Association for Institutional Research
1435 E. Piedmont Drive, Suite 211 · Tallahassee, FL 32308
Phone: 850-385-4155 · Fax: 850-385-5180 · www.airweb.org

Welcome from AIR President Jim Trainer

Dear AIR Forum Attendee,

Welcome to Toronto and the 2011 Forum. It is my sincere hope that this year's Forum will serve as your *Passport to New Ideas and Better Decisions*. The Forum offers a wonderful opportunity for you to share your scholarship and knowledge with colleagues and friends.

This year's Forum comes at the end of an extraordinary year for AIR, one in which the membership voted to revise our longstanding governance structure through revision of our Constitution and Bylaws. It is an exciting time to be an AIR member, and I hope you will seize the opportunity to actively participate in our Association and its governance. There are a number of sessions and meetings scheduled throughout the Forum designed to help us understand what these governance changes will mean and to identify ways to become more involved. I encourage you to attend these events.

AIR would not be where it is today without the leadership and contributions of its members. A great debt of gratitude is due to our Board members past and present, to the members who served on the Ad Hoc Committee on Governance for the past two years, and to those members who followed the constitution and bylaws revision process, offered their input and cast their votes. Now, it's time to put these revisions into action.

Thank you to Forum Chair, Debbie Dailey and Associate Forum Chair, Glenn James, and the Forum Committee for producing yet another educational, informative, and enjoyable program. We are all the beneficiaries of their hard work. Thanks as well, to AIR Executive Director Randy Swing and the staff at the AIR Executive Office for their role in making this year's Forum a success.

In closing, I would like to express my gratitude to our members and volunteers who made my past year in office so memorable, with a special thanks to the Board of Directors for their commitment, hard work, and support. It was my honor and privilege serving with you.

Sincerely,

James F. Trainer
2010-2011 AIR President

Executive Director
Randy L. Swing

2010-2011 Board of Directors

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Bridgepoint Education

Publications - Chair
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University of Missouri - Columbia

Welcome to the 51st Forum of the Association for Institutional Research (AIR). The Forum is AIR's premier event and the largest annual conference for IR professionals. It offers unique opportunities for you to network with thought leaders in the field, share new ideas, and develop ways to make more informed decisions that can improve the effectiveness of your office and the performance of your institution.

If you are a newcomer to IR and the Forum, we are glad that you've joined us. In the coming days, you will have several opportunities to learn and network. One important opportunity that has been tailored to assist you in making the most of your experience at the Forum is the Newcomer's Reception and Mentor/Mentee Gathering on Sunday, May 22nd. I hope you will attend and take the opportunity to connect with both veteran IR colleagues as well as other first-time attendees.

If you are a returning member, welcome back! Your continued presence, contributions, and camaraderie are part of what make this event special. As you reconnect with your friends and colleagues, I hope you will also meet new ones and encourage our newcomers to make the most of this valuable experience.

This year's Forum has something for everyone, boasting more than 350 concurrent sessions and 60 poster displays. We are delighted to again offer Targeted Affinity Groups (TAG) on Tuesday afternoon. TAGs were created to gather attendees with similar interests to focus on specific topics of importance to IR professionals. Learn more about this year's TAGs on page 32. Also, be sure to visit the Exhibit Hall for demonstrations of the latest products and services available to improve the effectiveness and performance of your office.

We would like to express our sincere thanks to the 2011 Forum Committee and others who have contributed to this great event. Hundreds of AIR members have volunteered their time and talents to ensure this meeting is a success and we truly appreciate all of their hard work. We are also grateful to the AIR Executive Office staff for everything they have done to support this event and our AIR members.

Finally, thank you for joining us. On behalf of the entire Committee, we hope you enjoy the Forum and all that Toronto has to offer. Here's to a great meeting!

Debbie Dailey – 2011 Forum Chair
Glenn James – 2011 Associate Forum Chair

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Schedule

Friday, May 20, 2011

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

Saturday, May 21, 2011

7:00 a.m. – 5:00 p.m.	Registration Desk Open, *Lower Concourse*
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 Snap Surveys*
2:00 p.m. – 2:30 p.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by ZogoTech*
5:00 p.m. – 6:00 p.m.	Early Arrivers Reception, *Waterfall Garden, Second Floor*, *Sponsored by Higher Education Research Institute at UCLA*

Sunday, May 22, 2011

7:00 a.m. – 4:30 p.m.	Registration Desk Open, *Lower Concourse*
8:00 a.m. – 3:30 p.m.	Pre-Forum Workshops
9:45 a.m. – 10:00 a.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by The IDEA Center*
10:00 a.m. – 4:30 p.m.	AIR Lounge Open, *Grand Ballroom East*, *Sponsored by Thomson Reuters*
noon – 3:00 p.m.	SeminAIRs, *Rooms on Mezzanine Level*
1:45 p.m. – 2:00 p.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by Academic Analytics*
2:00 p.m. – 3:00 p.m.	Open Session with Miriam Carver, *Conference B*
3:30 p.m. – 4:15 p.m.	Newcomers and Mentor/Mentee Gathering, *City Hall*, *Sponsored by Incisive Analytics*
4:30 p.m. – 6:00 p.m.	Plenary Session: Richard Arum, *Grand Ballroom*, *Sponsored by SAS*
6:00 p.m. – 7:30 p.m.	Exhibit Hall Open, *Sheraton Hall*
6:00 p.m. – 7:30 p.m.	Opening Reception, *Sheraton Hall*, *Sponsored by Digital Measures*

For AIR Governance Meetings, see page 141
For Special Interest Group (SIG) and Affiliate Group Meetings, see page 142

Monday, May 23, 2011

7:30 a.m. – 6:00 p.m.	Registration Desk Open, *Lower Concourse*
7:30 a.m. – 8:15 a.m.	Special Interest Group (SIG) and Affiliate Group Meetings
8:30 a.m. – 6:00 p.m.	Exhibit Hall Open, *Sheraton Hall*
8:30 a.m. – 6:00 p.m.	AIR Lounge Open, *Grand Ballroom East*, *Sponsored by Thomson Reuters*
8:30 a.m. – 9:30 a.m.	Panel Sessions
9:45 a.m. – 10:25 a.m.	Concurrent Sessions
10:25 a.m. – 11:00 a.m.	Refreshment Break, *Sheraton Hall*, *Sponsored by Tableau Software*
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, *Pinnacle*, *Sponsored by CCI Research*
1:45 p.m. – 2:25 p.m.	Concurrent Sessions
2:25 p.m. – 3:00 p.m.	Refreshment Break, *Sheraton Hall*, *Sponsored by ETS*
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, *Pinnacle*, *Sponsored by Concord USA, Inc.*
4:45 p.m. – 5:30 p.m.	Graduate Student Gathering, *City Hall, Sponsord by Information Builders*
4:45 p.m. – 6:00 p.m.	Poster Gallery, *Sheraton Hall, Sponsored by Chalk & Wire Learning Assessment, Inc., and ACT, Inc.*
6:00 p.m. – 7:00 p.m.	Special Interest Group (SIG) and Affiliate Group Meetings
6:00 p.m. – 7:00 p.m.	Monday Evening Receptions, *Rooms on Second Floor*

Tuesday, May 24, 2011

7:30 a.m. – 5:30 p.m.	Registration Desk Open, *Lower Concourse* (after 3:00 p.m. registration will be located on the Concourse Level)
8:00 a.m. – 9:30 a.m.	Plenary Session: Mark Milliron, *Grand Ballroom*, *Sponsored by Campus Labs*
9:30 a.m. – 2:00 p.m.	Exhibit Hall Open, *Sheraton Hall*
9:30 a.m. – 2:00 p.m.	AIR Lounge Open, *Grand Ballroom East*, *Sponsored by Thomson Reuters*
9:45 a.m. – 10:25 a.m.	Concurrent Sessions
10:25 a.m. – 11:00 a.m.	Refreshment Break, *Sheraton Hall*, *Sponsored by National Survey of Student Engagement*
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

For AIR Governance Meetings, see page 141
For Special Interest Group (SIG) and Affiliate Group Meetings, see page 142

1:30 p.m. – 2:00 p.m.	Refreshment Break, *Sheraton Hall*, *Sponsored by Strategic Planning Online*
2:00 p.m. – 3:00 p.m.	Targeted Affinity Group (TAG) Opening Sessions
3:15 p.m. – 3:55 p.m.	Targeted Affinity Group (TAG) Concurrent Sessions
4:10 p.m. – 4:50 p.m.	Targeted Affinity Group (TAG) Concurrent Sessions
5:00 p.m. – 5:30 p.m.	Targeted Affinity Group (TAG) Closing Discussions
5:45 p.m. – 6:30 p.m.	Special Interest Group (SIG) and Affiliate Group Meetings
6:30 p.m. – 8:30 p.m.	Duckwall Scholarship Celebration, *Great Cooks on Eight*

Wednesday, May 25, 2011

7:15 a.m. – 8:15 a.m.	AIR Annual Business Meeting, *Conference B*
8:00 a.m. – 12:30 p.m.	Registration Desk Open, *Concourse Level*
8:30 a.m. – 9:30 a.m.	Panel Sessions
9:30 a.m. – 10:00 a.m.	Refreshment Break, *Mezzanine Level,* *Sponsored by Evisions, Inc.*
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, *Grand Ballroom East,* *Sponsored by eXplorance*

For AIR Governance Meetings, see page 141
For Special Interest Group (SIG) and Affiliate Group Meetings, see page 142

Using the Forum Program Book

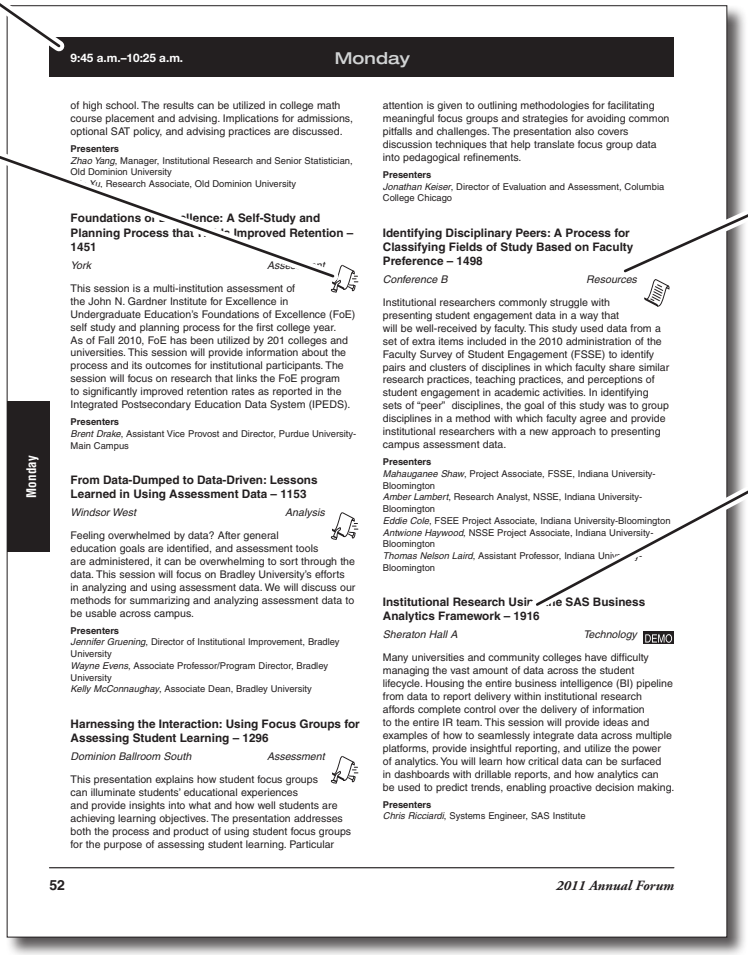
Header lists the time segment and day of sessions listed on that page

Icon denotes format of session

Tab denotes the day

Listing of session track. See page 30 for detailed descriptions

Session ID is used for session evaluations



9:45 a.m.–10:25 a.m. Monday

of high school. The results can be utilized in college math course placement and advising. Implications for admissions, optional SAT policy, and advising practices are discussed.

Presenters
Zhao Yang, Manager, Institutional Research and Senior Statistician, Old Dominion University
Yu, Research Associate, Old Dominion University

Foundations of Excellence: A Self-Study and Planning Process that Leads to Improved Retention – 1451

York *Assessment*

This session is a multi-institution assessment of the John N. Gardner Institute for Excellence in Undergraduate Education's Foundations of Excellence (FoE) self study and planning process for the first college year. As of Fall 2010, FoE has been utilized by 201 colleges and universities. This session will provide information about the process and its outcomes for institutional participants. The session will focus on research that links the FoE program to significantly improved retention rates as reported in the Integrated Postsecondary Education Data System (IPEDS).

Presenters
Brent Drake, Assistant Vice Provost and Director, Purdue University-Main Campus

Monday

From Data-Dumped to Data-Driven: Lessons Learned in Using Assessment Data – 1153

Windsor West *Analysis*

Feeling overwhelmed by data? After general education goals are identified, and assessment tools are administered, it can be overwhelming to sort through the data. This session will focus on Bradley University's efforts in analyzing and using assessment data. We will discuss our methods for summarizing and analyzing assessment data to be usable across campus.

Presenters
Jennifer Gruening, Director of Institutional Improvement, Bradley University
Wayne Evens, Associate Professor/Program Director, Bradley University
Kelly McConnaughay, Associate Dean, Bradley University

Harnessing the Interaction: Using Focus Groups for Assessing Student Learning – 1296

Dominion Ballroom South *Assessment*

This presentation explains how student focus groups can illuminate students' educational experiences and provide insights into what and how well students are achieving learning objectives. The presentation addresses both the process and product of using student focus groups for the purpose of assessing student learning. Particular attention is given to outlining methodologies for facilitating meaningful focus groups and strategies for avoiding common pitfalls and challenges. The presentation also covers discussion techniques that help translate focus group data into pedagogical refinements.

Presenters
Jonathan Keiser, Director of Evaluation and Assessment, Columbia College Chicago

Identifying Disciplinary Peers: A Process for Classifying Fields of Study Based on Faculty Preference – 1498

Conference B *Resources*

Institutional researchers commonly struggle with presenting student engagement data in a way that will be well-received by faculty. This study used data from a set of extra items included in the 2010 administration of the Faculty Survey of Student Engagement (FSSE) to identify pairs and clusters of disciplines in which faculty share similar research practices, teaching practices, and perceptions of student engagement in academic activities. In identifying sets of "peer" disciplines, the goal of this study was to group disciplines in a method with which faculty agree and provide institutional researchers with a new approach to presenting campus assessment data.

Presenters
Mahauganee Shaw, Project Associate, FSSE, Indiana University-Bloomington
Amber Lambert, Research Analyst, NSSE, Indiana University-Bloomington
Eddie Cole, FSEE Project Associate, Indiana University-Bloomington
Antwione Haywood, NSSE Project Associate, Indiana University-Bloomington
Thomas Nelson Laird, Assistant Professor, Indiana University-Bloomington

Institutional Research Using the SAS Business Analytics Framework – 1916

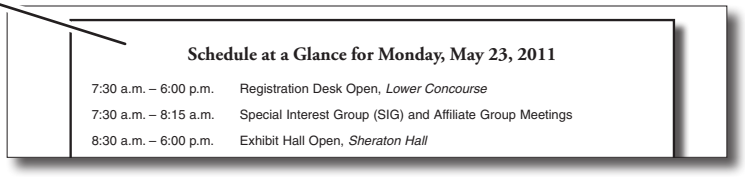
Sheraton Hall A *Technology* DEMO

Many universities and community colleges have difficulty managing the vast amount of data across the student lifecycle. Housing the entire business intelligence (BI) pipeline from data to report delivery within institutional research affords complete control over the delivery of information to the entire IR team. This session will provide ideas and examples of how to 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.

Presenters
Chris Ricciardi, Systems Engineer, SAS Institute

52 *2011 Annual Forum*

Look for the daily Schedule at a Glance at the beginning of each day



Schedule at a Glance for Monday, May 23, 2011

7:30 a.m. – 6:00 p.m.	Registration Desk Open, *Lower Concourse*
7:30 a.m. – 8:15 a.m.	Special Interest Group (SIG) and Affiliate Group Meetings
8:30 a.m. – 6:00 p.m.	Exhibit Hall Open, *Sheraton Hall*

Icon Key

DEMO Exhibitor Demonstration

Scholarly Paper Session

Research in Action Session

Table Topic Session

General Forum Information

AIR Gives Back

AIR and the 2011 Forum Committee have partnered with a local organization to donate backpacks to underpriviledged children in the Toronto area. Donate your backpacks at the Registration Desk.

AIR Lounge

The AIR Lounge, located in Grand Ballroom East, is your official Forum information hub. Check the message board, learn more about Forum activities, or connect to the Internet. The AIR Lounge will also serve as the Speaker Ready Room. The AIR Lounge will be open during the following hours:

Sunday, May 22:	10:00 a.m. – 4:30 p.m.
Monday, May 23:	8:30 a.m. – 6:00 p.m.
Tuesday, May 24:	9:30 a.m. – 2:00 p.m.

Evaluation

Help us improve the AIR Forum by completing the online evaluation. An E-mail will be sent to you at the conclusion of the Forum with instructions for completing the evaluation. In addition, the Forum Evaluation Committee will randomly select Forum attendees and invite them to participate in one of various focus groups. Evaluations for concurrent sessions are available in each session and may be returned to the session facilitator or the Registration Desk.

Exhibit Hall

Sheraton Hall

Visit the Exhibit Hall to meet more than 40 exhibitors with the latest information on IR software, 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 services and 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.
- Internet Kiosks
- Poster Gallery
- Monday and Tuesday refreshment breaks
- Opening Reception on Sunday, May 22, from 6:00 p.m. to 7:30 p.m.

Exhibit Hall Hours

Sunday, May 22:	6:00 p.m. – 7:30 p.m.
Monday, May 23:	8:30 a.m. – 6:00 p.m.
Tuesday, May 24:	9:30 a.m. – 2:00 p.m.

Hotel Information

Host Hotel

All Forum sessions are held at the Sheraton Centre Toronto Hotel.

Sheraton Centre Toronto Hotel
123 Queen Street West
Toronto, Ontario M5H 2M9
416-361-1000

Overflow Hotel

Additional attendee guest rooms are located within walking distance of the host hotel at the Hilton Toronto.

Hilton Toronto
145 Richmond Street West
Toronto, Ontario M5H 2L2
416-869-3456

Local Information

The 2011 Local Arrangements Committee is available to answer your questions about Toronto. Resources for dining, transportation, and attractions are available at the Registration Desk.

Meals and Refreshments

The following events are included in the registration fee:

- Opening Reception:
  Sunday, May 22, 6:00 p.m. – 7:30 p.m.

- Annual Luncheon:
  Wednesday, May 25, 12:30 p.m. – 2:30 p.m.

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

Monday, May 23:	10:25 a.m. – 11:00 a.m. 2:25 p.m. – 3:00 p.m.
Tuesday, May 24:	10:25 a.m. – 11:00 a.m. 1:30 p.m. – 2:00 p.m.

Refreshments are also available on the Mezzanine Level:

Wednesday, May 25:	9:30 a.m. – 10:00 a.m.

Lunches

No specific lunch break is scheduled so participants may schedule lunch at their own convenience. Detailed restaurant maps are available in your attendee bag and at the Registration Desk.

My Schedule

Use the My Schedule tool on the Forum Website (http://forum.airweb.org/2011) to build a customized schedule and download session presentations before and after the Forum.

Publication and Award Opportunities

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

The AIR 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. The AIR Professional File and IR Applications are AIR refereed journals published for the web.

To be considered for the Charles F. Elton Best Paper Award, E-mail your papers in MS Word or PDF format to bestpaper@airweb.org. To be considered for the Professional File or IR Applications, E-mail your submissions to papers@airweb.org and indicate any publication(s) for which you do not wish to be considered. If not specified, your paper(s) will be considered for all publications.

Submissions will close at 11:59 p.m. EDT, Friday, June 3, 2011. All authors will be notified of the final dispositions of their papers as soon as possible.

Research in Higher Education (RHE) Manuscript Submission

All research papers presented at the AIR Annual Forum are eligible for possible inclusion in the Annual Forum issue of RHE. A standard blind review process is used, and the top four to five papers will be chosen based on their contributions to higher education and institutional research literature.

To be considered, authors should submit their manuscript in electronic format through the online submission tool for the journal (http://rihe.edmgr.com/). At the time of submission, please be sure to indicate that the manuscript is to be considered for the Forum issue of RHE. **Manuscripts must be submitted by Wednesday, June 1, 2011, to be considered for publication.**

Registration Desk

Forum registration will be open during the following hours:

Friday, May 20:	4:00 p.m. – 6:00 p.m.
Saturday, May 21:	7:00 a.m. – 5:00 p.m.
Sunday, May 22:	7:00 a.m. – 4:30 p.m.
Monday, May 23:	7:30 a.m. – 6:00 p.m.
Tuesday, May 24:	7:30 a.m. – 5:30 p.m. (after 3:00 p.m. registration will be located on the Concourse Level)
Wednesday, May 25:	8:00 a.m. – 12:30 p.m.

The Registration Desk will also serve as the volunteer and facilitator information station.

Recycling

In coordination with AIR's sustainability effort, conference attendees are encouraged to recycle. Recycling units are located in and around the public and convention areas of the hotel. There is also a recycling bin located in your guest room.

2011 AIR Forum Sponsors and Exhibitors

Grand Sponsor

DigitalMeasures

Platinum Sponsors

campuslabs Data Driven Innovation · sas

Gold Sponsors

ACT, Inc. • CCI Research, Inc. • Chalk & Wire Learning Assessment, Inc.

EMSI • ETS • Evisions, Inc. • eXplorance • IData Incorporated

IOTA Solutions • National Survey of Student Engagement

Scantron • Strategic Planning Online • Tableau Software

Thomson Reuters • WEAVE • ZogoTech

Silver Sponsors

Academic Analytics • Concord USA, Inc.

Higher Education Research Institute at UCLA

Incisive Analytics • Information Builders

Snap Surveys • The IDEA Center

Exhibitors

Academic Management Systems • AIR Data and Decisions Academy • CLA • Data180

EBI • Gravic, Inc. • Higher Education Data Sharing (HEDS) Consortium

IBM • National Center for Education Statistics

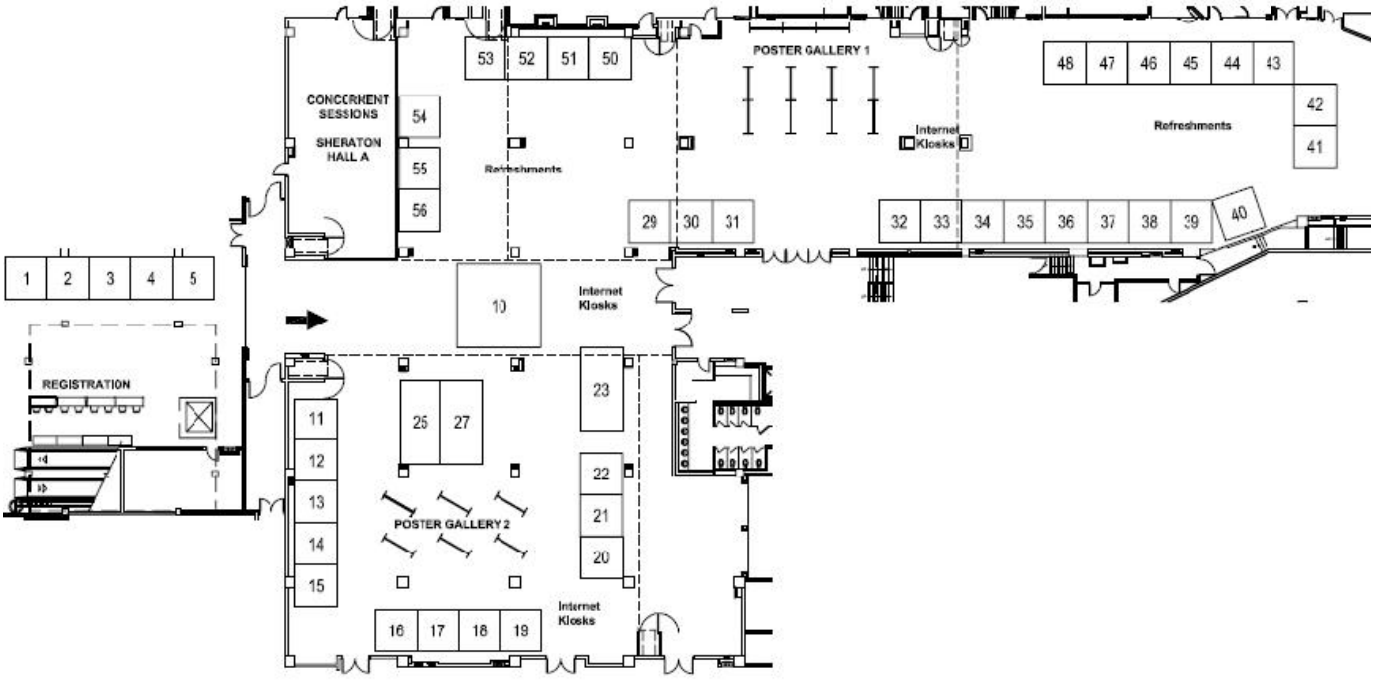
National Science Foundation, National Center for Science and Engineering Statistics

National Student Clearinghouse • PACAT • Rapid Insight, Inc.

SMART Technologies • SmarterServices • SmartEvals • Strategic National Arts Alumni Project (SNAAP)

TaskStream • The College Board • Tk20

Exhibit Hall Floor Plan



Company Name . . . . . Booth Number

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Academic Management Systems 47
ACT, Inc. 13
AIR Data and Decisions Academy 3
AIR Store 1
Association for Institutional Research 2
Campus Labs 23
CCI Research, Inc. 55
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Strategic Planning Online 20
Tableau Software 31
TaskStream 38
The College Board 36
The IDEA Center 32
Thomson Reuters 22
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Exhibitors

Academic Analytics [Booth 51]

Academic Analytics is the creator of the Faculty Scholarly Productivity Database and Faculty Scholarly Productivity Index methods for evaluating faculty research. 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.

Mike Rohlinger
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Matt Horvath
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Bill Savage
bill@academicanalytics.com

Academic Management Systems [Booth 47]

Student opinion matters! CoursEval is a web-based evaluation system used by 220+ community colleges, universities, and health profession schools. CoursEval provides a cost-effective means to deploy, analyze, and archive student opinion surveys of courses or instructors. CoursEval offers sophisticated reports that meet campus requirements. Please visit our booth, #47. Contact: Brian Hopewell at 716.867.8434 or bhopewell@connectedu.com.

Brian Hopewell
bhopewell@connectedu.com

Peter Gold
pgold@connectedu.com

ACT, Inc. [Booth 13]

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 are designed to help educational institutions obtain reliable information that can be used to evaluate and enhance their programs. These can be used to help with program and service evaluation, institutional planning, outcomes assessment, retention enhancement and alumni relations.

Sandra Stewart
sandra.stewart@act.org

Sue Wheeler
sue.wheeler@act.org

AIR Data and Decisions® Academy [Booth 3]

The Data and Decisions® Academy provides self-paced, online professional development for institutional research practitioners. Hosted by AIR, Academy courses build IR skills needed to support data-informed decision making.

The Academy currently has six courses available, which are specifically designed for those at two-year institutions who are early career IR professionals or faculty/staff exploring future roles in IR or assessment, and others who collect and manage data for institutional effectiveness and improvement. Courses include: Longitudinal Tracking for IR, Foundations of Data Management, Foundational Statistics for Decision Support, Designing IR Research, Learning Outcomes, and Survey Design.

For more information, please visit our website at http://academy.airweb.org.

Campus Labs [Booth 23]

With over 500 member campuses, Campus Labs is a leading provider of data and strategic intelligence in higher education. Our mission is to provide the optimal mix of technology, tools, processes and professional services to maximize the positive impact of assessment and data on each of our member campuses.

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Annemieke Rice
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CCI Research, Inc. [Booth 55]

CCI Research provides top-quality client-centred research to over 40 educational organizations in Canada and the USA, including expertise in areas such as key performance indicators, student satisfaction, engagement and retention, instructional feedback, program reviews, and employee engagement. Whether utilizing online, telephone, paper, focus group, or combined research methodologies, our research processes are designed to consistently generate solution-based strategies and action plans. Customized services range from system-wide and specific organizational analysis to literature reviews, presentations, seminars, and stakeholder consultation.

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Chalk & Wire Learning Assessment, Inc. [Booth 14]

Chalk & Wire's tools streamline institutional research, program review, and accreditation reporting. Manage multiple reports for projects, unit audit and campus-wide learning effectiveness at the same time from your desktop. Collaboratively share the process of report writing and publication with teams of faculty and researchers.

A robust analytics and statistics tool is integrated that handles everything from simple distribution to linear regression and tests for internal validity. The system is easy to set up, and is interoperable with LMS and SIS systems. Result: Timely report publications and 100% accreditation success and national educational awards for schools using C&W.

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CLA [Booth 37]

Founded in 2002 as a major initiative of the Council for Aid to Education, the Collegiate Learning Assessment (CLA) offers an authentic approach to the improvement of teaching and learning in higher education through a continuous improvement model that assists faculty, department chairs, school administrators and others interested in programmatic change to improve teaching and learning. For more information on the CLA, please visit www.collegiatelearningassessment.org.

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Concord USA, Inc. [Booth 54]

Concord's proven Xitracs™ Accreditation Management System supports regional and program-specific self-study projects, greatly simplifying the preparation and publishing of compliance reports. Included are a comprehensive faculty credentials module with optional CIP code mapping, plus document scanning, planning, and survey tools all designed to make data gathering and reporting much easier.

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Data180 [Booth 45]

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

- Faculty credentials and activity reporting
- e-Portfolios & resumés
- Co-curricular transcripts
- Assessment management

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Digital Measures [Booth 10]

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

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EBI [Booth 39]

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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EMSI [Booth 11]

EMSI is a one-stop provider of regional economic and labor market data, web-based analysis tools, and consulting services–integrated solutions that bring together industry, workforce, and education perspectives. Our thousands of customers represent workforce boards, economic development organizations, government agencies, community colleges, universities, and policy professionals across the nation. They use our data and tools daily to make crucial decisions about regional economic and workforce development issues.

With EMSI, you'll have at your fingertips the tools you need to know your economy and drive your workforce.

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ETS [Booth 27]

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

Listening. Learning. Leading.®

Cheryl Casper
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Evisions, Inc. [Booth 21]

Evisions has been building great products and delivering fantastic service since 1998. Our products include Argos, an Enterprise Reporting Solution, IntelleCheck, a Payment Processing Solution, DataMasque, a Personal Data Transformation Solution, and FormFusion, a Document Enhancement & Distribution Solution. At Evisions, our highly experienced team is passionate about working with our clients to find the best solution. Our clients drive everything we do—our research, products, service, and support. We truly believe that it is great relationships that make all the difference—when you work with us, you are part of the Evisions team.

Matt Chick
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eXplorance [Booth 29]

eXplorance™ provides colleges and universities with Blue software for the automation of course evaluations and surveys. With the help of Blue, your organization will:

- optimize your course evaluations and surveys
- go Green and cut costs
- raise response rates and student satisfaction
- advocate accessibility as a social responsibility (ADA, Section 508, CLF 2.0)
- leverage your existing IT infrastructure (security, information systems, learning management system, and student portal)

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Gravic, Inc. [Booth 42]

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

Improving Society Through Innovation®

Steve Joslin
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Higher Education Data Sharing (HEDS) Consortium [Booth 46]

The Higher Education Data Sharing (HEDS) Consortium is a not-for-profit organization of private colleges and universities that assists member institutions in planning, management, institutional research, decision-support, policy analysis, educational evaluation, and assessment.

HEDS fulfills its mission by assembling, analyzing, and sharing mutually agreed-upon and regularly updated historical information about member (and other) institutions, by offering professional development opportunities through a network of colleagues at other member institutions, and by providing other services including special studies, research reports, member conferences and workshops, and advisory services.

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Higher Education Research Institute at UCLA [Booth 50]

The Higher Education Research Institute at UCLA is the home of the Cooperative Institutional Research Program (CIRP), the nation's largest and oldest study of higher education, involving longitudinal data on 1,900 institutions and over 13 million students. CIRP consists of the Freshman Survey, Your First College Year Survey, the Diverse Learning Environments Survey, and the College Senior Survey.

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IBM [Booth 41]

IBM Business Analytics software delivers complete, consistent and accurate information that decision-makers trust to improve performance. A comprehensive portfolio of business intelligence, predictive analytics, financial performance and strategy management, and analytic applications provides clear, immediate, and actionable insights into current performance and the ability to predict future outcomes.

As part of this portfolio, IBM SPSS Predictive Analytics software helps organizations predict future events and act upon that insight to drive better outcomes. Academic customers worldwide rely on our technology to meet a range of challenges—from enrollment management, retention, and advancement to the development of a highly competitive curriculum. For more information visit www.ibm.com/spss.

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IData Incorporated [Booth 48]

IData Incorporated 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 institution's 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 17]

Your power behind Business Intelligence

INCISIVE ANALYTICS

Incisive Analytics LLC specializes in Business Intelligence solutions for Higher Education that focus on custom-designed databases using industry-standard tools and best practices. We focus on solving our client's most challenging business analytics and information problems. We understand the complexity of choices in the BI marketplace and work with a wide range of platforms like Oracle, Microsoft SQL Server, Cognos, and Business Objects to name a few. Our approach is to partner with every client, creating a unique experience to deliver results that equip our clients to make strategic decisions based on Take Action Analytics!

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Information Builders [Booth 52]

Information Builders

Information Builders' solutions help higher education institutions align units with the institution's strategic goals, monitor and analyze progress, and communicate results. For 36 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 our booth and the poster session entitled, "Performance Management—Aligning Your Institution with Your Strategic Focus." Let's talk about ways you can reduce information-gathering time and improve institutional effectiveness. We'll share with you how our customers are doing that today! We invite you to learn more at informationbuilders.com/go/air.

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IOTA Solutions [Booth 30]

IOTA SOLUTIONS, LLC.

IOTA Solutions is the trusted guardian of confidential evaluation results for the U.S. Department of Education, the National Science Foundation, the Academic Advanced Distributed Learning Co-Labs, and 400,000 faculty and administrators in higher education. IOTA's course evaluation tools and methodology has been called "the standard" by FIPSE and our web-based evaluation system, MyClassEvaluation™, has been used by millions of students at 550 colleges and learning organizations.

MyClassEvaluation™ has been empirically demonstrated to increase student response rates, improve instructor performance, remove barriers to learning while the class is still in session, and eliminates the inherent obstacles in other online evaluation tools.

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National Center for Education Statistics [Booth 5]

ies NATIONAL CENTER FOR EDUCATION STATISTICS

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 Science Foundation, National Center for Science and Engineering Statistics [Booth 4]

A new name. A broader mission. NCSES, formerly the Division of Science Resources Statistics, is responsible for data and information on the following:

- Research and development
- The science and engineering workforce
- U.S. competitiveness in science, engineering, technology, and R&D
- The condition and progress of STEM education in the United States

As one of 13 federal statistical agencies, NCSES designs, supports, and directs periodic national surveys and performs a variety of other data collections and research. The America COMPETES Reauthorization Act codifies the role of NCSES in supporting research using the data that it collects and its role in research methodologies related to its work.

Reports, data, survey descriptions, and online databases can be found at: http://www.nsf.gov/statistics/

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National Student Clearinghouse [Booth 15]

The National Student Clearinghouse is the nation's trusted source for academic verification and reporting. Over 3,300 colleges, enrolling 92% of US 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 [Booth 18]

The IU Center for Postsecondary Research hosts the National Survey of Student Engagement (NSSE) and its affiliate surveys the Faculty Survey of Student Engagement (FSSE), the Beginning College Survey of Student Engagement (BCSSE), and the Law School Survey of Student Engagement (LSSSE), as well as the College Student Experiences Questionnaire Assessment Program (CSEQ). The Center provides surveys and resources to help institutions assess the extent to which students and institutions engage in empirically proven educational activities and to inform efforts to strengthen the learning environment. Survey results indicate how students spend their time and perceive campus support for their development.

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PACAT [Booth 35]

ACATs are flexible content standardized exit exams for student learning outcomes assessment in a major field of study. ACATs can be used by 2-year and 4-year higher education institutions as part of classroom instruction, group assessment activities, or administered through a testing center. ACATs are available for both paper and computer administration and are backed by nearly 30 year's experience providing quantitative data tied directly to departmental teaching and learning goals.

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Rapid Insight, Inc. [Booth 43]

Rapid Insight, Inc. is a leading provider of business intelligence and automated predictive analytics software for Institutional Research Offices. With a focus on ease of use and efficiency, Rapid Insight products enable researchers to turn their raw data into actionable information. The company's analytic software simplifies the extraction and analysis of data, enabling colleges and universities to fully utilize their information for data-driven decision making. Founded in 2002, Rapid Insight is a privately held company with its software in use in over 150 colleges and universities.

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Roxanne Major

SAS [Booth 25]

SAS' academic roots were established 30 years ago when it was founded at North Carolina State University. Today, more than 3,000 educational institutions use SAS® Business Analytics software to obtain accurate, critical and timely information.

With SAS, users can aggregate and analyze data to improve decision making and strategic planning.

SAS helps institutions:

- Collect data on students, faculty, programs, facilities, etc.
- Provide self-service querying capabilities to all users.
- Proactively manage enrollment, retention and programs.
- Target potential students and ensure the success of those currently enrolled.

Since 1976, SAS has given educators The Power to Know®. http://www.sas.com/ir

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Scantron [Booth 12]

Scantron helps organizations of higher education measure and improve effectiveness and meet accreditation standards with assessment and survey solutions. We provide colleges and universities tools for course evaluations, general surveys, learning outcome assessment, test item banking, test generation, and test scoring, using our Class Climate, ParSystem, and Prosper solutions.

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SMART Technologies [Booth 44]

SMART Technologies is a leading provider of collaboration solutions that transform the way the world works and learns. We believe that collaboration and interaction should be easy. As the global leader in interactive whiteboards, we bring more than two decades of collaboration research and development to a broad range of easy-to-use, integrated solutions that free people from their desks and computer screens, so collaborating and learning with digital resources are more natural.

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SmarterServices [Booth 33]

Our mission is to organize and analyze data that empowers people to make smarter decisions. SmarterServices analyzes data about students, faculty, teachers, employees, and courses. We provide SmarterMeasure—online learning readiness indicator; SmarterSurveys—end-of-course survey management service; SmarterFaculty—database of online faculty; and SmarterProctors—database of test proctors.

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SmartEvals [Booth 40]

SmartEvals.Com prides itself on developing new technologies for colleges, universities, and companies that allow you to improve with the least amount of effort. We do this by understanding how you, our customers, analyze data to make decisions, and provide you with the tools to do this effortlessly. We are constantly taking feedback from all of our customers and refining our software to deliver on your every need. Our benchmarking assement tools, course evaluations, and employee evaluations deliver the lowest cost of ownership and enable you to make data-driven decisions.

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Snap Surveys [Booth 53]

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 Research Services, our consulting group, 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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Strategic National Arts Alumni Project (SNAAP) [Booth 19]

The Strategic National Arts Alumni Project (SNAAP) investigates the educational experiences and career paths of arts graduates nationally. SNAAP annually surveys alumni of postsecondary arts programs, including independent arts schools, comprehensive research universities, liberal arts colleges, and arts high schools. The SNAAP instrument is designed to provide actionable information to institutions about their curriculum and services as well as the nature of the circumstances alumni face in their work and personal lives. SNAAP provides individualized reports to participating institutions and aggregate findings for policymakers and philanthropic organizations in order to improve arts training, inform cultural policy, and support artists.

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Strategic Planning Online [Booth 20]

Strategic Planning Online is designed to help institutions automate strategic planning, budgeting, and assessment cycle. Strategic Planning Online increases the visibility of assessment efforts while coordinating the 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 the various leadership roles. Enable your institution to tie budget requests directly to strategic plans and assessment efforts, and bring all of the information together for accreditation. Create a culture of planning with a unified understanding of the institutional goals by increasing the transparency of planning efforts while involving the entire institution in the strategic planning process.

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Tableau Software [Booth 31]

Tableau Software, a privately held company in Seattle, WA, builds software that delivers fast analytics and rapid-fire business intelligence to everyday businesspeople. Our mission is simple: help people see and understand data. Tableau's award-winning products integrate data exploration and visualization to make analytics fast, easy, and fun. They include Tableau Desktop, Tableau Server, and Tableau Public.

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 60,000 licensed users in companies from one-person businesses to the world's largest organizations.

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TaskStream [Booth 38]

At TaskStream, we provide the highest quality Web-based software and supporting services to efficiently plan and manage assessment and accountability processes, facilitate the demonstration of learning achievement, and foster continuous educational improvement. With our powerful tools for accreditation and assessment planning, outcomes management, e-portfolios, rubric-based data collection and reporting, field placement management, surveys, and more, we help ensure that students are learning the skills and knowledge they need to be successful in today's global economy.

Ben Coulter
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The College Board [Booth 36]

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

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The IDEA Center [Booth 32]

Celebrating 35 years serving higher education, The IDEA Center provides tools to assess and improve teaching, learning, and administrative leadership. 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 Center also has a benchmarking service that allows campuses to compare their results with peer institutions (www.theideacenter.org).

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Thomson Reuters [Booth 22]

Thomson Reuters is the world's leading source of intelligent information for business and professionals. Our Research Analytics solutions allow managers, analysts, and scholars to organize, evaluate, and report on their institution's scholarly activities, and compare performance globally. We provide solutions ranging from one-time custom reports to enterprise-wide management systems. For more information, go to http://www.elevateresearchexcellence.com/.

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Tk20 [Booth 34]

Tk20 is a leading provider of CampusWide systems for strategic planning, assessments, institutional effectiveness, and student retention. Our systems allow detailed planning for the meeting of institutional goals and objectives, comprehensive, customized assessment, data integration with other systems on campus, and seamless reporting for accreditation and unit improvement on system-wide institutional performance.

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WEAVE [Booth 16]

Supported by a community of experienced assessment and planning professionals, our mission at WEAVE is to enrich education through better assessment and planning. For almost a decade, WEAVE has provided software to institutions of higher education to facilitate institutional and program-level processes for quality assurance and enhancement. Born of higher education in the context of accreditation, WEAVE has a 90% retention rate of members since inception, attesting to the high level of satisfaction of our members. In addition to providing WEAVEonline software, WEAVE is a community of expertise, including consulting and professional learning opportunities.

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ZogoTech [Booth 56]

The aims of ZogoTech are nothing short of 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. Visit us at www.ZogoTech.com/air for more information.

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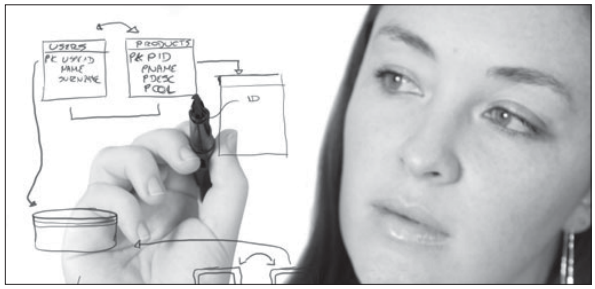
DATA & DECISIONS™
ACADEMY



AIR's Data and Decisions Academy® courses build IR skills needed to support data-informed decision making. Courses are specially designed for early career institutional research practitioners, faculty/staff exploring future roles in IR or assessment, and others who collect and manage data for institutional effectiveness and improvement.

For more information: http://academy.airweb.org/

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Ruth Leinfellner
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Hans L'Orange
Jan Lyddon
Nelle Moffett
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Liz Sanders
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C. Anthony Broh
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Perry Deess
Sibali Dutta
Maya Evans
Vincenzo Falciano
Julie Fulgham
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Sue Herring
Nicole Holland
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Lap-Pun Lam
Cathy Lebo
Ketevan Mamiseishvili
Thomas Martin
Michael McGuire
William Nunez
Randall Powell
Mahauganee Shaw
Bhupinder Singh
Patricia Tolbert
Erin Wright

Students Track

Chair
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Rose-Hulman Institute of Technology

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Edith Carter
Paula Cox
Robert Cuttino
Marne Einarson
Karma A. El Hassan
Sarah Forbes
Maria Franco
Paul Freebairn
Jacque Frost
Michael Fung
Myrtes Green
Jean Gubbins
Janel Hastings
Brian Hu

Li-Shyung Hwang
Kevin Hynes
Roy Ikenberry
Iryna Johnson
Kang Bai
Ethan Kolek
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Qing Mack
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Ilene Mates
Allan Medwick
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Lu Phillips
Ann Schaffner
Todd Schmitz
Raj Sharma
Alice Simpkins
Don Sprowl
Siew Szetho
Michael Tamada
Bill Tobin
Vincent Tong
Rick Voorhees
Michael Wallace
Tony Williams
Melanie Wills
Shirley Wong
Sherry Woosley
Colleen Wynn
Juan Xu
Jion Yen

Technology Track

Chair
Viktor Brenner
Waukesha County Technical College

Paige Borden
Julia Carpenter-Hubin
Rebecca Carr
Jimmy Chien
Katherine Coy
Karen DeMonte
Mike Ellison
Kristi Fisher
Jennifer Gruening
Michelle Hall
Mary Harrington
Tom Heaney
Yun Kim
Marylou Lasater
Mark Leany
Gordon Mills
Janette Neufville
Jamie Redwine
Patrick Rossol
Aditi Sarkar
Kay Schneider
Meiling Tang
Emily Thomas
Stephen Thorpe
Deb Tiemens
Katherine Vaughn
Elio Velazquez
Yan Wang
Flora Yen
Meihua Zhai

Tracks

More than 350 concurrent sessions and 60 poster displays from IR and assessment professionals cover a broad range of topics and issues. Sessions are organized by tracks to help you design the best schedule to meet your needs and interests.

