagues to meet, socialize, and discuss issues of interest to Mid-America AIR. MidAIR consists of members from Arkansas, Iowa, Kansas, Nebraska, Missouri, and Oklahoma.

Middle East and North Africa Association for Institutional Research

Monday, 7:30 a.m. – 8:15 a.m., Ohio

Institutional researchers in the Middle East and North Africa (MENA) region are invited to this session to be updated on newly formed MENA-AIR, its inaugural meeting in Dubai, November 2009, and 2010 activities.

National Community College Benchmark Project (NCCBP)

Monday, 7:30 a.m. – 8:15 a.m., Lincoln Executive Boardroom

This is a discussion/question-and-answer session for both participants d individuals from colleges that may be interested in participating in the National Community College Benchmark Project.

National Community College Council for Research and Planning

Monday, 6:00 p.m. – 7:30 p.m., Parlor D

Annual NCCCRP Member Meeting.

National Survey of Student Engagement

Monday, 6:00 p.m. – 7:30 p.m., Colorado

Since its inception, more than 1,300 baccalaureate granting institutions have used NSSE to measure the extent to which students engage in effective educational practices empirically linked with learning, professional 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 accreditation, benchmarking, faculty development, and various accountability efforts. This meeting provides an overview of NSSE and related surveys, the Faculty Survey of Student Engagement (FSSE), and the Beginning College Survey of Student Engagement (BCSSE). This meeting is appropriate for first-time users.

Noel-Levitz Student Satisfaction Inventory

Monday, 7:30 a.m. – 8:15 a.m., Arkansas

Join other colleges and universities who administer the Noel-Levitz Student Satisfaction Inventory to discuss best methods for administration and for using the results for data-driven decision making. This meeting will provide an opportunity to meet colleagues who are working with the satisfaction-priority assessment tools from Noel-Levitz and to share what is working well for you.

SIG/Affiliate Group

North Carolina Association for Institutional Research

Monday, 7:30 a.m. – 8:15 a.m., Columbus B

Meeting of the North Carolina Association for Institutional Research (NCAIR). All NCAIR members are encouraged to attend, as well as those interested in learning more about NCAIR. Introductions and announcements will be made, including information about upcoming conferences and events.

North East Association for Institutional Research

Monday, 6:00 p.m. – 7:30 p.m., Parlor C

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

Overseas Chinese Association for Institutional Research

Tuesday, 5:45 p.m. – 6:30 p.m., Mississippi

OCAIR group meeting: Annual report presentation of awards to OCAIR members. Professional Activities - How to cope with challenges we are facing in IR. (Discussion panel)

Pacific Association for Institutional Research

Monday, 12:00 p.m. – 1:30 p.m., Columbus A

Join us for a brief business meeting, fun, and fellowship. All interested individuals are welcome to attend.

Pacific Northwest Association for Institutional Research and Planning

Tuesday, 5:45 p.m. – 6:30 p.m., Columbus A

Birds-of-a-feather get-together with others from Oregon, Washington, British Columbia, Yukon and Alaska. Connect with PNAIRP colleagues, discuss common interests, and make group dinner plans.

Rocky Mountain Association for Institutional Research

Monday, 5:00 p.m. – 6:00 p.m., Huron

Meet and greet friends and colleagues from Rocky Mountain AIR (RMAIR). We will discuss and review plans for the next annual meeting.

SAS Users Group

Tuesday, 5:45 p.m. – 6:30 p.m., Parlor B

The SAS Users Special Interest Group promotes the professional interests of institutional researchers who use SAS software.

South East Asian Association for Institutional Research

Monday, 6:00 p.m. – 7:30 p.m., Parlor G

All are invited to join South East Asian (SAAIR) colleagues to discuss current events, exchange ideas, and find out the latest news about the upcoming conference in the Philippines, October 19-21. An optional dinner will follow the meeting.

Southern Association for Institutional Research

Monday, 7:30 a.m. – 8:15 a.m., Michigan B

SAIR members will discuss plans for the upcoming conference. Board members and state group leaders will have an opportunity to report activities to the membership.

Southern Association for Institutional Research Board Meeting

Sunday, 12:00 p.m. – 4:00 p.m., Illinois Executive Boardroom

Southern Association for Institutional Research (SAIR) Board planning meeting.

Southern University Group

Monday, 6:00 p.m. – 7:30 p.m., Parlor B

Meeting of Southern University Group at AIR for current member institutions.

Springer Reception for John Smart

Monday, 6:00 p.m. – 7:30 p.m., Missouri

Invitational Event
In appreciation of our Editor John Smart. Join us at the Springer Reception for John Smart, 20 years E-i-C of Research in Higher Education.

SUNY Association for Institutional Research and Planning Officers

Tuesday, 5:45 p.m. – 6:30 p.m., Parlor E

Meeting of the SUNY Association for Institutional Research and Planning Offices.