Analysis: Research Methods and Data Analysis

The Analysis Track focuses on research methods, experimental design, survey techniques and response rates, and analytic methods (both qualitative and quantitative) that produce sound analyses for decision making. The use of national datasets or consortia data is included as well. The emphasis of this track is on the tool, methods, or sources used to arrive at a result, with the result itself of secondary importance.

Assessment: Accountability, Institutional Effectiveness, and Accreditation

The Assessment Track encompasses the development and measurement of student learning outcomes, general education and academic program assessment studies, assessments of co-curricular offerings, analyses undertaken for accreditation review, strategic planning assessment, and the ties between assessment results and measuring institutional effectiveness.

Collaboration: Communicating Inside and Outside the Institution

The Collaboration Track focuses on strategic planning efforts, environmental scanning, providing reports and data to external entities such as federal and state/provincial governments, fact book and web portal content and delivery, and the mission and staffing of IR offices. Ethical considerations for institutional research are part of this track.

Resources: Faculty, Finance, and Facilities

The Resources Track focuses on faculty workload studies, salary equity for faculty and staff, staffing issues, strategic planning and budgeting, campus master plan development, economic impact studies, funding sources, faculty promotion and tenure studies, and analysis of benchmarking data related to faculty, finances, or facilities.

Students: Enrollment and Experience

The Students Track includes studies of enrollment management, retention/graduation, student engagement, transfer, student and alumni satisfaction, demand for majors and programs, and co-curricular activities. Studies focusing on student financial aid practices and findings are included as well.

Technology: Data Management, Warehousing, Internet, and Computers

The Technology Track focuses on the technology used to achieve outcomes, with the outcomes themselves a secondary focus. Topics in this track include data management issues such as data storage and data dictionaries, data warehousing, data marts, and the technology involved in developing dashboard or scorecard sites and on-line fact books, and demonstrations of new technologies.

Program Highlights

Saturday, May 21

Early Arrivers Reception
Sponsored by Higher Education Research Institute at UCLA
5:00 p.m. – 6:00 p.m.
Waterfall Garden

Join us to reconnect with colleagues and welcome Forum attendees. Enjoy light snacks and refreshments. Cash bar available.

Sunday, May 22

SeminAIRs
noon – 3:00 p.m.
Mezzanine Level

SeminAIRs address issues of importance in institutional research. Each SeminAIR consists of a facilitator and 25 participants who are interested in discussing a common issue or concern. The small group setting is designed to produce rich discussions and offer attendees an opportunity to network with colleagues who have similar interests.

SeminAIR topics include:

- One-Person IR Office
- IR in For-Profit Institutions
- Mid-Career IR Professionals: Where do we go from here?
- Collaboration and Communication with Internal and External Audiences
- Graduate Students in IR
- *Academically Adrift* Discussion Group

Open Session with Miriam Carver
2:00 p.m. – 3:00 p.m.
Conference B

Many institutional researchers work directly with a Board of Trustees, yet few of us have significant training in governance. Miriam Carver, author, expert on governance, and consultant to the AIR Board, will provide an overview of the Carver Policy Governance Model which will be useful to anyone who serves on or under a Board of Directors. The session will be useful to IR Officers who interact with Board members of their home institution, but will also be valuable to anyone who might wish to serve on the AIR Board in the future. Come learn about issues of clear delegation, separation of governance and management, and effective ways for Boards to provide oversight and set direction for a non-profit organization.

Newcomers and Mentor/Mentee Gathering
Sponsored by Incisive Analytics
3:30 p.m. – 4:15 p.m.
City Hall

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 expand your IR knowledge through a person-to-person connection. Advance registration is not necessary.

Plenary Session: Undergraduate Learning and Post-College Outcomes: Findings from the CLA Longitudinal Project
Dr. Richard Arum
Sponsored by SAS
4:30 p.m. – 6:00 p.m.
Grand Ballroom

Richard Arum will present updated findings on students from the Social Science Research Council's Collegiate Learning Assessment Longitudinal Project. The project follows several thousand students at 30 U.S. institutions over time, to examine inequality in collegiate experiences and learning patterns in U.S. higher education. The research focuses on disadvantaged students, including those from racial/ethnic minority groups, less advantaged family backgrounds, non-English speaking homes, and racially segregated high schools. Results of earlier analysis of learning during the first two years of college in *Academically Adrift: Limited Learning on College Campuses* (Chicago University Press, 2011) will be extended by presentation of analysis of the complete four years of student longitudinal data (fall 2005—spring 2009). Findings will include how these students have fared post-graduation, during the recent U.S. economic crisis (spring 2010 survey results).

Opening Reception
Sponsored by Digital Measures
6:00 p.m. – 7:30 p.m.
Sheraton Hall

Join us in the Exhibit Hall immediately after the Plenary Session for refreshments and hors d'oeuvres. 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.

Monday, May 23

Affiliate Group Gathering
Sponsored by CCI Research
Invitational Event
1:30 p.m. – 2:30 p.m.
Pinnacle

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 the AIR Executive Director for dessert and refreshments.

International Gathering
Sponsored by Concord USA, Inc.
Invitational Event
4:30 p.m. – 5:30 p.m.
Pinnacle

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

Graduate Student Gathering
Sponsored by Information Builders
Invitational Event
4:45 p.m. – 5:30 p.m.
City Hall

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. – 7:00 p.m.
Rooms on Second Floor

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 Receptions
Invitational Event
6:00 p.m. – 7:00 p.m.
Simcoe

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

Tuesday, May 24

Plenary Session: Take Center Stage: The Role of Institutional Research in Helping More Students Succeed
Dr. Mark Milliron
Sponsored by Campus Labs
8:00 a.m. – 9:30 a.m.
Grand Ballroom

The U.S. education trend data are not pretty. The challenges surrounding the completion of credentials past high school in particular are real and growing. However, an optimist might view this opportunity and take heart in the rising embrace of innovative technologies, creative student supports, dynamic delivery models, cross-sector partnerships, and data-informed policies and believe there is hope on the horizon. However, for these efforts to be successful and sustained, they must be anchored in institutional research and increasingly driven by the leadership of institutional researchers. Simply put, it is time for IR to take center stage if we are serious about improving the performance of postsecondary education in the U.S.

Targeted Affinity Groups (TAG)
2:00 p.m. – 5:30 p.m.
Targeted Affinity Groups (TAG) are arranged as an afternoon of focused learning in a specific topic area. Each TAG includes a presentation by an invited speaker, a set of related concurrent sessions, and an open discussion. TAG sessions are located in adjoining rooms to facilitate networking with other attendees who share common interests.

TAG topics:

- Access
- Affordability
- Liberal Arts Education
- Quality in Higher Education
- Retention and Graduation

* See page 104 to view TAG sessions and locations.

Duckwall Scholarship Celebration
Ticketed Event
6:30 p.m. – 8:30 p.m.
Great Cooks on Eight
401 Bay Street
Toronto, ON M5H 2Y4

Join AIR's President, Vice President, and Immediate Past President to celebrate the legacy of Julia M. Duckwall. Net proceeds from the event benefit the Julia M. Duckwall Scholarship Fund. The scholarship is awarded in the spirit of Julia's tireless passion for advancing the field of institutional research. Inquire about available seats at the Registration Desk.

Wednesday, May 25

Annual Luncheon
Sponsored by eXplorance
12:30 p.m. – 2:30 p.m.
Grand Ballroom East

The Annual Luncheon concludes the 2011 Forum. Join your colleagues as we introduce the 2011–2012 Board of Directors. The Annual Luncheon is included in your registration fee.

Schedule at a Glance for Saturday, May 21, 2011

7:00 a.m. – 5:00 p.m.	Registration Desk Open, *Lower Concourse*
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 Snap Surveys*
2:00 p.m. – 2:30 p.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by ZogoTech*
5:00 p.m. – 6:00 p.m.	Early Arrivers Reception*, Waterfall Garden, *Sponsored by Higher Education Research Institute at UCLA*

For AIR Governance Meetings, see page 141
****See page 31 for event details***

AIR Research Grant and Dissertation Grant Program

The Association for Institutional Research (AIR) operates a grant program to support research on a wide range of issues of critical importance to U.S. higher education. The funding for these grants comes from the National Science Foundation (NSF), the National Center for Education Statistics (NCES), and the National Postsecondary Education Cooperative (NPEC).

Proposals that use one or more of the national datasets of NSF and NCES or that address the annual NPEC Focus Topic will be considered (the 2012 NPEC Focus Topic will be announced this fall).

Faculty and practitioners are eligible for research grants of up to $40,000 for one year of independent research. Doctoral students enrolled at a U.S. postsecondary institution are eligible for dissertation grants of up to $20,000 for one year to support dissertation research under the guidance of a faculty dissertation advisor.

Visit the AIR grant Web page at www.airweb.org/grants for the full program description. Assistance is available from the AIR grant staff at grants@airweb.org or 850-385-4155 x200.

Pre-Forum Workshops

Thirty-minute refreshment breaks are scheduled for 9:30 a.m. and 2:00 p.m. on Saturday for all registered Pre-Forum Workshop attendees.

8:00 a.m. – 11:30 a.m.

An Introduction to Logistic Regression – 1247

Huron

Logistic regression is a popular tool for institutional research. Researchers use logistic regression to study topics ranging from student retention and graduation to the effects of tuition discounting. Through this workshop, participants will learn the difference between linear and logistic regression, concepts including assumptions used in logistic regression and underlying formulas, and how to interpret the output of a logistic regression analysis. Participants will also learn how to evaluate logistic regression models and how the models fit with data. Using SPSS, the presenters will demonstrate the utility of logistic regression models and teach participants how to code models for execution. Handouts will include examples of logistic regression and visual displays of data, and a guide to performing logistic regression using SPSS.

Presenter(s)
Nicholas Warcholak, Analysis and Planning Consultant, Pennsylvania State University-Main Campus
Marianne Guidos, Consultant

Introduction to Dashboards in Excel 2007 – 1800

Kenora

Dashboards are an efficient tool to review and interpret performance data. Dashboards incorporate graphs and other visual displays of data to present complex relationships and performance metrics in a format that is approachable for internal and external stakeholders. Through this workshop, participants will learn about various types of dashboards, how to create dashboards with high-quality graphs in Excel 2007 and how to customize work to highlight the data's meaning. Topics covered include creating and formatting charts for time-series, ranking, part-to-whole, deviation, distribution, correlation and nominal comparison relationships.

Presenter(s)
Craig Abbey, Research Director, The Center for Measuring University Performance

Organizing and Managing Program Assessment – 1609

Simcoe

The focus on accountability and continuous improvement in higher education has resulted in increasing emphasis on program assessment. However, regular, effective assessment of educational, administrative, support, research and community service programs that lead to continuous improvement presents a challenge for colleges and universities. While many programs have improved course assessment, the goal of pervasive program assessment remains elusive. This workshop describes how to organize program assessment in a systematic way and develop processes for managing assessment activities that will lead to broad implementation and improvement in student learning and institution operations.

Presenter(s)
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

Rapid Predictive Modeling for Institutional Researchers – 1448

Dufferin

As colleges and universities seek to forecast trends in enrollment and operations, predictive models offer an efficient way to determine the impact of multiple variables on future performance. In this workshop, participants will gain an understanding of predictive modeling principals and how predictive modeling can be used in institutional research. Participants will learn how to prepare data for use in predictive modeling, select key predictors, and interpret resultant models. The workshop will use institutional research examples to develop predictive models and lead participants through hands-on exercises using SAS Rapid Predictive Modeler.

Presenter(s)
Jerry Oglesby, Director of Global Academic and Certification Programs, SAS Institute

8:00 a.m. – 4:00 p.m.

An Intensive Introduction to Data Mining in Institutional Research – 1211

Conference F

Data mining techniques are widely used for data analysis. While data mining may be viewed as expensive, time-consuming, and too technical to understand and apply, it is an institutional research tool used for efficiently managing and extracting data from large databases and for expediting reporting through the use of statistical algorithms. This workshop will introduce the basic foundations of data mining and identify types of data typically found in large institutional databases, research questions to consider before mining data, and issues of data quality. The presenters will lead participants step-by-step through the data selection and mining process, share techniques to improve research quality and efficiency, and familiarize participants with mining tools that are prevalent in the field. Emphasis will be from a beginners' (novice) perspective with an emphasis on institutional research data applications.

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

Excel Macros Boot Camp - Your Passport to Spreadsheet Automation – 1355

Conference G

Excel macros are used to efficiently perform common, repetitive tasks. Through this workshop, participants will learn how to set up Excel to access and run macros. The presenters will teach participants how to record, re-write and use conditional logic and loop control statements. The workshop will also help participants discover different access methods and commands that cannot be recorded. Participants receive a workbook with step-by-step instructions to produce macros practiced during the workshop. Prior macro experience is not required, but participants do need a working knowledge of Excel. Participants attending the workshop are required to bring a laptop computer.

Presenter(s)
Mark Leany, Senior Research Analyst, Utah Valley University
Tim Stanley, Assistant Director of Institutional Effectiveness, Utah Valley University

Key Responsibilities and Strategies for the Practice of Institutional Research: The Newcomer's Workshop – 1630

Wentworth

This workshop is for new (or relatively new) institutional research practitioners. Participants will learn about critical issues in institutional research and identify commonly used sources of data on college and university campuses. The presenter will teach participants how to develop institutional fact books, perform effective enrollment management analyses and conduct survey research for assessment and evaluation. Through this workshop, participants will learn institutional research concepts and practical strategies that can be applied at their respective institutions.

Presenter(s)
Karen Webber, Associate Professor of Higher Education, University of Georgia

12:30 p.m. – 4:00 p.m.

Advanced Dashboards in Excel 2007 – 1801

Kenora

Dynamic updating and changing of dashboards optimizes the visual display of data and the functionality of graphs used to interpret and evaluate performance. In this workshop, participants will learn how to dynamically update graphs using the OFFSET function, and how to work with multiple reporting units using combo boxes. Participants will also learn how to create traffic light indicators and how to automatically change the number of graphed data points.

Presenter(s)
Craig Abbey, Research Director, The Center for Measuring University Performance

Effectively Closing-the-Loop on Assessment in Six Steps – 1732

Huron

Assessment is about identifying what needs to be done, reflecting on what has been done and how well it has been done. Observation of any gap offers an opportunity for reflective corrective actions to close- the-loop. This workshop will lead participants through an assessment process with six tested and proven steps that effectively demonstrate what it takes to "close-the-loop." Examples of documentation by academic programs and non-academic units will be reviewed. Upon completion, participants will be able to use the six-step assessment process and apply the concept of "closing the loop" in preparing an assessment report.

Presenter(s)
Uche Ohia, Director of University Assessment, Florida Agricultural and Mechanical University

Fundamentals of Logic Models and Evaluation – 1162

Simcoe

Having the capacity to evaluate student success interventions is necessary for improving the quality of programs and services and for meeting the expectations of funders, accreditation agencies, students, policy makers and the public. Logic models are useful in helping institutions plan and implement interventions, understand the resources and time required, articulate the expected outcomes, and evaluate their effectiveness. Using interactive discussions, demonstrations, and hands-on exercises, this workshop will demonstrate how logic modeling can be used as a tool to describe intervention strategies and develop evaluation questions. The presenter will use institutional examples to provide participants with strategies to develop logic models and evaluation plans. Participants will receive an evaluation guide and checklists for use in developing logic models and evaluation tools.

Presenter(s)
Rigoberto Rincones, National Director of Data Facilitation, MDC, Inc.
Liliana Rodriguez-Campos, Associate Professor and Director of the Center for Research, Evaluation, Assessment and Measurement, University of South Florida

IPEDS Data as the Public Face of an Institution – 1796

Dufferin

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

Presenter(s)
Sandra Kinney, Research Manager, Technical College System of Georgia

IPEDS Resources Available From AIR

Overview
www.airweb.org/ipeds

AIR offers IPEDS training and information at no charge to participants through face-to-face workshops and online tutorials. Funding for this work comes from the National Center for Education Statistics (NCES).

Face-to-Face Workshops
www.airweb.org/workshops

Each one-day workshop is an independent meeting that can be scheduled in conjunction with a co-hosting organization's existing event or offered as a stand-alone workshop. Travel assistance is available for attendees.

Online Tutorials
www.airweb.org/ipedstutorials

Available on the AIR website, tutorials provide in-depth guidance on completing IPEDS surveys, using IPEDS data tools, and other IPEDS related items.

Questions?

Contact the AIR IPEDS Team: 850-385-4155 x 202 or ipedsworkshops@airweb.org

Schedule at a Glance for Sunday, May 22, 2011

7:00 a.m. – 4:30 p.m.	Registration Desk Open, *Lower Concourse*
8:00 a.m. – 3:30 p.m.	Pre-Forum Workshops
9:45 a.m. – 10:00 a.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by The IDEA Center*
10:00 a.m. – 4:30 p.m.	AIR Lounge Open, *Grand Ballroom East*, *Sponsored by Thomson Reuters*
noon – 3:00 p.m.	SeminAIRs*, *Rooms on Mezzanine Level*
1:45 p.m. – 2:00 p.m.	Pre-Forum Workshop Refreshment Break, *Sponsored by Academic Analytics*
3:30 p.m. – 4:15 p.m.	Newcomers and Mentor/Mentee Gathering*, *City Hall*, *Sponsored by Incisive Analytics*
4:30 p.m. – 6:00 p.m.	Plenary Session: Richard Arum*, *Grand Ballroom*, *Sponsored by SAS*
6:00 p.m. – 7:30 p.m.	Exhibit Hall Open, *Sheraton Hall*
6:00 p.m. – 7:30 p.m.	Opening Reception*, *Sheraton Hall, Sponsored by Digital Measures*

For AIR Governance Meetings, see page 141
**** See page 31 for event details***

Special Interest and Affiliate Group Meetings

1:00 p.m. – 4:00 p.m.

Southern Association for Institutional Research Board Meeting, *Spring Song*

3:00 p.m. – 4:00 p.m.

Consortium for Student Retention Data Exchange Advisory Board Meeting, *Conference A*

3:30 p.m. – 4:15 p.m.

Traditionally Black Colleges and Universities Executive Committee Meeting, *Gold Rush*

See Special Interest Group (SIG) and Affiliate Group listings on page 142 for detailed descriptions

Pre-Forum Workshops

Fifteen-minute refreshment breaks are scheduled for 9:45 a.m. and 1:45 p.m. on Sunday for all registered Pre-Forum Workshop attendees.

8:00 a.m. – 11:30 a.m.

Assessment of General Education: A New Role for Institutional Researchers – 1275

Kenora

Assessment of general education seems deceptively straightforward - identify competencies and measure them. However, developing and implementing an effective assessment strategy is quite complex. Much of the literature and many conference presentations still focus on "getting faculty on board." What's important is for the entire institution to get on board with good quality assessment. This hands-on workshop is designed for institutional researchers who support assessment of general education. This workshop will build on participants' knowledge of assessment to recognize best practices and help develop strategies for the development and implementation of sustainable assessment strategies.

Presenter(s)
J.E. Gonzalez, Director of Institutional Effectiveness, University of South Florida-St Petersburg

Designing Effective Tables and Charts: Theory and Practice – 1222

Wentworth

A fundamental responsibility of institutional researchers is the effective preparation and presentation of analytical results. Though software applications provide innumerable ways to present data, they cannot ensure meaningful communication with intended audiences. This workshop will describe and demonstrate best practices in the design of analytical tables and charts. A combination of presentation, small group activities and discussion, and hands-on exercises will be used. Participants must bring a laptop computer with Excel and are encouraged to bring content for evaluation and feedback.

Presenter(s)
Rebecca Carr, National Coordinator, Association of American Universities Data Exchange
Mary Harrington, Director of Institutional Research and Assessment, University of Mississippi

Intermediate/Advanced PivotTables with Excel 2007 – 1575

Kent

PivotTables offer institutional researchers an efficient and interactive tool that extracts, organizes and summarizes data. Reports from PivotTables can be used to analyze data, make comparisons, and identify patterns, relationships, and trends. Through this workshop, participants will review PivotTable customization options including formatting, sorting, and filtering. Participants will learn advanced PivotTable features and techniques including GetPivotData, using calculated fields, creating PivotTables from external data, reducing file size and filtering of incoming data, linking external data sources and creating PivotTables from existing PivotTables. This workshop is intended for participants who are proficient in Excel 2007 and have previous experience working with PivotTables.

Presenter(s)
Joanne Heslop, Manager, Student Transitions Project

IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness – 1797

Dufferin

This module 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.

Presenter(s)
Kimberly Thompson, Director, Institutional Effectiveness, University of Colorado Denver

SQL Processing in the SAS Coding Environment: The PROC SQL Procedure – 1804

Huron

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 it allows the use of SQL within the SAS programming environment using the PROC

SQL procedure. This workshop is intended for beginner to medium level SAS software code users who want to process data using SQL in the SAS programming environment. The workshop will focus on using PROC SQL in SAS as a tool to query, retrieve, manipulate, and report data.

Presenter(s)
Gary Levy, Associate Provost for Academic Resources and Planning, Towson University
Alexandra Riley, Associate Director, Marquette University

8:00 a.m. – 3:30 p.m.

A Basic Toolbox for Assessing Institutional Effectiveness – 1798

Simcoe

This workshop will examine 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.

Presenter(s)
Michael Middaugh, Associate Provost for Institutional Effectiveness, University of Delaware

Balanced Scorecards in Higher Education: Developing and Using Them in Strategy Execution – 1148

Conference F

Balanced scorecards, dashboards and performance indicators are increasingly popular in charting performance data in higher education. This workshop will demonstrate how these approaches and tools can be developed, communicated and used to improve strategy execution. Participants will develop draft Key Performance Indicators for an institutional strategic plan, identify leadership roles in building a scorecard, and determine how the institutional research office interacts with them effectively. Participants will also learn how 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 scorecard system to improve strategy execution.

Presenter(s)
Jan Lyddon, Director of Institutional Effectiveness, Franklin University
Bruce McComb, Principal, Organizational Effectiveness Consultants

Data Mining: Learning Clustering Techniques and Predictive Modeling – 1224

Elgin

To improve the performance of their institutions, institutional researchers routinely sift through large amounts of data in seeking to identify correlations, patterns, and trends. Through this workshop, participants will learn and apply clustering and predictive modeling techniques using a mock database and the IBM SPSS Modeler (formerly known as SPSS Clementine) data mining program. Using the Tiered Knowledge Management Model (TKMM), the presenters will lead participants through hands-on activities that include extracting data from a transactional data warehouse, preparing data for analytical file formats, data audits, K-means clustering, and predictive modeling. This workshop is intended for institutional researchers interested in pursuing advanced data analysis and modeling techniques. A general understanding of statistical concepts, data marts and data warehousing are prerequisite. Participants receive a manual with step-by-step instructions to produce models practiced during the workshop.

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

Introduction to Statistics for Institutional Research Using SPSS – 1803

Conference C

Through this workshop, participants will gain a better understanding of descriptive and inferential statistical concepts. This workshop will cover basic SPSS file management, including handling of missing data and unique characteristics of continuous and categorical data. Participants will learn how to produce and interpret measures 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; effect size; and linear regression. Additionally, participants will produce tabular and graphical representations of data summaries. The presenters will review statistical concepts and operations with longitudinal data obtained from several hundred four-year colleges and universities, all of which recently administered the Cooperative Institutional Research Program (CIRP) Freshman Survey and College Senior Survey. Participants will perform statistical operations with SPSS using a wide range of student data including parental income and education,

ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept.

Presenter(s)
John Pryor, Director of CIRP, Higher Education Research Institute at UCLA
Jessica Sharkness, Student, University of California-Los Angeles
Kevin Eagan, Postdoctoral Research Fellow, University of California-Los Angeles

Visual Basic Programming in Excel – 1304

Conference G

Visual Basic for Applications (VBA) in Excel can be used to maintain, manipulate, and automate report production with institutional research data. Workshop participants will receive instruction on using VBA, explore the VBA editor, record and edit VBA code, manipulate Excel objects, program control statements, and create custom user interfaces. Participants will receive hands-on assistance while working though institutional research examples. Commented code samples for each topic will be provided. The intended audience includes researchers who use Excel for reporting, and who have some experience programming in any language.

Presenter(s)
Christopher Maxwell, Senior Research and Planning Analyst, Purdue University-Main Campus

1:00 p.m. – 3:15 p.m.

AIR Newcomers Workshop – 1906

Civic Ballroom North

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.

Presenter(s)
Jim Lenio, Associate Director of Institutional Research, Walden University
Crissie Grove, Director of Academic Quality, Walden University

4:30 p.m. – 6:00 p.m. Plenary Session

Undergraduate Learning and Post-College Outcomes: Findings from the CLA Longitudinal Project

Grand Ballroom

Dr. Richard Arum
Professor of Sociology and Education, New York University
Program Director of Educational Research, Social Science Research Council

Richard Arum will present updated findings on students from the Social Science Research Council's Collegiate Learning Assessment Longitudinal Project. The project follows several thousand students at 30 U.S. institutions over time, to examine inequality in collegiate experiences and learning patterns in U.S. higher education. The research focuses on disadvantaged students, including those from racial/ethnic minority groups, less advantaged family backgrounds, non-English speaking homes, and racially segregated high schools. Results of earlier analysis of learning during the first two years of college in *Academically Adrift: Limited Learning on College Campuses* (Chicago University Press, 2011) will be extended by presentation of analysis of the complete four years of student longitudinal data (fall 2005-spring 2009). Findings will include how these students have fared post-graduation, during the recent U.S. economic crisis (spring 2010 survey results).

Dr. Richard Arum is Professor of Sociology and Education at New York University and Program Director of Educational Research for the Social Science Research Council. He is the author of Judging *School Discipline: The Crisis of Moral Authority* (Harvard University Press, 2003) and co-author of *Academically Adrift: Limited Learning on College Campuses* (University of Chicago Press, 2011) with Josipa Roksa. He also co-directed a comparative project on expansion, differentiation, and access to higher education in 15 countries, published as *Stratification in Higher Education: A comparative Study* (Stanford University Press, 2007) with Adam Gamoran and Yossi Shavit.

Schedule at a Glance for Monday, May 23, 2011

7:30 a.m. – 6:00 p.m.	Registration Desk Open, *Lower Concourse*
7:30 a.m. – 8:15 a.m.	Special Interest Group (SIG) and Affiliate Group Meetings
8:30 a.m. – 6:00 p.m.	Exhibit Hall Open, *Sheraton Hall*
8:30 a.m. – 6:00 p.m.	AIR Lounge Open, *Grand Ballroom East*, *Sponsored by Thomson Reuters*
8:30 a.m. – 9:30 a.m.	Panel Sessions
9:45 a.m. – 10:25 a.m.	Concurrent Sessions
10:25 a.m. – 11:00 a.m.	Refreshment Break, *Sheraton Hall*, *Sponsored by Tableau Software*
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*, *Pinnacle*, *Sponsored by CCI Research*
1:45 p.m. – 2:25 p.m.	Concurrent Sessions
2:25 p.m. – 3:00 p.m.	Refreshment Break, *Sheraton Hall*, *Sponsored by ETS*
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*, *Pinnacle*, *Sponsored by Concord USA*
4:45 p.m. – 5:30 p.m.	Graduate Student Gathering*, *City Hall*, *Sponsored by Information Builders*
4:45 p.m. – 6:00 p.m.	Poster Gallery, *Sheraton Hall*, *Sponsored by Chalk & Wire Learning Assessment, Inc., and ACT, Inc.*
6:00 p.m. – 7:00 p.m.	Special Interest Group (SIG) and Affiliate Group Meetings
6:00 p.m. – 7:00 p.m.	Monday Evening Receptions*, *Rooms on Second Floor*

For AIR Governance Meetings, see page 141
For Special Interest Group (SIG) and Affiliate Group Meetings, see next page
****See page 32 for event details***

Special Interest and Affiliate Group Meetings

7:30 a.m. – 8:15 a.m.

Academic Analytics, *Conference G*

Association for Institutional Research in the Upper Midwest, *Gingersnap*

Banner Users Special Interest Group, *Conference B*

Canadian Institutional Research and Planning Association, *York*

Consortium for Student Retention Data Exchange, *Conference F*

EBI and MAP-Works, *Ice Palace*

Indiana Association for Institutional Research, *Conference D*

Learning Progress Model Beta Project, *Executive*

Michigan Association for Institutional Research, *Peel*

Noel-Levitz Student Satisfaction Inventory Special Interest Group, *Spindrift*

North Carolina Association for Institutional Research, *Carleton*

Southern Association for Institutional Research, *Wentworth*

Texas Association for Institutional Research, *Cosmopolitan*

The Kansas Study of Community College Instructional Costs and Productivity, *Gold Rush*

Voluntary System of Accountability, *Conference E*

11:55 a.m. – 12:50 p.m.

Higher Education Research Institute, *City Hall*

1:00 p.m. – 3:00 p.m.

Catholic Higher Education Research Cooperative Board Meeting, *Ice Palace*

6:00 p.m. – 7:00 p.m.

AAU Data Exchange, *Peel*

Catholic Higher Education Research Cooperative, *York*

Institutional Intelligence and Predictive Analytics in IR (formerly known as Data Mining in Higher Education), *Carleton*

Intercollegiate Athletics Special Interest Group, *Spindrift*

Kentucky Association for Institutional Research, *Executive*

National Community College Benchmark Project, *Conference G*

National Community College Council for Research and Planning, *Windsor East*

National Survey of Student Engagement, *Huron*

Network of International Institutional Researchers, *Kenora*

North East Association for Institutional Research, *Conference E*

Pacific Association for Institutional Research, *Gingersnap*

Pacific Northwest Association for Institutional Research and Planning, *Ice Palace*

Rocky Mountain Association for Institutional Research, *Conference F*

StudentTracker Users Group, *Conference C*

Tennessee Association for Institutional Research, *Conference D*

See Special Interest Group (SIG) and Affiliate Group listings on page 142 for detailed descriptions.

Panel Sessions

8:30 a.m. – 9:30 a.m.

Building a Culture of Evidence – 2009

Conference F *Assessment*

Reaffirmation of accreditation can be a dramatic catalyst to advance evidence-based decision-making on a campus. Three U.S. universities will discuss the practice of building a culture of evidence for compliance and decision-making. This presentation will demonstrate a conceptual framework for a college-wide assessment program mapped to university learning goals with course level assessment using rubric scores in an ePortfolio environment. This will be followed by a discussion of challenges faced and strategies employed in collecting data and assessing outcomes when demonstrating compliance. The presentation will conclude with a business process review model that leverages Baldrige Criteria for Performance Excellence.

Presenter(s)
Nan Hu, Associate Dean of Assessment, Azusa Pacific University
Andy Clark, Interim Assistant Vice President for Enrollment Management, Armstrong Atlantic State University
Ira Rhodes, Director of Institutional Research, East Carolina University
Abby Willcox, Research Analyst, Armstrong Atlantic State University
Shawna Lafreniere, Director of Assessment, Azusa Pacific University
Teri Marcos, Chair, Department of Educational Leadership, Azusa Pacific University

Common Data Set Update – 1466

Essex Ballroom *Collaboration*

Based on feedback from AIR and other education associations, the publishers who created and fine-tuned the Common Data Set (CDS) template update the audience on changes to the Fall 2011 CDS and invite feedback on the future of the Common Data Set. The process for proposing updates to CDS questions and participation in CDS advisory groups is explained.

Presenter(s)
Stanley Bernstein, Director, Annual Survey of Colleges, College Board
Robert Morse, Director of Data Research, U.S. News and World Report
Stephen Sauermelch, Director of Research, Peterson's, a Nelnet Company

Converting Data into Evidence: Institutions Discuss Using CIRP Surveys in Accreditation – 2030

Simcoe *Students*

How do your student learning outcomes map to your mission, programs, degrees, and students? What and how well are your students learning what the institution intends them to learn? How do you know? For over 40 years, CIRP surveys have helped institutions understand and demonstrate the impact of college, shape institutional improvement efforts, and respond to increasing demands of re-accreditation. After a brief review of the relevance of CIRP surveys to regional accreditation processes, a panel of representatives from institutions will discuss how they have used CIRP data in their reaccreditation process, and discuss challenges and insights to using data in reaccreditation.

Presenter(s)
Laura Palucki Blake, Assistant Director CIRP, University of California-Los Angeles
C. Ellen Peters, Director of Institutional Research and Assessment Support, Bates College
Gordon Hewitt, Assistant Dean of Faculty, Hamilton College

Creating Ongoing Communication and Collaboration Between University Institutional Research Personnel and Faculty to Foster an Environment for Program Improvement – 1196

Windsor West *Assessment*

Program improvement is a product of collaboration between the University's Institutional Research and Assessment Office and the School of Education Faculty. This presentation shares the communication and collaboration that occurred between the institutional research department and faculty at one large university in California in its effort to gather data, analyze those data, refine data collection instruments and processes, and then use those data to evaluate and improve programs in the School of Education. This process led to the revision of course syllabi and outlines, the replacement of specific textbooks, and Institutional, Program, and Course Learning Outcomes alignment.

Presenter(s)
Gary Barton, Associate Professor, National University
Terry Bustillos, Assistant Professor, National University
Ron Germaine, Assessment Coordinator, School of Education, National University

Dual Enrollment: Helping Students, Teachers, and Parents Map Their Educational Journey – 1383

Civic Ballroom South *Students*

Parents, teachers, counselors, and students need comprehensive, accurate and objective information in order to select from an increasingly broad range of options for earning college credit prior to graduating from high school. Panelists present research findings on dual enrollment policies and practices at national, state, and institutional levels. Topics include strengthening instructor qualifications to support quality, transferability, and student success; relationships between student diversity and success rates in AP and dual credit programs; and institution-based research and outcomes tracking models. Participants and panelists share practical approaches that can be replicated and seek to identify areas for future research.

Presenter(s)
Patricia Gregg, Associate Director, Planning and Assessment, Georgia Perimeter College
Barbara Abdul-Karim, Chair, Distance Learning and Faculty Development, College of Southern Maryland
Sheila Joyner, Assistant Professor, Sam Houston State University

Higher Education Opportunity Act Update – 1340

Dominion Ballroom North *Collaboration*

NCES staff present an update on several aspects of the 2008 Higher Education Opportunity Act. Topics include the net price calculator disclosure requirement, the college affordability and transparency lists, results of the GAO study of IPEDS reporting burden, and the Committee on Measures of Student Success.

Presenter(s)
Janice Plotczyk, Team Leader, IPEDS Data Collection, National Center for Education Statistics
Elise Miller, Program Director, National Center for Education Statistics
Jessica Shedd, Research Scientist (IPEDS), National Center for Education Statistics

Impact of Early College Enrollment and Faculty and Staff Support on Student Outcomes in the First Year – 2013

Wentworth *Students*

This panel presents the methodology and results from two complementary studies. The first study explores the impact of dual and concurrent enrollment in college and high school on various outcomes, including high school students graduating with associate degrees, increasing institutional yield, improving retention, and shortening the time-to-degree completion. The second study examines the effect of faculty and staff support in the first year of college on student outcomes. Results reveal statistically significant relationships between support and perceived growth in academic knowledge, success with academic adjustment, satisfaction with academic experiences, and satisfaction with the overall college experience.

Presenter(s)
Anne Marie Delaney, Director of Institutional Research, Babson College
Robert Loveridge, Director, Utah Valley University
Geoff Matthews, Senior Research Analyst, Utah Valley University

Institutional Research's Role in Increasing Institutional Effectiveness: Complementary Perspectives From Experienced IR Practitioners in the U.S. and South Africa – 1389

Conference D *Assessment*

IR and assessment officials generate, analyze and interpret information that assists senior executives and midlevel leaders in their decision-making needs, and by doing so assists in overall efforts with institutional effectiveness (IE). In this panel presentation, five experienced IR & IE practitioners (three from the United States and two from South Africa) present best practice project/task examples of IR and assessment that contribute meaningfully to their university's efforts for institutional effectiveness. While not perfect, we offer these as reasonable best practice projects that have made a substantial contribution to the institutions' articulated goals for institutional effectiveness.

Presenter(s)
Karen Webber, Associate Professor of Higher Education, University of Georgia
Gerrie Jacobs, Chief Director, Institutional Planning and Quality Promotion, University of Johannesburg
Cornelius Fourie, Professor and Director, Institutional Research and Decision Support, University of Johannesburg
Sandra Bramblett, Executive Director, Institutional Research and Planning and Decision Support Services, Georgia Institute of Technology-Main Campus
Denise Gardner, Director of Institutional Research, University of Georgia

Keeping Your (Strategic) Head While All Around You Are Losing Theirs: University Funding in an Age of Austerity – 1441

Dufferin *Collaboration*

As governments formulate their policy for economic recovery, the reform of higher education funding systems has become a priority. The UK Government has advanced a model for recovery through public sector efficiencies, with 70% cuts to teaching funding putting universities center-stage. In the U.S., federal stimulus funds are set to expire, and states will make significant higher education budget cuts in the upcoming year. In this context, institutions must retain a sense of strategic purpose, with coherence between planning processes and

external positioning. Which model will emerge as successful and how should institutions respond to governments' interventions?

Presenter(s)
Alix Green, Head of Policy, University of Hertfordshire
Nick Hillman, Assistant Professor, University of Utah
Ross Renton, Director of Education Liaison, University of Hertfordshire

Profiles of TBCU Excellence in IR, Part 1 – 1671

Conference E *Collaboration*

The purpose of this panel is to highlight novel and effective perspectives and approaches to IR, as it is practiced at Traditionally Black Colleges and Universities (TBCU). The panelists reports on a range of topics that include the relationship between IR and academic affairs, the use of diversity indices in examining diversity, and the discussion of an effective approach to enterprise resource planning.

Presenter(s)
Hansel Burley, Professor and Associate Dean, Texas Tech University
Gita Pitter, Associate Vice President of Institutional Effectiveness, Florida Agricultural and Mechanical University
Dana Dalton, Director of Institutional Effectiveness, Forsyth Technical Community College
Garnett Henley, Assistant Professor and Director of Assessments, Howard University College of Dentistry

Reflections on College Rankings: Building a Better Mousetrap – 1659

Dominion Ballroom South *Assessment*

College ranking systems are heavily promoted by the media and used by a wide variety of audiences, despite the fact that the institutional research community-and others-recognizes that they do not adequately capture college quality. In this panel, we provide a history of college ranking systems, the current state of affairs with respect to what the rankings really measure, and their impact on what we consider to be collegiate quality. We then introduce sets of principles that could lead to a "better mousetrap" to help guide prospective students in their college search. Audience participation will follow.

Presenter(s)
John Pryor, Director of CIRP, Higher Education Research Institute at UCLA
George Kuh, Chancellor's Professor and Director, Indiana University-Bloomington
Watson Swail, President, Educational Policy Institute
Jay Goff, Vice Provost and Dean, Missouri University of Science and Technology

Refocusing Student Success: Addressing Current Metric Limitations – 1400

Kenora *Assessment*

Ample evidence exists in higher education literature and opinion that the traditional Student Success metric is inadequate to serve its accountability function. A Student Learning Progress Model has been developed to address these limitations, initiate dialogue among academia and external stakeholders, and expand the traditional view to reflect today's missions in higher education. The panel describes the model and explores the institutions' experiences in implementing it. Panelists representing two- and four-year, public and private institutions present initial findings from the incorporation of the model and describe its impact on institutional decision-making, strategic planning, and accreditation.

Presenter(s)
Gary Rice, Associate Vice Provost of Institutional Research, University of Alaska Anchorage
William Jacobs, Assistant to the Provost for Strategic Planning, University of Alaska-Anchorage
Mary Ann Coughlin, Assistant Vice President for Academic Affairs, Springfield College
Jerold Laguilles, Coordinator of Institutional Research, Springfield College
Claire Matthews, Research Associate, University of Alaska Anchorage

Taking Postsecondary Data to the Next Level: Sharing Labor Data in California, Kentucky, and Utah – 1569

Windsor East *Collaboration*

The 2010 SHEEO report on state-level postsecondary student unit record systems revealed that more than half the state postsecondary coordinating or governing boards have engaged in data sharing efforts with the state labor/workforce agency. While the SHEEO study included some examples of these relationships, not much is known about how the state postsecondary body uses the data. This presentation will delve deeper into how the California Community Colleges, Kentucky Council on Postsecondary Education and the Utah System of Higher Education created these partnerships and use this data. Particular emphasis will be placed on labor and Unemployment Insurance data.

Presenter(s)
Tanya Garcia, Senior Policy Analyst, State Higher Education Executive Officers
Patrick Perry, Vice Chancellor of Technology, Research and Information Systems, California Community Colleges Chancellors Office
Heidi Hiemstra, Assistant Vice President, Research and Planning, Council on Postsecondary Education

The AIR Athletics Reporting Requirements Survey – 1436

Civic Ballroom North *Collaboration*

With AIR's support, the Intercollegiate Athletics Special Interest Group constructed the AIR Athletics Reporting Survey, administered to AIR members in 2010. The survey identifies the level of IR involvement in athletics reporting, and IR offices can use the survey results to compare such involvement with that of their peers. This panel discusses survey results and ways IR offices can use them to make decisions on their level of involvement in athletics reporting. Attendees are encouraged to share their experiences in interacting with units across their campuses in collecting and reporting on athletics data.

Presenter(s)
Kyle Sweitzer, Data Resource Analyst, Michigan State University
David Horton, Assistant Professor, Ohio University-Main Campus
Gayle Fink, Assistant Vice President for Institutional Effectiveness, Bowie State University

The Institutional Researcher's Stake in the Common Education Data Standards (CEDS) Initiative – 1542

Conference B *Collaboration*

The State Higher Education Executive Officers (SHEEO), as a managing partner in the Common Education Data Standards (CEDS) initiative, present an update on the initiative status with particular focus on issues of critical interest to institutional researchers and important contributions made to the effort by AIR membership. The CEDS initiative is focused on gaining agreement on data standards that will enable consistent data supporting learning pre-kindergarten through college and career. SHEEO is particularly focused on standards that support addressing the critical policy questions of interest to the postsecondary community.

Presenter(s)
John Blegen, Project Manager, Common Data Standards, State Higher Education Executive Officers
Valerie Martin Conley, Associate Professor/Director, Center for Higher Ed, Ohio University-Main Campus
Christine Keller, Director of Research and Policy Analysis, Association of Public and Land-grant Universities
Hans L'Orange, Vice President for Research and Information Resources, State Higher Education Executive Officers
Kathleen Zaback, Policy Analyst, State Higher Education Executive Officers

Using Longitudinal Assessment for Institutional Improvement – 1242

Huron *Assessment*

The papers assembled for this session come from the recently published Assessment Supplement of New Directions in Institutional Research titled, "Using Longitudinal Assessment for Institutional Improvement." Including research and application papers, two of the papers for this session examine why longitudinal assessment is instrumental in assessing change within individuals and how various methodological choices can best be implemented. The other two address the challenges and opportunities institutional researchers face in moving from data collection and analysis to action for institutional improvement. This session should assist institutional researchers as they consider employing longitudinal designs to assess and improve student learning.

Presenter(s)
Tricia Seifert, Assistant Professor, Ontario Institute for Studies in Education
Ryan Padgett, Assistant Director for Research, Grants, and Assessment, University of South Carolina
Mark Salisbury, Director of Institutional Research and Assessment, Augustana College
Carol Trosset, Director of Institutional Research, Hampshire College
Steve Weisler, Dean of Enrollment and Assessment, Hampshire College
Charles Blaich, Director of Inquiries, Wabash College
Kathleen Wise, Associate Director of Inquiries, Wabash College
Chad Loes, Associate Professor of Criminal Justice and the Dr. Thomas R. Feld Endowed Chair for Teaching Excellence, Mount Mercy College

Using Noncognitive Assessment Data to Promote Student Success – 1682

Conference C *Students*

Recent research suggests that noncognitive abilities can help explain student persistence and academic performance beyond that which can be explained by traditional cognitive measures (e.g., college admissions scores). We identified the need for a brief psychometrically sound measure of noncognitive abilities that could be used in high school and early college as a vehicle for developing and delivering comprehensive college/workforce readiness and success programs. We will describe the development and implementation of this measure in 5 colleges and one early high school with particular focus on the data-use models employed by the respective institutions.