SIG/Affiliate Group

Tennessee Association for Institutional Research

Tuesday, 5:45 p.m. – 6:30 p.m., Huron

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

Texas Association for Institutional Research

Monday, 7:30 a.m. – 8:15 a.m., Parlor G

TAIR members will meet for breakfast to discuss items of common interest. Guests from other states are welcome to join us.

The Delaware Study: Institutional Costs and Productivity and Out-Of-Classroom Faculty Activity

Tuesday, 5:45 p.m. – 6:30 p.m., Missouri

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

Monday, 6:00 p.m. – 7:30 p.m., Columbus A

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.

Traditionally Black Colleges and Universities

Monday, 7:30 a.m. – 8:15 a.m., Parlor B

Annual business meeting for the TBCU Affiliate Group. Forum attendees are encouraged to attend to exchange ideas and discuss current and future initiatives of the group.

Traditionally Black Colleges and Universities Executive Committee Meeting

Sunday, 4:00 p.m. – 5:00 p.m., Parlor D

A short business meeting for the executive committee to exchange ideas and discuss future directions of the Traditionally Black College and Universities (TBCU).

Voluntary System of Accountability (VSA)

Monday, 7:30 a.m. – 8:15 a.m., Parlor E

This interactive meeting is for individuals from VSA participating institutions and will include updates on the project, as well as an opportunity to ask questions, provide feedback, and share effective practices.

SIG/Affiliate Group

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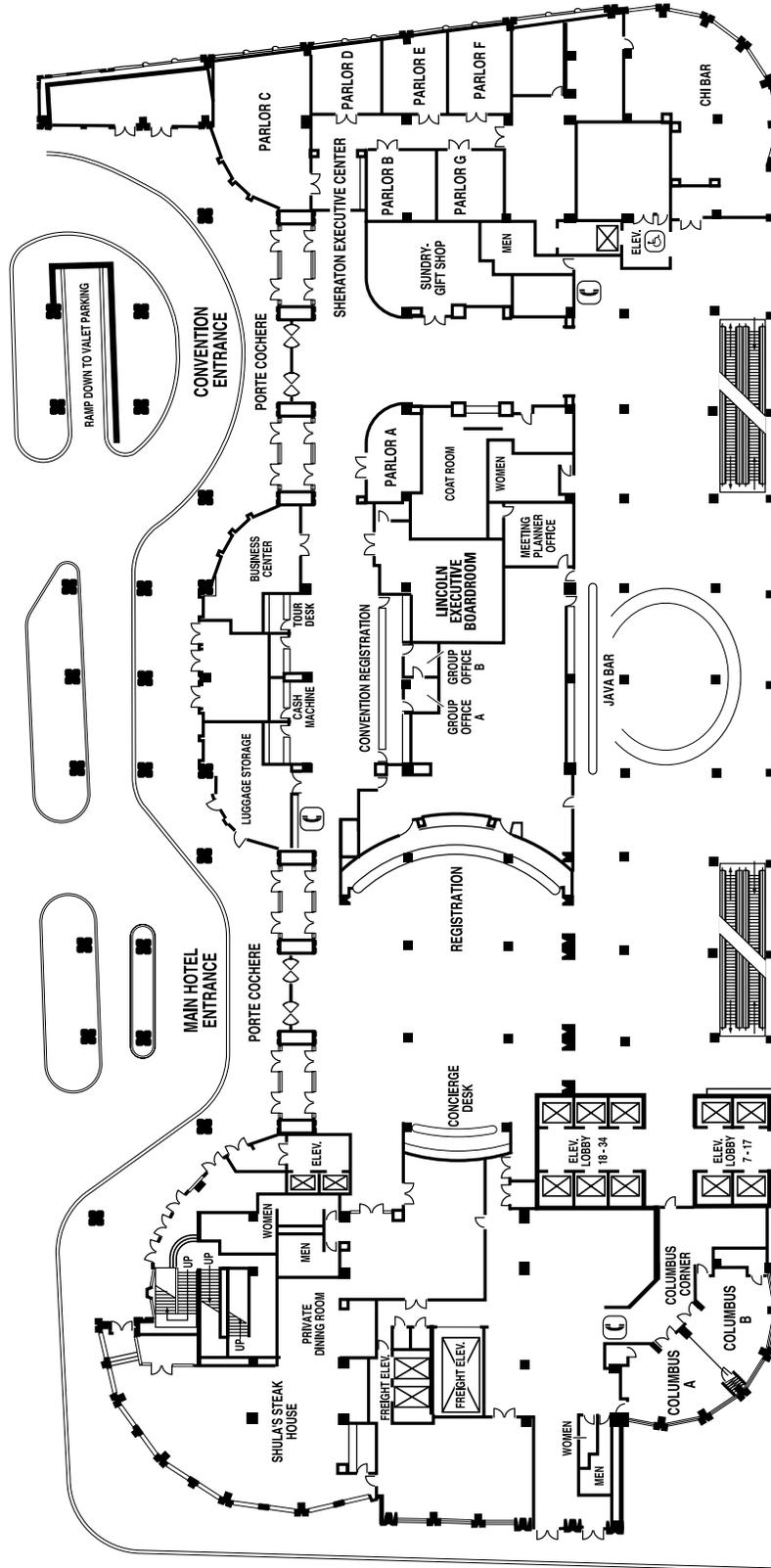
Exhibition, Level 1