Presenter(s)
Paul Gore, Director, Institutional Analysis, University of Utah
Wade Leuwerke, Associate Professor, Drake University

VFA: Building an Accountability Framework FOR Community Colleges, BY Community Colleges: Measures That Make Sense – 1454

Conference G *Collaboration*

American Association of Community Colleges (AACC) has been working with a wide variety of community college professionals to identify and define measures of institutional effectiveness that are most appropriate to community colleges. Several colleges and working group members are using the VFA data definitions to determine the feasibility of calculating and reporting VFA metrics and the utility and the appropriateness of the definitions employed by the framework. At this presentation, we discuss in detail the VFA cohort, measures, and definitions and request the IR community's input on how to further improve upon the framework.

Presenter(s)
Bernadette Farrelly, VFA Project Manager, American Association of Community Colleges
Kent Phillippe, Assocociate Vice Presdent, Research and Student Success, American Association of Community Colleges

What Every IR Rookie Should Know: Class of 2011 – 1371

Sheraton Hall A *Collaboration*

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

Presenter(s)
Crissie Grove, Director of Academic Quality, Walden University
Gordon Mills, Director of Institutional Research, University of South Alabama
Angel Jowers, Coordinator of Planning and Assessment, University of West Alabama

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Icon Key

DEMO Exhibitor Demonstration

Scholarly Paper Session

Research in Action Session

Table Topic Session

Concurrent Sessions

9:45 a.m. – 10:25 a.m.

A Visual Exploration of the Differences Between Peer and Counselor Reputation Ratings in the USNWR National University Rankings – 1381

Simcoe *Analysis*

As mapping applications become more user-friendly, new areas of inquiry are accessible. An example is the most recent National University Rankings produced by U.S. News & World Report, which introduce reputational ratings from high-school guidance counselors. These new data are given a nontrivial weighting in the ranking formula. Analysis shows that there are systematic differences in ratings produced by guidance counselors and those produced using peer institutions. Using tools such as Google Earth to map the geographic distribution of the population of high schools from which ratings were solicited, patterns reflecting geography and institutional control emerge.

Presenter(s)
Jason Sullivan, Senior Statistical Information Specialist, Ohio State University-Main Campus

Analysis of Student Comments From Faculty Course Evaluations – 1106

Conference H *Analysis*

California Lutheran University faculty requested an analysis of student comments received as part of the university's undergraduate and graduate course evaluation process. The purpose of the analysis was to identify comments that were positive, negative, or neither/neutral so that comments made through an online administration could be compared with comments made during a paper administration to learn what similarities or differences existed in the two media. Session participants will learn about the methodology used and the findings of significance on the frequency of either positive or negative comments as related to the survey administration type.

Presenter(s)
Halyna Kornuta, Associate Vice President for Academic Affairs, California State University-Stanislaus

Assessing Stakeholders' Use of and Satisfaction With an Office of Institutional Research and Assessment – 1721

Conference C *Collaboration*

This presentation discusses the efforts of Walden University's Institutional Research and Assessment Office to field a survey to its stakeholders about its services. Developing a survey internally and in consultation with stakeholders identifies which activities are most essential for university operations, recognizes areas for improvement, and determines whether users' needs are met. Secondarily, this research helps demonstrate to accreditors the use of data-driven decision-making at the institution. The presentation discusses the development of the instrument, how it was delivered, and shares some of the interesting findings and actions taken as a result of the survey.

Presenter(s)
Eric Riedel, Executive Director, Office of Institutional Research & Assessment, Walden University
Shari Jorissen, Associate Director of Assessment, Office of Institutional Research and Assessment, Walden University
David Baur, Project Manager, Walden University

Degree Data for All – 1512

Essex Ballroom *Collaboration*

Degree data are core to demonstrating the success of an institution and the accomplishments of its students. How many degrees were awarded? What is the breakdown by college or department? What is the diversity mixture of the students receiving degrees? How many

minors or certificates have been awarded? These questions represent common reports for all Institutional Research offices. This paper discusses and demonstrates the steps taken by one institution to convert its legacy, static degree data into a graphic-based, trend-focused degree application that answers all of the above questions' and, hopefully, more.

Presenter(s)
M. Paige Borden, Assistant Vice President, University of Central Florida
Linda Sullivan, Director, Enterprise Decision Support, University of Central Florida
Maureen Murray, Data Analyst/Programmer-Enterprise Decision Support, University of Central Florida

Doing More With Less: Lean Thinking – 1434

Elgin *Assessment*

The message from Washington regarding the reduction in funding for education is "Do more with less." This table topic discussion addresses the application of "lean thinking" to the issues of access, cost, quality, and institutional effectiveness in higher education. Lean education is a tool, which provides managers in education tools and concepts to "do more with less." We review the change agent skills and techniques that can reduce costs and improve outcomes. This session identifies ways to reduce waste and improve processes in education environments.

Presenter(s)
Janette Newhouse, Director of Institutional Effectiveness, Tuskegee University
Benjamin Newhouse, Director, Tuskegee Consulting Group

Evaluation of an Online Alcohol Education Program for First-Time-in-College Students – 1095

Kent *Students*

This study addresses behavioral changes that occurred among a class of incoming freshmen at a large public university after mandatory participation in AlcoholEdu, an online, population-level, harm reduction-based alcohol intervention. The study expands upon previous evaluations, which identified program efficacy but did not explore differences in effects between students engaging in differing levels of drinking. Several controlling demographic factors were also taken into account, including gender, ethnicity, family alcohol history, and age of first consumption. Changes among the different segments of the population in the areas of consumption levels, protective behavior use, and incurrence of negative consequences are presented.

Presenter(s)
Elayne Reiss, Assistant Director, University of Central Florida

Exploration of Interstate College and Post-Graduation Migration in the United States – 1393

Kenora *Analysis*

Using national data, the present study first investigated interstate college migration. Unlike existing studies of interstate college migration, this study also tracked students to college graduation to explore their post-graduation migration, such as leaving to other states after graduating from in-state institutions and returning to home states after graduating from out-of-state institutions. While a single equation approach has been widely used in migration research, this study used multi-level logistic regression that is relatively new in the area of institutional research. In addition to state's economic conditions, certain institutional characteristics were found to influence differently depending of types of migration.

Presenter(s)
Terry Ishitani, Assistant Professor, University of Memphis

Exploring Retention Through the Lens of Academic and Non-Academic Factors – 1507

Huron *Students*

Early identification of at-risk students is vital for institutions wishing to increase retention. What, then, is the best method for identifying those students? Many institutions focus primarily on demographic and academic factors (e.g., race/ethnicity, socioeconomic status, GPA). At Rose-Hulman, we seek to explore both academic (e.g., aptitude, high school preparation) and nonacademic factors (e.g., work ethic, attitude) in determining student retention. During this session, participants are introduced to the process developed at Rose-Hulman for early identification of at-risk students, with particular emphasis on nonacademic factors. Results of the mixed-methods approach are also shared.

Presenter(s)
Timothy Chow, Director of Institutional Research, Rose-Hulman Institute of Technology
Sarah Forbes, Director of Data Management and Reporting, Rose-Hulman Institute of Technology

Foundations of Excellence: A Self-Study and Planning Process that Yields Improved Retention – 1451

York *Assessment*

This session is a multi-institution assessment of the John N. Gardner Institute for Excellence in Undergraduate Education's Foundations of Excellence (FoE) self study and planning process for the first college year. As of Fall 2010, FoE has been utilized by 201 colleges and universities. This session will provide information about the process and its outcomes for institutional participants. The

session will focus on research that links the FoE program to significantly improved retention rates as reported in the Integrated Postsecondary Education Data System (IPEDS).

Presenter(s)
Brent Drake, Assistant Vice Provost and Director, Purdue University-Main Campus

From Data-Dumped to Data-Driven: Lessons Learned in Using Assessment Data – 1153

Windsor West *Analysis*

Feeling overwhelmed by data? After general education goals are identified, and assessment tools are administered, it can be overwhelming to sort through the data. This session will focus on Bradley University's efforts in analyzing and using assessment data. We will discuss our methods for summarizing and analyzing assessment data to be usable across campus.

Presenter(s)
Jennifer Gruening, Director of Institutional Improvement, Bradley University

Harnessing the Interaction: Using Focus Groups for Assessing Student Learning – 1296

Dominion Ballroom South *Assessment*

This presentation explains how student focus groups can illuminate students' educational experiences and provide insights into what and how well students are achieving learning objectives. The presentation addresses both the process and product of using student focus groups for the purpose of assessing student learning. Particular attention is given to outlining methodologies for facilitating meaningful focus groups and strategies for avoiding common pitfalls and challenges. The presentation also covers discussion techniques that help translate focus group data into pedagogical refinements.

Presenter(s)
Jonathan Keiser, Director of Evaluation and Assessment, Columbia College Chicago

Identifying Disciplinary Peers: A Process for Classifying Fields of Study Based on Faculty Preference – 1498

Conference B *Resources*

Institutional researchers commonly struggle with presenting student engagement data in a way that will be well-received by faculty. This study used data from a set of extra items included in the 2010 administration of the Faculty Survey of Student Engagement (FSSE) to identify pairs and clusters of disciplines in which faculty share similar research practices, teaching practices, and perceptions of student engagement in academic activities. In identifying sets of "peer" disciplines, the goal of this study was to group disciplines in a method with which faculty agree and provide institutional researchers with a new approach to presenting campus assessment data.

Presenter(s)
Mahauganee Shaw, Project Associate, FSSE, Indiana University-Bloomington
Amber Lambert, Research Analyst, NSSE, Indiana University-Bloomington
Eddie Cole, FSEE Project Associate, Indiana University-Bloomington
Antwione Haywood, NSSE Project Associate, Indiana University-Bloomington
Thomas Nelson Laird, Assistant Professor, Indiana University-Bloomington

Institutional Research Using the SAS Business Analytics Framework – 1916

Sheraton Hall A *Technology* DEMO

Many universities and community colleges have difficulty managing the vast amount of data across the student lifecycle. Housing the entire business intelligence (BI) pipeline from data to report delivery within institutional research affords complete control over the delivery of information to the entire IR team. This session will provide ideas and examples of how to 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.

Presenter(s)
Chris Ricciardi, Systems Engineer, SAS Institute

Is There Bias? Examining Nonresponse in Online Course Evaluations – 1189

Dominion Ballroom North *Analysis*

The purpose of this study is to investigate student nonresponse in online evaluations of teaching. Specifically, we explore factors that may explain unit nonresponse to online course evaluations at North Carolina State University. Using hierarchical linear modeling, the analyses demonstrate significant differences among types of students as well as course-specific factors. Implications for postsecondary institutions, their faculty, and their students are explored based on these results.

Presenter(s)
Meredith Adams, Assistant Director of Knowledge Management and Assessment and Teaching Assistant Professor, North Carolina State University at Raleigh
Paul Umbach, Associate Professor, North Carolina State University at Raleigh

Making Technology Work for Your Assessment Needs: Three Locally Developed Systems to Facilitate Data Collection, Analysis, and Reporting for Online Surveys and Student Ratings – 1368

Windsor East *Technology*

Many IR offices provide assessment support to the campus community in addition to traditional reporting tasks. Developing online surveys, coding open-ended survey responses, and administering online student ratings presented unique challenges for our office. We explored existing software programs, but found none that met our needs. This presentation covers, for each of the assessment activities cited above, the particular challenge we faced, our requirements for a solution, and an overview of the systems we developed in response. The authors discuss the success of these initiatives and how other IR offices can replicate this work.

Presenter(s)
Barbara Yonai, Director, Syracuse University
Noreen Gaubatz, Assistant Director, Office of Institutional Research and Assessment, Syracuse University
Laura Harrington, Research Associate, Syracuse University

Multi-Institutional Research Methods and Process – 1900

Carleton *Analysis* DEMO

This presentation focuses on methodology and process relevant to research projects conducted across multiple post-secondary institutions requiring coordination and reporting at the aggregate and institutional levels. Issues to be addressed include modes of survey administration, response rates, privacy, process verification and auditing, multi-level reporting, benchmarking, data sharing, and maximizing data utility. Discussion will be within the context of Key Performance Indicator projects - those with and without government sponsorship conducted with the 24 Colleges of Applied Arts and Technology and the 21 public Universities in Ontario. Target groups include full-time students, continuing education students, distance education students, and post-secondary graduates.

Presenter(s)
Ted Hodge, President, CCI Research, Inc.
Shannon Howell, Director of Research Services, CCI Research, Inc.

NEAIR Best Paper: Using SEM to Describe the Infusion of Civic Engagement in the Campus Culture-2049

Wentworth *Analysis*

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 experience 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.

Presenter(s)
Meredith Billings, Senior Research Analyst, Tufts University
Dawn Geronimo Terkla, Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University

No Budget, No Problem: Using MS Office to Maximize Efficiency in a Low Budget IR Office – 1739

Civic Ballroom South *Technology*

This paper presents the strategies that the IR Office at the American University of Puerto Rico, a small nonprofit institution, implemented in order to overcome the budget limitations it faced. In particular, this paper provides examples and ideas to other institutional researchers on how to use MS Office Excel to maximize their resources and dramatically increase their efficiency. This presentation is particularly useful for those institutional researchers who frequently work with formative reporting, federal reporting, or are working in strategic planning or accreditation processes.

Presenter(s)
Cristina Martinez-Lebron, Graduate Student, Indiana State University
Chamary Fuentes, Graduate Student, University of Puerto Rico

Preliminary Analysis on Race and Ethnicity Data Using New and Old IPEDS Categories – 1048

Conference G *Analysis*

To comply with the new race and ethnicity categories required by the federal government, the Integrated Postsecondary Education Data System (IPEDS) requires institutions to adopt new categories by 2011. This set of categories carries with it concerns about whether racial data are comparable, since different race and ethnicity categories have been adopted by institutions in the past three years. Using the 2007 and 2008 IPEDS 12-month Enrollment Survey, researchers took a close look at the new and old race and ethnicity data reported by institutions. These findings help inform old and new data bridging and comparison problems.

Presenter(s)
Yang Zhang, Director of Institutional Research, Edgewood College
Valerie Taylor, Director of Institutional Research, University of Scranton
Dale Swartzentruber, Associate Dean for Institutional Research, Ohio Wesleyan University

The Delaware Study Data Collection Process: Making the Most of a Data Warehouse and Managing Multiple Data Sources to Collect Data for the Delaware Study of Instructional Costs and Productivity – 1510

Civic Ballroom North *Resources*

No University of Delaware data in the Delaware Study? After implementing PeopleSoft and building a data warehouse, the University of Delaware needed to revise its data collection processes to once again participate in the Delaware Study. This presentation describes how multiple data sources and reports were used to collect the Delaware Study data elements. While the reports and software will not be completely transferable to other institutions, the goal of this presentation is to explain the data elements and discuss the redevelopment of this institution's data collection method and issues considered during the process.

Presenter(s)
Allison Walters, Assistant Director, Institutional Research, University of Delaware
Denise Lindsey, Institutional Research Analyst, University of Delaware

The Restructuring of Tennessee's Lottery Scholarship Program: A Role of State-Level Institutional Research Office in Policy Formulation Process – 1382

Dufferin *Collaboration*

In March 2010, the Lt. Governor of Tennessee appointed members to the Lottery Stabilization Task Force for the purpose of developing recommendations for the long-term sustainability of Tennessee's lottery scholarship program. This presentation elaborates on the roles which a state-level IR team has played in order to promote data-driven conversations during the policy formulation process. It also shares analyses and methodological approaches employed to inform policymakers, along with their reactions to the proposed cost-savings scenarios. Lastly, it narrates details and highlights of task force discussions, as well as lessons learned from this experience.

Presenter(s)
Takeshi Yanagiura, Research Director, Tennessee Higher Education Commission
Thomas Sanford, Associate Director of Research, Tennessee Higher Education Commission

Transform Your Strategic Planning, Assessment and Accreditation Efforts with Campus Labs – 1946

Peel *Assessment* DEMO

At Campus Labs, we know that institutional research and effectiveness plays an essential role in the success and growth of a college or university and requires a robust, specialized platform built specifically to suit your campus needs. Come learn how the Campus Labs comprehensive suite of products and services will allow you to achieve success in your mission-critical tasks in the most efficient and resourceful way possible. We'll show you features of our web-based tools for planning and assessment, while spotlighting how the tools can be used to support accreditation and program review efforts from start to finish.

Presenter(s)
Kim VanDerLinden, Vice President Assessment Programs, StudentVoice

Understanding the Resources Faculty Use When Trying Out and Refining New Insights: Findings From the Faculty Survey of Student Engagement – 1577

Conference E *Assessment*

Huber and Hutchings (2005) propose four defining features of the scholarship of teaching and learning. The purpose of this session is to better understand the third feature-trying out and refining new insights-by asking faculty what they use when trying out and refining new insights in the classroom. Using data from the 2009 administration of the Faculty Survey of Student Engagement (FSSE), responses from 4,524 part-time and full-time faculty members from 49 colleges and universities throughout the U.S. were analyzed in order to gain a better understanding of what specific resources faculty use to improve their teaching efforts.

Presenter(s)
Tony Ribera, Project Associate NSSE Institute, Indiana University-Bloomington
Allison BrckaLorenz, Research Analyst, NSSE, Indiana University-Bloomington
Debbie Santucci, Graduate Assistant, Indiana University-Bloomington

Using Curriculum Mapping to Create a Comprehensive Assessment Plan: Phase 1.5 – 1154

Conference F *Assessment*

The process of Curriculum Mapping provides a window into a collaborative environment which not only establishes buy-in for a comprehensive assessment system, but also may improve the overall educational landscape at an institution thereby impacting retention and student satisfaction. Curriculum Mapping has been shown to be a highly collaborative process which is an effective means of improving curriculum and instilling new elements into a curriculum. The benefits and pitfalls of this methodology are shared as our institution attempts to establish an institutionwide, truly comprehensive assessment system through the collaborative process of Curriculum Mapping.

Presenter(s)
William Richman, Academic Affairs Assessment Coordinator, Prince George's Community College

Why do so Many Reporting Projects Fail? – 1899

Oxford *Collaboration* DEMO

Data reporting is not easy. However, many reporting tools promise technology that delivers "turn-key" solutions. In reality, institutional reporting is never purely solved by technology. We must make a fundamental switch in how we train researchers and communicate about data on campus. Rather than focusing on the reporting tool, we need to look at what happens before any queries are written. In our opinion, the most critical part of the reporting process occurs between the moment a person has a question and the moment they access the reporting tool. To support this critical phase, IData has created DataCookbook.com.

Presenter(s)
Scott Flory, Director of Reporting Services, IData Incorporated
Brian Parish, President, IData Incorporated

11:00 a.m. – 11:40 a.m.

A Comparison of Parameter Estimates of Hierarchical Linear Modeling and Ordinary Least Squares Regression – 1267

Civic Ballroom North *Analysis*

To illustrate the differing conclusions one may come to depending upon the type of analysis chosen, this study examines the influences of seniors' critical thinking ability three ways: (a) an OLS regression with the student as the unit of analysis; (b) an OLS regression with the institution as the unit of analysis; and (c) a three-level hierarchical linear model. Overall, results demonstrate that that one would come to substantively different conclusions regarding the influences on students' perceived critical thinking ability depending upon the type of analysis chosen, especially in regards to the effects of the institutional characteristics.

Presenter(s)
Louis Rocconi, Post Doctoral Fellow, University of Memphis

A Comprehensive Approach to Competency-Based Assessment – 1610

Sheraton Hall A *Assessment*

Competency-based assessment, both formative and summative, is an integral dimension of higher education. Student learning outcomes (competencies) represent the desired performance in the knowledge, skills, attitudes and behaviors. This presentation describes a knowledge management system that integrates data and information from disparate systems to create reports on achievement of course and program objectives that are useful for individual students, advisors, course directors, and curriculum committees. The underlying approach provides near-real-time feedback to students and instructors to enable monitoring of student learning and program outcomes, provides direction to supplemental material to close competency gaps, and fosters self-directed and lifelong learning.

Presenter(s)
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

A Not-Too-Difficult Way to Study Classroom Space Utilization – 1215

Carleton *Resources*

This interactive presentation reviews the motivation and research design for a classroom utilization study at Dona Ana Community College. The results allowed college administrators to better understand how well our classroom space was being used by our academic departments. Three variables were calculated using available Banner data. CAP_TIME is the percentage of time the room was being used during the day. PCT_CAP is created by dividing Actual Enrollment by Room Capacity (CAP). The ROOM_USE Index is the combination of CAP_TIME multiplied by PCT_CAP. SAS was used to analyze the data. Results, limitations, trade-offs, and reporting are discussed.

Presenter(s)
Fred Lillibridge, Associate Vice President for Institutional Effectiveness and Planning, Dona Ana Community College

A Survival Analysis on Degree Attainment of College Transfer Students at a Four-Year Canadian Institution – 1645

Windsor West *Analysis*

In a four-year institution, transfer students differ from traditional students in many aspects, including student characteristics such as age and enrollment status, plus other social, environmental, and psychological factors. The present study utilized the student record data from a four-year institution in Ontario to explore the persistence of college transfer students. Discrete proportion hazard models were applied to existing longitudinal data to examine various factors affecting degree attainment and time to completion. The findings are discussed in the context of enrollment management and policy-making.

Presenter(s)
Karen Menard, Associate Vice President, Insitutional Research and Analysis, McMaster University
Ying Liu, Senior Project Analyst, McMaster University
Jin Zhang, Statistician and Programmer, McMaster University
Marzena Kielar-Karpinska, Senior Project Analyst, McMaster University

Aboriginal Retention and Student Engagement at a Canadian University: Is the NSSE Worthwhile? – 1501

Conference B *Students*

The retention of Aboriginal students is a challenge that is common across institutions, and is of increasing concern in light of an aging population, skilled labor shortages, and the growing portion of postsecondary-aged students that this group represents. This study examines the NSSE, and determines whether this construct of student engagement can provide valuable predictors for Aboriginal students. Why do these students achieve higher satisfaction scores, but leave without a credential more often than their non-Aboriginal peers? Strengths and gaps in the NSSE are revealed, and additional constructs of engagement for Aboriginal students are introduced.

Presenter(s)
Kristen Hamilton, Institutional Planning and Analysis, Thompson Rivers University

ALAIR Best Paper: Introduction to Data Warehousing – 1887

York *Technology*

An Introduction to Data Warehousing focuses on the basic characteristics, components, and architecture of a typical data warehouse. It examines differences between transactional databases and databases designed for reporting, while illustrating features of Jacksonville State University's institutional research data warehouse.

Presenter(s)
John Rosier, Coordinator of Institutional Research, Jacksonville State University

Association for Biblical Higher Education's Assessment and Accountability Project for Summer 2010 – 1149

Kent *Assessment*

Led by Dale Mort of Lancaster Bible College, a team of Institutional Research and Assessment professionals from the Association of Biblical Higher Education (ABHE) were commissioned to study assessment and accountability within the membership. The results of this 2010 study were a common set of learning outcomes that graduates of ABHE-accredited institutions should achieve and rubrics to measure the level of achievement of those outcomes. An additional success of this study was the collaboration of schools within the membership resulting in further definition of one of the Standards of Accreditation within the association.

Presenter(s)
Lucas Kavlie, Director of Accreditation and Assessment, Moody Bible Institute

Benchmarking Efficiency of Colleges and Universities: Data Envelopment Analysis – 1427

Dominion Ballroom North *Analysis*

This session demonstrates an application of Data Envelopment Analysis (DEA) methodology, an increasingly popular benchmarking approach for institutional planning, budgeting, and research. Using data for public Historically Black Colleges and Universities, we illustrate how DEA can be used to answer such key institutional research questions as (a) What are appropriate benchmarks for retention and graduation rates given current levels of financial resources? (b) What changes in budget allocations can be made without negatively affecting current retention and graduation rates? (c) What are the most efficient institutions in the peer group? (d) Does efficiency of institutions improve over the years?

Presenter(s)
Alexei Matveev, Director, Quality Enhancement and Assessment, Norfolk State University
Nuria Cuevas, Interim Dean, College of Liberal Arts, Norfolk State University

Building a Productive Partnership Between Student Affairs and Institutional Research – 1768

Conference E *Collaboration*

UMFK is struggling with declining enrollments and funding and has expanded efforts at recruitment and retention. The office of Student Affairs took a traditional role of planning and executing strategies to increase retention, while IR took a traditional role of responding to requests for reports on outcomes of new strategies. Over time, understaffing in both offices spurred dialogue and led to greater teamwork. Three areas were particularly rewarding: student engagement, residential life, and orientation/ advising. IR and Student Affairs now jointly gather data and interpret answers; we ask better questions, leading to more fruitful answers.

Presenter(s)
JR Bjerklie, Institutional Research Coordinator, University of Maine at Fort Kent
Ray Phinney, Associate Director of Student Activities and Diversity, University of Maine at Fort Kent

Departmental Profiles (or Everything You Need to Know to Make Informed Decisions) – 1719

Windsor East *Resources*

Close to 60% of a typical university budget is allocated to its academic mandate. Administrators must have access to accurate historical data on which to base budget estimates, organization plans, and long-term goals. Concordia University's Institutional Planning Office has developed detailed departmental profiles that offer this information to department chairs, Faculty Deans, and the

Provost. The profiles are a work in progress and continue to be improved and enhanced. This session summarizes both the challenges and the successes experienced during the development of the profiles from their conceptualization three years ago to their initial implementation in 2008/09.

Presenter(s)
Geoffrey Selig, Systems Analyst and Survey Coordinator, Concordia University
Cameron Tilson, Assistant Director, Concordia University

Developmental Education Program Effect Analysis: A Within-State Difference-in-Differences Approach – 1238

Dufferin *Analysis*

While the need to assist students who are unprepared for college-level coursework is well known, little research has been conducted on the effectiveness of programs that aim to help these students. We use student-level datasets with information about the enrollment and completion patterns of students in developmental courses before and after the implementation of an intervention designed to improve outcomes. Results indicate that students who started college after implementation and were referred to developmental education outperform their counterparts who were not referred to developmental education, in terms of enrollment and completion of the first college-level courses in math and English.

Presenter(s)
Sung-Woo Cho, Quantitative Post-Doctoral Research Associate, Community College Research Center

Helping Universities Manage, Measure, and Benchmark Faculty Activities Across Campus – 1918

Peel *Resources* DEMO

Thomson Reuters is the world's leading source of intelligent information for businesses and professionals. Our citation data and metrics (from Web of Science®) are used globally to measure research effectiveness of people, programs, and departments within an institution, and to benchmark performance against peers. Comprehensive faculty profile systems enable faculty and administrators to track service, teaching, and research activities, and streamline regular reporting tasks including CVs, annual reviews, and accreditation. Through our presentation and university case study we will demonstrate how objective measures and enterprise-wide systems can streamline processes, guide strategy, advance research, and promote accomplishments at your institution.

Presenter(s)
Ann Kushmerick, Manager, Research Evaluation and Bibliometric Data, Thomson Reuters

Identification of Factors That Influence the Academic Performance of Students Who Enter College Underprepared for the Challenges of Undergraduate College Work – 1578

Conference D *Analysis*

Logistic regression is used to analyze CIRP Senior Survey data to identify factors that have a positive influence on students who entered college underprepared for college work. A sample of graduating seniors is classified as prepared or underprepared for college, based on their high school GPA. Over 89% of graduates who entered college prepared for college work earned a 3.0 or higher undergraduate GPA, but only 56% of graduates who were underprepared earned a 3.0 or higher. Students who graduate with a low undergraduate GPA create a statistic that will negatively impact their opportunities for graduate study or professional employment.

Presenter(s)
John Orange, Institutional Research Analyst, Trinity University
Carolyn Orange, Professor, The University of Texas at San Antonio

Insourcing: Bringing a Third-Party Course Evaluation Solution In-House – 1270

Conference G *Technology*

Institutions use a variety of methods to evaluate courses and instructors. Paper-and-pencil systems have higher response but require significant resources to manage. Online systems are efficient but can be less effective. Solutions by third-party vendors appear highly polished, but implementations can be difficult. This presentation depicts one institution's experiences moving from numerous paper-and-pencil instruments to a single online system. One stop on this journey includes an outsourcing of the entire enterprise, which was a bad experience. The process of insourcing and developing the technology in-house is explained, and the session includes a demonstration of the resulting technology.

Presenter(s)
Mike Rogers, Director for Institutional Research, University of the Pacific
Robert Brodnick, Associate Vice President, University of the Pacific
Brian Severin, Data Architect, University of the Pacific
George Carpenter, Web Application Developer and Report Developer, University of the Pacific

Introducing the Offering of Joint and Double Degrees at the University of Pretoria as a Passport to New (International) Ideas and Better Decisions (Collaboration) – 1337

Conference H *Collaboration*

Literature abounds on the subject of internationalization, its impact and even unintended consequences. "Joint degrees" are new to South African institutions as South Africa's higher education policy frameworks do not deal with the quality assurance, accreditation, and funding implications of internationalization. The presenter is of the view that the existing higher education legislation allows the offering of joint degrees as it provides a legal framework which defines the structural elements required for jointly offered degrees. The introduction of joint degrees at the presenter's University will provide the University with a passport to new ideas and a platform for better decision-making.

Presenter(s)
Sanette Boshoff, Head: Academic Planning, University of Pretoria

Learner-Centered Assessment: Current Faculty Practices in U.S. Colleges and Universities – 1629

Huron *Assessment*

Over a decade ago, Barr and Tagg (1995) declared a shift in higher education from an instruction paradigm to a learning paradigm with learner-centered assessment as its central element. While a growing body of literature suggests that this assessment approach is best practice in higher education pedagogy, it is still unclear whether faculty members have embraced it fully. Using data from the 2004 National Study of Postsecondary Faculty, this study examines the extent to which faculty members employ learner-centered assessments in postsecondary classrooms. Findings examine specific assessment techniques used and differences in use by faculty gender, discipline, and institution type.

Presenter(s)
Karen Webber, Associate Professor of Higher Education, University of Georgia

Make Data Collection Easy and Bring Everyone Onboard With Assessment – 1921

Oxford *Assessment* DEMO

This session demonstrates how to increase acceptance of assessment efforts by making the process easy to understand. Assessment can be intimidating and time-consuming. It requires many people to bring together a great deal of information in order to develop relevant outcomes and measure results. Learn how to develop strategies that get everyone on the same page with the assessment effort by making it efficient and easy to understand. See how to simplify data collection and provide a single collaboration point for data entry and results management. We will illustrate an effective method to invite stakeholders into assessment efforts.

Presenter(s)
Andrew Davies, Vice President of Client Services, Think Education Solutions, LLC
Erin Bell, SPOL Training Executive, Think Education Solutions, LLC

Mentoring Relationship Between an Expert and a Novice IR Professional: The Establishment, Development, Evaluation, and the Expected Results – 1752

Kenora *Collaboration*

This presentation provides information on the current mentoring relationship between two researchers' an expert and a novice IR researcher. This presentation is relevant to AIR attendees because it not only shares knowledge about a semi-structured mentoring program, but it also promotes building a similar program both formally and informally in other IR offices. As there are limited IR education-specific training opportunities, mentoring encourages kick-starting these skills and knowledge in a potential or novice IR person.

Presenter(s)
Lu Liu, Research Analyst, Citrus College
Barbara McNeice-Stallard, Director of Research and Institutional Effectiveness, Mt. San Antonio College

Migrating to WebFOCUS Dashboards: A Group Discussion of the Benefits, Challenges, and Other Considerations – 1428

Elgin *Technology*

Our institution is in the processing of migrating reports to WebFOCUS by Business Intelligence. Based on the few dozen web-accessed reports we have created, we are willing to discuss our experiences regarding the benefits, costs, training, and other aspects of migrating to WebFOCUS. However, this is a table topic, so come prepared to share ideas and examples from your own institution. This is not a sales spiel (we are just a customer), and both pros and cons of the tool are discussed. Plan to walk away with new insight gleaned from interaction with your fellow researchers.

Presenter(s)
Mark Leany, Senior Research Analyst, Utah Valley University
Robert Loveridge, Director, Utah Valley University

More Than a Patchwork of Piecemeal Initiatives: The Compound Benefits of an Institutionwide Commitment to First-Year Student Success – 1547

Wentworth *Students*

Institutional administrators often take an atomistic approach to student success initiatives, thereby overlooking their potentially compounding benefits. This study, using data from 5,905 students attending one of 33 institutions, tests the hypothesis that it is through a conglomeration of policies and practices, more than any one specific initiative, that an institution demonstrates a campuswide commitment to student success and encourages behaviors that make a positive contribution to student outcomes. Results suggest that institutions taking a comprehensive approach to first-year student success likely experience some synergistic advantages, with students reporting higher levels of engagement and developmental gains during their first year.

Presenter(s)
Bradley Cox, Assistant Professor, Florida State University
Kadian McIntosh, Ph.D. Candidate, Pennsylvania State University-Main Campus
Patrick Terenzini, Distinguished Professor and Senior Scientist Emeritus, Pennsylvania State University-Main Campus

Profiles of TBCU Excellence in IR, Part 2 – 1715

Conference C *Collaboration*

This panel highlights the work of members of TBCU-SIG, and the presentation includes novel approaches to IR problems in a context of constant change and increasing demands. The panelists report on a range of topics that include IR's role in a successful retention strategy, a small IR office's strategy for managing competing priorities, managing the transition to a major change in an institution's assessment system, and the story of the rapid baptism of a new office of assessment.

Presenter(s)
Hansel Burley, Professor and Associate Dean, Texas Tech University
Mimi Johnson, Director of Institutional Research and Advancement, Trenholm State Technical College
Thereisa Coleman, Director of Institutional Research and Assessment, Huston-Tillotson University
Michael Wallace, Assistant Director, Howard University
Gerunda Hughes, Director, Howard University
Andrea Agnew, Director Special Student Services, University of South Alabama

Ranking Is Not Enough: Measuring University Performance – 1430

Civic Ballroom South *Collaboration*

The Global Alliance for Measuring University Performance (GAMUP) has been formed by United Nations University International Institute for Software Technology and The Center for Measuring University Performance as an initiative to provide data and analysis that will support benchmarking of university performance internationally. During this presentation, the speakers discuss their motivation for forming the GAMUP and creating the Global Research Benchmarking System (GRBS). They also contrast the GRBS with existing ranking systems and explain what new features it will provide and how that will benefit universities by providing transparent, objective, and verifiable data, not subjective opinion surveys.

Presenter(s)
Craig Abbey, Research Director, The Center for Measuring University Performance
Peter Haddawy, Director, United Nations University

Simplifying HEOA: Using a Self-Audit Checklist to Determine Compliance – 1241

Dominion Ballroom South *Collaboration*

As institutions interpret and implement Higher Education Opportunity Act (HEOA) consumer disclosure guidelines to remain in federal compliance, obtaining and organizing the requisite information can be complicated. While the guidelines for content are clearly established, institutions can label, arrange, and present information differently. Discussion of suggestions and methods may contribute to more consistent information across institutions. This presentation addresses methods that a variety of institutions have used in gathering and presenting HEOA consumer information. The experiences of several institutions, including examples and obstacles encountered throughout the process of HEOA compliance, are discussed. Implications of non-compliance will also be discussed.

Presenter(s)
Kristina Cragg, Assistant to the President for Strategic Research and Analysis, Valdosta State University
Jeffrey Stewart, Associate Vice President for Insitutitional Research and Planning, Macon State College
Ross Griffith, Director of Institutional Research and Academic Administration, Wake Forest University

Take Control of Net Price Calculator to Meet the Needs of Your Applicants – 1452

Conference F *Technology*

The National Center for Education Statistics has provided a net price calculator template that may be used by all institutions to meet requirements of the Higher Education Opportunity Act of 2008. This template limits possible configurations and may not provide the best estimates for some institutions. This presentation describes the changes made in the NCES calculator for Clemson University and a plan for sharing this calculator with other institutions. Anyone who is not satisfied with the current

options and those who have experience in web programming and would like to contribute to a collaborative effort are encouraged to attend.

Presenter(s)
S. Wickes Westcott, Director of Institutional Research, Clemson University

Using R to Automate IPEDS Reporting – 1755

Essex Ballroom *Technology*

Reporting data to the Integrated Postsecondary Education Data System (IPEDS) can be a time-consuming process; however, IPEDS has a data upload capability using XML that can eliminate the web-based data entry method. This talk demonstrates how data in virtually any format can be imported into R and transformed into a file format that IPEDS can accept utilizing a new add-on package for R. This approach potentially reduces the time required for reporting from days to minutes. Discussion and feedback for future enhancements is solicited.

Presenter(s)
Jason Bryer, Research Associate, Excelsior College

Wage and Demand Matrices: Using Likely Employment Outcomes to Inform Program Planning and Evaluation – 1506

Simcoe *Analysis*

Two-year institutions seek to align programs with local workforce needs and to allocate limited resources to programs likely to yield positive employment outcomes for students. Researchers from the Kentucky Community and Technical College System outline how to use publically available data to categorize occupations and academic programs in wage and demand quadrants, creating intuitive tools for a wide range of audiences. The presenters demonstrate how wage and demand matrices can be displayed in a business intelligence environment and discuss how these matrices can be used to evaluate academic programs, plan new programs, allocate resources, and advise students.

Presenter(s)
Christina Whitfield, Director of Research and Policy Analysis, Kentucky Community and Technical College System
Alicia Crouch, Research Coordinator, Kentucky Community and Technical College System
Katie Karn, Data Warehouse Research Specialist, Kentucky Community and Technical College System

11:55 a.m. – 12:35 p.m.

2010 AIR Forum Best Paper: Using Instrumental Variables to Account for Selection Effects in Research on First-Year Programs – 2028

Civic Ballroom North *Students*

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.

Presenter(s)
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

An Examination of Master's Student Retention and Completion – 1591

Essex Ballroom *Students*

As lawmakers continue to press higher education to produce results that impact the economy and society, graduate education has received renewed interest. Although there are over 30 studies examining doctoral completion, similar research for master's students, who are awarded 87% of all graduate degrees, is scarce. This study examines which students are likely to persist and complete as related to demographics, academic ability, and discipline. Findings include descriptive analyses, one-way ANOVAs, and logistic regression models to examine contributing factors to persistence and completion. Examples of how other institutions can use our model(s) and database building methodology are shared.

Presenter(s)
Melissa Barry, Assistant Dean, University of Georgia
Charles Mathies, Research Analyst, University of Georgia

Bridging the Gap: Renewing Resources to Improve Student Success in Developmental Program – 1713

Conference D *Students*

Community Colleges play a crucial role in providing remedial skills to students who are academically underprepared for college. Research indicates that despite spending significant resources, course progression of remedial students is still a challenge. In times when community colleges face burgeoning enrollments, limited capacity, and shrinking funds, it is important to reflect business practices and re-align resources to improve student success in remedial areas. PCCC tracked almost 2,700 incoming students with remedial needs from 2005 to 2007, and aligned their placement scores with their remedial needs for appropriate intervention. Revamping remedial programs based on research findings is expected to increase the success rate and course progression of remedial students.

Presenter(s)
Gurvinder Khaneja, Executive Director of Institutional Research and Planning, Passaic County Community College

Evisions' Argos Enterprise Reporting Solution – 1879

Sheraton Hall A *Technology* DEMO

Do you need a reporting solution that helps you collect, analyze, and distribute data? Argos, an enterprise reporting solution designed specifically for colleges and universities, is easy to use and provides quick access to the quantitative and qualitative data you need with output options you require. Use OLAP and data cubes to analyze your students, faculty, staff, curriculum, course offerings, and learning outcomes. Use Dashboards to report your results to executives, government, and the public. Schedule reports to run automatically or let users run them when they need to. Argos has the rich features you need in a user-friendly tool.

Presenter(s)
Matthew Chick, Exhibitor Representative, Evisions, Inc.

Expanding IR's Role in Institutional Change Management: Using Taxonomies and Database Classifications to Develop Reports on Change Activity – 1144

Simcoe *Assessment*

To demonstrate the use of taxonomies and classification systems for reporting change activity, this session uses a change management process that has been operating for several years at Colorado State University (CSU). Among its characteristics are: (a) organizational learning; (b) integrated planning; (c) online databases that support unit-based feedback systems; (d) peer review venues that generate frequent faculty/staff dialogues; (e) periodic reports on change activity; (f) tabular analysis of unit planning/evaluation effectiveness; and (g) transparency Websites to share progress on change with the public. The system's designer and manager delivers this session's material and answers questions.

Presenter(s)
Kim Bender, Director of Assessment, Colorado State University

Explaining the Myths and Misperceptions of Online Course Evaluation – 1914

Oxford *Assessment* DEMO

In this session, we will share facts and myths of online evaluation based on 15 years of data and 500 colleges. Takeaways include building a case for/against online evaluations at your institution, responses to criticisms of online evaluation features, and results of the national survey of course evaluation practices. IOTA Solutions is the trusted guardian of confidential evaluation results for the U.S. Department of Education, National Science Foundation, and 400,000 faculty and administrators in higher education. MyClassEvaluationTM was empirically demonstrated to increase student response rates, improve instructor performance, remove barriers to learning, and eliminate obstacles in online evaluation. IOTA Solutions is the trusted guardian of confidential evaluation results for the U.S. Department of Education, National Science Foundation, & 400,000 faculty and administrators in higher education. MyClassEvaluationTM was empirically demonstrated to increase student response rates, improve instructor performance, remove barriers to learning, and eliminate obstacles in online evaluation.

Presenter(s)
Matthew Champagne, Chief Learning Officer, IOTA Solutions, LLC

Graduating Latinos: Understanding Influences on Latino Undergraduate Degree Attainment and Persistence – 1640

Conference G *Students*

Latino degree attainment is a crucial topic to higher education. Population projections show that by 2050, nearly one out of every three individuals living in the U.S. will be of Latino descent. Currently, Latinos are the largest minority group with one of the lowest degree attainment rates. This quantitative study identifies student demographic characteristics, collegiate experiences, and institutional characteristics that foster degree completion and persistence for Latinos. The Student/Institution Engagement Model (Nora, Barlow, & Crisp, 2005) frames the study. Findings identify experiences that help students complete a degree enabling institutions to create an environment that ensures student success.

Presenter(s)
Lucy Arellano, Research Analyst, University of California-Los Angeles

Impact on Student Success: Policy Change for Placement in Developmental Mathematics – 1896

Conference E *Assessment*

Many students entering community colleges find themselves forced to bridge academic gaps through developmental coursework before beginning their post-secondary careers in earnest. My research focuses on assessing whether institutional policies mandating testing and placement in the mathematics developmental program ensure success. Multi-year data are available that straddle a policy change which made it more difficult for a student to place higher within the developmental math sequence, such that pre- and post-policy impact on student outcomes can be examined and compared. Among the questions to be answered: does more developmental coursework in math increase student success for the underprepared student?

Presenter(s)
Elizabeth Flow-Delwiche, Graduate Student, University of Maryland - Baltimore County

Improving Response Rates: Lessons From the Field – 1716

Civic Ballroom South *Analysis*

The million dollar question is: How do we get students to complete a survey in an environment where we over-survey students on every aspect of their lives from the admission process through graduation and every step along the way and beyond? Competition to acquire student opinion is not going away, so what can be done to turn this trend upside down? This presentation and paper describes what one large, research institution in the Midwest did to do just that.

Presenter(s)
Judith Ouimet, Assistant Vice Provost for Undergraduate Education, Indiana University-Bloomington

National Survey of Student Engagement (NSSE) – 1889

Carleton *Assessment* DEMO

Building on a decade of student engagement research, NSSE yields useful information to help institutions improve the teaching and learning process, and informs a variety of assessment, faculty development, and accountability efforts. This session provides a brief overview of NSSE and related surveys: the Faculty Survey of Student Engagement (FSSE) and Beginning College Survey of Student Engagement (BCSSE). We are also excited that the updated NSSE survey will launch in 2013. We will discuss anticipated features of the updated instrument and highlight implications for institutions' multi-year analyses and participation cycles (2012 is the last year for the current survey).

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

New Evidence on the First-Year Seminar: Assessing and Evaluating Seminar Objectives, Topics, Innovations, and Learning Outcomes – 1199

Conference H *Assessment*

This discussion provides institutional researchers and academic professionals with detailed analyses of the first-year seminar using national, institution-level data from the 2009 National Survey of First-Year Seminars. The 2009 survey expanded its exploration of course assessment through the examination of methodology, outcomes, and findings. Given the growing requisite for assessment and accountability within higher education, this topic has particular interest to attendees involved in institutional research and/or assessment efforts, particularly as they reevaluate ways to enhance their own first-year seminar and/or assessment efforts. Participants have the opportunity to discuss seminars on their own campuses within this national context.

Presenter(s)
Ryan Padgett, Assistant Director for Research, Grants, and Assessment, University of South Carolina-Columbia

Non-Parametric Analysis of Postsecondary Admissions: An Application of Random Forest Modeling – 1654

Dufferin *Analysis*

In enrollment management models, it is often important to simulate the probability of a student's application and admission to a college. Numerous factors are known to impact individuals' probability of admission, but these models tend to lack a high level of explanatory power. Nonparametric statistical classification techniques provide greater flexibility due to decreased dependence on assigning functional form. Random forest analysis is one such technique which has been shown to have strong predictive abilities (Breiman, 2001). This analysis applies random forest analysis to postsecondary education application data to evaluate its effectiveness in predicting acceptance compared to traditional parametric techniques.

Presenter(s)
Robert Bielby, Graduate Student, University of Michigan-Ann Arbor
Michael Bastedo, Associate Professor of Education, University of Michigan-Ann Arbor

Online Course Evaluations: Our Response Rates are WHAT!?? – 1463

Conference B *Students*

This session focuses on the trials and tribulations of online course evaluation systems; getting faculty and student buy-in; and group discussion of ideas for increasing response rates. We highlight our institution's path to online course evaluations, our advertising strategies and the bumpy road of response rates. Join an informal discussion of what works and doesn't work at your institution.

Presenter(s)
Kimberly Brantley, Research Analyst, Embry-Riddle Aeronautical University
Michael Chronister, Manager of Survey Research, Embry Riddle Aeronautical University-Daytona Beach

Perk up Your Presentations With Prezi! – 1410

Dominion Ballroom North *Technology*

Prezi is a web-based presentation tool that replaces traditional PowerPoint slides with a single canvas, grouping together text, graphics, tables, images, and videos into a visual map. Prezi is particularly useful for IR data presentations because it is capable of making highly technical content easily accessible to different types of audiences. Sponsored by the Best Visual Presentation Committee, this Research in Action session introduces participants to Prezi and demonstrates how it promotes best practices in visual presentation. The session includes a demonstration of how a traditional PowerPoint presentation can be transformed into a dynamic and engaging Prezi.

Presenter(s)
Sharron Ronco, Associate Vice President, Florida Atlantic University
Mary Harrington, Director of Institutional Research and Assessment, University of Mississippi

SACCR Best Paper: Student Perceptions of Success in Nursing Education Programs – 1910

Conference F *Students*

Despite efforts of selective admission criteria, associate degree nursing programs struggle with high attrition rates. Better understanding of factors influencing student success may be helpful in decreasing attrition and increasing graduation rates. The purpose of this study was to examine factors that are common to and influence a student's ability for success in a nursing education program. The sample was drawn from students in their last semester of an associate degree nursing program. Interviewing, questionnaire, and document analysis were used to obtain student perceptions of factors affecting success. The findings provide information regarding student behaviors and characteristics required for success.

Presenter(s)
Rose Beebe, Chair, Health Sciences, West Virginia University at Parkersburg

Spreading the Word: Institutional Research, Global Education, and the Language Barrier – 1706

Elgin *Collaboration*

At the 2010 Forum in Chicago, the white paper discussion group on "Going Global: Institutional Research Studies Abroad" called for an IR "Peace Corps." The international gathering had a record number of international participants, and a table topic discussed how to promote IR internationally-maybe via IR ambassadors. Unfortunately, little has happened since. In this table topic discussion, Institutional Researchers from across the world discuss how to move ahead, the issue of language barriers, how IR can benefit global education, how IR can be brought to other countries and regions, and whether to establish an international group.

Presenter(s)
Stefan Buettner, Researcher and Doctoral Student, University of Tuebingen

Student Dropout in 2007 at Tshwane University of Technology: Causes and Reflections – 1332

Huron *Students*

This paper is based on a research project which, on the one hand, sought to determine to what extent the staff strike of 2007 at the Tshwane University of Technology (TUT), South Africa, played a role in the student dropout during the same year, and also sought to determine the main causes for student dropout.

Presenter(s)
Johan van Koller, Strategic Planner, Tshwane University of Technology

Student Flow From Initial Major to Final Degree – 1322

Kenora *Students*

Careful consideration of student inflow and outflow among majors is crucial when calculating the graduation rates of individual programs, so, we create student flow charts for each program on a yearly basis at Sacramento State University. We've conducted several research projects based on these data, including student flow trends among colleges, timing of declaring majors, effects of changing majors on graduation, and identifying programs with high attrition rates. These studies have broad policy implications,

such as the prescreening of students for majors with high attrition, enhanced advising with regard to declaring and choosing majors, and the re-evaluation of premajor policies.

Presenter(s)
Jing Wang, Director, Institutional Research, California State University-Sacramento
Jonathan Shiveley, Research Analyst, California State University-Sacramento

The Challenge of Comparing Apples and Oranges: Incorporating Entering Freshmen and Transfer Differences in Assessing the Effectiveness of Remediation and Other Freshman Support Efforts – 1266

Wentworth *Assessment*

This study assesses the effectiveness of an expensive freshman-year-supporting effort, pseudo-named "freshman year institution" (FYI), which provides remediation, tutoring, counseling, and other support to freshmen to bridge them to their intended majors. The challenges of the assessment lie in the underlying difference of entering freshmen and transfers at various levels of remediation needs and academic experiences. With multivariate analyses, we examined the effect of the FYI efforts on gateway-course pass rates, retention, GPA, and credits accumulation, taking into account admission types and controlling important factors such as age, transfer credits, college choice, and first-term GPA.

Presenter(s)
Eva Chan, Director of Institutional Research and Assessment, CUNY Medgar Evers College

The Impact of Early College Credit on College Success: An Examination of Dual Enrollment and Its Implications for Colleges – 1556

Windsor West *Students*

The push by states to increase high school student participation in advanced coursework has substantially grown in recent years. Several states have now implemented legislation supporting and driving high school enrollments in AP, IB, and dual enrollment courses. As this movement has become more common with a broader spectrum of students, the impacts have not been fully examined. This session shares the results of an exploratory study conducted at the campuses of Indiana University that examined the future success of these students in terms of subsequent coursework, GPA, and retention.

Presenter(s)
Todd Schmitz, Executive Director of Research and Reporting, Indiana University System
Christopher Foley, Director, Indiana University-Purdue University -Indianapolis
Meagan Senesac, Data Systems Analyst, Indiana University-Purdue University-Indianapolis

Using BCSSE and NSSE Data to Investigate College Readiness – 1407

Windsor East *Students*

The primary purpose of this Research in Action session is two-fold: (1) to provide a brief overview of the BCSSE survey and associated reports (including the BCSSE-NSSE report); and (b) to present continuing research using BCSSE and NSSE data to investigate the question: "Are our students ready for college?" In particular, this session focuses 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").

Presenter(s)
James Cole, Research Analyst, Indiana University-Bloomington
Wen Qi, Research Project Associate, Indiana University-Bloomington

Using the University Diversity Climate Undergraduate Student Survey to Examine Whether Race/Ethnicity Impacts Student Perceptions of Campus Climate – 1733

Conference C *Analysis*

This research investigated whether race/ethnicity affected undergraduate student perception of campus climate at a predominately White institution in the Southern United States. The sample consisted of 8,639 participants. Data were collected using the University Diversity Climate Undergraduate Student Survey (UDCUSS). Statistical analyses revealed statistically significant differences between group scores on all nine scales. Findings indicate that the UDCUSS is a valid instrument that can be used for large scale assessment of campus climate. Such an assessment could reveal specific areas for structuring university efforts to promote acceptance and awareness of cultural diversity. Suggestions for practice and future research are discussed.

Presenter(s)
Sandra Harris, Assessment Coordinator, Walden University
Kimberly King-Jupiter, Dean, Albany State University

What Were You Thinking? Considering Heuristics in Institutional Research – 1431

Kent *Analysis*

Institutional Researchers provide data to administrators and faculty that is used to make all sorts of decisions on campus. While we take great care to ensure that the data we provide are accurate and appropriate, it is helpful to consider the natural biases that may be used in interpreting the data we provide. Those natural biases, or mental shortcuts, are called heuristics. This session examines how the University of Tennessee, Knoxville,

discovered how heuristics impacted the perception of NSSE, U.S. News & World Report and other IR data by decision-makers on campus.

Presenter(s)
Elizabeth Pemberton, SAIS Coordinator, The University of Tennessee
Shelley Esquivel, Director of Institutional Research, Roane State Community College

12:50 p.m. – 1:30 p.m.

A Student Survey System for Learning Improvement in Japan: How It Is Developed and the Issues of Focus – 1334

Huron *Assessment*

Student survey systems for learning improvement in Japan have rapidly spread out against the background of the reform of higher education system; teaching and learning has begun to be emphasized. One such system is JCIRP, which our research group has developed since 2004. Our presentation demonstrates how we have tackled the development of student survey systems in Japan and how we have institutionalized the culture to assess student learning outcomes. Session attendees gain an understanding of how JCIRP works in a different higher education system, and the assessment of learning outcome issues is discussed.

Presenter(s)
Reiko Yamada, Professor of Education, Faculty of Social Studies, Doshisha University
Yumiko Sugitani, Associate Professor, Aoyama Gakuin University
Akihiro Ehara, Researcher, Doshisha University

Aboriginal Retention and the NSSE: A Logistic Regression Analysis at Thompson Rivers University – 1574

Dominion Ballroom South *Analysis*

Logistic regression is a robust analysis tool for examining student retention. This method was used to examine factors for Aboriginal student retention at Thompson Rivers University (TRU). This presentation gives a step-by-step example of how the initial research question became a logistic regression study, and how this logistic regression study became the basis of two major research projects at TRU. Participants gain a practical understanding of logistic regression and how it can be applied to common research question in IR.

Presenter(s)
Kristen Hamilton, Institutional Planning and Analysis, Thompson Rivers University

Assessing a New Approach to Class-Based Affirmative Action – 1865

Conference B *Analysis*

In 2008, Colorado and Nebraska voted on amendments seeking to end race-based affirmative action at public universities in those states. In anticipation of the vote, I explored statistical approaches to support class-based affirmative action at the University of Colorado at Boulder (CU). This dissertation introduces CU's method of identifying socioeconomically disadvantaged and overachieving applicants in undergraduate admissions. Randomized experiments suggest class-based affirmative action may increase acceptance rates for low-SES and minority applicants. Analyses of historical data argue for the provision of robust academic support to the beneficiaries of class-based admissions policies once they arrive on campus.

Presenter(s)
Matthew Gaertner, Doctoral Candidate, University of Colorado at Boulder

Assessing Learning Amongst New First-Year and Transfer Students: Does Orientation Programming Matter? – 1615

Conference E *Assessment*

A successful transition to college has been consistently linked to overall measures of student success. While often viewed as part of the co-curriculum, orientation and new student programs play a critical role in ensuring students' academic transition to college in addition to their social transition. This session highlights findings from a multi-institutional study that has been administered to over 100,000 new first-year and transfer students since 2004. Appropriate for senior administrators and staff responsible for assessing student success, this session provides insight into the organizational and student characteristics that affect the outcomes of new student programs.

Presenter(s)
Kim VanDerLinden, Vice President Assessment Programs, StudentVoice

CAIR and NCCCRP Best Paper: Examining System-Level Impacts in Recessionary Periods – 1871

Conference D *Students*

According to conventional wisdom, economic recessions impose funding constraints that restrict access in public universities, while driving up enrollment demands in community colleges. Too often, researchers ignore the impact recessions can have on patterns of student success, particularly on transfer-directed students. This study examines enrollment and transfer course taking patterns during recessions, focusing on the California Community College system, the nation's largest higher education system.

Findings indicate that recessions drive down enrollment, yet successful course completion rates go up. The study discusses the implications of dwindling access in public university systems and the growing transfer pathway to for-profit universities.

Presenter(s)
Matthew Wetstein, Dean of Planning, Research and Institutional Effectiveness, San Joaquin Delta College

Cat Herding Your Data – 2007

Sheraton Hall A *Assessment* DEMO

Data - it's everywhere and running in every direction. It lurks in filing cabinets, folders, databases, or worse, it hasn't yet been created. Attend this session to learn how to immediately engage faculty in a straightforward process that supports centralization of information related to learning effectiveness. You'll also learn how to automate core statistical reports required for publication. See how Chalk & Wire's award winning tools amass information in a way that merges with what faculty leaders already do. SIS, LMS, course assessment, surveys, HR, and budget data can all be herded into one place and quickly tamed.

Presenter(s)
Kim Dorrington, Vice President of Operations, Chalk & Wire Learning Assessment, Inc.
Geoff Irvine, CEO, Chalk & Wire Learning Assessment, Inc.

Discussing Data Sharing Dilemmas – 1413

Conference H *Assessment*

Bradley University is in the midst of an assessment plan and implementing the assessment process. We have collected data and are in the process of distilling and sharing the data. As we have worked toward sharing data with various constituencies, we have made decisions along the way. Are these the right decisions? How are other campuses facing data sharing and collaboration decisions? Join us for a discussion on data sharing and collaboration.

Presenter(s)
Jennifer Gruening, Director of Institutional Improvement, Bradley University

Graduation Rates and Academic Outcomes After Four Years: The Interaction of Athletics and Academics at Division III Colleges – 1596

Civic Ballroom North *Students*

The College Sports Project has previously found differences in the academic performance of athletes and nonathletes at Division III colleges. These differences stem from a variety of characteristics and are greatest for students at highly selective institutions, for men, and for recruited athletes. In this paper, four-year longitudinal data are used to examine the effects of these differences and/or other characteristics on college outcomes: graduation, continued enrollment, or withdrawal without a degree. Identifying and understanding the factors related to these outcomes has broad implications for institutional missions, athletic recruiting, admissions standards, and the goals of representativeness within Division III institutions.

Presenter(s)
Rachelle Brooks, Director of College Sports Project, Northwestern University
John Emerson, Professor, Middlebury College

IR to Rock Star – 2026

Simcoe *Analysis* DEMO

Dave Williams and Larson Hicks will share real-life examples of institutional researchers affecting positive change in their colleges and communities through the strategic application of the data at their fingertips.

Presenter(s)
Larson Hicks, Exhibitor Representative, EMSI
David Williams, Exhibitor Representative, EMSI

Is More Always Better? A Consideration of Response Rates and Bias in Higher Education Surveys – 1072

Windsor West *Analysis*

Research has shown that survey response rates are declining and that web-based surveys produce even lower response rates than other survey methods. However, response rates should not be the sole focus of survey administrators, as response bias is arguably the more important factor to consider. This presentation explores survey response bias through a review of relevant literature and examples from the presenter's own experience conducting a survey of higher education faculty at institutions throughout the United States. Topics include contacting the survey population, an exploration of acceptable response rates, and ways to measure potential response bias.

Presenter(s)
Gina Johnson, Doctoral Candidate, University of Minnesota-Twin Cities

Navigating the Regional and Professional Accreditation Jungle: IR Offices Have the Compass – 1708

Dominion Ballroom North *Assessment*

Offices of Institutional Research often find themselves playing a vital role in guiding program administrators and faculty through the accreditation aspect of assessing student learning. Our experience working with Middle States, NCATE, ABET, AACSB, ACEJMC, and CSWE, all with different requirements, provided us with an understanding of how to work with campus programs with

varying degrees of capabilities and resources. Session attendees are provided strategies to effectively support units on their campus, as they face the accreditation process. It is important to get involved and be equipped with the tools needed to be a critical resource.

Presenter(s)
Noreen Gaubatz, Assistant Director, Office of Institutional Research and Assessment, Syracuse University
Barbara Yonai, Director, Syracuse University
Timothy Wasserman, Assistant Director, Office of Institutional Research and Assessment, Syracuse University

OCAIR Best Paper: Beyond the Conventional Wisdom: Factors That Influence College Students' Responses to Racial Survey Questions – 1047

Dufferin *Analysis*

Race is an important aspect in higher education research and policy. However, little is known about why students select certain racial categories when responding to racial survey questions. This study aims to address this unexplored issue by examining factors that influence college students' responses to racial survey questions. This study collected data from six hundred undergraduates in a large Midwestern research university. This study challenges the "conventional wisdom" about racial data collected through survey forms. It is hoped that this empirical study can provide insights for collecting, interpreting, and using racial data in a racially changing landscape of higher education.

Presenter(s)
Yang Zhang, Director of Institutional Research, Edgewood College

Organizational Climate at Community Colleges: Exploring Dimensions and Uses of Climate Survey Data – 1485

Elgin *Collaboration*

Community colleges serve an important role in 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 (65.6% in Fall 2005) of part-time faculty also characterizes these institutions. Understanding and developing a positive culture and climate is challenging at community colleges, given their diverse missions and unique population of employees. This session seeks to engage institutional researchers in an interactive discussion regarding ways to assess organizational climate and use these data to support institutional change.

Presenter(s)
Paul Umbach, Associate Professor, North Carolina State University at Raleigh
Jingjing Zhang, Doctoral Student, North Carolina State University

PNAIRP Best Paper: The Student Transitions Project (STP): Linking Data Across Education Systems – 1911

Essex Ballroom *Students*

The STP is British Columbia's collaborative and longitudinal research project, measuring student success from the K-12 education system to the post-secondary education system. The STP helps government, school districts, and post-secondary institutions with planning and policy decisions. This presentation describes how the STP was developed and summarizes research findings - student transitions to post-secondary education, program and credential destinations, student mobility, and credential completion. Visit www.aved.gov.bc.ca/student_transitions for more information.

Presenter(s)
Joanne Heslop, Manager, Student Transitions Project

Reaching the 2020 Goal: Quickly Identifying and Supporting Students At-Risk – 1401

Windsor East *Students*

Many more students need to be successful in college in order to meet President Obama's 2020 goal. However, one retention model won't fit all institutions. This presentation focuses on two 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 while the other campus focused their efforts in academic advising, housing, and first-year seminars. This presentation includes a description of MAP-Works, examples from each school about their efforts, group discussions, and general best practices ideas.

Presenter(s)
Andrea Ingle, Institutional Research Specialist, Ball State University
Jennifer Rockwood, Director, University of Toledo-Main Campus

The Impact of Performance Funding on Student Persistence – 1566

Kenora *Resources*

In an attempt to realign institutional goals and state priorities, more states are tying a portion of state appropriations to institutional performance measures such as six-year graduation rates. Beginning with Tennessee in the late 1970s, there has been significant growth in the number of states adopting performance-funding programs (McLendon, Hearn, & Deaton, 2006). The growth in performance-based funding policies begs the question: Are performance-based funding policies working? This paper utilizes a spline linear-mixed model (LMM) to examine the

impact of performance-based funding policies on African-American six-year graduation rates at Tennessee public four-year institutions and their peer institutions.

Presenter(s)
Thomas Sanford, Associate Director of Research, Tennessee Higher Education Commission
Takeshi Yanagiura, Research Director, Tennessee Higher Education Commission

Using CIRP Surveys to Promote Universitywide Educational Objectives and Meet WASC Accreditation Standards – 1271

Conference F *Assessment*

This presentation demonstrates how one institution used Cooperative Institutional Research Program (CIRP) survey results to provide data regarding student perspectives on opportunities offered and achievement of newly established universitywide educational objectives. The information was then used by a team of faculty and administrators to respond to a WASC report used in the Educational Effectiveness Review (EER). A brief overview of CIRP surveys and the institution's example of how CIRP surveys were used in Western Association of Schools and Colleges (WASC) accreditation is provided. Institutions undergoing accreditation or developing institutionwide learning objectives would find this presentation useful.

Presenter(s)
Mike Rogers, Director for Institutional Research, University of the Pacific
Xiaobing Cao, Institutional Researcher, University of the Pacific
Laura Palucki Blake, Assistant Director CIRP, University of California-Los Angeles

Why For-Profit Higher Education Requires a Different System of Accreditation – 1309

Wentworth *Assessment*

For-profit institutions of higher education are the newest, fastest-growing, least understood, and most controversial sector of education. Recent Congressional hearings, national reports, and federal data demonstrate that our current system of accountability for this new type of institution is broken. For-profit institutions are very different from traditional higher education institutions. Therefore, a very different system of accreditation than that used for traditional institutions is needed to assess and hold this sector accountable for meeting their mission of workforce education. Based upon new federal regulations, the Accrediting Council for Independent Colleges and Schools is developing and testing such a system.

Presenter(s)
Thomas Wickenden, Deputy Executive Director, Accrediting Council for Independent Colleges and Schools
Terron King, Manger of Policy and Institutional Review, ACICS
Sarah Sober, Sr. Research Coordinator, ACICS

Working Towards a Nuanced Understanding of STEM Graduate Students' Pathways – 1184

Conference G *Students*

Building upon previous conceptual frameworks, we nuance and expand the conceptualization of the STEM graduate student experience based upon 60 hours of focus group data with 151 STEM master's/doctoral students from across the country. We explore the students' pathway to doctoral education, beginning with early learning, progressing through high school to undergraduate experiences, the transition and socialization into graduate school, graduate school experience, and factors affecting career trajectories. This study's unique contribution is the examination of these experiences as a pathway, its consideration of factors for success rather than attrition, and its particular focus on STEM graduate students.

Presenter(s)
Josephine Gasiewski, Post-Doctoral Research Fellow, University of California-Los Angeles
Felisha Herrera, Research Analyst, University of California-Los Angeles
Cynthia Mosqueda, Research Analyst, University of California-Los Angeles

You Get What You Earn: An Examination of Intra-Campus Competition for Academic Credit-Hour Production With the Adoption of a Revenue-Awareness-Based Tuition Allocation Model at a Public Research University – 1756

Kent *Resources*

The impetus for the current study arose from the need to identify an equitable cost allocation formula for the distribution of tuition revenue to the academic units responsible for undergraduate teaching at a public research institution with a newly adopted responsibility center management (RCM)-based budgeting approach. The challenge would be to minimize unproductive intra-campus competition for students-the unintended consequence under scrutiny. While anecdotal evidence suggests the existence of this phenomenon, the activity has not been examined empirically.

Presenter(s)
Mary Lelik, Director, Office of Institutional Research, University of Illinois at Chicago

1:45 p.m. – 2:25 p.m.

A Method of Determining the Cost of Graduate Programs – 1086

Dominion Ballroom South *Resources*

As a result of constrained finances, Bowling Green State University is examining the costs of all of its activities, including academic programs. This presentation highlights a method of determining the true cost of each graduate program, when fees, state support, stipends, fee waivers, and faculty and overhead costs are taken into account. The spreadsheet model and background materials are shared, and an explanation of how the University has used the results is also included. This session should be of interest to anyone from an institution with graduate programs that is facing tough financial decisions.

Presenter(s)
William Knight, Associate Vice Provost for Planning and Accountability, Bowling Green State University

Applying Corporate Organizational Development (OD) Methodologies to a Higher Education Institutional Setting – 1584

Windsor East *Assessment*

In the corporate world, Work Engagement has become a vital concept through which employees' willingness to invest effort in their work is measured and on which organizational development initiatives are based. This session describes a pilot study conducted at William Jewell College, Liberty, Missouri, which applied a proven methodology for corporate measurement of work engagement in an institution of higher learning. The presentation includes the definition of work engagement, methodology used in the pilot, findings from the pilot study, application of findings to institutional improvement and the accreditation process, and the contribution of student research projects to the findings.

Presenter(s)
Kelli Schutte, Associate Professor of Business and Chair of Business and Leadership Department, William Jewell College

College-Going in the Great Recession: Enrollment of Traditional-Age Undergraduates Through the Economic Cycle – 1660

Conference D *Students*

The Great Recession generated much concern that new financial stresses would alter college choices for high school graduates. Yet, few reports have been able to distinguish this population from the predictable recession-generated upswing in adult enrollments. We use National Student Clearinghouse data to examine destinations, intensity, and persistence for traditional-age first-time freshmen from 2006 through 2010. Our results show important shifts: larger proportions of students enrolled in public and two-year institutions at the expense of private and four-year institutions, and they were more likely to enroll part-time. Surprisingly, they were no less likely to persist into the second year.

Presenter(s)
Douglas Shapiro, Senior Director of Research, National Student Clearinghouse
Mary Ziskin, Associate Director, Project on Academic Success, Indiana University-Bloomington
Jin Chen, Research Associate, Indiana University-Bloomington
Desiree Zerquera, Research Associate, Indiana University-Bloomington
Afet Dadashova, Assistant Director for Longitudinal Data Studies, National Student Clearinghouse Research Center

Community College Student Success Courses and Educational Outcomes – 1518

Conference E *Assessment*

The purpose of this study is to determine the effectiveness of developmental and student success courses and to identify characteristics that increase the likelihood of improving student educational outcomes. Data were collected from the Community College System of New Hampshire, starting with the entering freshmen class of 2006. Course completion and persistence information are reported. A multivariate model is applied to examine the association of student and institutional characteristics with student educational outcomes.

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

CSRDE Best Paper: Psychosocial Factor Modeling and Retention Outcomes: Exploring Early Intervention – 1922

Huron *Analysis*

Universities have turned to surveying students to identify psychosocial factors with predictive value in retention modeling. Survey results and other variables are used to develop the model and target students for early interventions. This paper describes the implementation and assessment of an early intervention strategy for first-time college students. The presentation will include the statistical methodology associated with the predictive model and the subsequent intervention plan. It includes examples of training materials and outlines the comprehensive assessment plan.

The paper concludes with a description of the intervention's outcomes, including relationships between the treatment and student retention, GPA, and academic standing.

Presenter(s)
Raifu Durodoye, Institutional Research Analyst, University of North Texas

Data Visualization for Peer Group Identification Using Tableau – 1772

Wentworth *Analysis*

This paper applies data visualization methods to define a peer group for salary benchmarking in the CUPA system. The challenge is to have similar institutional qualities in terms of financial and size characteristics among a large enough group to cover many disciplines in the CUPA system. This multivariate balancing can be approached visually using small multiples crosstabs, concurrent views, painting, and parameters in Tableau 6.0. Results reveal a custom peer group that is large enough to be useful and similar enough to be meaningful in terms of size, finances, Carnegie classes, and geography as compared to the overall CUPA population.

Presenter(s)
William O'Shea, Director, Office of Institutional Research and Assessment, Pacific University

Demographics, Labor Markets and Globalization: Trends Affecting College Opportunity – 1282

Kenora *Collaboration*

Three parameters of public policy regarding opportunity for higher education have been generally ignored for the last three decades. These parameters are: a) ever-changing demographics with more minorities and students from low-income family backgrounds, b) a changing Human Capital Economy since 1973 that requires ever greater levels of education and training, and c) globalization of the Human Capital Economy since 1999. Denial of these realities has produced predictable and measurable consequences for higher education. The disconnect between reality and policy, and the resulting consequences for students are explored in this presentation.

Presenter(s)
Thomas Mortenson, Higher Education Policy Analyst, Postsecondary Education Opportunity

Developing Key Performance Indicators at a Primarily Undergraduate Institution: A White Paper Approach – 1216

Conference G *Assessment*

This white paper is the first step towards development of Key Performance Indicators (KPIs) at Mount Royal University, Canada, and it will guide the development by defining the criteria and structure of indicators, reviewing an initial set of indicators, and clarifying a process for discussing and rectifying indicators. The presenter, Ajit S. Batra, is a Business Analyst at the Office of Institutional Analysis and Planning of Mount Royal University. He holds an MBA (Marketing) from Shivaji University, India, and has experience in the field of research and analysis in both the private and public sectors in Canada.

Presenter(s)
Ajit Batra, Business Information Analyst, Mount Royal University

Entering Student Survey: Importance, Opportunities, and Challenges – 1642

Simcoe *Students*

To proactively and effectively monitor the influence of student-specific factors on institutional student outcomes, it is essential to have a baseline for the incoming cohort. To accomplish this, a large metropolitan university administers an entering student survey to its incoming FTIC and transfer students. The data can be used to effectively identify the "at-risk" students to enable proactive strategies. This presentation details a large university's experience with developing an integrated survey to measure the student-specific factors of its incoming cohort, the opportunities and challenges with survey administration, and dynamic web results reporting.

Presenter(s)
Uday Nair, System/Program Analyst, University of Central Florida
Rachel Straney, Coordinator, Management Analysis, University of Central Florida
Patrice Lancey, Director, University of Central Florida

Explanation for Disparities in Remediation between Severely, Moderately, and Mildly Deficient Community College Students – 1897

Sheraton Hall A *Students*

One of the greatest challenges facing community colleges is the number of students who enter postsecondary education with deficiencies in math, writing, and reading. Of these, math is the subject in which the greatest percentage require remedial assistance, and the subject in which students are least likely to advance to college-level competency. Importantly, students who are severely, moderately, or mildly deficient differ greatly in their likelihood of reaching college-level competency. In this study, we seek to understand why students of lower skill are lost from the remedial sequence at disproportionate rates and what alternative paths these students are taking.

Presenter(s)
Peter Riley Bahr, Assistant Professor, University of Michigan
Christopher Nellum, Doctoral Student/Graduate Research Assistant, University of Michigan

Forming and Using Peer Groups Based on Nearest Neighbors With IPEDS Data – 1261

Essex Ballroom *Analysis*

Institutional performance benchmarking requires identifying a set of reference institutions. This presentation demonstrates a method by which an institution can identify other institutions that are most similar to itself. The methodology identifies the nearest institutional neighbors based on a balanced set of metrics accessed from IPEDS data. The methodology is robust and flexible; it is easy to understand and to explain to others; and it is a hybrid method integrating judgment and analytical techniques. Use of the method is discussed, and it is compared to other methodologies such as cluster analysis.

Presenter(s)
Gerald McLaughlin, Associate Vice President for Enrollment Management and Marketing, DePaul University
Richard Howard, Consultant
Josetta McLaughlin, Associate Professor of Management, Roosevelt University

Gendered Differences in Faculty Retention: Job Satisfaction, Integration, and Job Leaving at an Elite University – 1486

Conference F *Resources*

In this paper, we look at the connections between sex, job satisfaction, sense of professional "integration," and faculty retention over a five-year period (2005 to 2010) at an elite research university. Our data combine 2005 survey data from nearly 1,000 faculty members with administrative data on job departures. While we find that women reported somewhat lower job satisfaction and lower levels of professional integration than men, we do not find that satisfaction and integration are important predictors of faculty retention. We discuss diverse "push" and "pull" factors that influence retention.

Presenter(s)
Marin Clarkberg, Director, Institutional Research and Planning, Cornell University

Going Beyond Grades In Assessing Student Learning – 2002

Oxford *Technology* DEMO

See how one Achieving the Dream "Leader College" measures student learning. We will show how this institution brought multiple data sources, including course grades, pre- and post- test assessments, attendance, and student activity into a data warehouse for analysis at the student, course, and program level.

Presenter(s)
Michael Taft, President, ZogoTech

MdAIR Best Paper: Predictors of Academic Success at a Highly Selective Research University – 1947

Carleton *Students*

Enrollment Research and the Office of Undergraduate Admissions collaborated on a study using multiple regression to investigate the ability of key admissions variables to predict first-year college GPA. We focused mainly on the contributions of high school GPA and standardized test scores. Overall, we determined that SAT scores added very little to our ability to predict freshman academic success, whereas high school GPA was the single best predictor of college GPA. However, when separate regressions were done based on the academic area of interest for freshman, SAT scores became, for certain academic areas, a useful predictor of college GPA.

Presenter(s)
Teresa Wonnell, Coordinator of Enrollment Research, Johns Hopkins University

Predictors of Faculty Research Productivity: A Literature Review – 1593

Kent *Resources*

This study is an overview of faculty research productivity studies, models, and predictors. Any university is productive by the performance of its faculty. In higher education, one type of productivity is research productivity, and the increase in productivity is directly related to an increase in organizational effectiveness. Research performance of faculty is highly variable and research productivity researchers attempt to explain the variation in faculty research performance. An examination of the literature reveals that two general types of variables are assumed to explain the variance in individual research productivity. This study identifies predictors by reviewing faculty research productivity studies.

Presenter(s)
Mehary Stafford, Doctoral Candidate, University of North Texas

Program Valuation and Performance Management – 1294

Conference C *Resources*

Economic challenges face everyone in today's world. Private institutions face performance management challenges daily. This session shows how a large, highly niche-oriented, multicampus, private institution has effectively used economic modeling techniques adapted from transportation industries to effectively valuate programs and provide effective performance metrics that enabled one of its campuses to turn a multimillion dollar negative margin into a positive return within one year and reveal effective

college-to-program cross contributions, revenue yields, and overhead allocations. Lessons learned from over 10 years of development are shared along with sample models.

Presenter(s)
Len Brazis, Director of Strategic Planning, Embry Riddle Aeronautical University
Maria Franco, Director of Institutional Research, Embry-Riddle Aeronautical University

Speaking the Language of Data: Strengthening the Relationship Between Institutional Research and Marketing Communications – 1092

Dufferin *Collaboration*

Recent AIR White Papers identify ways in which IR might adapt to the changing nature of the profession and develop essential skills to be successful, including improved communication and collaborations. While existing relationships between IR and university communicators often range from challenged to nonexistent, cross-unit collaborations may reveal new opportunities to infuse data into the institutional narrative. This session features the findings of a regional survey of IR and communications leaders on the nature of their working relationships. The results can shape practices by identifying specific areas of opportunity and mutual interest as well as roadblocks to successful partnerships.

Presenter(s)
Shari Ellertson, Policy and Planning Analyst, Office of the Chancellor, University of Wisconsin-Stevens Point
Stephen Ward, Executive Director, Assistant to the Chancellor, University of Wisconsin-Stevens Point

Strategies for Assessing Moral Reasoning as a General Education Learning Outcome – 1358

Elgin *Assessment*

For most colleges and universities, the assessment of moral reasoning poses a number of difficult challenges, especially at the institutional level. The first challenge is to define moral reasoning, the second is to teach moral reasoning across the undergraduate curriculum, the third is to assess it, and the fourth is to use assessment results to improve student learning. The participants of this table discussion will assume that the first two challenges have been met (no small feat) and focus on sharing best practices for the second two.

Presenter(s)
David Jordan, Director of Institutional Effectiveness, Emory University

TAIR Best Paper: Texas Pathways Program: Improving Student Success and P-16 Data Sharing – 1894

Windsor West *Collaboration*

The Texas Pathways Program is a curriculum-centered network of regional partnerships between secondary and postsecondary educational institutions. The program aims to improve data sharing and identify local curricular and policy improvements that smooth student transitions between high school and college. At the heart of the regional partnerships are subject-specific instructional teams comprised of high school teachers, community college instructors, university faculty members, and institutional leaders. Using data provided by the Texas Higher Education Coordinating Board (THECB) and guidance from regional coordinators, these multi-level teams identify successful course-taking patterns, implement vertical curricular alignment, and develop solutions to address local educational barriers.

Presenter(s)
Colby Stoever, Senior Research Specialist, Texas Higher Education Coordinating Board

The Impact of Hidden Grades on Student Decision-Making and Academic Performance: An Examination of a Policy Change at the Massachusetts Institute of Technology – 1396

Civic Ballroom North *Assessment*

At the Massachusetts Institute of Technology (MIT), freshman grading policies were changed in Fall 2002 in an effort to better prepare freshmen for the academic rigors of sophomore year and beyond. This study estimated the causal impact of MIT's having hidden versus externally shared grades on subsequent student decision-making and academic performance by taking advantage of the natural experiment that was inaugurated by this policy change.

Presenter(s)
Gregory Harris, Associate Director of Institutional Research, Massachusetts Institute of Technology

The Institutional Artifact Portfolio Process: An Effective and Nonintrusive Method for General Education Assessment – 1673

Conference B *Assessment*

This presentation details a faculty-friendly method for General Education assessment that does not interfere with the academic process. The Institutional Artifact Portfolio process involves faculty identifying course assignments that address a particular Shared Learning Outcome from the General Education program. These assignments are collected throughout the semester and are evaluated by paired reviewers using an established

rubric to assess the extent to which the General Education goals are being met. A representative committee then interprets the results to determine the best course of action. This presentation details the process and results for our institution's four Shared Learning Outcomes.

Presenter(s)
Renee Tobin, Acting Director, Illinois State University
Derek Herrmann, Coordinator, Academic Services, Illinois State University
Kelly Whalen, Graduate Assistant, Illinois State University

The New NRC Rankings: Old Versus New and U.S. News too....the Stability of Reputation – 1722

Civic Ballroom South *Collaboration*

The latest version of the National Research Council rankings was released in September 2010. Regardless of how comparable the new rankings are to the last version, institutions will be interested in seeing whether or not they have improved. Schools will also undoubtedly compare these new NRC rankings with the popular graduate rankings in U.S. News & World Report. This study compares the NRC rankings published in 1995 with the new version for the given fields. It also compares the NRC rankings with those in U.S. News.

Presenter(s)
Kyle Sweitzer, Data Resource Analyst, Michigan State University

3:00 p.m. – 3:40 p.m.

A Primer on Interactive Decision Tools in Excel 2007 – 1231

Civic Ballroom North *Technology*

Communicating results and implications of IR work often is not an easy task. Comprehension of statistical models can be improved by using an interactive decision tool (IDT) that allows users to manipulate the values of predictors while getting instant feedback on how those changes affect predicted outcomes. In this session, we (a) walk through an existing IDT constructed in Microsoft Excel; (b) discuss the kinds of functionality possible with Excel-based IDTs; and (c) demonstrate specific examples of the critical spreadsheet functions, controls, and VBA coding necessary for IDT construction.

Presenter(s)
Ryan Johnson, Research Associate, Loyola Marymount University
Bryce Mason, Director of Institutional Research, Loyola Marymount University

AAIR Best Paper: Are Australian Graduates at the Whim of the Wage Curve? – 1892

Civic Ballroom South *Resources*

The inverse relationship between wages and regional unemployment rates, commonly referred to as the wage curve, has been observed in more than 40 countries. While a considerable body of evidence supports the existence of a near universal wage curve, other studies have demonstrated that wage elasticity differs between subgroups in the labor market, based on factors such as age, gender, and education level. Using wage data from the 2009 Graduate Destination Survey (GDS), this paper presents an investigation into the relationship between wages and regional unemployment rates to determine whether a wage curve does in fact exist for recent Australian graduates.

Presenter(s)
David Carroll, Senior Research Associate, Graduate Careers Australia

Analysts, Developers, and Tableau: Making a Visual Story – 1698

Sheraton Hall A *Technology*

Reports in enrollment management are fundamental to everyday business and normally contain pages of static tables. At DePaul University, a large Midwestern institution, in the Institutional Research and Market Analytics office, we went a step further and created a suite of visual and interactive reports using Tableau software (visualization software). These reports sometimes replaced, but often supplemented, the original static reports. We discuss how the analysts and application developers collaborated to give better results and also cover the decision-making process on what to include in the supplements.

Presenter(s)
Vera Remennik, Application Developer, DePaul University
Connie Smith, Research Analyst, DePaul University
Alim Ray, Senior Applications Developer, DePaul University

Cultivating Active Citizens: An Evaluation of the Citizenship and Public Scholars Program – 1161

Conference B *Assessment*

Researchers at Tufts University are currently conducting a multiyear time-series study on how successful the university is in instilling the principles of active citizenship in the campus community. The longitudinal study focuses on the Tisch Scholars program and its impact on cultivating civic competencies, developing leadership skills, and measuring civic engagement activities and actions in individuals graduating from 2007 to 2010. This session examines the development of civic engagement outcomes during college, explains participant selection and retention,

discusses data collection and instrument development, and highlights the infrastructure needed to conduct a study of this nature.

Presenter(s)
Meredith Billings, Senior Research Analyst, Tufts University
Dawn Geronimo Terkla, Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University

Department and Program-Level Assessment: Taking Stock and Identifying Challenges – 1665

Essex Ballroom *Assessment*

Student learning outcomes assessment at the program level emphasizes what students are able to do as a result of study in the program. Compared with institutional-level assessment, much less is known about assessment approaches at the program level. In this session, researchers from the National Institute for Learning Outcomes Assessment (NILOA) discuss what they have learned about program-level assessment based on a national survey of program chairs at two- and four-year institutions and a collection of specific examples of assessment from departments. Then, institutional research professionals respond to the findings and share their perspective regarding challenges to program-level assessment.

Presenter(s)
Jillian Kinzie, Associate Director of NSSE Institute, Indiana University-Bloomington
Karen Paulson, Senior Associate, National Center for Higher Education Management Systems
Staci Provezis, Project Manager and Research Analyst, University of Illinois at Urbana-Champaign

Digging Deeper Into Institutional Data: Using Reports and Tools From NSSE and FSSE to Explore Disciplinary Differences – 1457

Simcoe *Assessment*

Using data, reports, and tools from both the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE), this session reviews how to identify and explore disciplinary patterns in faculty and student reports of student engagement on individual campuses. Examples of how to parse one's institutional data from these instruments is presented, demonstrating how to use institution-specific reports in combination with aggregate reports of all survey respondents, and how to download SPSS syntax to recreate data displays on specific topics. Emphasis is placed on how to contextualize institution-specific survey results within disciplinary categories.

Presenter(s)
Thomas Nelson Laird, Assistant Professor, Indiana University-Bloomington
Mahauganee Shaw, Project Associate, FSSE, Indiana University-Bloomington
Eddie Cole, FSEE Project Associate, Indiana University-Bloomington

Enablers and Constraints in the Higher Education System in South Africa: Policy Analysis and Intervention Strategies in Postgraduate Studies – 1661

Dufferin *Collaboration*

This paper presents the current and projected profile (2008-2011) of postgraduate students in the South African higher education system to determine enablers and constraints in pass rates, graduation rates, and dropout rates across gender, race, and qualifications. It illuminates issues of diversity and differentiation in rural and urban-based universities. The paper analyzes the latest debates with regard to development and the improvement of higher education in South Africa, particularly "internationalization of tertiary institutions" and how this approach improves/does not improve postgraduate studies. Methodological approaches include statistical analysis (using HE databases) and literature review.

Presenter(s)
Matseliso Molapo, Senior Institutional Researcher, University of South Africa
Nelson Masindi, UNISA

Estimating Behavior Frequencies: Do Vague and Enumerated Estimation Strategies Yield Similar Results? – 1681

Conference C *Analysis*

Many studies use vague quantifiers as the response set ("sometimes," "often," etc.). However, many researchers and practitioners lament the difficulty interpreting vague categories. This study investigates the relationship between vague and enumerated quantifiers for a set of educationally relevant behaviors. ANOVA results shows large effect sizes and nonoverlapping 95% confidence intervals for enumerated mean scores for each level of vague response. These results provide strong evidence that these vague quantifiers are, in fact, distinct and nonoverlapping.

In addition, though some significant differences were found between student groups (e.g., gender), the effect sizes for these differences were small.

Presenter(s)
James Cole, Research Analyst, Indiana University-Bloomington
Ali Korkmaz, Research Analyst NSSE, Indiana University-Bloomington

Exploring Determinants of Learning Outcomes in a Non-U.S. Private University: Focusing on Student's Approaches to Learning – 1287

Caneton *Students*

This paper explores determinants of students' learning outcomes in a private university in Japan. This study employed a hierarchical regression technique to analyze the extent to which learning outcomes are explained by students' academic and demographic characteristics, teaching environments, and approaches to learning. This study revealed the mediating effect of students' approaches to learning on the relationship between learning outcomes and the interactive effect of student and teaching contexts. The authors suggest the applicability of Astin's IEO theory to their institutional setting.

Presenter(s)
Yuji Okada, Lecturer, Ritsumeikan University
Tomoko Torii, Professor, Ritsumeikan University
Takeshi Yanagiura, Research Director, Tennessee Higher Education Commission

Incorporating Evidence Into Institutions of Higher Education: Transforming Data Into Institutional Knowledge. – 1058

Conference D *Assessment*

The purpose of this study is to fashion a model that explains how U.S. higher education institutions move from data collection to wise decision-making. The model explores the relationship among external influences, institutional context factors, transformational processes, and stages of knowledge-creation endemic to establishing good decision-making procedures based in a culture of evidence. Structural equation modeling (SEM) was used to develop and confirm these relationships. The model indicates that predictors of knowledge development can guide institutions as they incorporate evidence into their decision-making.

Presenter(s)
Mary Osborne, Graduate Student, Eastern Michigan University
David Anderson, Associate Professor, Eastern Michigan University

Institutional Analysis of Disparate Outcomes by Race by an Achieving the Dream Community College – 1143

Conference G *Students*

This presentation describes the process, data analysis, and decisions involved in an institutional study of student success by Washtenaw Community College (WCC) as a member of the national Achieving the Dream initiative (ATD). The College formed a 17-member committee (Core Team) composed of faculty and administrators to identify initial study topics and to review data produced by its institutional research department (IR). IR conducted many reports and studies for the Core Team and identified large achievement gaps based on race. This presentation discusses the intervention strategies that were considered, designed, implemented, and evaluated.