Meeting Rooms, Level 2
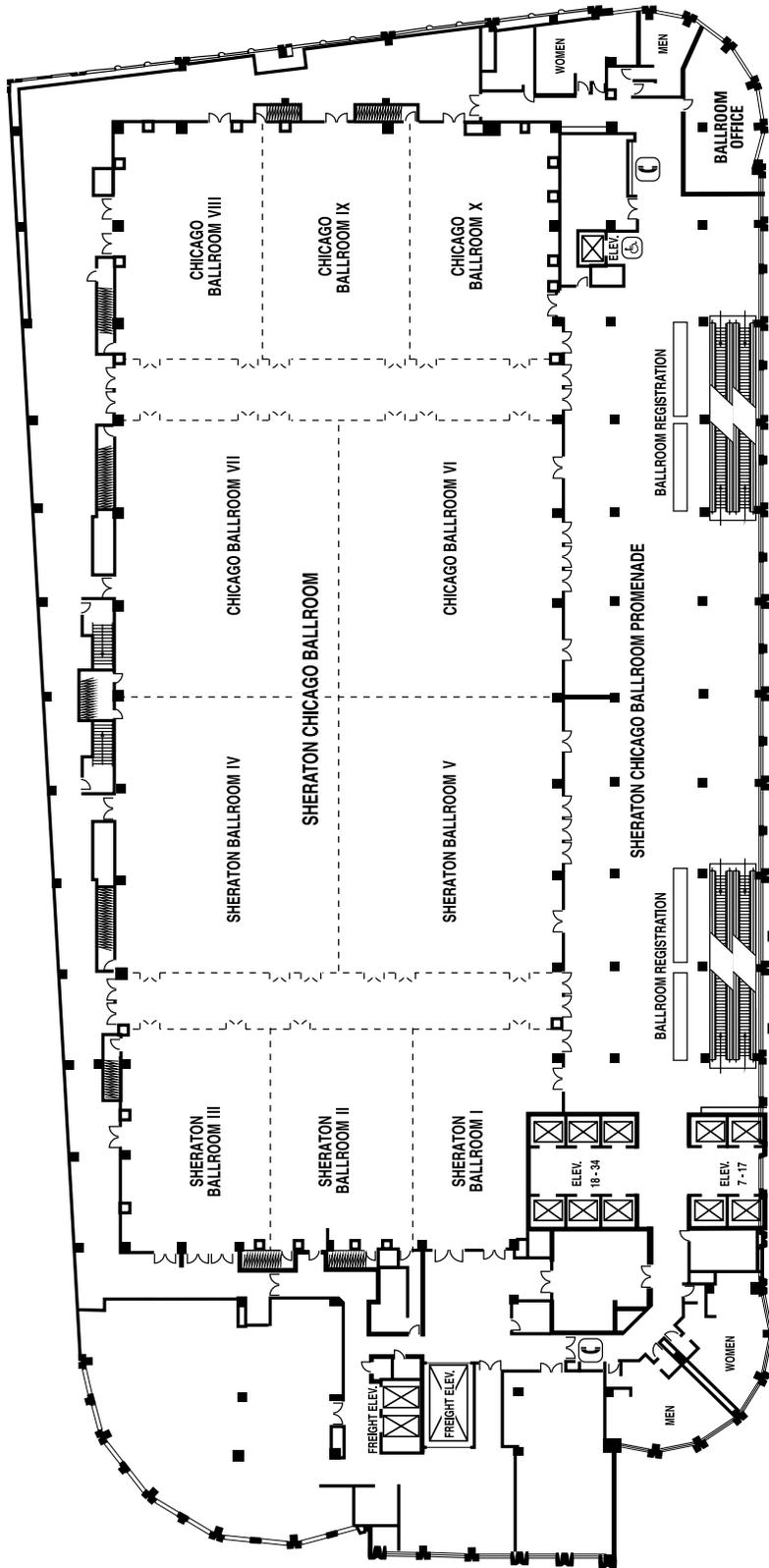
Lobby, Level 3

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Floor plan labels: TENNESSEE, ILLINOIS EXECUTIVE BOARDROOM, FOYER, PANTRY, RESTROOM, WOMEN, MAYFAIR, MICHIGAN A, MICHIGAN B, ELEV., MEN, ELEV., MISSOURI, ONTARIO, HURON, SUPERIOR A, SUPERIOR B, COLORADO, ARKANSAS, ERIE, MISSISSIPPI, OHIO, LB's PROMENADE, THE LINK @ SHERATON CAFE, LB's BISTRO & PATISSERIE, WOMEN, MEN, FREIGHT ELEV., FREIGHT ELEV., UP