Presenter(s)
Roger Mourad, Director of Institutional Research, Washtenaw Community College

Institutional Research Versus "Third Space" – 1687

Elgin *Collaboration*

In a series of papers, Celia Whitchurch (2006, 2008) explores the "Third Space". She defines it "as an emergent territory between academic and professional domains, which is colonised primarily by less bounded forms of professional" (Whitchurch, 2008, p.2). Common definitions of IR describe the tasks rather than the territory it actually covers. In this table topic discussion, attendees discuss whether institutional research actually is filling this space, whether there are white spaces not yet being dealt with by IR but that are part of that territory, and how the fields covered by IR or related disciplines differ across the world.

Presenter(s)
Stefan Buettner, Researcher and Doctoral Student, University of Tuebingen

Integrated Campus Planning: Using Cross-Institutional Collaboration to Promote the Alignment of Strategic Directions. – 1128

Dominion Ballroom North *Collaboration*

Creating a clear path from decision-making to institutional priorities, mission, and budget requires a clear understanding of the relationships of major campus plans. The paper explores integrated campus planning from an institutional research and organization development perspective. Results are shared from a survey of colleges and universities across America concerning implementation of integrated campus planning and IR's role. The paper provides suggested methods and tools to implement integrated planning into a campus culture. Central to this exploration

is the utilization of institutional research and organization development knowledge and skills to foster collaborative partnerships to achieve integrated planning.

Presenter(s)
James Posey, Director of Institutional Research and Planning, University of Washington-Tacoma Campus
Renee Smith Nyberg, HR/Organization Development Manager, University of Washington-Tacoma Campus

Making the Invisible Visible: Designing a System for Capturing Evidence of Learning in an Off-Campus Master's Degree Program – 1519

Huron *Assessment*

The central concern in the Assessment and Accountability movement is the debate over what constitutes quality in education and how to demonstrate that quality. In response to this challenge, Central Michigan University's Master of Arts in Education degree program developed a system for assessing student learning outcomes that would be sustainable and yield useful data for program improvement. This presentation discusses the key questions guiding the process, the steps taken in developing the system, and shares pilot data collected. Finally, we discuss the implications and potential benefits of implementing such an assessment system for a graduate program.

Presenter(s)
Jennifer Cochran, Director, Master of Arts Degree in Education, Central Michigan University
Paula Serra, Assessment Coordinator, Morehead State University

NCAA Reporting Update – 1838

Windsor East *Collaboration*

AIR's 2010 Intercollegiate Athletics SIG survey results revealed that a substantial number of IR offices are involved in athletics reporting. This session provides attendees with an overview of the required reporting to the NCAA, including Graduation Rates, Graduation/ Academic Success Rate (GSR/ASR), Academic Progress Rate (APR), and Academic Performance Census (APC). The NCAA/EADA Financial Reporting System is also covered. Additionally, practical advice is offered relating to the completion of the necessary electronic forms, and common questions and problems are discussed. The session is applicable to those at all NCAA institutions (Divisions I, II, III).

Presenter(s)
Maria DeJulio, Research Contractor, National Collegiate Athletic Association

New Evidence From a Causal Analysis of Washington I-BEST: A Difference-in-Differences Approach – 1572

Windsor West *Analysis*

I-BEST (Integrated Basic Education and Skills Training) was developed by the community and technical colleges in Washington State to increase the rate at which adult basic skills students enter and succeed in occupational education and training. Under the model, basic skills instructors and college-level career-technical faculty jointly design and teach occupational courses that admit adult basic skills students. In an attempt to measure the effect of the program, we use a difference-in-differences strategy with unit record data on students to examine the implementation effect of the I-BEST program on students' educational outcomes while addressing potential selection bias.

Presenter(s)
Sung-Woo Cho, Quantitative Post-Doctoral Research Associate, Community College Research Center

Reporting and Communicating Students Predicted to Leave or Fail: Ethical and Practical Issues – 1499

Conference H *Collaboration*

Based upon an appropriate statistical analysis, IR has developed and validated a predictive model for selecting incoming students who are very likely to leave or fail. How good should the model be? Should IR release the names of these students? To whom should IR release these names? What are the ethical issues? Given these ethical issues how should IR or the school deal with them?

Presenter(s)
Leonard Giambra, Director of Institutional Research, United States Coast Guard Academy

RMAIR Best Paper: Efficiency and Effectiveness Improvements at the University of Colorado System – 2024

Oxford *Collaboration*

Can one minor policy change actually save over 8,000 forms per year? Can a university system office eliminate nearly 50 percent of its policies? Is it possible to limit changes to system policies to just twice per year? The answers are yes. This session looks at how the University of Colorado's Office of the President engaged its campuses, faculty, and staff to find ways to improve the efficiency and effectiveness of system administration, reduce the burden of inefficient processes, and streamline its policies and policy process. A status of the original recommendations and next steps will also be provided.

Presenter(s)
Dan Montez, Director, Office of Policy and Efficiency, University of Colorado System Office

Supporting and Surviving Regional Accreditation: The HLC Experience – 1081

Wentworth *Assessment*

In this session, we discuss strategies for supporting regional accreditation, such as serving on the steering committee, as a writer of the self-study report, or as an information resource. Many IR professionals take on one or more of these roles in support of regional accreditation. The presenter recently participated in her third Higher Learning Commission (HLC) regional accreditation process. The HLC site visit occurred in November 2010, so insights from that experience are shared. This session also engages the participants in a discussion of strategies that have been successful at their institutions.

Presenter(s)
Kay Schneider, Director of Institutional Research, University of Denver

The Impact of Academic, Financial, Family, and Personal Stressors on GPA and Persistence of Racially/Ethnically Diverse First- and Second-Year College Students – 1616

Conference F *Students*

When examining the impact of stress among students of color, research suggests that specific types of stressors contribute to their GPA, adjustment, and persistence. A survey of the student experience at Syracuse University included 50 academic, financial, family, and personal stressors for students to rate on a 4-point scale. Means were rank ordered, and factor analysis was conducted by racial/ethnic group. Additional analysis examined whether these stressors predicted student success in terms of intent to leave and current GPA. Entry characteristics and perceived preparation for the academic and social environment were included in the model as possible mitigating variables.

Presenter(s)
Barbara Yonai, Director, Syracuse University
Timothy Wasserman, Assistant Director, OIRA, Syracuse University

The Student Athlete Experience: Findings from the CIRP College Senior Survey – 1230

Conference E *Students*

In 2010, the Higher Education Research Institute (HERI) and the NCAA collaborated, using the CIRP College Senior Survey (CSS) to examine differences between student athletes and non-athlete student population. The NCAA encouraged their member schools to use the CSS with all graduating seniors. We use matched Freshman Survey and CSS data to highlight findings comparing students on academic, civic, and diversity-related outcomes. We also look at intermediating factors, such as student-faculty interaction, academic disengagement, and sense of belonging. Finally, we will discuss the implications for how institutions can enhance the student experience for all students.

Presenter(s)
John Pryor, Director of CIRP, Higher Education Research Institute at UCLA
Ann Kearns, Research Consultant, National Collegiate Athletic Association

The Tassel Is Worth the Hassle! Collegewide Efforts to Increase Graduation Rate – 1258

Dominion Ballroom South *Students*

This presentation focuses on increasing the IPEDS graduation rate through a closer collaboration between Institutional Research and Student Services at TMCC, a large urban community college located in Reno, Nevada. Using research helps fine-tune student support activities; understanding the front line processes improves the accuracy of data mining and reporting. These efforts have allowed us to more than double our graduation rate in the last five years, and this presentation shares examples of research and initiatives that contributed to higher graduation rates at our institution.

Presenter(s)
Elena Bubnova, Director of Institutional Research, Truckee Meadows Community College
Estela Gutierrez, Director, Truckee Meadows Community College

Thinking About Race: The Salience of Racial and Ethnic Identity and Its Relationship to Perceptions of Campus Climate – 1262

Kent *Students*

Racial incidents and climate issues have hit college campuses recently. Research has shown that students of color have a more negative perception of campus climate than white students. Using a combination of identity development models as its framework, this quantitative study identifies the precollege and institutional factors that contribute to a heightened salience of racial and ethnic identity and the role that this salience plays in shaping students' perceptions of the campus climate. Results from a new instrument administered by the Higher Education Research Institute, UCLA are presented for assessing diverse learning environments.

Presenter(s)
Adriana Ruiz, Graduate Student, University of California-Los Angeles
Chelsea Guillermo-Wann, Research Analyst, University of California-Los Angeles
Sylvia Hurtado, Professor and Director of the Higher Education Research Institute, University of California-Los Angeles

3:55 p.m. – 4:35 p.m.

A Survey of Surveys – 1308

Elgin *Analysis*

With the advent of cost-effective online administration, the ubiquitous survey has become an important tool in assessment activities, data collection, and general research in the university. While there are a number of resources available that address survey construction, they often leave the researcher confused. In this highly interactive session, participants discuss some of the more controversial issues in survey research by critiquing a collection of questions and response scales assembled from a variety of surveys that have been administered at this university over the past five years.

Presenter(s)
Teresa Ward, Research Associate, Georgia State University

Academic Outcomes and Faculty Advising: One Institution's Approach to Quantifying the Process – 1725

Conference D *Assessment*

With the increased emphasis on improving retention and graduation rates of higher education students, faculty advisors are being asked to undertake a significant role in this endeavor. An in-house questionnaire was administered to all freshman students so they may share their perceptions of the faculty advisor process. Between 2006 and 2009, nearly 3,000 responses were collected at a private, medium-sized Catholic institution located in the upper Midwest. This information was then linked to student demographic and academic data, which was then used to identify relationships between the faculty advisor process and academic outcomes to include GPAs and persistence.

Presenter(s)
Michael Cogan, Director of Institutional Research and Analysis, University of St. Thomas

ACT's Collegiate Assessment of Academic Proficiency (CAAP) - A Tool for Learning Outcomes Assessment – 2020

Oxford *Assessment* DEMO

This session will provide an overview of features and best practices for implementing ACT's Collegiate Assessment of Academic Proficiency (CAAP) for general education outcomes assessment, student learning outcomes, and for the Voluntary System of Accountability (VSA).

Presenter(s)
Sandra Stewart, CAAP/Survey Services Consultant, Postsecondary Assessment, ACT

Analysis and Communication of U.S. News & World Report's Rankings Using Monte Carlo Simulations II: An Update – 1390

Conference C *Analysis*

At AIR 2010 a Monte Carlo approach to analyze the U.S. News rankings was presented: A framework of a scoring equation was constructed, with unknown equation parameters determined by iteration until scoring errors are minimized. This method was explored in detail for the graduate program in education with graduate business and national university results shown as well. This year an updated Monte Carlo approach will be demonstrated, new results shown for the latest data from U.S. News, and implications of the new U.S. News national university methodology will be discussed.

Presenter(s)
Christopher Maxwell, Senior Research and Planning Analyst, Purdue University-Main Campus

Benchmarking Tier-One Universities: "Keeping Up with the Joneses" – 1172

Carleton *Analysis*

This study researches the potential linkage between top ranked colleges and universities and their host municipalities. Do host municipalities share certain characteristics that make them particularly agreeable to top public universities, or does the presence of these universities affect the host municipality? The methodology of this research will then be applied to seven "emerging" Texas public research universities as defined by the Texas state legislature with the hope of determining if the characteristics of host municipalities are predictive of the success of emerging public universities in Texas in attaining top tier status.

Presenter(s)
Nicolas Valcik, Associate Director for Strategic Planning and Analysis, The University of Texas at Dallas
Kimberly Scruton, Associate Professor Management, Methodist University
Todd Jordan, Teaching Assistant, The University of Texas at Dallas
Ted Benavides, Executive in Residence, University of Texas at Dallas

Closing the NSSE Feedback Loop: Implementing a Student Response Process – 1559

Conference B *Assessment*

Institutional response to the National Survey of Student Engagement (NSSE) ranges from being comprehensive to virtually nonexistent. The IR office at Thompson Rivers University has developed and led the implementation of a Student Feedback Response Process that will ensure a coordinated response to the NSSE results. The Director of IR gives a first-hand account of the challenges and successes in designing, gaining buy-in, and

launching the pilot of this process. The methods used to identify empirically backed priority areas and the metrics that will measure progress are included.

Presenter(s)
Dorys Crespin-Mueller, Director, Institutional Planning and Analysis, Thompson Rivers University
Kristen Hamilton, Institutional Planning and Analysis, Thompson Rivers University

Comparative Analysis of Peers for a Canadian Technical Institute Using IPEDS Data – 1214

Conference F *Collaboration*

This study involves two procedures of comparative analysis: comparing an American peer group with our institution, a Canadian technical institute, and comparing the peer group with typical American polytechnic institutions. A peer group for the Canadian technical institute will be developed using IPEDS data. The study is another endeavor to use IPEDS data for research in a context outside the U.S. The results not only assist with strategic development of the institution, but inform the characteristics of Canadian technical institutes in general and contribute to institutional diversity research as well.

Presenter(s)
Qin Liu, Research Analyst, British Columbia Institute of Technology

Design, Complexity, and Data Quality in a Web Survey: The Effects of Formatting and Number of Response Options – 1132

Civic Ballroom North *Analysis*

This study extends research aimed at improving a specific aspect of Web survey design-when to use drop-box versus radio-button response option formatting. We examine the effects of using these two response option formats when response options are nonexhaustive and not well-ordered-that is, a list of occupational categories. Data come more than 10,000 medical school aspirants who responded to the Association of American Medical College's Pre-MCAT Questionnaire (PMQ). As expected, we found that response option formatting results in different rates of "other" and nonresponses, but that these response outcomes depended on the number of options provided.

Presenter(s)
Douglas Grbic, Senior Research Analyst, Association of American Medical Colleges
David Matthew, Senior Research Analyst, Association of American Medical Colleges
Gwen Garrison, Director, Association of American Medical Colleges

Exploration of Twitter Use and Networks Among Northwest Universities – 1771

Windsor East *Technology*

The objective of this paper is to understand the use of Twitter among institutions in the Northwest through the exploration of profile information, networks created through friends and followers, and retweets. Institutional Twitter accounts were identified by searching Twitter and institutional websites. The account information was mined to examine when accounts were started, total tweet volume, and number of followers and friends. The lists of followers and friends were analyzed for networks among institutions. Retweets were studied as an indicator of message relevance. Simple content analyses of retweets suggest successful topics.

Presenter(s)
William O'Shea, Director, Office of Institutional Research and Assessment, Pacific University

Improving Student Success: Designing and Deploying an Institutional Change Model – 1069

Dominion Ballroom South *Assessment*

Franklin University understood the importance of "retention" but lacked a coherent definition and improvement plan. Largely championed, designed, and led by the IR staff, the initiative has grown to great significance at the University. The University used a student success improvement model adapted from community colleges, using a core team and data to guide the work. Using five key milestones, the University first communicated the evidence of student success and gaps, and then investigated underlying causes and promising practices from other institutions to address the gaps. The comprehensive plan is now being implemented with early results available in late winter.

Presenter(s)
Jan Lyddon, Director of Institutional Effectiveness, Franklin University
Paul Rusinko, Research Associate, Franklin University
Kris Coble, Research Associate, Franklin University

MIAIR Best Paper: Data Nuggets: Providing Fulfilling, Fast, and Accessible Data – 1898

Sheraton Hall A *Analysis*

This presentation focuses on addressing one of the fundamental problems faced by many institutional researchers: how do we present data and research findings in an efficient and effective manner that is user-friendly, informative, useful, and promotes a culture of evidence? In this presentation, we will share strategies and tools that demonstrate how to present fulfilling data to a variety of

end-users in a fast-paced environment, deliver accurate data quickly and effectively through multiple tools and resources, and ensure the accessibility of data through effective use.

Presenter(s)
Johnesa Dimicks, Vice Chancellor for Institutional Effectiveness and Research, Wayne County Community College District
Kuda Walker, AVC, Institutional Effectiveness, Wayne County Community College District
Keri Wallace, Data Quality Assurance Administrator, Wayne County Community College District

New Ideas for Successful Accreditation: A Comparison of Standards From Regional Accrediting Bodies – 1696

Dominion Ballroom North *Assessment*

Crossing boundaries can lead to new ideas and an improved understanding of information. Using this concept, an analysis of the requirements of the six primary regional accrediting bodies was conducted to create a set of common standards useful to all institutions. The results from this study are shared and strategies for successful reaffirmation are addressed. This session focuses on preparing the self-study, demonstrating compliance, developing a timeline, and preparing onsite visit logistics. This session also provides attendees with the opportunity to discuss experiences and share suggestions for successful accreditation.

Presenter(s)
Kristina Cragg, Assistant to the President for Strategic Research and Analysis, Valdosta State University
Ross Griffith, Director of Institutional Research and Academic Administration, Wake Forest University
Michael Black, Data Information Analyst, Valdosta State University
Nijah Bryant, Research Data Analyst/Coordinator, Savannah State University
Steve Nettles, Executive Director of Institutional Effectiveness, Gulf Coast Community College

New Roles for Institutional Research: Planning and Resource Utilization Support in the Emerging Economy – 1320

Windsor West *Resources*

As public funding for higher education shifts the burden of paying educational costs away from the state and toward students and their families, Institutional Research offices face new demands to support enrollment management, cost analysis and resource allocation processes. How scarce resources can most effectively be allocated to achieve critical institutional goals is among the most vexing issues facing public universities. Carrie Birckbichler, Director of Institutional Research at Slippery Rock University of Pennsylvania, and Gil Brown, Chief Budget Officer at George Mason University, describe their institutions' successful efforts to strengthen and preserve their public missions in the emerging economy.

Presenter(s)
Guilbert Brown, Chief Budget Officer, George Mason University
Carrie Birckbichler, Director, Institutional Research, Slippery Rock University

Non-Linearities in a Linear World: What Every Institutional Researcher Should Know About the Importance of Functional Form – 1223

Dufferin *Analysis*

Too often researchers assume that the relationship between the independent and dependent variables is linear. When this assumption is wrong, it can radically alter a researcher's interpretation. This presentation uses several real-world examples of nonlinear data to show how proper modeling of the functional form changes the interpretation and the analysis of the data. By implementing the presented techniques, researchers can improve their analytical prowess as well as increase their confidence when making policy recommendations. Though this presentation is nontechnical, a basic familiarity with regression will help attendees maximize the usefulness of this presentation.

Presenter(s)
Reuben Ternes, Assessment Coordinator, Oakland University

Perceptions of Institutional Research: Then and Now – 1621

Huron *Collaboration*

Previous studies conducted of Institutional Research (IR) offices have suggested the presence of significant obstacles for IR departments in the face of increasing accountability demands (e.g., understaffing, underfunding, ineffective data extraction tools, the value placed on research). The purpose of the current study was to survey a random sample of IR offices regarding IR's place within the organization, its capacity, what would help IR offices improve their capacity, and the role IR plays in data availability and usage. The findings reflected some surprising changes in how IR functions are currently perceived and variables that are key to these changes.

Presenter(s)
Meeta Goel, Vice President, Institutional Effectiveness, Colorado Mountain College
Veneeya Kinion, Director of Institutional Research, Colorado Mountain College
Barb Johnson, Institutional Research Analyst, Colorado Mountain College

Pinpointing the Needle in the Haystack: A 3 X 3 Classification System to Improve Student Recruitment – 1461

Kent *Analysis*

The present study sought to classify the 304 U.S. geomarkets in a manner that would allow for more effective travel and recruitment of high school students. Through the use of SAT, ACT, and other admissions data, all geomarkets were assigned two scores: market potential and market saturation. Based on the distribution of the scores, the geomarkets were categorized as having low, medium, or high market potential and market saturation. These data have informed admissions staff's plans for conducting road shows, high school visits, and college fairs in the markets that will allow for the greatest potential return for their efforts.

Presenter(s)
Victoria Robson, Senior Research Analyst, Vanderbilt University

Postsecondary Financial Sources and Student Graduation Rates: What Aspects of a College or a University's Financial Sources Are Related to a Student's Degree Completion? – 1259

Kenora *Resources*

The crisis of attrition adversely impacts both students and society while casting postsecondary institutions in a doubtful light, questioning their ability to be more than mere revolving doors through which students enter yet never realize their ultimate goals of degree completion. Using a resource dependence framework and both multiple regression as well as propensity score matching methodologies, this study utilizes data from the Integrated Post Secondary Data System (IPEDS) and Moody's Investor Services to explore the relationships between fiscal resources, institutional credit ratings and student graduation rates, at public colleges and universities.

Presenter(s)
Kimberly Harris, Doctoral Candidate, North Carolina State University at Raleigh

SAAIR Best Paper: Doctoral Success: An Ongoing Quality Business – 1886

Civic Ballroom South *Students*

As candidates carry huge responsibilities when entering doctoral studies, their success can be associated with an array of factors or challenges. This paper explores several challenges related to potentially limiting or promoting doctoral success and quality. It proposes a conceptual framework that may be useful to further investigate the phenomenon of doctoral study success associated with quality. It suggests that doctoral success in higher education represents a productive inter-relationship among a number of critical factors, and, in particular, between academic supervision and institutional research and monitoring.

Presenter(s)
Eli Bitzer, Professor, Stellenbosch University

Student Evaluation of Teaching: A Chapter in the Institutional Research Handbook – 1080

Conference H *Assessment*

Dr. Yuxiang Liu, Director of Institutional Assessment at St. John's University, presents current practices of student evaluation of teaching (SET), including the current status of paper vs. online SET, the roles that the office of institutional research plays in SET, SET instruments, SET policies and procedures, the issues facing SET, and resources for SET. Results of a nationwide SET survey in 2010 are presented and discussed.

Presenter(s)
Yuxiang Liu, Director of Institutional Assessment, St. John's University-New York

The Effects of Traditional, Hybrid, and Online Course Types and Faculty Methods on Student Success – 1366

Wentworth *Analysis*

This session focuses on a model to analyze differences in teaching methods across traditional, hybrid, and online courses and the impact on student outcomes. The sample included 519 courses taught by faculty at Jacksonville State University. Faculty survey results, course evaluation results, and student demographics, including ACT scores, were used to identify factors impacting student success in courses. Preliminary survey results indicate that differences exist in teaching strategies, learning strategies, and course components employed across course types. Evaluation of the model was used for the purpose of replicating the study across multiple sites.

Presenter(s)
Alicia Simmons, Director, Jacksonville State University
John Rosier, Coordinator of Institutional Research, Jacksonville State University

Time to Degree: Fast Track or Slow Track, What's the Difference? – 1553

Conference E *Students*

Degree completions have been promoted as a measure of national pride, an engine of economic development, and, for many states, an incentive and/or measure of accountability. This focus on increasing degree completers has prompted the examination of first-time bachelor degree recipients at Indiana University to determine the characteristics of "early" or "on-time" completers from

those students who take longer. A holistic approach is used to examine these phenomena including course credits, selection of majors, and time (terms and years) in hopes of identifying actionable traits or programs to encourage on-time degree completions.

Presenter(s)
Todd Schmitz, Executive Director of Research and Reporting, Indiana University System
Teresa Sanders, Program Reporting Analyst, Indiana University-Bloomington

Why Don't They Respond? An Investigation Into the Causes of Longitudinal Student Survey Nonresponse – 1691

Conference G *Analysis*

Over the past few decades, survey researchers have noticed an alarming trend: survey response rates are on the decline. This is true of almost all survey types, and college student surveys are no exception. Using the 2004 CIRP Freshman Survey as a baseline sample, this study examines institution- and student-level factors that predict the likelihood of students responding to the 2005 Your First College Year survey. Separate models are run for males and females, and for students of different race/ethnicities. Results are discussed in terms of how institutional researchers can use them to improve response rates on their campus.

Presenter(s)
Jessica Sharkness, Student, University of California-Los Angeles

Your Faculty Are Productive. Prove It. – 1905

Simcoe *Technology* DEMO

Your faculty and staff are productive, with many 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 you can prepare many reports, including those for personnel review procedures such as promotion, tenure, and annual activity reporting. We will also address the question of how to obtain buy-in for the system. If time and interest permit, Digital Measures' course evaluation software will be covered.

Presenter(s)
Matt Bartel, Chief Executive Officer, Digital Measures

Schedule at a Glance for Tuesday, May 24, 2011

7:30 a.m. – 5:30 p.m.	Registration Desk Open, *Lower Concourse* *(after 3:00 p.m. registration will be located on the Concourse Level)*
8:00 a.m. – 9:30 a.m.	Plenary Session: Mark Milliron*, *Grand Ballroom*, *Sponsored by Campus Labs*
9:30 a.m. – 2:00 p.m.	Exhibit Hall Open, *Sheraton Hall*
9:30 a.m. – 2:00 p.m.	AIR Lounge Open, *Grand Ballroom East*, *Sponsored by Thomson Reuters*
9:45 a.m. – 10:25 a.m.	Concurrent Sessions
10:25 a.m. – 11:00 a.m.	Refreshment Break, *Sheraton Hall*, *Sponsored by National Survey of Student Engagement*
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, *Sheraton Hall*, *Sponsored by Strategic Planning Online*
2:00 p.m. – 3:00 p.m.	Targeted Affinity Group (TAG) Opening Sessions*
3:15 p.m. – 3:55 p.m.	Targeted Affinity Group (TAG) Concurrent Sessions
4:10 p.m. – 4:50 p.m.	Targeted Affinity Group (TAG) Concurrent Sessions
5:00 p.m. – 5:30 p.m.	Targeted Affinity Group (TAG) Closing Discussions
5:45 p.m. – 6:30 p.m.	Special Interest Group (SIG) and Affiliate Group Meetings
6:30 p.m. – 8:30 p.m.	Duckwall Scholarship Celebration*, *Great Cooks on Eight*

For AIR Governance Meetings, see page 141
For Special Interest Group (SIG) and Affiliate Group Meetings, see next page
****See page 32 – 33 for event details***

Special Interest and Affiliate Group Meetings

5:00 p.m. – 6:30 p.m.

Overseas Chinese Association for Institutional Research, *Dominion Ballroom South*

5:30 p.m. – 6:30 p.m.

Illinois Association for Institutional Research, *Conference G*

5:45 p.m. – 6:30 p.m.

California Association for Institutional Research, *Ice Palace*

Colonial Institutional Research Group, *Carleton*

Florida Association for Institutional Research, *Gingersnap*

Mid-America Association for Institutional Research, *Spindrift*

Middle East North Africa Association for Institutional Research, *York*

SUNY Association for Institutional Research and Planning Officers, *Gold Rush*

The Delaware Study of Institutional Costs and Productivity, *Conference D*

Traditionally Black Colleges and Universities, *Peel*

Virginia Association for Management Analysis and Planning, *Spring Song*

See Special Interest Group (SIG) and Affiliate Group listings on page 142 for detailed descriptions

8:00 a.m. – 9:30 a.m. Plenary Session

Take Center Stage: The Role of Institutional Research in Helping More Students Succeed

Grand Ballroom

Dr. Mark Milliron
Deputy Director for Postsecondary Improvement, Bill and Melinda Gates Foundation

The U.S. education trend data are not pretty. The challenges surrounding the completion of credentials past high school in particular are real and growing. However, an optimist might view this opportunity and take heart in the rising embrace of innovative technologies, creative student supports, dynamic delivery models, cross-sector partnerships, and data-informed policies and believe there is hope on the horizon. However, for these efforts to be successful and sustained, they must be anchored in institutional research and increasingly driven by the leadership of institutional researchers. Simply put, it is time for IR to take center stage if we are serious about improving the performance of postsecondary education in the U.S..

Dr. Mark David Milliron serves as Deputy Director for Postsecondary Improvement with the Bill and Melinda Gates Foundation, leading efforts to increase student success in the postsecondary education sector in the US. He is an award-winning leader, author, speaker, and consultant well known for exploring leadership development, future trends, and learning strategies. Mark has worked with hundreds of universities, community colleges, corporations, associations, and government agencies across the country and around the world. He serves on numerous corporate, nonprofit, and education boards and advisory groups.

Mark brings broad experience to this work, as he founded and served as CEO for the private consulting and service group, Catalyze Learning International (CLI). He previously served as an Endowed Fellow, Senior Lecturer, and Director of the National Institute of Staff and Organizational Development at The University of Texas, Austin. In 2007, AACC presented Mark with its National Leadership Award for his outstanding accomplishments and contributions.

Icon Key

DEMO Exhibitor Demonstration

Scholarly Paper Session

Research in Action Session

Table Topic Session

Concurrent Sessions

9:45 a.m. – 10:25 a.m.

Accurately Placing New Freshmen: Challenges and Lessons Learned From Planning to Implementation at a Multi-Campus Open Enrollment Institution – 1411

Wentworth *Students*

In Fall 2009, Kent State University began a long-term plan to review its new student assessment and placement policies and procedures. As an eight-campus system with open admissions, Kent State University will implement a new, streamlined assessment and placement procedure for incoming students for the 2012–2013 academic year. This Research in Action session shares analyses conducted and discusses challenges faced by researchers involved and lessons learned from the planning and implementation process.

Presenter(s)
Randall Lennox, Institutional Information Research Officer, Kent State University-Kent Campus
Kjera Melton, Institutional Research Information Officer, Kent State University-Kent Campus

Analyzing Your Financial Health: A Model for Applying Long-Range Planning Scenarios – 1386

Civic Ballroom South *Resources*

The Strategic Planning Model is a tool to assist in the development of long-range planning for decision-making. Preparing for demographic and economic risks requires connecting enrollment, human resources, and budgetary assumptions of trends. This project uses a combination of a pilot study, cross-unit collaboration, and training. The presentation describes the long-term planning model and the challenges and opportunities created by pursuing an integrated planning model. Participants generate assumptions and engage in a demonstration of scenario building.

Presenter(s)
Christina Frazier, Assistant Director for Planning and Analysis, University of Minnesota-Twin Cities
Peter Radcliffe, Executive Director of Planning and Analysis, University of Minnesota-Twin Cities

CCSSE Survey Insight Statements: How Student Engagement Varies According to Demographics, the Student Experience, and Conditions of Learning – 1458

Windsor West *Students*

The Community College Survey of Student Engagement (CCSSE) is a rich source of data on student engagement. However, most colleges simply use this survey to study how the level of engagement in their college varies compared to other colleges. A potentially better way to use these data is to study how engagement varies across diverse segments of the student population within your college. This presentation explains how this research was conducted at Valencia Community College, leading to the development of 371 narrative insight statements that explore 15 contributing factors on how student engagement varies among students within the college.

Presenter(s)
Jeffrey Cornett, Managing Director, Institutional Research, Valencia Community College

Comparative Analysis of Success and Retention of Students Participating in Project Lead The Way and Choosing STEM Majors at Rochester Institute of Technology – 1225

Conference D *Students*

Project Lead The Way (PLTW) is a national pre-engineering program taught at the high school level. Out of 35 participating universities, only Rochester Institute of Technology (RIT) offers college credit to eligible high school students. The session presents findings of a study comparing PLTW students who enrolled at RIT as first-time, full-time freshman to a matched set of non-PLTW students. Are PLTW students more likely to (a) be retained at RIT; (b) stay with their first choice major; (c) remain in any STEM major; or (d) graduate with a STEM degree? Generally, does PLTW participation lead to successful STEM students?

Presenter(s)
Stephanie Thompson, Senior Associate, Rochester Institute of Technology

Creating New Ethnicity/Race Code for IPEDS Reports from PeopleSoft Using SAS – 1089

Conference H *Technology*

This session introduces how to complete ethnicity/race statistics for each IPEDS report. SAS is used for both query and data management, and basic SAS knowledge is required.

Presenter(s)
Faxian Yang, Director of External Reporting, University of North Carolina at Chapel Hill

Data Governance at a Large Research University: A Collaboration Between the Offices of Institutional Research and Information Technology – 1664

Conference B *Collaboration*

Data Governance is the practice of making strategic and effective decisions regarding information assets. Higher education institutions are strategizing on the best Data Governance structure to address current data challenges. This presentation focuses on the process Syracuse University employed to address Data Governance including addressing the development of an IR and IT collaborative model, the strengths of providing different perspectives for addressing similar concerns, and the methodology used to complete a assessment process, as well as the metrics used for classifying potential projects and issues.

Presenter(s)
Barbara Yonai, Director, Syracuse University
Erik Anderson, Director, Information Systems, Syracuse University

Delayed Gratification Produces Immediate Results: Considering the Impact of Wage Growth Patterns in the Academic Advising Process – 1404

Elgin *Analysis*

Wage growth curves were derived from Ohio Department of Job and Family Services data for graduates of Nursing and Visual Communication programs at Sinclair Community College. Graduates from both programs experienced wage growth immediately following Associate's degree completion. Nursing graduates experienced maximum wage velocity earlier than Visual Communication graduates. For this initial state, wage growth curves, graduate debt, and

employment rates are derived for these and three additional degree programs to provide administrators and staff with the economic data necessary to guide a student's academic program selection and to provide students with accurate post-graduation projected earnings data.

Presenter(s)
Kevin Jolly, Lead Researcher, Sinclair Community College

Developing Measures of Graduate and Professional Program Effectiveness – 1453

Dufferin *Technology*

Due to the nature of graduate/professional education, the management and reporting of its programs and student data are often accompanied by many challenges. University of Connecticut has recently started a transition in the data management and reporting for more than 90 graduate/professional programs offered by over 60 academic units. This presentation describes (a) historical background and issues of graduate/professional program data in a decentralized organizational structure; (b) the role of institutional research in the transition to centralized, standardized reporting; and (c) strategies and research projects to support the transition. Participants are encouraged to share their experiences and suggestions.

Presenter(s)
Kyung-Im Noh, Institutional Research Analyst, University of Connecticut
Frank Wunschel, Senior Data Base Administrator, University of Connecticut
Pamela Roelfs, Director of Institutional Research, University of Connecticut

Does College Environment Have the Same Effect on All Students? Relationships Among High School Engagement, College Environment, and First-year Engagement – 1524

Conference C *Students*

Studies have shown that precollege behaviors and attributes are related to academic performance, engagement, and experiences in college. The positive relationship between an institution's emphasis on engagement and college engagement has also been well demonstrated. This study investigated how the relationship between high school and first-year college engagement is moderated by institutional emphasis. Results showed that higher level of high school engagement and higher institutional emphasis both lead to higher first-year engagement. More interestingly, institutional emphasis has greater influence on students who highly internally engaged in high school. The implication of these results is also discussed.

Presenter(s)
Yiran Dong, Research Project Associate, Indiana University-Bloomington
James Cole, Research Analyst, Indiana University-Bloomington

Effects of State Financial Aid Policy on Postsecondary Enrollment Timing – 1863

Civic Ballroom North *Students*

This study explores the relationship between state financial aid policies and postsecondary enrollment for high school graduates (or equivalent diploma holders). Utilizing an event history modeling for a nationally representative sample of 1992 high school seniors (NELS:88/2000) in addition to state-level variables, this study examined how state aid policies differentially affect postsecondary enrollment choices depending on their family income and race/ethnicity. The findings demonstrate that there is a clear gap in college enrollment for students who are from different income and race/ethnic groups, and that changes in state financial aid policy are significantly related to the type of institutions a student attends.

Presenter(s)
Jiyun Kim, Doctoral Student, University of Michigan-Ann Arbor

Employing Geographic Information in Education and Institutional Research – 1915

Sheraton Hall A *Analysis* DEMO

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 review applications of Geographic Information Systems (GIS), incorporating maps/public domain data sources (census data) within the IR function. This will be an orientation and requires no previous GIS experience. A case study involving a geo-coded IR data set will be used in order to create a "real-world" understanding.

Presenter(s)
Jesse Gebhardt, Sales Consultant, Tableau Software

Exploring Academic Self-Efficacy: An Important Issue for Student Success – 1449

Conference E *Students*

Students often come to institutions with a high sense of academic ability and an unrealistic expectation of the work required. Institutional research can inform discussions about student success by studying academic

self-efficacy, grade expectations, and study behaviors. Then, research provides faculty/staff a holistic view of what incoming students bring to the institution and how to support student success. This presentation discusses research on academic self-efficacy, study behaviors, and outcomes based on data collected from a national retention and success project. Practitioners from two universities discuss concrete examples of how this research informed the practice at their campuses.

Presenter(s)
Jennifer Rockwood, Director, University of Toledo-Main Campus
Darlena Jones, Director of Education and Program Development, Educational Benchmarking (EBI)

Extreme Makeovers: PowerPoint Edition – 1495

Windsor East *Technology*

This session is a takeoff on the reality TV show Extreme Makeovers: Home Edition, in which deserving people receive a complete renovation of their home. The authors plan to solicit from their colleagues (at their own campuses and from professional organizations) nominations for PowerPoint presentations that need a makeover. They then recreate these presentations using best practices in visual design and communication. The presentation illustrates the transformation step by step and explains the guiding principles behind each revision.

Presenter(s)
Mary Harrington, Director of Institutional Research and Assessment, University of Mississippi
Rebecca Carr, National Coordinator, Association of American Universities Data Exchange
Michelle Broderick, Senior Academic Research Analyst, University of Toronto

Getting Ready for a Diverse Workforce: Predicting Change in Students' Pluralistic Orientation Skills During the First College Year – 1562

Dominion Ballroom South *Students*

Tied to students' thinking and social interaction capacities, and considered an essential learning outcome for the 21st Century, pluralistic orientation skills prepare students to live and work in a diverse society. Using a longitudinal dataset of students who completed the CIRP Freshman Survey (TFS) in and the Your First College Year survey (YFCY), this study focuses on the informal and college-facilitated practices that contribute to the development of pluralistic orientation skills among students during the first year of college.

Presenter(s)
Linda DeAngelo, CIRP, Assistant Director of Research, University of California-Los Angeles
Sylvia Hurtado, Professor and Director of the Higher Education Research Institute, University of California-Los Angeles

Introductory STEM Courses: Can They Be More Than Gatekeepers? – 1327

Kent *Students*

Using a mixed methods approach, this study draws from quantitative survey data, qualitative faculty interviews, and student focus groups to examine the learning strategies and pedagogical practices that best relate to students' self-reported gains in scientific competencies in introductory STEM courses. This approach enabled us to examine the predictive power of specific strategies and pedagogical techniques that relate to students' learning while allowing student experiences to emerge through personal narratives. To improve the production of STEM degrees at the undergraduate level, it is critical to rethink the current practices of teaching and learning in introductory STEM courses.

Presenter(s)
Josephine Gasiewski, Post-Doctoral Research Fellow, University of California-Los Angeles
Kevin Eagan, Postdoctoral Research Fellow, University of California-Los Angeles
Gina Garcia, Graduate Student, University of California-Los Angeles

Looking Inward and Outward: Using Institutional Data and National Survey Results to Inform and Shape a Revised Academic Advising Model – 1134

Conference F *Students*

In the early stages of creating a plan to overhaul its academic advising model, Franklin University used internal and external data and research to form the basic guiding principles for the project. This research and analysis was key in setting the stage for transforming the academic advising from a customer-service based model, to one that is fully integrated and allows for the application of proven academic advising theories in order to understand each student holistically and to "meet them where they are."

Presenter(s)
Paul Rusinko, Research Associate, Franklin University
Kris Coble, Research Associate, Franklin University
Jan Lyddon, Director of Institutional Effectiveness, Franklin University

Measuring the Effects of a Developmental Mathematics Curriculum Redesign Initiative – 1126

Huron *Assessment*

Course redesign attempts to achieve improved learning outcomes at a lower cost by incorporating information technology in the classroom. The purpose of this empirical study is to compare students in redesigned developmental math courses and students in traditionally delivered developmental math courses at a small community college in the South, in terms of course completion, grades earned, and persistence. Analyses accounts for individual precollege characteristics, academic experiences, and course

characteristics. This research attempts to uncover a deeper understanding of the effects of redesign on gatekeeper math courses and contributes to the discussion on the effectiveness of course redesign.

Presenter(s)
Phillip Morris, Doctoral Research Fellow, University of Florida

QS World University Rankings: Get the Inside Story About How and Why They Are Done, Plus Future Plans for These Widely Followed Global Rankings – 1364

Essex Ballroom *Collaboration*

University Rankings are now a global phenomenon. This fact has implications for U.S. research universities. This session reviews the methodology and philosophy behind the QS World University Rankings, which are also published by U.S. News as the World's Best Universities. The presenters cover the importance and interaction between U.S. colleges and QS, some current results from the latest world rankings, plans for the future, the partnership between U.S. News and QS and ongoing data coordination efforts between U.S. News and QS.

Presenter(s)
Robert Morse, Director of Data Research, U.S. News and World Report
Ben Sowter, Head of Division, QS Quacquarelli Symonds Limited

SAIR and NCAIR Best Paper: Academic Confidence and Impact of Living-Learning Communities on Persistence – 1854

Simcoe *Assessment*

Academic confidence cultivated within the context of learning communities may be an important key to student success. This study examined the structural relationships of four constructs on academic performance and persistence for the summer bridge learning community (SBLC) and non-SBLC members. Constructs included student background, academic confidence, desire to finish college, and intent to transfer. SBLC participants ended their freshman year with significantly higher GPAs, greater academic confidence, and returned the following year in greater numbers than non-SBLC members. The statistical power of structural equation modeling is demonstrated and policy implications are discussed.

Presenter(s)
David Allen, Special Advisor to the Provost for Military Education, Fayetteville State University

Undergraduate Research Experience and Pursuit of Graduate Study – 1099

Conference G *Students*

Undergraduate students who engage in research by working directly with research faculty, taking capstone courses, or doing theses greatly enrich their educational experience while increasing their satisfaction with the institution. This study explores the benefits of the undergraduate research experience from the perspective of further education after the students' graduation. Six years of graduating student cohorts were studied, with their subsequent enrollment extracted from the National Student Clearinghouse. A logistic regression model examines whether engaging in undergraduate research would encourage the students to pursue graduate level study, while controlling for factors such as demographics, academic preparedness, and other educational involvement.

Presenter(s)
Ning Wang, Research Analyst, University of Georgia

Understanding the Mental Health Needs of College Students: Utilization of the CCAPS-62 With a Non-Clinical Sample – 1676

Kenora *Analysis*

The increased prevalence of student mental health issues is of critical importance, as symptoms associated with the most common mental health concerns may be associated with student attrition and lack of success. In 2010, students from 40 institutions (n = 20,000+) responded to the Mental Health and Counseling Assessment & Knowledge Consortium Study, which is composed of the Counseling Center Assessment of Psychological Symptoms (CCAPS-62) and additional mental health-related questions. Findings from the nonclinical sample of students is presented and implications for practice are explored.

Presenter(s)
Kim VanDerLinden, Vice President Assessment Programs, StudentVoice

11:00 a.m. – 11:40 a.m.

AIRUM Best Paper: Retention and Graduation Rates of Athletes: What About Division III? – 1864

York *Assessment*

This study examines the academic outcomes of freshman student athletes attending a medium-size university in the Midwest. Descriptive analysis revealed student athletes earned similar first semester GPAs and credits when compared to non-student athletes. Further analysis revealed student athletes maintained similar persistence rates when compared to non-student athletes. Multivariate analysis indicated that student athletes maintained higher four-year GPAs and were more likely to return for their fall semester and graduate in four years when compared to non-student athletes. Results of this study indicate that participation in DIII athletics is associated with positive academic outcomes at the focus institution.

Presenter(s)
Michael Cogan, Director of Institutional Research and Analysis, University of St. Thomas

Analyzing the Potential Impact on Course Demand of Implementing a "Common Ground" Undergraduate General Education Curriculum at a Public, Research Institution – 1054

Civic Ballroom South *Analysis*

Beginning in Summer 2011, Indiana University - Bloomington will begin to implement a campuswide General Education curriculum. Committee members responsible for the implementation of this new curriculum need to know how the new requirements will change current course-taking patterns in order to better allocate resources in the subject areas with these requirements. This presentation describes the approaches we considered and took; the data we used; and the assumptions we made to analyze course-taking patterns within the guidelines given. For future research, the study highlights general principles to consider when using course data.

Presenter(s)
Michael Sauer, Senior Research Analyst, Indiana University-Bloomington
Stefano Fiorini, Research Analyst, Indiana University-Bloomington
Linda Shepard, Senior Associate Registrar, Indiana University-Bloomington

Assessment of Student Engagement: An Analysis of Trends – 1237

Civic Ballroom North *Assessment*

In recent years there has been a shift in emphasis to institutional best practices such as setting high expectations, providing involving settings, inclusive learning environments, and forms of pedagogy that enhance student learning and development. The concept of student engagement is thus receiving increased attention globally as it is viewed as an important element in assessing and improving institutional effectiveness. Trend analysis, as employed in this study, allows an institution to monitor change or stability in performance over time. It assists in determining the impact of improvement initiatives on performance at the undergraduate level from entry to exit.

Presenter(s)
Diane Nauffal, Instituional Research and Assessment, Director, Lebanese American University
Ramzi Nasser, Director for the Center of Educational Development and Research, Associate Professor, Qatar University

Building Effective Partnerships for Creating P20 Data Systems: Examples from Kentucky – 1571

Windsor East *Collaboration*

Twenty states received Statewide Longitudinal Data Systems grants that the National Center for Education Statistics awarded in 2010 through American Reinvestment and Recovery Act (ARRA) funds. This last round not only encouraged state education agencies to partner with their state higher education and labor counterparts-they rated such proposals more favorably than they had in the past. During the fall of 2010, the State Higher Education Executive Officers (SHEEO) conducted semi-structured interviews with state postsecondary leaders about their plans to create state P20 data systems. This session features a representative from Kentucky who will discuss their efforts.

Presenter(s)
Tanya Garcia, Senior Policy Analyst, State Higher Education Executive Officers
Charles McGrew, Executive Director, Kentucky P20 Data Collaborative

Complementing the Numbers: A Text Mining Analysis of College Course Withdrawals – 1100

Huron *Analysis*

Text mining has been described as the discovery of previously unknown "gems" of information by automatic extraction from different written sources. This study, undertaken by the Florida State College at Jacksonville Office of Student Analytics and Research, involved the use of a commercially available application based on natural language processing (also referred to as computational linguistics).

Using textual data drawn from open-ended, verbatim, student comments (entered at the time of course withdrawal); the preliminary model identified 11 major withdrawal categories accounting for 96.1% of all records. This model was retained and further tested using a second set of 679 withdrawal comments from the spring 2011 term. Data from the model were also exported and further explored using quantitative methods. Implications for practice, study limitations, and suggestions for further research are presented and discussed.

Presenter(s)
Greg Michalski, Director of Student Analytics and Research, Florida State College at Jacksonville

Curriculum Mapping: Understanding How Learning Develops – 1945

Peel *Assessment* DEMO

How can institutional researchers and assessment professionals aid faculty and staff as they seek to enhance outcomes? Curriculum Mapping is one powerful, yet underutilized, tool for assessment, planning, curriculum proposal/approval, and program review. Through mapping of courses and non-credit experiences, faculty and staff can better understand the structure they are creating for student learning and development. Working from a visual representation of a sequence of student experiences, they can move from gaining a shared understanding, to identifying gaps in learning opportunities, to discussing how they want to modify the design and delivery of opportunities to enhance student learning and development.

Presenter(s)
Jean Yerian, Vice President, Assessment and Development, WEAVE

Degrees Don't Just Happen: Finding Associate's-Eligibles Among Presumed Dropouts – 1187

Conference F *Technology*

There are an estimated 65,000 former community college students floating around the country who qualified for an associate's degree, never received it, and are no longer enrolled anywhere. When one adds in similar students from 4-year colleges that award associate's degrees, that number expands considerably. These are low-hanging fruit for degree completion goals. How does one find them, document their attainment, and get the degrees awarded? Project Win-Win, with 35 institutions in 6 states, will demonstrate all the steps, all the bumps in the road, and the empirical formative conclusions of its participants.

Presenter(s)
Clifford Adelman, Senior Associate, Institute for Higher Education Policy

Delta Cost Project: Using IPEDS-Derived Financial Data for Productivity Comparison and Analysis – 1532

Dominion Ballroom North *Analysis*

The topics of productivity and efficiency are becoming increasingly important, as governments cut back on funding, as tuition prices rise and as the overall cost of higher education increases. Finding a way to introduce these topics into the policy and planning discussion is a need that will only increase. The Delta Cost Project's "Trends in College Spending" database enables this in a way that is both engaging and informative. David Mongold, Senior Analyst with the University of Hawaii system, presents the case of UH Mãnoa and provides an example of using the data to conduct benchmark group comparative analysis.

Presenter(s)
David Mongold, Senior Analyst, University of Hawaii at Manoa

Designing a Comprehensive Assessment Website – 1142

Simcoe *Assessment*

In order to provide universitywide access to knowledge about best methods in conducting assessment, Vanderbilt University recently undertook the creation of an assessment website. In doing so, we found that, although there are many Internet-based assessment resources, few provide comprehensive information about the entire cycle of assessment. This session outlines the processes involved in our institution's creation of a comprehensive assessment website applicable to both faculty and staff and showcases the website's content pertaining to designing an assessment plan, choosing assessment methods, and analyzing and reporting assessment results.

Presenter(s)
Mary Lucus, Assistant Director of Institutional Research, Vanderbilt University

Developmental Education Online: The Good, the Bad and How to Make it Work for Community College Students – 1114

Elgin *Students*

Offering and taking classes online should be and can be a win-win proposition for students and colleges alike-but is it always the case? Find out about one college's journey of striking a balance between utilizing online delivery to address growing demand for developmental/precollegiate courses and ensuring that students have the skills to succeed in that type of instructional environment. This study shares research findings from a large urban college in Reno,

Nevada, that led to challenging assumptions regarding online learners, as well as strategies to help students thrive in the online environment.

Presenter(s)
Elena Bubnova, Director of Institutional Research, Truckee Meadows Community College

Do Time-to-Degree-Based Indicators Really Measure Community College Institutional Performance? Some Implications of a Ten-Year Time-to-Degree Study at a Large, Suburban Community College – 1073

Conference D *Assessment*

Although community colleges are rarely asked to report Time-to-Degree outcomes per se, the equations of most academic outcome statistics contain a Time-to-Degree term (e.g., percentage of first-time, degree-seeking fall entrants after three academic years). Community Colleges, however, mainly serve part-time, nontraditional students who juggle jobs and families while pursuing their academic objectives. Is it reasonable to expect such students to earn degrees on a schedule modeled on four-year, full-time students? These issues are explored in the light of a 10-year Time-to-Degree cohort study at a large, suburban community college utilizing student flow and regression techniques.

Presenter(s)
Karl Boughan, Senior Research Analyst, Prince George's Community College

Evaluating a Master of Arts in Teaching Program Using an End-of-Program Survey and End-of-Course Evaluations to Determine Students' Perceptions of Learning and Value – 1582

Dufferin *Assessment*

A web-based survey was conducted asking recent graduates of a Master of Arts in Teaching (MAT) program about the value of core MAT courses to their teaching and whether they believed program outcomes were met. Respondents rated the value of core courses using a 4-point Likert scale and were given an opportunity to provide open-ended responses to their ratings. The study also attempts to triangulate data from the survey with data from The Center for Teacher Quality and students' self-assessment of learning from end-of-course evaluations to determine whether program outcomes were evident in graduates' teaching practice.

Presenter(s)
Gary Barton, Associate Professor, National University
Terry Bustillos, Assistant Professor, National University
Ron Germaine, Assessment Coordinator, School of Education, National University
Michael Slatoff, Associate Director of Institutional Effectiveness, National University

Investigating Social Desirability Bias in Student Self-Report Surveys – 1299

Conference C *Analysis*

The frequent use of self-report student surveys in higher education calls into question the possibility of social desirability having an unwanted influence on responses. This research explores the potential presence of social desirability bias with the National Survey of Student Engagement (NSSE), a widely used assessment of student behaviors. Correlations between a short social desirability scale and NSSE benchmarks, subscales, and selected items suggest that the majority of NSSE scores have no significant relationship with a measure of social desirability. Effect sizes and estimates of explained variance are also discussed.

Presenter(s)
Angie Miller, Research Analyst NSSE, Indiana University-Bloomington

IPEDS Update, Part I – 1338

Essex Ballroom *Collaboration*

The National Center for Education Statistics (NCES) presents a general update on the Integrated Postsecondary Education Data System (IPEDS) and reviews recent and upcoming changes. Topics for discussion include data collection changes for 2011-12 and beyond, training opportunities, a report on Technical Review Panel activities, current IPEDS research and development projects, and a short update on new and improved IPEDS data use tools.

Presenter(s)
Janice Plotczyk, Team Leader, IPEDS Data Collection, National Center for Education Statistics
Elise Miller, Program Director, National Center for Education Statistics
Jessica Shedd, Research Scientist (IPEDS), National Center for Education Statistics

KAIR Best Paper: Early Warning System for Enrollment, Persistence, and Student Success – 1859

Sheraton Hall A *Technology*

Using a business intelligence platform, Western Kentucky University developed an early warning system to allow administrators to track trends in enrollment, persistence, and student success. The system provides users on-demand answers to many of the ad hoc data requests IR receives on a daily basis. In addition, the system has supplemented IR's research agenda. As BI uncovered significant, persistent trends, administrators began asking

IR to answer the question "Why?" By taking care of some of the "How many do we have?" questions, IR has been able to move on to the research component of our mission.

Presenter(s)
Tuesdi Helbig, Institutional Research Director, Western Kentucky University
Christopher James, Applications Programmer Analyst, Western Kentucky University
Gina Huff, Senior Applications Programmer Analyst, Western Kentucky University

KAIR Best Paper: The Collective Affiliation of Community College, Commuter, and Distance Education Students – 1883

Kenora *Students*

This session analyzes the theoretical framework in the Tinto tradition to reassess the idea of collective affiliation and propose a persistence model applicable to distance education, commuter, and community college students. Bean and Metzner (1985, 1987), Kember (1989, 1995), and Tinto (1988, 1997) have concluded that the Tinto framework is most congruent with students at residential colleges, and less applicable to commuter, distance education, and community college students. A model that accurately predicts the nontraditional student decision-making process is the first step in creating campus climates at community colleges and distance education programs that encourage persistence and completion.

Presenter(s)
Cody Davidson, Ph.D. Candidate, University of Louisville

Measuring Persistence Versus Retention Among Nontraditional Students – 1130

Dominion Ballroom South *Analysis*

The purpose of this workshare is to illustrate how institutions that serve nontraditional students who do not continuously enroll through graduation can measure persistence versus retention. While retention is the common measure of student progress, persistence may be the more appropriate measure for students who "stop out" and re-enroll prior to graduation. The workshare presents tips for establishing a cohort and methodology used to examine persistence versus retention.

Presenter(s)
Ann Marie Senior, Director of Institutional Research and Outcomes Assessment, Thomas Edison State College

Online Course and Faculty Evaluations... Let's Talk! – 1920

Oxford *Analysis* DEMO

As institutions move toward "online"-only evaluations, Scantron is continually trying to improve our understanding of how this migration impacts response rates, anonymity perceptions, and response data validity. We've found our best source of data comes from you, those involved with management of this process or those being evaluated. Scantron is hosting an open forum on this topic and we're soliciting your participation to make this session beneficial to attendees. Join our session and share your experiences as it relates to this migration. We're here to help facilitate conversation and learn from you and your peers about this important topic.

Presenter(s)
Julie Fulgham, Exhibitor Representative, Scantron Corporation
Marvin Viegas, Exhibitor Representative, Scantron Corporation
Brad Zentner, Director of Education Sales, Scantron Corporation

Operationalizing Progress in the Assessment of a Strategic Plan – 1268

Conference H *Assessment*

The focus of this table topic is to discuss the various assessment measures institutional researchers tie to the strategic plan and how institutions gauge progress of strategic goals. Discussion includes how progress is communicated to institutional players from various levels such as board of trustees and the faculty. Attendees are asked to share best practices and expertise.

Presenter(s)
Matthew Cettin, Director of Planning, Institutional Assessment and Accreditation, Lake Erie College of Osteopathic Medicine

Planning and Resource Management: A Conversation Among Colleagues – 1091

Kent *Assessment*

The presenters are co-authors of the chapter on planning and budgeting in the forthcoming AIR/ Jossey-Bass Handbook for Institutional Research and have several decades of experience at very different institutions. They attempt to generalize common factors that influence the success of planning and budgeting, and conceptually model what works well (or not so well) and why. The presenters use these concepts to engage the audience in a discussion of how to best support institutional effectiveness in a future

planning landscape likely to be dominated by resource constraints, technological innovation, demographic changes, globalization, and heightened accountability.

Presenter(s)
Michael Dooris, Director of Planning, Research, and Assessment, Pennsylvania State University-Main Campus
Jerome Rackoff, Assistant Vice President for Planning and Institutional Research, Bucknell University

Relating Socioeconomic Status to Enrollment Flows and College Success – 1856

Conference B *Analysis*

We examine the impact of socioeconomic status as measured by household income, race/ethnicity, and parental background on enrollment patterns and college success. Furthermore, by using data on students initially enrolling in four-year institutions from the 1996-2001 Beginning Postsecondary Survey, we are able to include substantial controls for academic ability and high school background. Results indicate that ability and high school background have a much more substantial impact on outcomes than socioeconomic status, suggesting that policy to improve high school programs may yield substantial results at the college level.

Presenter(s)
Leslie Stratton, Professor, Virginia Commonwealth University

SMART Data Analysis and Dissemination – 1479

Conference G *Technology*

Two common problems arise in Institutional Research in terms of data dissemination to College faculty and staff: accessibility of data and ease of use. Accessibility issues arise when data are not available electronically and are distributed by hard copy to a select few. As a result, these data are not utilized to their full potential. Ease-of-use problems arise when faculty and staff are required to mine through 100+ pages of a report in order to locate specific items for their needs. During this session, we demonstrate a program which we have developed to address both concerns.

Presenter(s)
Mary Glass-Lindstrom, Research Project Specialist, Medaille College
Patrick McDonald, Director of Institutional Research and Planning, Medaille College

Social Networking Sites and College Students: Does Time Spent on Facebook and Myspace Impact Academic Outcomes? – 1631

Carleton *Students*

One of the most dramatic changes in the landscape of college students has been the advent and rise in popularity of online social networks sites (SNSs). Hundreds of thousands of students across the country use these sites as an online complement to their offline social experience. While studies have investigated SNS usage and students' social lives, no study has thoroughly examined the issue of how SNS usage affects students' academics. Using the 2006 CIRP Freshman survey, 2007 Your First College Year survey, and 2010 College Senior Survey data, this study investigates how time spent on SNSs impacts academic outcomes.

Presenter(s)
Jessica Sharkness, Student, University of California-Los Angeles
John Pryor, Director of CIRP, Higher Education Research Institute at UCLA

The Use and Perceived Effectiveness of Instructional Practices in Two-Year Technical Colleges – 1062

Conference E *Assessment*

Daniel J. Smith is the Vice President for Institutional Effectiveness at Athens Technical College in Athens, Georgia. His presentation focuses on the results obtained as part of his dissertation research. Dr. Smith graduated in May 2010 from the Community and Technical College Leadership Initiative offered through The University of Georgia. Dr. Smith's college is using the results of his dissertation research to introduce professional development programs that focus on effective teaching and assessment techniques.

Presenter(s)
Daniel Smith, Vice President for Institutional Effectiveness, Athens Technical College

Unexplored Issues in Referral and Enrollment in Developmental Education – 1581

Wentworth *Analysis*

Developmental education is a form of remediation used in community colleges in the United States in an effort to prepare students with weak academic skills for college-level coursework. As community colleges often have no restrictions regarding the academic achievement of their entrants, many students enter with a demonstrated need for developmental education. However, many students who are referred to some level of developmental coursework never enroll in it. Using a comprehensive longitudinal database that tracks developmental education students for up to seven years, we attempt to map the various routes that students take in their developmental course sequence.

Presenter(s)
Sung-Woo Cho, Quantitative Post-Doctoral Research Associate, Community College Research Center

11:55 a.m. – 12:35 p.m.

"Late to the Game": A Single Point-in-Time and Cumulative Effect of Late Registration on Students' Academic Success – 1688

Kenora *Analysis*

Colleges use numerous models to classify "at-risk" students and allocate services to support them. However, colleges underutilize dynamic information regarding students' behavior once at the college and rarely re-classify the "at-risk" group using behavioral indicators. We employ growth-curve models to analyze the effect of late registration as a behavioral indicator, using a sample of more than 3,000 students in an urban, two-year community college. It shows that late registration serves as a single and cumulative indicator for suboptimal performances. The effect upholds once controlling for academic, demographic, and financial indicators, both for a point in time and longitudinally.

Presenter(s)
Erez Lenchner, Senior Institutional Researcher, CUNY LaGuardia Community College

Advancing Learning Through Portfolios: Lessons Learned and Knowledge Gained About Student Learning and Institutional Accountability Through a Mixed-Method Research Approach – 1375

Civic Ballroom South *Assessment*

When combined with innovative pedagogy, electronic portfolios can be leveraged for learning, curricular alignment, institutional accountability, and the public good. Grounded in learning theory and informed by self-authorship models, this project set out to determine how portfolios could prompt integrative learning by guiding students to reflect on academic, co-curricular, community, and research experiences. Research centers on the efficacy of portfolio processes to prompt an integration of learning across an array of experiences. Measurements include pre/post surveys, qualitative text analysis, and groups conducted with students and employers. The data generated tangible, deep evidence of institutional impact and student learning.

Presenter(s)
Simone Himbeault Taylor, Associate Vice President for Student Affairs, University of Michigan-Ann Arbor
Tiffany Marra, University of Michigan-Ann Arbor

Catholic Higher Education and College Choice – 1736

Elgin *Students*

This research uses data from the CIRP Freshman Survey to explore the issue of college choice with respect to the religious affiliation of the student and of the institution. The study first examines how the students entering Catholic colleges and universities compare to students entering other institutions. It then compares reasons for selecting Catholic institutions with those for selecting Public, Private Nondenominational, and Other Religiously Affiliated. It concludes with logistic regression analysis of the factors associated with choosing a Catholic rather than any other private institution. All analyses are broken down by the religious affiliation of the student.

Presenter(s)
Mark Gunty, Program Director of Undergraduate Analytics, University of Notre Dame

College Rankings Public Relations, an Overview for the IR Professional – 1257

Dominion Ballroom South *Collaboration*

As the college rankings industry becomes increasingly robust, IR professionals face a growing need to understand rankings public relations. The presenter, an experienced IR and communications professional, will provide an overview of how your institution's rankings are picked up and featured by local media outlets, share a strategy for building a strong relationship between your institution's IR and PR offices, and offer some tips IR professionals can leverage to avoid being surprised by rankings release dates.

Presenter(s)
Melanie Larson, Senior Research and Data Analyst, Cambridge College

Comparing Structural Equation Modeling and Multiple Regression Analysis in Model Confirmation Using Survey Data – 1124

Windsor West *Analysis*

The purpose of this study was to compare outcomes using both structural equation modeling (SEM) and multiple regression analysis. The advantages and disadvantages of both statistical techniques are explored using survey research. A model of the knowledge development within higher education institutions was hypothesized and confirmed with SEM. Later, multiple regression was used to analyze the same survey data. This study explores the differences and similarities in the interpretation of the survey data.

Presenter(s)
Mary Osborne, Graduate Student, Eastern Michigan University
David Anderson, Associate Professor, Eastern Michigan University

Conducting Propensity Score Matching to Examine the Causal Relationship Between Study Abroad and Graduation Rates Using the Integrated Postsecondary Education Data System (IPEDS) – 1595

Dufferin *Analysis*

Using Propensity Score Matching, the initial study analyzed Integrated Postsecondary Education Data System (IPEDS) data and found study abroad programs to be a predictor of graduation rates at postsecondary institutions. However, the initial models failed to control for covariates such as institutional selectivity, Carnegie Classifications, and student level variables such as SES. The second phase of this study addresses those limitations by incorporating the aforementioned covariates into the model. As in the first phase of analysis, the second phase of this study utilizes Propensity Score Matching and relies upon IPEDS for all institutional data.

Presenter(s)
Kimberly Harris, Doctoral Candidate, North Carolina State University at Raleigh

Developing a Database to Systemize Periodic and Ad-Hoc Benchmarking Analyses – 1526

Dominion Ballroom North *Analysis*

Benchmarking analysis plays a critical role at the University of Central Florida in demonstrating institutional success, as well as identifying areas for operational and academic improvement. In addition to producing several periodic benchmarking studies, the Office of University Analysis and Planning Support receives frequent requests for ad-hoc studies. After realizing how frequently we pull similar data from various data sources, we implemented a process to gather commonly used variables on a regular schedule and store the data in a central location. This presentation discusses the development of our benchmarking database and the final resulting comparative analyses that are conducted.

Presenter(s)
Sandra Archer, Director for University Analysis and Planning Support, University of Central Florida
Yun Fu, Systems Analyst/Programmer, University of Central Florida
Elayne Reiss, Assistant Director, University of Central Florida

Elevate Your Course Evaluations with Campus Labs – 1943

Oxford *Assessment* DEMO

At Campus Labs, we've taken a deeper approach to course evaluations management. Built on years of experience with data collection, assessment, and our users' goals, we've developed a solution that offers faculty, staff, and administrators unique capabilities in data collection, administration, and reporting. In this session, you'll gain insight into what makes Campus Labs Course Evaluations efficient and effective including flexible, customizable evaluations and easy-to-use, real-time dynamic reporting options. We'll also discuss how this data can be integrated into (and transform) your overall strategic decision-making process, resulting in improved student learning and academic program planning.

Presenter(s)
Kim VanDerLinden, Vice President Assessment Programs, StudentVoice
Robert Courtney, Director, Campus Relations, StudentVoice

Establishing an Academic Program Review, Ensuring Viable Academic Programs – 1226

Windsor East *Assessment*

As the demand for viability increases but available funding decreases, the implementation of a meaningful review of academic programs is crucial. Penn State Berks addressed these challenges by developing and implementing a viable academic program review that is unique in its flexibility and breadth of implementation. This session explains how the viable academic review was developed and who was involved, and articulates the six critical factor categories. The session also shares the benefits of a comprehensive viable program review and addresses the challenges of implementing the academic program review.

Presenter(s)
Mary-Lou D'Allegro, Senior Director, Planning, Research and Assessment, Pennsylvania State University-Penn State Berks
Paul Esqueda, Associate Dean, Pennsylvania State University-Penn State Berks

Faculty Support Networks: Promoting Meaningful Interactions in STEM – 1608

Kent *Students*

Faculty interaction is a crucial component in the undergraduate experience that can impact student outcomes. This study examines the individual characteristics, college experiences, and institutional structures that assist STEM students in developing faculty support networks. The extent of undergraduates' success in developing faculty support networks is influenced by differentiation in student backgrounds and in how they approach and perceive interacting with faculty. Investigating the key factors that facilitate or hamper these developing networks has implications for understanding the role of

faculty and students in promoting meaningful interactions that have the potential for improving college and postcollege outcomes for STEM students.

Presenter(s)
Kevin Eagan, Postdoctoral Research Fellow, University of California-Los Angeles
Felisha Herrera, Research Analyst, University of California-Los Angeles
Juan Garibay, Research Analyst, University of California-Los Angeles
Sylvia Hurtado, Professor and Director of the Higher Education Research Institute, University of California-Los Angeles

Institutional Stratification by Race and Gender: Have We Made Any Progress? – 1855

Sheraton Hall A *Students*

In this paper, we present the results of our work tracking progress in institutional stratification in U.S. colleges and universities since the 1970s. We measure stratification by the differences in selectivity in the institution attended and focus on analysis of race and gender. We then draw out implications for college admissions, enrollment management, and institutional researchers.

Presenter(s)
Michael Bastedo, Associate Professor of Education, University of Michigan-Ann Arbor
Julie Posselt, Doctoral Candidate, Center for Study of Higher and Postsecondary Education, University of Michigan-Ann Arbor
Robert Bielby, Graduate Student, University of Michigan-Ann Arbor

IPEDS Update, Part II – 1339

Essex Ballroom *Collaboration*

This session is a continuation of IPEDS Update, Part I. The National Center for Education Statistics (NCES) presents a general update on the Integrated Postsecondary Education Data System (IPEDS) and review recent and upcoming changes. Topics for discussion include data collection changes for 2011-12 and beyond, training opportunities, a report on Technical Review Panel activities, current IPEDS research and development projects, and a short update on new and improved IPEDS data use tools.

Presenter(s)
Janice Plotczyk, Team Leader, IPEDS Data Collection, National Center for Education Statistics
Elise Miller, Program Director, National Center for Education Statistics
Jessica Shedd, Research Scientist (IPEDS), National Center for Education Statistics

Item Difficulty and Item Distractor Matter When Assessing Student Learning Outcomes – 1522

Carleton *Assessment*

It is common for institutional research offices to support faculty with the assessment process. Although there are many standardized assessment products on the market, the need to develop an in-house assessment instrument is still strong. In this session the authors will describe how they worked with an assessment committee to develop and implement an assessment plan which included the creation of test questions, sample selection, and item analysis. More specifically, the authors will demonstrate how to improve the quality of multiple-choice tests by examining item difficulty, item discrimination, and item distractors through simple calculation processes and item response theory.

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

Measuring a Department's Efficiency via Evaluation of an Internship Program – 1248

Huron *Assessment*

Internship programs (IP) function as a bridge from "classroom" to "action." This paper presents the evaluation of the IP, and its connection with the Department of Economics, Aristotle University, Greece's self-assessment report. The evaluation consisted of the opinion of more than 200 participant students, 110 employers, and 15 faculty professors and staff. Data were collected by using questionnaires. The results indicated that the IP ran well, and students perceived that they gained extra knowledge that closed the gap between theory and praxis. Evidence from students, faculty, and employers was positive and provided excellence sources for the department's self-assessment report.

Presenter(s)
Antigoni Papadimitriou, Ph.D. Candidate, Aristotle University, Thessaloniki Greece

MidAIR Best Paper: Developing a Collaborative Web Site for Displaying University Data and Reports – 1895

Conference G *Technology*

Helping campus constituents find available information and reports can present a challenge for offices serving in the data support role of an institution. This presentation will detail the process of developing a collaborative web site with representation by multiple offices for the official dissemination of data and reports to the

university community. Discussion will include the planning and design of a web site including collection and organization of reports, web site layout and navigation, information security, and visual appeal. Discussion is designed to apply to various reporting and web design platforms. Evisions' Argos and Web Press will be demonstrated.

Presenter(s)
Sarah Williams, Research Analyst, Missouri State University

More With Less: Using Technology to Meet the Needs of a Large Institution With a Small IR Office – 1156

Conference B *Technology*

Accreditation, assessment, benchmarking, and the "Achieving the Dream" initiative increased demands on the Institutional Research and Planning office at St. Louis Community College. This presentation discusses how the office leveraged technology to push data into the hands of the decision-makers by building a datamart and by implementing a business intelligence tool. The presentation includes strategies for communicating to internal constituents and building support for use of the tools and a brief demonstration of the Hyperion Business Intelligence tool.

Presenter(s)
Kelli Burns, Senior Research Associate, St. Louis Community College

NSSE 2.0: An Opportunity to Contribute – 1536

Conference H *Assessment*

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, "NSSE 2.0" will be launched in 2013. This table topic discussion provides an opportunity to discuss strengths and shortcomings of the survey and exchange ideas about possible enhancements.

Presenter(s)
Shimon Sarraf, Research Analyst, NSSE, Indiana University-Bloomington
Jillian Kinzie, Associate Director of NSSE Institute, Indiana University-Bloomington

PacAIR Best Paper: Organizing and Managing Assessment Data for Student Learning Feedback – 1893

Conference D *Technology*

Due to increased pressure to demonstrate student learning, many colleges have adopted a mix of assessment rituals. A new system is proposed that follows ideal standards of assessment practice and collects data in a structured format. A relational database system can store, collate, and analyze information and gain a comprehensive knowledge of student performance relative to learning objectives. Through the design of a Graphical User Interface we can remove the complexity of the system, and data can be aggregated to higher levels. The proposed system is currently being tested. Known issues and future developments are explored in this presentation.

Presenter(s)
Peter Cammish, Head of Research and Planning, College of the Marshall Islands

Productivity Modeling as a Means of Measuring the Potential for Institutional Change – 1729

Civic Ballroom North *Resources*

Funding new initiatives from productivity savings is something most colleges and universities consider at one time or another. In this paper, we employ an academic program model for assessing the feasibility of achieving a given level of productivity gain. Means of building, testing, and comparing models are illustrated. Examples are given of interpreting and graphically presenting results. The model is illustrated with case studies from a large multicampus institution offering degrees at the bachelor's, master's, and doctoral levels.

Presenter(s)
Claude Cheek, Assistant Vice President/Director Institutional Research, Long Island University-University Center
Daniel Rodas, Vice President for Human Resources/Vice President for Planning, Long Island University-University Center

Proven Strategies for Optimizing Response Rates in Course Evaluations – 1907

Peel *Analysis* DEMO

Many colleges and universities want to reduce paper to be more "green" and to save money. Moving to online course evaluations and surveys is an obvious way to help meet these goals. However, some post-secondary administrators worry that online evaluations will generate a lower response rate, eroding the worth of the exercise and limiting the value these deliver to their institutions. This presentation proposes some new perspectives on response rates: that online course evaluations and surveys deliver better quality information and reduce the time to action, and that response rates naturally build over time.

Presenter(s)
Samer Saab, CEO, eXplorance

RP Group Best Paper: Making Data Analysis and Research Work in the Real World – 1885

York *Assessment*

This session makes a bold statement as its foundation: in the new world order of IR, the process of conducting research, analyzing data, and preparing reports is a point of departure for the real work - making sure that the research is viewed, explored, and acted upon. This session will engage participants in a lively conversation about evidence and inquiry and how to ensure that excellent research has an impact in the real world. Insight gleaned from a California-based project that helps colleges make better use of their data will inform the discussion.

Presenter(s)
Robert Johnstone, Dean of Planning, Research and Institutional Effectiveness, Skyline College

Supplementary Factor Analysis of NSSE Data – 1704

Simcoe *Analysis*

The NSSE (National Survey of Student Engagement) is a national survey that represents student engagement via a five-benchmark structure. The purpose of this study is to challenge the current NSSE five-benchmark structure and generate alternative models for improvement of fit between data and model. This study generated two alternative models for 42 benchmark items and one model for all 66 NSSE items. The adjusted five-factor model provided the best model fit; however, a seven-factor model provided the strongest prediction of the NSSE item Quality of Student Experience.

Presenter(s)
Timothy Wasserman, Assistant Director, Office of Institutional Research and Assessment, Syracuse University
Nilay Yildirim, Graduate Student, Syracuse University

Tackling the Problem of Competitive Faculty Salaries: One University's Efforts to Address Compression and Market Pressure – 1392

Conference E *Resources*

The ability to provide competitive faculty salaries is a major concern of many universities. A deep recession and state budget cuts may reduce our ability to respond to competitive pressures, resulting in lowered faculty morale. This session describes a new pay-merit paradigm adopted at the University of Wisconsin-Madison to improve faculty morale and provide limited funds to address salary competitiveness. Under the plan, new salary increases tied to post-tenure review were developed for professors. Formulae based on evidence of salary compression and external market pressures determined the size of adjustments. An analysis of the results after two years is provided.

Presenter(s)
Margaret Harrigan, Senior Policy and Planning Analyst, University of Wisconsin-Madison

Using Predictive Analytics to Identify Students At-Risk: A Step-by-Step Model for Easy Implementation by Small IR Offices – 1765

Conference C *Analysis*

As college accountability centers on bottom-line metrics like student retention and graduation rates, IR offices are expected to furnish data that enable institutions to improve student success. This session demonstrates how development/implementation of a standard regression model enabled a small IR office to identify students at academic risk for timely intervention. A documented rise of four percentage points in student year-to-year retention due to at-risk prediction scores for every student make this an attractive solution to improving student success. The session offers a step-by-step illustration of all aspects of the statistical model development including data selection, management, and implementation.

Presenter(s)
Jerome Ward, Director of Institutional Research, Cochise College
Serge Herzog, Director of Institutional Analysis, Consultant CRDA StatLab, University of Nevada-Reno

Using Strategic Marketing Methods as a Basis for Graduate Program Portfolio Analysis – 1183

Wentworth *Collaboration*

A large private university seeks to identify existing master's programs as growth candidates and investigate new programs possessing growth potential. Using matrix methodologies developed by Boston Consulting Group and GE/McKinsey, several existing programs were targeted as growth candidates based on enrollment, staffing, and financial metrics. Several programs not presently offered were also identified as possible areas for further investigation. This presentation reviews the process that reached these conclusions, discusses the approaches used, and identifies best practices.

Presenter(s)
Tracy Mohr, Senior Research Associate, DePaul University

Who's Getting the Biggest Research Bang for their Buck? – 1200

Conference F *Resources*

Research performance is a critical component of the understanding of university prestige, yet measuring it is complex. This paper proposes using real dollars of

research expenditures per article published as a measure of research productivity. In tracking this measure, a decline in the research productivity of America's colleges and universities was observed during the period 1996 to 2002.

Presenter(s)
Jeffrey Litwin, Executive Director, Campaign, George Brown College

12:50 p.m. – 1:30 p.m.

A Rubrics Cube for Strategically Planning-Utilizing Limited Assessment Resources – 1110

Conference H *Assessment*

Assessment programs need to yield meaningful, reliable, and valid assessment data. Coordinating collaborating academic disciplines can pose an assessment challenge, particularly when coordinators are faced with limited assessment resources. How can an assessment program strategically plan for the utilization of limited assessment resources? By focusing on three dimensions, the session describes how a rubrics cube can generate actionable roadmaps for assessment practitioners to efficiently utilize limited assessment resources to validate the rubrics that guide their assessment activities/decisions.

Presenter(s)
Kevin Hynes, Director Institutional Research and Educational Assessment, Midwestern University
Jion Liou Yen, Executive Director, Institutional Research and Planning, Lewis University
George Klemic, Assistant Professor, Lewis University

Creating Learning Outcomes Dashboards Through Iterative Collaboration – 1545

Civic Ballroom North *Assessment*

Institutional research at Champlain College focuses on assessing student achievement of learning outcomes. Developing actionable dashboards for academic units is an ongoing, iterative collaboration where the institutional researcher both guides process and supports product development. Participants learn about our process for building academic dashboards, including important decisions about use of data and development of graphical models. Our approach has been a decidedly low-tech approach using only basic Excel skills. As a result of our close collaboration with the academic units, we've come to appreciate, and will share, how our own practice is enhanced by the ongoing conversation.

Presenter(s)
Michelle Miller, Senior Associate Provost, Champlain College
Ellen Zeman, Senior Institutional Research Analyst, Champlain College

Eight Essential Concepts for IR Newcomers – 1305

Dominion Ballroom North *Collaboration*

The goal of this session is to provide newcomers with the eight key concepts for creating and maintaining an effective and respected IR function. This session goes beyond the technical aspect of how to do IR, to deal with underlying concepts behind what we do. The key concepts include reliability, validity, auditability/documentation, integrity and confidentiality, intentionality, prudence, common definitions or understandings, and parsimony/resource awareness.

Presenter(s)
Daina Henry, Director of Special Projects, College of William and Mary

From the IR Trenches: Understanding the Tangled Web of Community College Student Success and Accountability Initiatives – 1606

Conference F *Collaboration*

Community colleges operate in an increasingly evaluative environment. External initiatives-such as Achieving the Dream, the National Community College Benchmark Project, Complete College America, and the Voluntary Framework of Accountability-hold institutions accountable by using data to measure their performance and effectiveness. These initiatives impose "outward accountability" and operate as a "hidden hand" of accountability on community colleges (Harcleroad & Eaton, 2005). This presentation focuses on deconstructing this escalating web of initiatives for the IR professional, particularly at the community college level, and then engages participants in a discussion of their particular experiences as institutional researchers working with these initiatives.

Presenter(s)
Maya Evans, Manager of Research, Oakton Community College

How Hard Do Students Try: Student Motivational Findings on a Standardized Test Score – 1147

Conference D *Assessment*

This session focuses 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 presenter examines institutional analyses of first-year and senior student test results for the past three administrations and explores a study of student motivation and faculty expectations surrounding the administration of the CAAP standardized exam.

Presenter(s)
Steven Hawks, Assistant Director of Assessment, Kansas State University

Interrelationships Among High Schools' Contexts and Socioeconomic Status – 1857

Sheraton Hall A *Students*

There remains a significant gap in our understanding of how the high school context influences both college-going behavior and the efficacy of various policies and interventions geared at enhancing postsecondary attainment for lower socioeconomic students. This session presents a more holistic approach to studying college access by examining the direct effects of the high school socioeconomic context on college enrollment. Additionally, information will be presented that highlights resource differences across socioeconomic contexts and how such differences influence the formation of college choice sets and enrollment destinations. The session will conclude with implications for practitioners and policymakers.

Presenter
Mark Engberg, Assistant Professor, Loyola University Chicago
Gregory Wolniak, Research Scientist, NORC at the University of Chicago

Longitudinal Analysis of the Impact of Assessment-Triggered Actions on Student Learning Outcomes Improvement – 1437

Wentworth *Assessment*

Engaging and involving faculty in interpreting assessment results illuminates when a gap exists and guides continuous improvement of the teaching and learning processes. This research paper shares evidence of where assessment-supported actions have resulted in improving learning outcomes. Some of the documented impacts uncovered are (a) alignment of comprehensive and certification exams; (b) student learning gains and increase in minimum passing score; and (c) presentation of research requirements.

Presenter(s)
Uche Ohia, Director of University Assessment, Florida Agricultural and Mechanical University
Youssouf Diallo, Research Associate, Florida Agricultural and Mechanical University

Monitoring the University's Strategic Plan and Integrating Assessment Activities Using TaskStream: One University's Experience – 1076

Simcoe *Technology*

Adelphi University (NY) recently purchased TaskStream (TS), an assessment management software system that facilitates the collection and storage of data for the purposes of monitoring the goals and objectives set forth in strategic plans at the University, school, and program levels, as well as for integrating assessment activities at the University. During this Research in Action, we discuss the reasons for purchasing the system, detail the development and implementation phases of the technological adoption process, and discuss how we are integrating TS across the University. Throughout the demonstration, we address our successes and our challenges.

Presenter(s)
Lori Hoeffner, Associate Director, Office of Research Assessment and Planning, Adelphi University
Debbie Shatzkes, Research Analyst, Adelphi University

Online and Traditional MBA Courses: Are They Different in Quality – 1373

Elgin *Assessment*

Although online education is increasingly popular, the concerns about its quality have remained in the minds of employers, faculty, and others alike. The existing empirical studies have no conclusive findings about its quality. This study evaluates the quality of online education in terms of student course success and course satisfaction. It analyzes a dozen paired online and face-to-face MBA courses that were offered by the same professors with similar course requirements over 12 terms. This study concludes that online business education deliveries similar quality as traditional face-to-face education. Practical implications are discussed.

Presenter(s)
Yingxia Cao, Director of Institutional Research, University of La Verne

Out of the Drawer: Using CIRP Results for Institutional Improvement – 1227

Essex Ballroom *Assessment*

Cooperative Institutional Research Program Surveys are used by hundreds of institutions each year, and yet most are not using them to their fullest potential. This session is designed to illustrate the conceptual framework behind the questions on each survey and illustrate how new features of the survey reporting allow an institution to more readily use the results at the local level. The goal is for IR professionals to make better use of their CIRP survey data with this increased understanding.

Presenter(s)
John Pryor, Director of CIRP, Higher Education Research Institute at UCLA
Laura Palucki Blake, Assistant Director CIRP, University of California-Los Angeles

Program Prioritization and Productivity Metrics: Developing Transparent and Fair Criteria to Prioritize New and Current Programs – 1769

Civic Ballroom South *Resources*

Regis University is a private nonprofit university with 10,874 students across three colleges serving distinct populations. As a tuition-dependent entity with a

low endowment, the wise use of resources to invest in new initiatives and support current programs is critical. Historically, each college developed and operated independently. Current market forces demand the University centralize priorities for allocating resources, and leaders developed criteria to prioritize programs in response. In this session, we discuss metrics to approve new programs, prioritize existing ones, and evaluate efficiency across programs in three distinct colleges.

Presenter(s)
Paula Harmer, Director of Institutional Research, Regis University
Jennifer Mauldin, Assistant Dean, Regis University

Tailored Panel Management: A Theoretical Approach to Building and Maintaining Participant Commitment to a Longitudinal Panel – 1070

Conference G *Analysis*

Building on Dillman's (2007) work, we review how persuasion and social influence research informs retention strategies in longitudinal research. The Tailored Panel Management (TPM) approach specifically promotes participant commitment to a longitudinal study. We describe theory-derived practices that cultivate panel commitment through compensation, communication, consistency, and credibility. We then describe how TPM is being used in a national longitudinal study of minority science students, The Science Study, which has 10 waves of data collected with response rates ranging from 70-92%. Even with over 80% of panel members graduated, coverage of the 1420-member panel remains at 92%.

Presenter(s)
Mica Estrada-Hollenbeck, Senior Researcher, California State University-San Marcos
Wesley Schultz, Professor, California State University-San Marcos

The Financial Impact of the Recession and the Strategic Responses of Public Universities – 1478

Dominion Ballroom South *Resources*

The session presents highlights from a survey of public university finances conducted by the Association of Public and Land-grant Universities (APLU), including an overview of conditions, actions, and strategic decisions necessitated by multiple years of budgetary constraints and continued financial stringency. Two years of survey results are supplemented by information from a detailed set of interviews with academic officers that provide additional insights into the strategies followed as institutions adapted to appropriations reductions and future uncertainties.

Presenter(s)
Christine Keller, Director of Research and Policy Analysis, Association of Public and Land-grant Universities

The Influence of the Campus Climate for Diversity on College Students' Need for Cognition – 1330

Kent *Students*

This research uses the Campus Climate for Diversity model to examine the influence of multiple dimensions of diversity on Need for Cognition within four racial groups of college students. Results indicate that the influence of the Campus Climate for Diversity on Need for Cognition is different for different racial groups. This has significant implications for campus practitioners and educators concerned with (a) supporting students of color, and (b) creating environments that foster a positive effect of diversity on learning for all students. Findings also suggest that institutional researchers may learn more about their students' experiences by disaggregating data by race.

Presenter(s)
Kathleen Goodman, Visiting Instructor, Miami University-Oxford

Transfer Student Success: Does Where You Have Been Predict Where You Are Going? – 1496

Kenora *Students*

College students are transferring from college to college more now than ever before. Much of the research on transfer students has focused on students moving from community colleges to four-year institutions. With more students transferring laterally, it is important for four-year schools to understand factors that predict student success to guide recruitment, academic planning, and support of these students. This study examines the differences in transfer student success based on both individual characteristics and prior institutions attended at a private university with a large transfer population.

Presenter(s)
Cassandra Jones, Senior Assessment Associate, Marymount University
Michael Schuchert, Executive Director for Institutional Effectiveness, Marymount University

What Do We Measure? Methodological Versus Institutional Validity in Student Surveys – 1176

Conference C *Analysis*

This paper examines a tension in the process of designing student surveys. Methodological validity is an exceptionally pressing issue in student survey research. But in institution-specific student survey research, methodological validity can be overridden by the need for survey instruments to conform to established institutional priorities. Using data from graduating student and alumni surveys from Utah Valley University, a large, public Baccalaureate/Associate's university, this study examines

whether institutionally valid survey measures suffer from a lack of methodological validity and makes recommendations for changes in institutional surveys.

Presenter(s)
Jeffrey Johnson, Senior Research Analyst, Utah Valley University

Why Spend the Money? Developing a Retention Tracking System Using Everyday Tools – 1741

Windsor East *Technology*

This paper presents a longitudinal tracking retention system developed in-house by the IR Office at the American University of Puerto Rico. Developed using Excel, this system allowed the simultaneous tracking of multiple cohorts and the tracking of the remaining student population that falls outside of the IPEDS reporting requirements. The result was easy to use and provided thorough information about the students' enrollment pattern. The system developed is a powerful tool to build an on-time intervention with students at risk of attrition.

Presenter(s)
Cristina Martinez-Lebron, Graduate Student, Indiana State University
Chamary Fuentes, Graduate Student, University of Puerto Rico

Working Toward a Synergistic Organization: One University's Challenge – 1652

Dufferin *Collaboration*

As the main clientele of an Institutional Research Office is typically the institution's upper administration, miscommunication with other on-campus colleagues sometimes arises, since everyone does not necessarily share the same concerns. Institutional researchers must therefore be prepared to move past purely data-driven tendencies and embrace a more encompassing role of knowledge managers. This presentation highlights a project that grew from a Provost-level report on each college to a more widely distributed document intended for the benefit of those colleges. As such, the presentation pays particular attention to potential strategies for communicating effectively with a variety of campus colleagues.

Presenter(s)
Margaret Dalrymple, Associate Director of Institutional Research, Purdue University-Main Campus
Bethany Butson, Research Analsyt, Purdue University-Main Campus
David Robledo, Manager of Information and Analytics, Purdue University-Main Campus

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

Targeted Affinity Group (TAG) sessions are arranged as an afternoon of focused learning in a specific topic area. Each TAG includes a presentation by an invited speaker, a set of related concurrent sessions, and an open discussion. TAG sessions are located in adjoining rooms to facilitate networking with other professionals who share common interests.

Access TAG

2:00 p.m. – 3:00 p.m. TAG Opening Session

Dynamic Parameters of Educational Opportunity: Demographics, Labor Markets, and Globalization – 1818

Conference B & C

Opportunity for higher education includes access, choice, persistence, and attainment. While access looks good, choice, persistence, and attainment tend to look bad. As we have worked to create public and institutional policy regarding higher education opportunity, we have chosen to ignore the new demographics, changing labor market requirements for skilled labor, and globalization. Our failure to create policy in the context of these realities has produced predictable and consequential results.

Presenter(s)
Thomas Mortenson, Higher Education Policy Analyst, Postsecondary Education Opportunity

3:15 p.m. – 3:55 p.m. TAG Concurrent Sessions

A Longitudinal Analysis of Outcomes Associated With Ohio's Postsecondary Enrollment Options Program – 1236

Conference B & C *Students*

Dual enrollment programs, which were once created for the most advanced students, are now seen as a way to provide an accessible and affordable bridge to postsecondary education for a much broader range of students. Research on the outcomes of such programs has been limited in scope and only exists for a few states. This quantitative study analyzes 10 years of postsecondary data from Ohio. Outcomes of traditional-aged students enrolled in the state university system who participated in Ohio's Postsecondary Options Program are compared with students of similar academic ability who did not participate in this program.

Presenter(s)
Mary Jo Geise, Associate Professor of Computer Science, The University of Findlay
William Knight, Associate Vice Provost for Planning and Accountability, Bowling Green State University

An Analysis of First-Generation College Student Experiences and Their Educational Growth – 1528

Conference E *Students*

Despite the significant progress the nation has made in providing an opportunity for traditionally marginalized populations to access higher education, large gaps still exist in terms of success in higher education institutions, particularly for low-income, minority, and first-generation students. This study investigates the college experiences of first-generation students and their self-reported gains in education growth and personal development. Statistically significant differences were found in comparing the measures of first-generation students and those of their counterparts whose parents had college education.

Presenter(s)
Shuang Liu, Director of Institutional Research, College of Notre Dame of Maryland

Does Receipt of Automatic Admission Affect Likelihood of College Completion? A Comparative Study of Two Emergent Tier One Institutions – 1586

Conference F *Students*

This study examines the graduation patterns of automatically admitted students (i.e., students in the top 10%, 20%, and 25% of their high school graduating class) at two aspiring Tier One institutions (i.e., The University of Houston and The University of Texas at San Antonio). Data from both universities are used to examine six-year graduation outcomes for applicants who matriculated in Fall 2000, 2001, and 2002. Differences between the graduation rates of students who enrolled as percent-plan beneficiaries and similar students enrolled absent the benefit of automatic admission are examined using event history analyses.

Presenter(s)
Gloria Crisp, Assistant Professor, The University of Texas at San Antonio
Catherine Horn, Associate Professor, Educational Psychology, University of Houston
Gerard Dizinno, Associate Vice Provost for Institutional Research, The University of Texas at San Antonio
Elizabeth Barlow, Executive Director, Academic and Institutional Information, University of Houston

From Simple Answer to Useful Answers: What We Learned When Analyzing National Student Clearinghouse Data – 1324

Conference D *Analysis*

With data from the National Student Clearinghouse available to us for the first time, we plunged into analysis of student choice, looking at the destination schools of students admitted to our institution. We quickly got answers to simple questions; the useful answers came later. We share the logical pitfalls we encountered, and the clearer thinking that allowed us to move forward. We learned to examine our wins and losses together, to focus analysis on relatively homogenous populations, and to classify competitor schools into categories in order to understand the behavior of our full admit pool.

Presenter(s)
Douglas Anderson, Director, Enrollment Planning and Research, Indiana University-Bloomington
Trevor Pittman, Associate Director, Enrollment Planning and Research, Indiana University-Bloomington

4:10 p.m. – 4:50 p.m.
TAG Concurrent Sessions

Achieving a College Education: A Study of ACE Programs Designed to Improve the High School Retention/Graduation Rates and College Enrollment Rates for At-Risk High School Students – 1705

Conference D *Students*

This research project utilizes a comprehensive approach to studying the Achieving a College Education (ACE) Programs at one of the largest community college districts in the nation. The Maricopa ACE Programs are designed to help at-risk students make smooth transitions at the important junctures between high school and community college and between community college and the university, ultimately leading students to completion of a baccalaureate degree. Presenters describe the ACE Programs' main components, research design, preliminary findings, best practices, and recommendations for improving high school retention and graduation rates as well as college enrollment rates in at-risk populations.

Presenter(s)
Danna Rahl, Research Analyst, Maricopa Community College System Office
Greg Hickman, Professor, Walden University

Assessing the Impact of a First-Year Learning Community for Less-Prepared and Well-Prepared Students at a Research University – 1657

Conference F *Assessment*

Recent research suggests that traditional Developmental Education curricula may not fully meet the needs of underprepared students. One trend in serving first-year students, the learning community, may improve student outcomes regardless of preparation. We present the outcomes of a learning community offered to both well-prepared and less-prepared first-year students at the University of Minnesota's College of Education and Human Development. The outcomes assessed included student engagement, measured by the NSSE, SERU, and local measures, and retention. Results so far suggest that the curriculum is effective.

Presenter(s)
Cathrine Wambach, Associate Professor, University of Minnesota-Twin Cities
Ronald Huesman, Associate Director, University of Minnesota-Twin Cities

Understanding Trends in Transfer Student Populations at a Large Metropolitan Research Institution – 1477

Conference E *Students*

The Carnegie Foundation has classified 554 four-year institutions with a high transfer-in undergraduate student body. However, the amount of knowledge that colleges and universities possess about their transfer students is questionable. When the University of Central Florida enrolled more transfer students than freshmen for the first time in a decade, our awareness was raised regarding this important student population. Considering the formal "2+2" articulation agreements established with several community colleges, it was important to increase internal knowledge about this growing group. This presentation describes how our institution gained a better understanding of its current and forecasted transfer student population.

Presenter(s)
Elayne Reiss, Assistant Director, University of Central Florida
Sandra Archer, Director for University Analysis and Planning Support, University of Central Florida
Yun Fu, Systems Analyst/Programmer, University of Central Florida

Veterans' Transition to Higher Education: An Exploratory Analysis of Veterans' Institutional, Academic, and Financial Experiences in Their First Year of College – 1697

Conference B & C *Students*

Veterans have increasingly recognized the importance of university coursework for a bachelor's or graduate degree; in spite of this, only a quarter of veterans 25 and over have a bachelor's degree or higher. This study examines national survey data of veterans during their first-time/first-year attending postsecondary education. Using the Cooperative Institutional Research Program (CIRP) Freshman Survey administered by the Higher Education Research Institute (HERI) at UCLA, we compare veteran and nonveteran college experiences to measure how they affect institutional, academic, and financial expectations and choices.

Presenter(s)
Jose Santos, Assistant Professor, UCLA Graduate School of Education and Information Studies, University of California-Los Angeles
Dani Molina, Research Analyst, University of California-Los Angeles

5:00 p.m. – 5:30 p.m. TAG Closing Discussion

Access TAG Closing Discussion – 2038

Conference B & C

Open discussion and question and answer session with Access TAG presenters.

Affordability TAG

2:00 p.m. – 3:00 p.m. TAG Opening Session

Why Does College Cost So Much? What IR Professionals Need to Know About College Affordability – 1819

Dominion Ballroom North

With college costs rising faster than family incomes, many believe higher education is now out of reach for the typical family. In addition, more students are having difficulty repaying their education debts. In this environment, how should IR staff respond to the question "Why does college cost so much?" This session discusses the latest trends in college costs and financial aid, particularly regarding the struggles borrowers have in repaying their student loans. The panel will offer advice on how IR officials should address questions about affordability.

Presenter(s)
Kenneth Redd, Director of Research and Policy Analysis, National Association of College and University Business Officers
Gigi Jones, Director of Research, National Association of Student Financial Aid Administrators
Alisa Cunningham, Vice President for Research and Programs, Institute for Higher Education Policy

3:15 p.m. – 3:55 p.m.
TAG Concurrent Sessions

A Flexible Model for Projecting Institutional Merit Scholarship Program Costs – 1619

Kent *Resources*

Budget limitations, accountability pressures, and rapid changes in admissions and financial aid strategies drove the creation of a merit scholarship cost projection model for use by various university administrators. The model drew parallels between current institutional merit scholarship cohorts and historical cohorts with similar academic, scholarship, and retention profiles to generate expected annual and total costs. This session addresses the underpinnings of the model, the features implemented for easy administrative use, and ideas on adapting the model for other institutions or administrative needs.

Presenter(s)
Lauren Young, Research Analyst, SUNY at Buffalo

Colleges Matter: The Importance of Institution-Level Data on Affordability – 1521

Simcoe *Students*

In addition to being the single largest source of grant aid, colleges package and administer all forms of financial aid from federal, state, and private sources. Our research has found wide variation in the institutional policies and practices that impact affordability and outcomes related to it, such as economic diversity and student loan debt. In this session, we highlight the data and findings available through our College InSight and Project on Student Debt websites. We also hope to engage participants in discussion about how to identify and highlight promising practices among colleges and encourage their adoption at other institutions.

Presenter(s)
Diane Cheng, Research Associate, The Institute for College Access and Success

Evaluation of Institutional Financial Aid Policies: A Regression Discontinuity Approach – 1700

Dominion Ballroom North *Analysis*

This study intends to estimate the effects of an institutional financial aid policy on several outcomes such as stopout behavior, dropout behavior, academic performance, and financial returns for the institution in which this policy is embedded. Since financial aid policies are, in most cases, under the university administrators' control, it is critical to know not only the extent of the impact but also how the effects operate. This paper sheds light for university administrators on how to reduce dropouts and stopouts and increase academic achievement and economic returns by improving the effectiveness of financial aid policies.

Presenter(s)
Alfredo Sosa, Graduate Student, University of Michigan-Ann Arbor
Stephen DesJardins, Professor and Director, University of Michigan-Ann Arbor

4:10 p.m. – 4:50 p.m.
TAG Concurrent Sessions

Leaving Money on the Table: Examining the Persistence of Students Who Do Not Apply for Federal Financial Aid – 1118

Dominion Ballroom North *Students*

Every year, thousands of students who would have qualified for federal financial aid do not complete the Free Application for Federal Student Aid (FAFSA). Sadly, many of these students come from lower-income families and would have qualified for Pell Grants that do not have to be repaid. Using nationally representative data and logistic regression analysis, this study examines the impact of not filing a FAFSA on the within-year persistence rates of lower-income students. Results indicate that non-filing is associated with poorer persistence rates and emphasize the critical need for policies and institutional practices aimed at increasing FAFSA-filing among lower-income students.

Presenter(s)
Lyle McKinney, Assistant Professor of Higher Education, University of Houston
Heather Novak, Statistical Analyst, Colorado State University
Shuang Liu, Director of Institutional Research, College of Notre Dame of Maryland
Elizabeth Johnston-O'Connor, Director, Cape Cod Community College

Tuition, Fees, and Student Assistance Policies in the United States: Current Policies and Changes in the Past Decade – 1646

Simcoe *Resources*

The effect of tuition, fees, and student financial aid levels has been closely studied in higher education, especially as more of the financial burden of the cost of education is being shifted to students and their families. However, it is equally important to examine the policies driving those rates. In this session, a recent survey of the tuition, fee, and student financial assistance policies conducted by the national association of State Higher

Education Executive Officers (SHEEO) is presented. The presentation includes a discussion on how policies may have shifted in states over the last decade.

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

5:00 p.m. – 5:30 p.m. TAG Closing Discussion

Affordability TAG Closing Discussion – 2039

Dominion Ballroom North

Open discussion and question and answer session with Affordability TAG presenters.

Liberal Arts TAG

2:00 p.m. – 3:00 p.m. TAG Opening Session

Can We Improve Liberal Arts Education Without Breaking the Bank? – 1820

Civic Ballroom North

Although it is often associated with arts and sciences coursework, liberal arts education is rooted in a set of high-impact teaching practices including high-quality student-faculty interactions, academic challenge, and interactions based on diversity. Institutional efforts to improve these good practices often focus on adding high-impact experiences such as learning communities, undergraduate research, and immersion courses. These changes, however, come at a cost. Unfortunately, the current financial environment threatens our institutions' capacity to add such programs. This presentation will explore whether there are less costly ways of improving the impact of liberal arts education.

Presenter(s)
Charles Blaich, Director of Inquiries, Wabash College
Kathleen Wise, Associate Director of Inquiries, Wabash College

3:15 p.m. – 3:55 p.m. TAG Concurrent Sessions

Effects of College Experiences on the Critical Thinking Skills of First-Generation First-Year Students – 1694

Dufferin *Students*

Development of critical thinking skills is a long-established goal of higher education. Conclusions differ, however, on whether first-generation students' have similar college experiences and if those experiences result in similar outcomes. This study seeks to clarify whether the college experience has a differential effect on first- and nonfirst-generation students. It also examines how critical thinking varies as a function of demographic characteristics, experiences, relationships, and developmental gains. Survey data from students, faculty, and chief academic and student affairs officers were used alongside scores from the CAAP Critical Thinking module.

Presenter(s)
Kadian McIntosh, Ph.D. Candidate, Pennsylvania State University-Main Campus
Bradley Cox, Assistant Professor, Florida State University
Patrick Terenzini, Distinguished Professor and Senior Scientist Emeritus, Pennsylvania State University-Main Campus

Transformation or Just a Vacation: New Evidence Regarding the Impact of Study Abroad on the Educational Outcomes of a Liberal Arts Education – 1624

Civic Ballroom North *Students*

Participation in international study among American college students has more than doubled in the last decade as postsecondary institutions and policy makers have increasingly emphasized the educational importance of study abroad (AAC&U, 2007; IIE, 2009; Lincoln Commission, 2005). However, large-scale, methodologically rigorous research that fully accounts for potential selection effect bias has yet to test the educational impact of study abroad. This study examines data from 2,200 students at 17 institutions participating in the Wabash National Study (WNS), providing important policy and practice insights-and cautions-for postsecondary institutions, study abroad advocates, and internationalization policy makers.

Presenter(s)
Mark Salisbury, Director of Institutional Research and Assessment, Augustana College

4:10 p.m. – 4:50 p.m.
TAG Concurrent Sessions

Exploring the Utility of an Engagement-Based Student Typology in Studying College Outcomes – 1690

Dufferin *Analysis*

Using data of the 2006 cohort of the Wabash National Study of Liberal Arts Education (WNSLAE), this project first developed a student typology based on student responses to survey items in the National Survey of Student Engagement (NSSE) and then examined the utility of this typology in understanding objective learning outcomes, self-reported gains, GPAs, and persistence from the first to second year. Results from linear and logistic regression models indicated that an engagement-based student typology can help deepen our understanding of college student outcomes.

Presenter(s)
Shouping Hu, Professor, Florida State University
Alexander McCormick, Director NSSE, Indiana University-Bloomington

The Wabash Study: Four Years of College Outcomes – 1612

Civic Ballroom North *Assessment*

Institutional researchers often conduct studies assessing college outcomes, which may include outcomes associated with a general liberal arts education. This paper presents a summary of key findings from the Wabash National Study of Liberal Arts Education, a large, multi-institutional investigation of the effects of liberal arts colleges and liberal arts experiences on the cognitive and personal outcomes theoretically associated with a liberal arts education. In addition, the paper provides an overview of the methodology employed and the various measures captured as part of this unique, longitudinal study.

Presenter(s)
Jana Hanson, Graduate Student, University of Iowa
Dustin Weeden, Doctoral Student, University of Iowa
Michael Valiga, Director of Survey Research Services, ACT, Inc.

5:00 p.m. – 5:30 p.m.
TAG Closing Discussion

Liberal Arts TAG Closing Discussion – 2040

Civic Ballroom North

Open discussion and question and answer session with Liberal Arts TAG presenters.

Quality in Higher Education TAG

2:00 p.m. – 3:00 p.m. TAG Opening Session

Bringing the Meaning of Degrees to Life: Definitions, Assessment, Tuning, and Qualifications Profiles – 1822

Civic Ballroom South

Given a climate that requires demonstration of the quality provided in educational programs and transparency in the meaning of the degrees we award, this TAG will explore a range of initiatives that attempt to shape, document, and/or support our credentials. The recently-released Degree Qualifications Profile (which took its inspiration from other nations' qualifications frameworks) and its relation to accreditation, other models of quality assurance, and accountability practices, will be the centerpiece of the discussion. This TAG will serve a significant role in the iterative shaping of the DQP.

Presenter(s)
Clifford Adelman, Senior Associate, Institute for Higher Education Policy
Peter Ewell, Vice President, National Center for Higher Education Management Systems

3:15 p.m. – 3:55 p.m. TAG Concurrent Sessions

Beyond the NRC: Assessing Doctoral Student Experience and Outcomes – 1297

Civic Ballroom South *Students*

The National Research Council's recent Research Doctorate Assessment focused attention on doctoral student experience and outcomes by collecting data intended to measure program success in those arenas. This presentation examines the contribution of the NRC information to our understanding of Ph.D. programs in the United States. In addition, presenters examine those data and propose alternatives for collecting similar measures, but with simpler definitions that allow for greater consistency across institutions and regularized collections. Presenters share data collection templates and illustrate usage with analyses of data from their institutions.

Presenter(s)
Julie Carpenter-Hubin, Director of Institutional Research and Planning, The Ohio State University-Main Campus
Lydia Snover, Director of Institutional Research, Massachusetts Institute of Technology
Cathy Lebo, Assistant Provost, Johns Hopkins University

Implementing an Institutional Effectiveness Rubric to Deepen the Culture of Assessment – 1370

Huron *Assessment*

Rubrics support examination of the extent to which the specified criteria have been reached and provide feedback to improve performance. This session illustrates how an Institutional Effectiveness (IE) Assessment Rubric was developed and implemented at the University of Central Florida as a tool for scoring IE assessment plans and results from academic programs and administrative and educational support services areas. Participants will understand the benefits of using an IE Assessment Rubric to include communication of clear expectations, fostering mentoring, providing feedback, and increasing the use of IE Assessment to drive evidence-based change.

Presenter(s)
Patrice Lancey, Director, University of Central Florida
Divya Bhati, Associate Director, University of Central Florida

Informing and Improving Student Performance: How Two Institutions Use Effectiveness and Satisfaction Evaluations of Their Supplemental Instruction Programs – 1217

Wentworth *Students*

Supplemental Instruction (SI) is a model of student academic assistance using peer learning approaches intended to (a) improve student grades, and (b) retain students in historically difficult courses. Because SI has specific and measurable goals, this program is uniquely assessable among student support initiatives. This presentation demonstrates the quantitative and qualitative methods used by DePaul University and Columbia College Chicago to evaluate the effectiveness and satisfaction of students in their SI programs. Of note are the effectiveness

of different evaluation strategies for making data-informed decisions regardless of the institutional context in which the programs are located.

Presenter(s)
Katherine Cermak, Associate Director for Teaching, Learning and Assessment (Interim), DePaul University
Elizabeth Rossman, Program Director, Supplemental Instruction, DePaul University
Breanna Adams, Graduate Student Manager, Supplemental Instruction, DePaul University
Jonathan Keiser, Director of Evaluation and Assessment, Columbia College Chicago
Julie Redmond, Assistant Vice President for Academic Support, Columbia College Chicago

Student Learning Assessment: An Institutional Philosophy – 1123

Kenora *Assessment*

A growing career college utilizes key student learning outcomes assessment philosophy as a guide to determine whether students are learning and also to determine if the institution is meeting the core values and the overall mission. This session examines how a constant review and evaluation of the data keeps these metrics at the forefront of institutional decision-making.

Presenter(s)
Linda Heiland, Chief Academic Officer, Pinnacle Career Institute
Jon Outland, Vice President of Curriculum and Technology Innovation, Pinnacle Career Institute

4:10 p.m. – 4:50 p.m.
TAG Concurrent Sessions

Make More Effective Use of Student Course Evaluation Data at the Institutional Level to Improve Pedagogy and Faculty Development – 1212

Wentworth *Analysis*

Almost all colleges and universities put great resources into student course evaluation (SCE); yet, SCE data are frequently underused. Based on an insightful analysis of SCE data in connection with faculty and student demographics and discipline areas at a metropolitan university, this study provides some significant implications of applying SCE results from the institutional level to improve pedagogy and faculty development. The study presents one approach by which each institution can make more effective use of SCE data. It also confirms the close connections between SCE and NSSE results, which may provide profound implications between student learning and engagement.

Presenter(s)
Bin Ning, Assistant Vice President and Executive Director, Eastern Michigan University

Parsing Seniors' Satisfaction: Exploring the Relationship of Freshman Expectations to Senior Outcomes – 1620

Kenora *Students*

In this presentation, we use longitudinal survey data to unpack the relationships among students' precollege experiences and expectations, activities and perceptions as undergraduate students, and overall satisfaction with the undergraduate experience. We demonstrate how the use of multiple analysis methods can enrich our understanding of the correlates of seniors' satisfaction for different segments of the student population, and produce data results that are more meaningful and actionable for faculty and administrators.

Presenter(s)
Marne Einarson, Senior Research and Planning Associate, Cornell University

Reconciling Higher Education Productivity with Educational Quality – 1311

Civic Ballroom South *Assessment*

The recent economic downturn has focused particular attention on issues of higher education productivity: producing more for less. Measuring inputs (resources utilized) and output (degrees conferred) is relatively straightforward, at least compared to measuring the quality of higher education. As a result, institutions are being held accountable for quantitative production more than for the quality of education. This paper explores methods by which we can introduce useful measures of quality into the equation so as to move the discourse away from productivity, per se, and toward questions of impact and value.

Presenter(s)
Victor Borden, Professor, Educational Leadership and Policy Studies, Indiana University-Bloomington
Brandi Kernel, Student, Indiana University-Bloomington

Rubrics and Outcomes Assessment: A Generalizability Theory Approach – 1573

Huron *Assessment*

Rubrics have grown in popularity consistent with the outcomes assessment movement and the increase in accountability standards. Yet, attempts to quantify scores for descriptive criteria for supplementing rubric analysis and the attachment of meaning have been too infrequent. This paper uses generalizability theory to estimate variance components. The authors contend that a sizable interaction between rubric criteria and rater scoring can substantially weaken the utility of data for the outcome-curricular improvement loop. Examples are provided that show that quantification beyond

simple means and even variances are very much worthwhile as supplemental data on which to evaluate student performance.

Presenter(s)
Charles Secolsky, Director of Institutional Research and Planning, County College of Morris
Thomas Judd, Assistant Dean for Academic Assessment, United States Military Academy

5:00 p.m. – 5:30 p.m. TAG Closing Discussion

Quality in Higher Education TAG Closing Discussion – 2041

Civic Ballroom South

Open discussion and question and answer session with Quality in Higher Education TAG presenters.

Retention and Graduation TAG

2:00 p.m. – 3:00 p.m. TAG Opening Session

Basics and Best Practices – 1821

Essex Ballroom

Much of the current discussion in higher education is about retention and graduation. Issues surrounding these topics include subgroups of individuals, factors that limit graduation, and responsibilities of those in various roles. This TAG panel will discuss some of the basic aspects of retention and graduation and how key factors fit together. The TAG includes a specific look at the role of faculty and at the current political context. In conclusion, we will highlight some of the most recent CSRDE award-winning best practices papers and projects for institutional research in student retention and graduation. Audience participation will be encouraged.

Presenter(s)
Sandra Whalen, Program Manager -CSRDE, University of Oklahoma Norman Campus
Richard Howard, Consultant
Gerald McLaughlin, Associate VP for Enrollment Management and Marketing, DePaul University
Josetta McLaughlin, Associate Professor of Management, Roosevelt University

3:15 p.m. – 3:55 p.m. TAG Concurrent Sessions

Analysis of Stopout and Transfer Behavior at a Public Research University – 1503

Windsor East *Students*

Evidence suggests that stopout and transfer to another college constitute a substantial part of institutional attrition. Prior research indicates significant differences between factors affecting dropout, stopout, and transfer. Few studies analyzed subsequent enrollment patterns of students who left an institution, but did not distinguish between students who did and did not enroll elsewhere. This study seeks to separate dropouts, stopouts, and transfers as well as analyze subsequent enrollment patterns of students after they leave an institution. The presented model demonstrates possibilities of a simultaneous analysis of multiple episodes of enrollment and nonenrollment.

Presenter(s)
Iryna Johnson, Associate Director of Assessment, Auburn University Main Campus
William Muse, Associate Professor of Mathematics, Columbus State University

Enhancing Campus Retention Efforts: Predicting Four- and Six-Year Degree Completion Using Institutional and CIRP Freshman Survey Data – 1683

Conference G *Students*

Using national data from 2004 CIRP Freshman Survey and enrollment and completion data from the National Student Clearinghouse, CIRP researchers present new national data on degree completion, including differences by gender, race/ethnicity, first-generation status, and institutional type. Regression was used predict which student characteristics/factors at the beginning of college and which institutional environments are associated with four- and six-year degree completion. The majority of the session is devoted to demonstrating how institutions can use retention calculators produced from the study findings to predict expected degree completion and retention.

Presenter(s)
Linda DeAngelo, CIRP, Assistant Director of Research, University of California-Los Angeles
Ray Franke, Research Analyst, University of California, Los Angeles

How We Keep Them Here: A Mixed-Method Examination of an Integrated Model of College Student Retention – 1408

Essex Ballroom *Students*

This study utilizes a mixed-method design to test an integrated model of college student retention that is a synthesis of Tinto's model of college student departure and Eccles, Wigfield, and their colleagues' expectancy value theory. Surveys were administered to 543 new freshmen students at the beginning and end of their first semester to measure the variables of interest in the integrated model. Qualitative results from additional in-depth interviews provided an alternative model for testing that demonstrated good fit to the data. Implications for the broader theory of college student retention and for administrators of retention-enhancing programs are discussed.

Presenter(s)
Brent Drake, Assistant Vice Provost and Director, Purdue University-Main Campus

When IPEDS Falls Short: Developing an Inclusive Graduation Rate Methodology for an Adult-Serving Institution – 1523

Windsor West *Students*

The federal methodology for determining institutional graduation rates is problematic for those institutions that do not serve students of the traditional college age. For institutions that enroll high percentages of students transferring in from other schools, or who enroll students year-round (or both), the federal calculation methodology can make an annual new-student cohort far less than representative of the whole. Franklin University has created its own, "all-inclusive" methodology to calculate its graduation rate, and the information that has been gained in the process is being used to inform a number of strategic initiatives across the institution.

Presenter(s)
Paul Rusinko, Research Associate, Franklin University
Kris Coble, Research Associate, Franklin University
Jan Lyddon, Director of Institutional Effectiveness, Franklin University

4:10 p.m. – 4:50 p.m.
TAG Concurrent Sessions

A Fresh Look at Student Learning Success and Retention: The Impact of Full-Time Versus Part-Time Faculty – 1254

Windsor East *Students*

Past research has shown that the ratio of part-time versus full-time faculty is one of the strongest predictors of instructional costs in community colleges. However, this finding alone is not sufficient to drive faculty hiring practices since a critical question remains unanswered: What is the impact of full- versus part-time faculty on student learning outcomes? This presentation examines the impact of faculty status on both short-term and long-term retention and student success, comparing its findings to extant literature on this subject.

Presenter(s)
Patrick Rossol, Senior Research Analyst, National Higher Education Benchmarking Institute
Natalie Alleman Beyers, Research Analyst, Johnson County Community College

International Student Retention and Academic Achievement: An Examination of Predicting Factors – 1509

Windsor West *Students*

At Thompson Rivers University, International Affairs wondered whether Student Success courses should be made mandatory for International students. This presentation shows how the IR office answered this question and expanded the research to identify factors for the retention and academic success of these students. The full research cycle is reviewed, from the initial research question to the impact of the study results. The study design

is described in detail, and the technical aspects of this study are contextualized with a discussion of the practical issues surrounding and emerging from the research.

Presenter(s)
Kristen Hamilton, Institutional Planning and Analysis, Thompson Rivers University
Dorys Crespin-Mueller, Director, Institutional Planning and Analysis, Thompson Rivers University

Revisiting Retention: A Four-Phase Retention Research Initiative – 1321

Essex Ballroom *Students*

This presentation describes completed and planned research of a large-scale, long-term student retention initiative. Historically, retention analyses have centered upon short-term projects aimed at measuring the success of individual institutional retention efforts. This four-phase, two-year study begins by seeking to better understand retention factors specific to the university and finishes by examining selected institutional interventions. Additionally, a small group of faculty and administrators with expertise in higher education retention and specific methodological areas will play an advisory role. This presentation is designed to detail the four phases, provide any current findings, and describe initial expectations.

Presenter(s)
Nicole Holland, Senior Research Analyst, Walden University
Jim Lenio, Associate Director of Institutional Research, Walden University
Eric Riedel, Executive Director, Office of Institutional Research and Assessment, Walden University
David Baur, Project Manager, Walden University
Sally Francis, Research Analyst, Walden University

Trend Analysis in Developmental Education and Graduation Rates for Participating Achieving the Dream Colleges by Low Income and Minority Student Outcomes – 1666

Conference G *Analysis*

Achieving the Dream: Community Colleges Count (ATD) helps participating colleges use data to identify gaps in student achievement. This research uses ATD longitudinal cohort analysis to understand low income and minority students' performance in developmental courses, persistence, and graduation rates. In this session, we discuss trends in developmental course attempts and completion, persistence, and degrees and certificates awarded to the different income and racial and ethnic student groups. Preliminary results show that low income students and minority students tend to have lower graduation rates than upper income and white students. Similar trends are observed for developmental course sequence completion.

Presenter(s)
Kent Phillippe, Assocociate Vice Presdent, Research and Student Success, American Association of Community Colleges
Myriam Bikah, Research Associate, American Association of Community Colleges

5:00 p.m. – 5:30 p.m.
TAG Closing Discussion

Retention and Graduation TAG Closing Discussion – 2042

Essex Ballroom

Open discussion and question and answer session with Retention and Graduation TAG presenters.

Schedule at a Glance for Wednesday, May 25, 2011

7:15 a.m. – 8:15 a.m.	AIR Annual Business Meeting, *Conference B*
8:00 a.m. – 12:30 p.m.	Registration Desk Open, *Concourse Level*
8:30 a.m. – 9:30 a.m.	Panel Sessions
9:30 a.m. – 10:00 a.m.	Refreshment Break, *Mezzanine Level*, *Sponsored by Evisions, Inc.*
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*, *Grand Ballroom East*, *Sponsored by eXplorance*

For AIR Governance Meetings, see page 141
****See page 33 for event details***

Panel Sessions

8:30 a.m. – 9:30 a.m.

Becoming a Published Author: Options, Requirements, and Strategies- 2063

Simcoe *Resources*

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.

Presenter(s)
Robert Toutkoushian, Professor, Institute of Higher Education, University of Georgia
Richard Howard, Consultant
Gerald McLaughlin, Associate Vice President for Enrollment Management and Marketing, DePaul University
John Muffo, President, Muffo and Associates, Inc.
Paul Umbach, Associate Professor, North Carolina State University at Raleigh

Deciding Where to Go: Exploring Nuanced Understandings of College Choice and Student Success – 2012

Conference E *Students*

This panel brings together three papers to provide a more varied and nuanced view of college choice. While college choice has been dealt with extensively within research literature, there is a need for further investigation to develop a greater understanding of choice and its effect on students within different institutional contexts. The presenters will examine student college choice decisions through various qualitative and quantitative methods. Collectively, the panel helps contribute to the understanding of college choice by addressing urban commuter students, the effect of students attending their first-choice institution, and students' decisions at religiously-affiliated institutions.

Presenter(s)
John Pryor, Director of CIRP, Higher Education Research Institute at UCLA
T. Barrett, Associate Professor of Higher Education, University of Arkansas at Little Rock
Jessica Sharkness, Student, University of California-Los Angeles
Desiree Zerquera, Research Associate, Indiana University-Bloomington
Jin Chen, Research Associate, Indiana University-Bloomington

Don't Sweat the Pre-Tenure Years: Understanding the Characteristics and Experiences of Faculty Satisfaction Prior to the Tenure Review – 2010

Dufferin *Resources*

This presentation draws from institution-specific data collected through the Collaborative on Academic Careers in Higher Education (COACHE) to analyze the factors that contribute to satisfaction with the pre-tenure experience. This analysis will be followed by a presentation of findings from a qualitative study that examines the experiences of faculty who took a leave of absence (LOA) and delayed tenure while still pre-tenure - two mechanisms aimed at injecting flexibility into the pre-tenure experience. Learning more about these experiences is essential in ensuring that these policies are used effectively.

Presenter(s)
Mia Joy Quint-Rapoport, Post-Doctoral Fellow, University of Toronto
Dawn Geronimo Terkla, Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University
Thomas McGuinness, Doctoral Student, University of Michigan-Ann Arbor

Getting the Survey Monkey Off Our Backs: The Survey Management Process – 1279

Civic Ballroom North *Analysis*

The abundance of easy-to-use online survey software and the growing call for accountability has increased the survey burden on our academic populations, and survey fatigue has appeared to depress survey response rates of campus and national surveys, reduce data reliability, and weaken the IR survey function. A growing number of institutions are using survey management processes to help alleviate this situation. Panelists discuss fundamental issues in managing campus surveys and share highlights of their experience. Discussion of this kind should help establish best practices and help improve the quality of student survey data.

Presenter(s)
Charles Rich, Associate Director, East Carolina University
Sharron Ronco, Associate Vice President, Florida Atlantic University
Jerome Rackoff, Assistant Vice President for Planning and Institutional Research, Bucknell University
Tyler Hall, Analyst, Carleton University

Lessons Learned From the Rollout of the NSF's FY 2010 Higher Education R&D Survey – 1544

Windsor East *Collaboration*

The purpose of this panel is to present the lessons learned from the rollout of the new FY 2010 Higher Education R&D Survey and to answer questions from AIR members who respond to the survey. NSF will summarize the general response to the new survey items, including which items were the most and least problematic for institutions. They will also update AIR members on any changes being considered for the FY 2011 survey.

Presenter(s)
Ronda Britt, Survey Statistician, National Science Foundation

Measuring Institutional Effectiveness: Examples from Two Institutions – 2011

Kenora *Assessment*

In this presentation, two institutions will share the work they have done to measure their effectiveness. First, a large, northeastern U.S. college will describe their institution-wide plan for achieving strategic objectives. They will review their journey of developing and implementing their strategic plan, provide examples of their accountability measures, and share tools and materials that document key information. Second, a large, northern U.S. university will share their targeted objective of measuring the effectiveness of their social change mission. In using this mission as the special emphasis focus for regional reaccreditation, an early examination of the data will be presented.

Presenter(s)
Jim Lenio, Associate Director of Institutional Research, Walden University
Sue Henderson, Vice President of Institutional Advancement, CUNY Queens College
Eric Riedel, Executive Director, Office of Institutional Research and Assessment, Walden University
Kathryn Risner, Research Analyst, Walden University

Multiple Perspectives on Environmental Scanning to Strengthen Strategic Planning – 2008

Conference D *Collaboration*

Environmental scanning sets the stage for strategic planning. All too often, however, the choice of which topics to scan is less than strategic or creative. Three categories must appear in our menu of potential scan topics: (1) outward-looking, macro scale: the external environment where institutions operate (2) inward-looking, meso scale: the internal environment of the institution, and (3) backward-looking, micro scale: key events in the past that influence potential future directions. Panelists will present examples from each category to illustrate scanning topics and methodologies that may go beyond your usual repertoire.

Presenter(s)
Bob Cowin, Director of Institutional Research, Douglas College
Fen Yu, Assistant Director of Institutional Research, University of North Florida
Antigoni Papadimitriou, Ph.D. Candidate, CHEPS/ Twente University

NCES Data Tools: A Demonstration – 1341

Conference G *Collaboration*

NCES staff demonstrate new data use tools: the Table Generator and Enhanced Statistical Report, both new additions to the IPEDS Data Center; the IPEDS State Data Center, a new tool for aggregating IPEDS data to state and national totals; and QuickStats and PowerStats, for using data from the NCES sample surveys.

Presenter(s)
Janice Plotczyk, Team Leader, IPEDS Data Collection, National Center for Education Statistics
Elise Miller, Program Director, National Center for Education Statistics
Jessica Shedd, Research Scientist (IPEDS), National Center for Education Statistics

Off the Shelf and Into Action: Strategies for Successful Implementation of the Institution's Strategic Plan – 1618

Conference F *Collaboration*

The importance of strategic planning in colleges and universities has been well established. Strategic planning-and more importantly, complete implementation of a strategic plan-are key to creating an environment of "plan in action." This presentation addresses how one university engaged the campus in getting the plan off the shelf and into action: (a) Getting Everyone Involved from the Start; (b) Communication of Plan; (c) Tools Provided to Assist Units in Plan Development; (d) Tying Together Planning Through the Levels of the Organization; (e) Accountability-Monitoring Progress and Setting Milestones; and (f) Celebration of Success.

Presenter(s)
Beverly Barrington, Director, University Planning, Florida Agricultural and Mechanical University
Gita Pitter, Associate Vice President of Institutional Effectiveness, Florida Agricultural and Mechanical University
Diana Barbu, Coordinator of Research Programs, Florida Agricultural and Mechanical University

One Man (or Woman) IR Office – 1274

Civic Ballroom South *Collaboration*

Three institutional researchers representing a private graduate university, a private undergraduate institution, and a mid-size two-year public community college 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 provides time for a Q&A session with the panelists as well as an opportunity for the audience to share lessons they learned in IR. It also allows AIR members to network with others.

Presenter(s)
Crissie Grove, Director of Academic Quality, Walden University
Laura Miller, Assistant Director of Institutional Research and Analysis, Messiah College
Lor Miller, Director of Institutional Research, Northeast Iowa Community College-Calmar

Predicting Factors of Nursing Students' Success in Program Retention and Passing the NCLEX License Test – 2014

Huron *Students*

This session presents findings from New Zealand (NZ) and US studies. The NZ study suggests that the best predictor of first-year GPA in academic nursing programs is secondary school GPA. Factors such as academic credits acquired had little predictive power. The US study examined causal factors for the NCLEX (National Council Licensure Examination) pass/failure rate. Findings revealed that entering cohort proficiency, time to NCLEX, repeater factor, and ethnicity were major causal factors in predicting the NCLEX license exam pass rate. Despite differences in locations, similar predicting models for success in nursing school were established. Implications of the studies are discussed.

Presenter(s)
Nan Hu, Associate Dean of Assessment, Azusa Pacific University
Boaz Shulruf, University of Auckland

Taking Postsecondary Data to the Next Level: K-12 Data Sharing Efforts in Kentucky, Missouri and Utah – 1564

Conference C *Collaboration*

The 2010 SHEEO report on state-level postsecondary student unit record systems revealed that over half the state postsecondary coordinating or governing boards have engaged in data sharing efforts with the state K-12 agency. While the SHEEO study included some examples of these relationships, not much is known about how the state postsecondary body uses the data. This presentation will delve deeper into how the Kentucky Council on Postsecondary Education, Missouri Department of Higher Education, and the Utah System of Higher Education created these partnerships and use this data. Particular emphasis will be placed on high school and teacher education data.

Presenter(s)
Tanya Garcia, Senior Policy Analyst, State Higher Education Executive Officers
Tim Gallimore, Assistant Commissioner, Missouri Department of Higher Education
Heidi Hiemstra, Assistant Vice President, Research and Planning, Council on Postsecondary Education

Three Models of Direct-Evidence STEM Assessment – 1570

Wentworth *Assessment*

Direct-evidence learning assessment, also called learning outcomes assessment, is gaining prominence in institutional research efforts, especially with increasing calls for demonstration of learning outcomes for accreditation processes. This session reviews three models of direct-evidence assessment in measuring the contributions and effectiveness of specialized academic programs in the STEM fields. These models provide a range of institutional practices, taking into account differing levels of involvement, resources required, and costs. Participants gain insight into challenges, benefits, and outcomes from each of the three direct-evidence assessment models.

Presenter(s)
Marc Levis-Fitzgerald, Director, Center for Educational Assessment, University of California-Los Angeles
David Kasch, Research Analyst, University of California-Los Angeles
Casey Shapiro, Doctoral Student and Research Analyst, University of California-Los Angeles
Alice Ho, Director of AAP Mentoring and Research Program, University of California-Los Angeles
Erin Sanders, Adjunct Assistant Professor/Director, University of California-Los Angeles

U.S. News & World Report's Best Colleges: Details Behind Last Year's Methodology Changes and What Will Be New in 2011 – 1209

Essex Ballroom *Collaboration*

This session reviews the 2011 edition of the Best Colleges rankings from August 2010 and discusses the methodology changes that were made including the addition of High School Counselor Rankings of Colleges, increasing the weight of graduate rate performance, reducing the weight of reputation, changing the names of the rankings categories, and increasing the number of colleges that were ranked. We discuss methodology changes being considered for the upcoming August 2011 rankings and explain how the newly updated Carnegie Classifications will impact those rankings. We also review the World's Best Universities ranking published September 2010.

Presenter(s)
Robert Morse, Director of Data Research, U.S. News and World Report
Samuel Flanigan, Deputy Director of Data Research, U.S. News and World Report
Diane Tolis, Data Collection Manager, US News and World Report

Icon Key

DEMO Exhibitor Demonstration

Scholarly Paper Session

Research in Action Session

Table Topic Session

Concurrent Sessions

9:45 a.m. – 10:25 a.m.

A Transparency Framework: How to Make Student Learning Outcomes Results Accessible to External Audiences – 1181

Conference C *Assessment*

Based on a review of 733 institutional websites, the National Institute for Learning Outcomes Assessment (NILOA) designed a Transparency Framework for use by Institutional Researchers to make student learning outcomes results and information accessible to internal and external audiences. The framework includes six components of student learning assessment (student learning outcomes statements, plans, resources, assessment activities, results, and use) and ways to present these six components on institutional websites in a meaningful, understandable manner. This session summarizes the research behind the Transparency Framework, illustrates institutional websites with various levels of transparency, and provides instructions for using the tool.

Presenter(s)
Staci Provezis, Project Manager and Research Analyst, University of Illinois at Urbana-Champaign

An Analysis of the Effectiveness of a Program to Increase Success Rates of Students in Developmental Mathematics – 1540

Conference E *Analysis*

This presentation provides attendees with an overview of methods used to evaluate a developmental math initiative at Cuyahoga Community College. For the past four years, Cuyahoga has combined a college survival skills course with a developmental math course in an effort to increase students' success in math. This presentation describes techniques used to evaluate this initiative. This discussion describes the way in which comparison groups were generated, hypotheses formed, variables specified, and data analyzed. Of particular importance, it focuses on the use of logistic regression to assess the effectiveness of a student success initiative.

Presenter(s)
G. Rob Stuart, Director of Institutional Research, Cuyahoga Community College

Assessment of Academic Goals in Learning Communities – 1178

Conference H *Assessment*

The step from assessment of engagement to the measuring of academic goals in Learning Communities can be a difficult accomplishment. The use of self-reported information, best practices in assessment of embedded assessments, use of external measures and control groups, and a focus on integrated assessment are needed. Flagler College, St. Augustine, Florida, is in its third year of freshmen Learning Communities and will have all freshmen involved in two semesters of this program by 2015. Dr. Randi Hagen, Director of Institutional Research, Planning & Effectiveness, is the lead evaluator for this program and session presenter.

Presenter(s)
Randi Hagen, Director of Institutional Research, Planning and Effectiveness, Flagler College

Constructing a Campus Climate and Diversity Survey: Applying Research at the Campus Level – 1235

Windsor East *Students*

The Diverse Learning Environments Survey is based on research that states optimizing diversity in the learning environment can facilitate achievement of key outcomes, including improving students' habits of mind for lifelong learning, competencies, and skills for living in a diverse society, and student retention and success. In this

session we explain the conceptual framework for this survey and how it was designed to provide actionable information. This is especially useful for campuses that want to improve the learning environments for all students, advancing their capacities for success, but with a special focus on traditionally underrepresented students.

Presenter(s)
John Pryor, Director of CIRP, Higher Education Research Institute at UCLA

Creating a Dashboard for Institutional Strategic Planning and Effectiveness – 1071

Simcoe *Technology*

In a climate of high demand for information, it is critical to provide leadership with a vast array of data at their fingertips. Researchers from Missouri State University present the process of creating a new business intelligence dashboard for use by academic administrators. Discussion includes determining types of material to include in a dashboard, combining data from disparate sources, preparing information for presentation, creating a consistent, user-friendly interface, data tables, charts, and advanced features such as OLAP analysis. Discussion is designed to apply to all types of business intelligence tools; specifically, Evisions' Argos is demonstrated.

Presenter(s)
Katherine Coy, Director of Institutional Research, Missouri State University
Sarah Williams, Research Analyst, Missouri State University

Examining Ethnicity in Latinos' College Choice Decisions – 1192

Huron *Students*

This study contributes to knowledge regarding college enrollment patterns among different Latino ethnic subgroups by comparing Mexican-American and Puerto Rican students using the BPS:04/06 national dataset (n = 1,620). Findings indicated several notable differences between the two ethnic groups including age, family capital, financial capital, and institutional level attended. Results of logistic regression analyses revealed that Mexican-Americans' and Puerto Ricans' decisions to enroll at a two- or a four-year institution were uniquely influenced by students' age, cultural capital, academic capital, and habitus.

Presenter(s)
Gloria Crisp, Assistant Professor, The University of Texas at San Antonio
Anne-Marie Nunez, Assistant Professor, The University of Texas at San Antonio

Ilinois AIR Paper of the Year: A longitudinal study of the Illinois high school class of 2002: A six-year analysis of postsecondary and enrollment and completion – 1135

Conference F *Students*

The study tracked 113,135 Illinois high school graduates of 2002 on their journeys through postsecondary education and provides an analysis of initial college enrollment and the attainment of intended outcomes for those enrolling at two-year and four-year institutions. The study highlights key findings regarding the more specific pathways and completion patterns such as the bachelor completion rates for the students transferring from a two-year institution to a four-year institution. It also explores the participation and completion outcomes by several student characteristics, select characteristics of the student' respective high schools, and the postsecondary institutions in which students enrolled.

Presenter(s)
Eric Lichtenberger, Assistant Research Professor, Southern Illinois University Edwardsville

Informing Student Retention Programming Through Predictive Modeling – 1538

Civic Ballroom North *Students*

Predictive modeling using data mining techniques of student data can be an effective tool for addressing issues of enrollment management, institutional fit, and persistence to graduation. First-year retention of the Graduation Rate Survey (GRS) cohorts (2006, 2007, 2008, and 2009) was examined. Variables from applications, financial aid, demographic data, and the Cooperative Institutional Research Program (CIRP) Freshman Survey were used in a binary logistic regression equation to identify factors which accurately predicted students' first-year retention. Our efforts are to demonstrate an intentional, data-driven approach to support and strengthen pre-existing programs or mechanism relating to student retention.

Presenter(s)
Rebecca Patterson, Director, University of Louisville
Arnold Hook, Senior Institutional Research Analyst, University of Louisville
IL Young Barrow, Institutional Research Analyst, University of Louisville
Robert Goldstein, Associate University Provost, University of Louisville

IR's Role in the Development of a Successful QEP (...and Debunking Some Myths Along the Way) – 1644

Essex Ballroom *Assessment*

This presentation demonstrates the crucial role of Institutional Research during all phases of the successful creation of a Quality Enhancement Plan (QEP) that received in October 2010 an excellent review by the SACS reaffirmation committee. Polk State College's Office of Institutional Research, Effectiveness, and Planning was strongly involved identifying focus areas via assessment, informing the topical development with surveys and focus groups, assisting with best practices research and literature review, and creating a comprehensive QEP assessment and performance evaluation framework. The QEP received several assessment-related kudos from SACS reviewers.

Presenter(s)
Peter Usinger, Director of Institutional Research, Effectiveness and Planning, Polk State College

Persistence Is Good, But Does It Have Anything to Do With Learning? – 1692

Conference D *Students*

Using data from the 2006 cohort of the Wabash National Study of Liberal Arts Education (WNSLAE), this project examines relationships between three approaches to measuring student learning outcomes (objective learning gains, self-reported gains, and college grades) and student persistence from the first to second year. Results from a series of logistic regressions indicated that students' grade-point average had the largest explanatory power in student persistence, followed by self-reported gains. Objective measures of learning gains had the least power in explaining persistence. The findings have implications for the national conversation on student success in college.

Presenter(s)
Shouping Hu, Professor, Florida State University
Alexander McCormick, Director NSSE, Indiana University-Bloomington
Bob Gonyea, Associate Director, Center for Postsecondary Research, Indiana University-Bloomington

Reducing the Smoke: Incorporating Student Input to Create Transparent Policy Formation and Institutional Accountability – 1365

Conference B *Collaboration*

Students make their presence known in a number of ways on college campuses. More intentional ways to involve students result in more creative solutions to current societal problems. In the recent creation of a smoke-free initiative at the University of Michigan, numerous forms of student feedback shaped its implementation. This presentation describes examples of this application of student assessment to influence, directly, decisions of institutional leaders.

Presenter(s)
Malinda Matney, Senior Research Associate, University of Michigan-Ann Arbor
Simone Himbeault Taylor, Associate Vice President for Student Affairs, University of Michigan-Ann Arbor

Study Abroad: Who Participates and With What Benefit? – 1374

Conference G *Students*

Student expectations, experiences and outcomes related to study abroad programs are explored through an analysis of two large datasets for a large, Midwestern research university. The first analysis uses data from seven entering cohorts to examine plans to participate, actual participation, and the impact of participation on academic and developmental outcomes. The second analysis examines the longer-term outcomes and perceptions of alumni who participated in a study abroad program compared to a control group of nonparticipants. The results of these analyses challenge some long-held myths of the impact of study abroad on degree completion as well as the longer-term benefits.

Presenter(s)
Victor Borden, Professor, Educational Leadership and Policy Studies, Indiana University-Bloomington

The Three Pillars of Survey Administration: Structural, Technical, and Relational Considerations – 1349

Civic Ballroom South *Analysis*

While much time is spent on survey design and analysis, survey administration is often an afterthought. We have identified three important parts of this facet: Structural-How do we manage what surveys Institutional Research will promote? Technical-How do we choose which students will be surveyed? Relational-How do we get buy-in from the faculty and from the administration of the institution? Over time, based on successes and failures, we have refined our process. This presentation touches on each point briefly but in sufficient detail to show the policy, methodology and practice that we currently follow.

Presenter(s)
Mark Leany, Senior Research Analyst, Utah Valley University
Tim Stanley, Assistant Director of Institutional Effectiveness, Utah Valley University
Geoff Matthews, Senior Research Analyst, Utah Valley University

Understanding Leadership Development on a Highly Diverse Campus: An Examination of the Correlates of Socially Responsible Leadership – 1505

Windsor West *Students*

Active participation in out-of-classroom programs is commonly considered beneficial for students' leadership skills. But there is a dearth of evidence of the relationship between the level of involvement in such activities and leadership quality, especially in highly diverse environments. Does taking on leadership roles on campus help students become effective leaders? What are other predictors of leadership quality? This study uses the Socially Responsible Leadership survey to examine the development of socially responsible leadership skills at a highly diverse liberal arts college. The findings will interest student affairs and IR professionals who are involved in assessing leadership development.

Presenter(s)
Satu Riutta, Institutional Research Associate, Oxford College of Emory University
Daniel Teodorescu, Director of Institutional Research, Emory University

Why Students Leave or Stay After the Sophomore Year: A Comparison Study Using the Phone Interview Method – 1066

Dufferin *Students*

Although there is a rich literature on freshmen to sophomore retention, only limited research could be found on sophomore to junior retention. Considering the high sophomore attrition rates at many institutions, it is important to investigate why students decide to leave or continue at the institution after two years in college. The purpose of this study was to investigate this question by conducting phone interviews with retained and nonretained students after their sophomore year at a small Midwestern liberal arts college. Themes found in this research will help researchers and administrators improve the sophomore year experience and student retention.

Presenter(s)
Yang Zhang, Director of Institutional Research, Edgewood College
Heidi Arbisi-Kelm, Graduate Student, University of Iowa

10:40 a.m. – 11:20 a.m.

Academic Program Life Cycles (APLC): An Application of Dynamic Growth Model – 1724

Simcoe *Analysis*

The basic mixed-influence diffusion growth model was extended by including economic factors (GDP, Recruitment Expenditures) deemed potentially to influence enrollment demand for academic programs. The regression analysis of the dynamic model yielded better parameter estimates, including magnitude and timing of enrollment peaks. The dynamic model explained variations in the growth of academic programs better than the basic model, and its long-term predictions of enrollments were more accurate than the predictions of the basic model. Parameter estimates were theoretically correct as to their signs and magnitudes. In summary, the dynamic model showed considerable improvement over the basic growth model.

Presenter(s)
Edward Acquah, Senior Institutional Analyst, Athabasca University

Apples to Apples: Using AAUDE Faculty-by-CIP Data to Account for Discipline Differences in Faculty Salaries – 1195

Civic Ballroom North *Resources*

Popular methods that attempt to account for discipline in salary studies (e.g., subdividing the population by discipline or market proxies that estimate supply and demand of new Ph.D.s) fall short of their intended explanatory power or lead to inappropriate conclusions due to misunderstandings of the nature of academic faculty markets. This study demonstrates how the single variable "average peer institution faculty salary by CIP within rank"-obtained from the American Association of Universities Data Exchange (AAUDE)-dramatically improves the predictive power of a salary model, accounting for more than 80% of the variance for assistant professor salaries alone.

Presenter(s)
Leonard Goldfine, Assistant Director, Office of Institutional Research, University of Minnesota-Twin Cities
Peter Radcliffe, Executive Director of Planning and Analysis, University of Minnesota-Twin Cities

Clear Skies: Using Cloud Technology to Simplify Strategic Planning – 1219

Conference G *Technology*

The maintenance and administration of a strategic plan requires document creation and editing, report sharing, and dissemination to stakeholders. The use of cloud computing has lessened some of the burdens at a small four-year public college. The decision to adopt Microsoft Office

Live as the cloud-computing platform was easy. It is free, and the learning curve was nearly nonexistent for on-campus users. As such, it is an ideal cloud-computing platform choice. This session demonstrates Microsoft Office Live workspaces, its capabilities, and how it is used for and with the Strategic Planning Task Force at Penn State Berks (Pennsylvania University).

Presenter(s)
Mary-Lou D'Allegro, Senior Director, Planning, Research and Assessment, Pennsylvania State University-Penn State Berks

Data Warehouse + Business Intelligence Tools = Multi-Dimensional Enrollment Reporting – 1554

Essex Ballroom *Technology*

Over the last five years, as the demand for more sophisticated information collection, analysis, and reporting has grown, UCF reporting capabilities have been expanded and enhanced with the implementation of a reporting data warehouse and the use of SAS® Business Intelligence (BI) Analytical tools. An information delivery portal was integrated into the project, which provided secure access to a wide variety of standard and customized reports and data created by the BI tools suite. From this foundation, a robust suite of multi-dimensional enrollment reports have been developed to provide campuswide access to current and historical detailed enrollment trend information.

Presenter(s)
Linda Sullivan, Director, Enterprise Decision Support, University of Central Florida
M. Paige Borden, Assistant Vice President, University of Central Florida

Forecasting College Enrollment by Artificial Intelligence and Partial Least Squares Regression Models – 1744

Conference E *Analysis*

Student enrollment forecasts give institutions of higher education an outlook of their incoming students each year. These forecasts consider various factors such as high school graduates and the unemployment rate. Artificial neural network (ANN), support vector machine (SVM), gene expression programming (GEP), and partial least squares regression (PLS) have been used to forecast data series in many disciplines. At Oklahoma State University, all models are constructed to perform enrollment forecasts and have performed reliably and accurately; the autoregressive integrated moving average (ARIMA) is used as a benchmarking tool; and study results lead to an effective budget, personnel, and program planning.

Presenter(s)
Chau-Kuang Chen, Associate Professor/Director of Institutional Research, Meharry Medical College

Helping College Sophomores Succeed: Exploring Factors That Impact the Academic Success of College Sophomores – 1668

Kenora *Students*

The college sophomore year is crucial to successful undergraduate education. Studies have shown that successful completion of the second-year study leads to a student's timely graduation, and academic success plays a critical role. Using Dr. Alexander Astin's I-E-O model, this study examines various student characteristics and environmental differences to explore factors that may have impact on the academic success of the second-year students.

Presenter(s)
Kang Bai, Director of Institutional Research, Planning and Effectiveness, Troy University

How We Dealt With the H1N1 Pandemic, and Other Uses of Tableau in an IR Office – 1552

Conference C *Technology*

See how an IR office has saved countless hours by implementing one software system. This demonstration includes examples of how Tableau has been used for the analysis and dissemination of survey results, retention rates, applicant origins, and student achievement, as well as for management of the H1N1 pandemic. During the presentation, facilitators interact with several workbooks to show the flexibility and range of the program. This functionality is demonstrated through the live construction of a data view. As will be demonstrated, Tableau can be used in real-time to answer questions, even during meetings and presentations.

Presenter(s)
Dorys Crespin-Mueller, Director, Institutional Planning and Analysis, Thompson Rivers University
Kristen Hamilton, Institutional Planning and Analysis, Thompson Rivers University

Identifying STEM Achievement: Differentiating and Predicting GPA and Gains in Scientific Competencies Among STEM Students – 1563

Wentworth *Students*

A student's GPA represents a key indicator of academic achievement and an important predictor of persistence in college; however, it is not necessarily an indicator of learning, particularly in competitive fields such as science, technology, engineering, and mathematics (STEM). Using longitudinal data from the 2004 Freshman Survey (TFS) and the 2008 College Senior Survey (CSS), this study examines the key college experiences and institutional contexts that predict STEM students' grades and scientific competency. Emphasizing similarities and differences in

predictor variables, we employ separate models for White and Asian-American students and for underrepresented racial minority (URM) students.

Presenter(s)
Jessica Sharkness, Student, University of California-Los Angeles
Kevin Eagan, Postdoctoral Research Fellow, University of California-Los Angeles
Sylvia Hurtado, Professor and Director of the Higher Education Research Institute, University of California-Los Angeles
Tanya Figueroa, Graduate Student Researcher, University of California-Los Angeles

Implementation of a Grade Lift Metric: Nuances and Lessons Learned – 1748

Civic Ballroom South *Assessment*

In an effort to understand perceived inconsistencies in faculty grading patterns, the central institutional research office of a multicampus technical college system (MCTC) conducted an analysis using methodology put forth in the study "Improving Grading Consistency through Grade Lift Reporting" (Millet, 2010). This presentation briefly summarizes the work done by Millet, illustrating how the methodology was modified to meet the needs of MCTC, and discussing the issues calculating accurate results and distributing them to stakeholders.

Presenter(s)
Jim Grasell, Manager, Institutional Research and Planning, Higher Colleges of Technology

Is Your University Engaged? A Large Metropolitan University's Approach to House Data to Support its Community Engagement Endeavor – 1561

Conference B *Technology*

In 2006, the Carnegie Foundation created the Carnegie Community Engagement Classification, and unlike the traditional classifications that rely on national data, the Engagement Classification is based upon voluntary data from the institution. This presentation discusses the steps taken by a large metropolitan university to create a knowledge management system to house the "silo-based" knowledge of the various engagement projects in which its faculty and staff members are involved. We detail the data elements being collected, the technology used to create the system, and the benefits to the various stakeholders.

Presenter(s)
Jeffrey Reiss, Applications Systems Analyst/Programmer, University of Central Florida
Uday Nair, System/Program Analyst, University of Central Florida
Patrice Lancey, Director, University of Central Florida
Divya Bhati, Associate Director, University of Central Florida

Now that Community Colleges are offering more Baccalaureates, What is the impact on National Data and Trends – 1548

Conference F *Students*

In recent years, public community colleges have been offering an increased number of baccalaureate degrees. At present, the effect is most pronounced in a limited number of states, but there is evidence that more states or colleges may increase the baccalaureate degree offerings at public community colleges. Most data reporting relies on the highest award offered, so when NCES produces data, colleges offering even one baccalaureate award are considered a 4-year college, regardless of whether or not they award hundreds of associate degrees and certificates.. This paper examines the impact of reporting these colleges with the 4-year colleges.

Presenter(s)
Kent Phillippe, Assocociate Vice Presdent, Research and Student Success, American Association of Community Colleges

Resource Guide for Data-Informed Decision-Making in Higher Education – 1626

Conference H *Collaboration*

Colleges and universities are inundated with demands for information needed to support the higher education enterprise. Providing information that supports the strategic goals of the institution will have a critical impact on institutional effectiveness. This presentation serves as a resource for improving data-informed planning, decision support, and reporting capabilities at higher education institutions. Using the information as a guide, IR officers at the colleges and universities can evaluate their current capabilities, assess their access to relevant information, and take actions to dramatically improve data-informed decision-making capabilities at their institutions.

Presenter(s)
Sathasivam Krishnan, Associate Dean, Institutional Research & Planning, Hudson County Community College
William Mahler, Director of Institutional Effectiveness, Kettering University

Transfer Into West Virginia Public Four-Year Institutions: Student Characteristics, Retention, Completion, and Application of Articulation Agreements – 1605

Huron *Students*

The researchers employ West Virginia state system student-level data on fall 2005 enrollees at public four-year institutions to explore volume of transfer, type of transfer, and student characteristics, retention rates, and graduation rates of transfer students. Transcript analysis of transfer students who graduate is utilized to understand how

institutional and state articulation agreements are applied in terms of number of credits transferred, how transfer credits are counted, and total number of credits required for graduation. The findings are important for researchers seeking to understand factors affecting completion and for policymakers and institution administrators needing to understand how transfer and articulation agreements are applied.

Presenter(s)
Angela Bell, Research and Planning Analyst, West Virginia Higher Education Policy Commission
Robert Anderson, Senior Director of Policy and Planning, West Virginia Higher Education Policy Commission

Working Group on Graduate Education Data – 1406

Kent *Collaboration*

In 2009, this group focused on compiling information on graduate education for the AIR Institutional Research Handbook. In 2010, this group expands on this work by refining definitions and identifying sources of data.

Presenter(s)
Lydia Snover, Director of Institutional Research, Massachusetts Institute of Technology

11:35 a.m. – 12:15 p.m.

A Two-Stage Graduation Rate Model for Four-Year Colleges With a Large Remedial Student Population – 1555

Dufferin *Analysis*

The traditional graduation rate model, which tracks only first-time freshmen from entering term to graduation, fails to (a) include transfer students, and (b) adjust for the extra time needed for remediation. In addition, for colleges with an open admissions policy, the ability to reach skills proficiency is a determining factor for any possible degree pursuit. This model divides students' academic career into two stages and creates a second, more realistic starting point: the first-term a student exits all remediation, with value-added for total credits accumulated. Examples in outcomes analysis are given to demonstrate the advantage of this two-stage model.

Presenter(s)
Eva Chan, Director of Institutional Research and Assessment, CUNY Medgar Evers College

Alumni Perceptions of Success: Using Feedback Loops to Create Professional Development Modules – 1190

Huron *Students*

Institutions of higher education are charged with preparing K-12 teachers for the classroom, but 50% of teachers leave the profession within in five years. This coupled with the debate surrounding the gap between teacher education programs and the work of teachers in the classroom initiated a study of teacher education graduates using the Perceptions of Success Inventory for Beginning Teachers. Consequently, administrative teams at North Carolina State University have initiated professional development modules to address gaps in preparation that beginning teachers reported in these feedback loops. This session discusses the results from the inventory and the creation of professional development.

Presenter(s)
Erin Horne, Clinical Assistant Professor, North Carolina State University at Raleigh
Meredith Adams, Assistant Director of Knowledge Management and Assessment and Teaching Assistant Professor, North Carolina State University at Raleigh

Assessing the Assessment: A Methodology to Facilitate Universitywide Reporting – 1307

Windsor East *Assessment*

While individual academic departments are best able to conduct assessment of student learning in degree programs, universities have a need to synthesize assessment activities in order to create an overall picture of institutional engagement with student learning assessment. This presentation describes a methodology for reviewing the assessment activities of individual departments and reporting unit-level and aggregate data on how well developed assessment practices are across the campus. At the end of this session, participants have the knowledge needed to adapt the meta-assessment process for use at their institutions.

Presenter(s)
Terra Schehr, Assistant Vice President for Institutional Research and Effectiveness, Loyola College in Maryland

Controlling for Differences in Student Learning Outcomes Across Videoconferencing and Traditional Delivery Models – 1603

Civic Ballroom South *Assessment*

A midsize, proprietary college on the East Coast offered synchronous, videoconferencing courses and traditional, on-ground instruction for two courses in operational management. One of these courses required students to conduct quantitative analysis, while the other

required students to conduct qualitative analysis. Two years of student learning outcome data were analyzed. Results indicated significant differences in grade outcomes across delivery methods for the quantitative course, but not for the qualitative course. The college initiated an investigation to determine which factors led to the differences. Results yielded an interesting mix of factors. Suggestions are offered to control these factors.

Presenter(s)
Randy Holley, Director of Institutional Effectiveness, National College-Salem

Evaluation of a Ubiquitous Computing Program: Evolution and Results – 1252

Conference D *Assessment*

As institutions integrate technology into their learning environment, evaluation of technology's impact on learning, for many, remains elusive. The University of Wisconsin-Stout, a public university of over 9,000 students and winner of the Baldrige Performance Excellence Program, implemented a laptop initiative in 2002, where every student was issued a laptop computer. This presentation describes the ongoing evaluation of Stout's ubiquitous computing program, different instruments used to gather data, how the data have been used for continuous improvement of the program, and where the evaluation is headed in the future.

Presenter(s)
Wendy Marson, Institutional Planner, University of Wisconsin-Stout

First-Generation Students' Academic and Social Engagement at Large, Public Research Universities – 1656

Kenora *Students*

According to Pike and Kuh (2005), surprisingly little is known about first-generation college experiences and the ways their experiences compare to students who have college-educated parents. Retention research often focuses on the academic and social engagement of students; however, previous studies have not examined the engagement levels of first-generation students attending large, public research universities. Through analysis of approximately 58,000 students surveyed in 2009, this study examines the levels of academic and social engagement of first-generation students as compared to their nonfirst-generation peers.

Presenter(s)
Krista Soria, Analyst, University of Minnesota-Twin Cities
Ronald Huesman, Associate Director, University of Minnesota-Twin Cities
Daniel Jones-White, Analyst, University of Minnesota-Twin Cities

How Do Rankings Affect Your Institution's Reputation Among Students, Peers, and Funders? – 1053

Civic Ballroom North *Resources*

Although rankings are clearly influential at many colleges, the assumed link between rankings and revenues has yet to be tested empirically. Drawing on data from multiple resource providers, we find that the influence of rankings depends on constituencies' placement in the higher education field. Resource providers who are vulnerable to the status hierarchy of higher education-college administrators, faculty, alumni, and out-of-state students' are significantly influenced by rankings. Those on the periphery, such as foundations and industry, are largely unaffected. Although rankings are designed largely for stakeholders outside of higher education, their strongest influence is within the field.

Presenter(s)
Michael Bastedo, Associate Professor of Education, University of Michigan-Ann Arbor
Nicholas Bowman, Postdoctoral Research Associate, University of Notre Dame

Making Technology Work for Your Institutional Reporting Needs: Three Systems for Collecting and Reporting Institutional Data for Guidebooks, Internal Audiences, and External Constituencies – 1632

Conference G *Technology*

Do terms such as paper-based, manual data entry, and static canned reports describe aspects of your institutional reporting efforts? Or, is your operation more along the lines of data warehouse and databases, dynamic reports, electronic guidebook data collection, and dashboards? Having recently moved through the transition from the former to the latter, we demonstrate internal-only dashboards and interactive, public web pages. Our comprehensive guidebook database collection tool is also demonstrated.

Presenter(s)
Timothy Wasserman, Assistant Director, Office of Institutional Research and Assessment, Syracuse University
Barbara Yonai, Director, Syracuse University

Moderation Sessions: Engaging Faculty to Measure Learning Outcomes Reliably – 1283

Conference E *Assessment*

Higher education regulators and accreditation officials have focused almost exclusively on the design of learning outcome assessments without paying sufficient attention to implementation. This gap promotes the creation of espoused theories that are inconsistent with the institution's actual assessment practices. At the extreme,

such duality breeds cynicism and undermines the legitimacy of peer accreditation systems. Moderation sessions are a tool institutional researchers can use to combat this threat by documenting inter-rater reliability of faculty's learning outcome assessments. During this session, supportive materials for conducting a moderation session are provided using illustrative case studies with supportive empirical results.

Presenter(s)
Jeff Grann, Associate Director of Assessment and Learning Analytics, Capella University

No Do Overs: Tips for Implementing a Business Intelligence Solution – 1414

Essex Ballroom *Technology*

Like many technology-based projects, you only get one chance at implementing a business intelligence (BI) solution at your organization. In August 2010, the Office of Institutional Research (IR) at Western Kentucky University unveiled our portal using a business intelligence platform. While we had almost 50 years of programming experience, understanding how to make BI work at our institution was overwhelming. Now that we are on the other side of a successful implementation, it is easy to see what did and did not work. For those considering a BI solution, we would like to share our tips for a smooth implementation.

Presenter(s)
Tuesdi Helbig, Institutional Research Director, Western Kentucky University
Christopher James, Applications Programmer Analyst, Western Kentucky University
Gina Huff, Senior Applications Programmer Analyst, Western Kentucky University

Second-Year Retention in Residence Halls: Why the Decline? – 1635

Windsor West *Students*

Occupancy in the University of Delaware's residence halls reached a record low in 2010 prompting a look at second-year retention within residence halls. A steady, downward trend was revealed. In addition to loss of revenue, the implications for our students is concerning. Students living in residence halls are found to have more developmental gains, higher GPAs, and greater satisfaction with their academic experience leading to increased persistence. Using results from NSSE, EBI, home-grown survey instruments, and student success measures, areas for improvement are identified to help reverse the trend of second-year students moving off-campus and to re-establish acceptable occupancy rates.

Presenter(s)
Heather Kelly, Director, Office of Institutional Research, University of Delaware
Karen DeMonte, Associate Director of Housing, University of Delaware

Stepping Out: Ensuring Successful Transition Out of University for Completing Students and Enhancing Ongoing Engagement Beyond Graduation – 1601

Kent *Students*

The "Stepping Out" project, developed at the University of Newcastle (Australia), assists students with transition out of study and into their new life phase as graduates. Research shows that this neglected aspect of the student experience may involve significant change, uncertainty, and a sense of loss. Thus, intervention prior to graduation is critical to successful transition outcomes. The Project uses a web-based approach and is a collaborative effort to ensure that graduating students feel and stay connected and are empowered and better prepared to face the challenges ahead. Evaluation of the project includes a national survey of recent graduates.

Presenter(s)
Anne Young, Associate Professor, University of Newcastle, Australia

Ten Practical Tips for Creating Effective Presentations – 1417

Conference B *Collaboration*

As researchers, we are often given the task of creating effective visual displays of data. However, with all the options available, it is hard to know how to create the most effective visual. How can we make sure that the main points are being clearly conveyed? What should be included the chart? How can we make visuals that are easy for the reader to understand? How can we show complex results using standard PowerPoint features? This discussion provides 10 quick and practical tips to make your presentations more effective. This presentation is geared toward beginner and intermediate PowerPoint users.

Presenter(s)
Karolynn Horan, Research Associate, DePaul University

Using Evidence-Based Decision-Making in a Campuswide Portal Environment to Strategically Manage Incoming and Continuing Student Enrollment – 1302

Conference F *Technology*

Colleges and universities must have easily accessible and accurate information to strategically manage enrollment. Massive amounts of information are available, but if that information can't be used to personalize services, strengthen relationships or make decisions, its value is diminished. Slippery Rock University of Pennsylvania sought a business intelligence solution to providing enrollment data and information through a portal environment. Constituencies across the institution access, analyze, and glean greater value from the enrollment information as evidence for improving decision-making and building relationships with students. Examples from recruitment, admissions, orientation, academic advising, retention services, institutional research, and academic departments are shared.

Presenter(s)
Amanda Yale, Associate Provost Enrollment Services, Slippery Rock University of Pennsylvania

Where Does Assessment Live on Your Campus? How to Nurture and Grow Assessment Capacity – 1677

Conference H *Assessment*

No one-size-fits-all model for assessment in higher education exists. Instead, assessment is often "by committee" or as an add-on responsibility. The table topic discussion focuses on the ways in which campuses organize their assessment work, as well as innovative techniques to enhance assessment capacity such as certification programs. Handouts are provided on examples of in-house assessment certification programs for divisions and frameworks that can guide the work of building assessment capacity. Attendees can expect to leave the table discussion with tangible strategies that they can employ on their campuses to nurture and grow assessment capacity.

Presenter(s)
Kim VanDerLinden, Vice President Assessment Programs, StudentVoice
Annmieke Rice, Exhibitor Representative, StudentVoice

Posters

Posters are displayed in the Exhibit Hall (Sheraton Hall)

Poster Gallery: Monday, 4:45 p.m. – 6:00 p.m.

A Comparison of Enrollment Projection Models – 1394

Analysis

Accurately forecasting student enrollment is important for institutional planning. We investigated the fit of the autoregressive integrated moving average (ARIMA) model and linear regression model to 30 years of enrollment data at a large public institution in Utah. We examined the effects of several local demographic and economic climate variables and found that the unemployment rate and the number of high school graduates in Utah are the most influential variables on enrollment at Utah Valley University. Recognizing the uncertainty inherent in forecasts, we plan to review the model projections annually to account for variable adjustments.

Presenters
Shannen Robson, Senior Research Analyst, Utah Valley University
Geoff Matthews, Senior Research Analyst, Utah Valley University

A Map Is Worth a Thousand Words – 1670

Technology

A task of the Institutional Research offices is to present reports on university enrollment by the residency. Maps provide a visual representation of students' location that is received well by the university community. Maps can consist of enrollments of various groups of students by different geographical areas. Further enhancements of maps consist of embedding additional demographics (e.g., race, gender, financial aid) through pie charts or bar charts. Mapping software is available from numerous companies and as options in software packages, such as SAS. This poster demonstrates various mapping techniques and applications useful to the IR Office.

Presenters
Robin Geiger, Director of Institutional Research and Effectiveness, Kentucky State University
Yuliana Susanto, Senior Research Analyst, Kentucky State University

A Multilevel Analysis of the Association of Class Schedule With Student Outcomes in Developmental Math – 1084

Students

Based upon information processing theory and the spacing effect on learning, this study's hypothesis was that Intermediate Algebra student outcomes may be better in class sections that meet more frequently and with shorter duration. Multilevel analyses did not support the research hypothesis; this study demonstrated that class schedule was not a predictor of student outcomes. There was no evidence that providing a variety of class scheduling options adversely impacts student outcomes in Intermediate Algebra. Thus, providing a variety of class scheduling options may be the best approach to serving the needs of developmental mathematics students and their institutions.

Presenters
David Fike, Research Statistician, University of the Incarnate Word
Renea Fike, Assistant Professor, University of the Incarnate Word

A New Conceptualization of "Generic Skills": Challenges for the Current Attempts to Implement Generic Skill Assessment – 1699

Assessment

Generic skills have received attention as an element of higher education learning outcomes. The OECD, U.S., Australia, and Japan, for example, have developed assessment tools to measure generic skills, albeit with limited frameworks. This study examines these limitations and develops a new model by examining the perceptions of Japanese academic deans regarding the definition and cultivation of generic skills. The study discovers new concepts of generic skills categorized into (a) fundamental generic skills, and (b) technical generic skills. The findings demonstrate that the concepts determine how a curriculum is structured to achieve generic skills outcomes.

Presenters
Kiyoko Saito, Associate Professor, National Institution for Academic Degree and University Evaluation
Ayaka Noda, Associate Professor, NIAD-UE

A Review and Application of Scale Development Practices – 1372

Analysis

Higher education researchers are relied upon to provide answers about a variety of constructs. If they are fortunate, measures with good psychometric properties will be available so they can be confident in their findings. Rresearchers are often required to develop such constructs on their own. Developing validity and reliability evidence for a scale takes thoughtful deliberation and time consuming effort. The purpose of this study is to review generally accepted scale development practices, apply these practices to the development of a scale, and begin a dialogue about the importance of establishing psychometrically sound constructs.

Presenters
Allison BrckaLorenz, Research Analyst, NSSE, Indiana University-Bloomington
Shimon Sarraf, Research Analyst, NSSE, Indiana University-Bloomington
Tony Ribera, Project Associate NSSE Institute, Indiana University-Bloomington

A Study of the Longitudinal Impacts of Freshman Experiences and Academic and Demographic Characteristics on Degree Completers – 1707

Students

Recently, Miller, Janz and Chen (2007) published their research on the retention impact of a first-year seminar of the full cohorts of 2002 and 2003 new freshmen with varying pre-college academic performances at the University of Wisconsin-Whitewater. This poster presents a follow-up study of the same population, focused on their degree completions in multiple years. Several new independent variables have been added to examine their impacts on degree completers. Selected academic programs, whether major changes were involved, number of majors/minors taken, and demographic profiles such as age, gender, race/ethnicity, and residency after graduation are examined.

Presenters
Chunju Chen, Executive Director of Institutional Research, University of Wisconsin-Whitewater

African-American Enrollment and Retention at Traditionally White Universities: What Can We Learn from Historically Black Colleges and Universities about African-American Student Retention – 1590

Students

This report compares enrollment and retention rates of African-American students for several Traditionally White Institutions (TWI) and Historically Black Colleges and Universities (HBCU). The retention rates of African-Americans were observed for the time period of 1992-1993 at the 21st-24th ranked TWIs and HBCUs in the United States. Also included are the top five ranked HBCUs with the highest retention rates for the years 1992-1994.Total enrollments rates were compared against African-American enrollment rates at the same four selected TWIs for the year 2008. This study reflects the need for further study in African-American enrollment and retention.

Presenters
Shavecca Snead, Graduate Student, Florida State University

Assessing Doctoral Students' Program Experiences: How do International Students Compare? – 1468

Students

This study compares doctoral experiences within and across national groups in disciplinary contexts in a public research I university. Data are collected through an online survey (n=504) and qualitative interviews, respectively. Survey findings show that international students are significantly younger and feeling less socially and academically fit than their domestic counterparts. In addition, the majority of these students are first-time sojourners in the U.S. with the belief that getting a U.S.-branded Ph.D. is a gateway to multiple career opportunities, despite feeling confused, disoriented, or marginalized in their academic or social lives.

Presenters
Sheila Shu-Ling Huang, Assistant Research Associate, Higher Education Evaluation and Acceaditation Council of Taiwan

Assessing Needs of Student Veterans at an Urban Commuter Institution – 1085

Students

With the addition of new veteran benefits in the post-9/11 GI bill, college campuses across the country are preparing for an influx of student veterans to their campuses. With these students come a new set of needs ranging from managing federal benefits to coping with combat-related stress. Veteran students come with their own unique set of experiences that leave them both more and less prepared for academic work, ranging from increased maturity to possible post-traumatic stress disorder. This study explores these students' needs coming to Indiana University-Purdue University Indianapolis, an urban commuter 4-year institution, to determine how to best serve this student population.

Presenters
Janice Childress, Data Administrator, Indiana University-Purdue University Indianapolis

Assessing Student Learning for Counseling Students: A Look at Counselor Preparation Comprehensive Examination Scores Collected Over Seven Years – 1594

Assessment

In an effort to address the need for overall program evaluation, several steps were put in place to determine the progress of students during a two-year graduate program. Intake and assessment interviews, midprogram evaluations, and exit scores on the Counselor Preparation Comprehensive Examination (CPCE) were tracked. Analyses of the data were completed using SPSS to evaluate student scores by program and by conceptual areas on the CPCE. Problem areas are identified and discussed to determine how to improve student learning outcomes.

Presenters
Rebecca Jacobson, Capella University
Sandra Harris, Assessment Coordinator, Walden University

Assessing the Effectiveness of a Summer Success Academy: A Theory-Based, Mixed-Methods Approach – 1435

Students

Conducting rigorous evaluations of programs designed to enhance the academic success and learning outcomes of students has become a necessity in higher education. The present study examined the effectiveness of an academic support initiative designed for at-risk first-year students attending Indiana University-Purdue University Indianapolis: a Summer Success Academy. The program was designed to help students perform better in their math and writing courses; develop critical thinking skills; and feel an enhanced sense of belongingness, institutional commitment, and academic self-efficacy. A theory-based evaluation methodology was utilized. This approach included linking program goals with theory and evaluating the program based on those theories using a mixed-method approach.

Presenters
Michele Hansen, Director of Assessment, University College, Indiana University-Purdue University Indianapolis
Preston Bennett, Graduate Assistant of Assessment, Indiana University-Purdue University-Indianapolis
Daniel Trujillo, Qualitative Research Coordinator, Indiana University-Purdue University-Indianapolis
Christopher Foley, Director, Indiana University-Purdue University Indianapolis

At-Risk First-Year Freshmen With D/F/W Grades at an Urban University – 1689

Students

Probably the best warning sign that students are at risk for attrition is if they exhibit poor academic progress or intention to withdraw. Many institutional researchers began to investigate D/F/W grades and how the factor affects first-year students' success of completion of postsecondary education. This presentation uses the 2004 freshmen cohort of a four-year institution as an example to identify those students with D/F/W, track their term-to-term retention of the freshmen year, and secondary year retention as well. The paper also analyzes these students' characteristics, and their six-year graduation rates compared to those who didn't have D/F/W at first year.

Presenters
Lina Lu, Research Assistant Professor, Portland State University

Automation of Reports Using Open Source Software – 1517

Technology

With limited resources, many institutions are looking for ways to automate standard reports. However, it can be difficult to implement changes without interrupting the automated report. How can we create effective automated reports without giving up the flexibility to make changes? A large, Midwestern institution will share how they created a program using Ruby (open source software) to automatically update reports. This software has enabled us to produce the program with no monetary investment, while providing the flexibility to quickly and accurately change a report. We will also discuss how the process helped create a consistent look across various reports.

Presenters
Alim Ray, Senior Applications Developer, DePaul University

Benchmarking: Global Experience and Lessons for Vietnam – 2022

Assessment

Benchmarking, originally an industrial quality management tool, has been adopted by many higher education institutions in developed countries. This presentation provides an overview of how benchmarking is defined, categorized, and implemented. It also looks into the challenges of adopting benchmarking in higher education and evaluates China's and Malaysia's experience with this approach. The presenter argues that despite several hurdles, Vietnam is able to successfully adopt benchmarking to improve the performance of its universities.

Presenters
Phuong-Anh Vu, Director, Center for Quality Assessment, VNU-HCM

Betwixt and Between: Assessing Baseline Data Quality of Electronic Faculty Ratings – 1228

Analysis

Data quality assurance involves looking beyond surface level data to develop a deeper understanding of the psychometric artifacts of collected data. To date, few studies leverage data quality assurance analyses with regard to student evaluations of faculty. Furthermore, few studies seek to leverage such an analysis when comparing traditional with electronic survey modalities. Findings from the current study call to question this type of all or nothing thinking, and provided a useable framework with which to further discussions of data quality evaluations of student ratings of faculty. Dustin C. Derby, Ed.D Senior Director Charles D. Davis Analyst Institutional Planning & Research Palmer College of Chiropractic

Presenters
Charles Davis, Institutional Planning and Research Analyst, Palmer College of Chiropractic
Dustin Derby, Senior Director of Institutional Planning and Research, Palmer College of Chiropractic

College Persistence: How Predictive Modeling Can Inform Intervention – 1395

Collaboration

Attrition is driven by both internal and external factors. Some can be easily controlled; others are more difficult to control. Demystifying attrition starts with getting to know your students better than they know themselves. This presentation explores the efficacy of a predictive model of retention in a national retention/success project as it applies to two specific campuses. In addition, practitioners from these two institutions will discuss successful intra-departmental collaborations and intervention strategies employed by faculty/staff for students categorized as at risk.

Presenters
Andrea Ingle, Institutional Research Specialist, Ball State University
Amanda Yale, Associate Provost Enrollment Services, Slippery Rock University of Pennsylvania
Darlena Jones, Director of Education and Program Development, Educational Benchmarking (EBI)

Delegated Budgeting and Institutional Buy-In – 1256

Resources

Over the past five years, there has been increased attention to fiscal efficiencies and accountability, as well as to the realities dictated by the economic downturn. John Brown University, a small (~1300 UG students) Christian university has created delegated budget models that have helped us refine our decision-making, have brought more people into the budgeting process, have helped us align interests throughout the organization, and have helped us save money. The Office of Institutional Effectiveness has worked on the design, implementation, and improvement of these models in cooperation with the other campus entities to encourage institutional buy-in.

Presenters
Calvin Piston, Associate Dean of Institutional Effectiveness, John Brown University

Determining and Prioritizing Key Performance Indicators Through Grounded Data Mining of Strategic Documents at the Intersection of Institutional, Market, and Regulatory Demands – 1213

Assessment

This poster reports on grounded data mining of strategic documents to discover the latent typology of potential key performance indicators, in terms of their frequency and source, for the University of Texas at Austin. Data came from institutional and legislative sources, peer institutions' strategic plans, and performance measures as given by national organizations. Results show that most prevalent indicators are, in order, ensuring resources, diversity, program excellence, research prominence, and public relevance. In all, 50 indicators in 10 groupings were found. Discussion compares indicator prominence in terms of institutional, market, and regulatory demands.

Presenters
Deryl Hatch, The University of Texas at Austin

Does Going "Greek" Improve Student Success? Using Dose-Response for Causal Inference – 1096

Analysis

This presentation introduces institutional researchers to the epidemiological concept of dose response, which is often used to infer causal relationships in the field of medicine. The authors share how they took advantage of participation data in order to estimate whether or not the Greek system on their campus augmented or detracted from student success, and argue that dose-response modeling can be an effective means to assess casual relationships when other, more-advanced statistical techniques are not applicable or possible. Bryce Mason and Ryan Johnson comprise the Institutional Research Office at Loyola Marymount University, in Los Angeles, California.

Presenters
Bryce Mason, Director of Institutional Research, Loyola Marymount University
Ryan Johnson, Research Associate, Loyola Marymount University

Does the Name Matter? An Analysis of the Impact of University Designation on Student Enrollment and Institutional Visibility – 1701

Collaboration

American higher education has witnessed an interesting phenomenon in the past decades - institutions strategically change their names to better reflect their growth, refocus their missions, seek competitive advantages, and better serve current and prospective students as well as other constituencies. This study focuses on one type of name change - converting a college to a university, with an emphasis on examining the impact of the university designation on student enrollment and institutional visibility. Results indicate that growth is associated with university designation, but caution needs to be used when institutions move towards this direction.

Presenters
Shuang Liu, Director of Institutional Research, College of Notre Dame of Maryland

Does the Structure of Higher Education Expenditures Matter to Student Success? – 1108

Resources

The budgetary uncertainty across higher education requires administrators to reexamine and restructure their limited resources to optimize student success. Educational appropriations measured in constant dollars per full-time-equivalent student in 1990 declined by 10 percent in 2009. Given this stringent condition, this study empirically examines the effects of respective disaggregated institutional expenditures on retention and graduation rates at both public and private Masters' level institutions in the United States. Contrary to anecdotal expectations, the regression results show that some specific expenditures negatively impact graduation rates, suggesting that the same resource allocation could be more efficiently restructured to enhance productivity.

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

Evaluating Institutional Performance Across Student Subgroups – 1117

Students

Research evaluating the performance of postsecondary institutions typically focuses on institutions' overall graduation rate. This poster extends prior research by conducting regression analyses that consider how effective institutions are in graduating different student subgroups. Regression models are estimated to produce predicted graduation rates for each institution, accounting for student and institution characteristics. Results from each subgroup model are used to compare institutions' predicted and actual graduation rates. The poster examines the extent to which institutional performance varies across student subgroups.

Presenters
Helen Marcinda Mason, Research Analyst, RTI International
Laura Knapp, Senior Research Economist, RTI International

Explaining Second Year Retention and Completion Patterns for African-American Undergraduate Students Enrolled in STEM Programs at an HBCU – 1709

Students

This study examines the effects of various factors on second-year retention and degree attainment of undergraduate students enrolled in STEM programs at an HBCU.

Presenters
Nathan Francis, Coordinator, Florida Agricultural and Mechanical University

Friction Points and Social Inequality: An Analysis of Student Departure at a U.S. Military Academy – 1423

Students

The military is often held as a meritocracy where individuals can achieve goals largely free of existing societal inequalities. What is the impact of inequality within a context that is both martial and educational? Specifically, how does inequality affect student departure and what patterns of persistence are present within a West Point? Individual departure from college is considered a sociological process in which choices are made within the context of student experiences in academic and social systems. Logistic regression is utilized to analyze these systems and the effects of inequality upon student departure.

Presenters
Jason Toole, Graduate Student, SUNY at Albany

Friendship and Its Influence on Engagement, Achievement, and Persistence of College Students – 1354

Students

Researchers have spent decades examining the role of peer influence on college student outcomes. In fact, some scholars have noted that peers may be the most important aspect of an undergraduate's experience. While peer-group membership has been examined, there are few studies about the friendships a college student makes and the influence these relationships have on a student's engagement,

achievement, and persistence. This poster examines this connection and postulates what aspects of friendship may be important areas to foster for student success.

Presenters
Andrew Mauk, Program Coordinator/Doctoral Student, Florida State University

From Community College to Physician: Educational Pathways to Medical School – 1685

Analysis

This poster presents the educational pathways traveled by individuals who apply to medical school. Applicants' community college (CC) experience and the ways in which this greater distance traveled to medical school contributes to the goal of increasing social diversity within the medical school environment are specifically examined. One third of applicants had a CC education and 62% of the 4,000 plus pathways included a stop at a CC. A CC education most commonly appears either a) before or at the beginning of enrollment at a 'research intensive' university or b) at the end or after graduating from an R1.

Presenters
Douglas Grbic, Senior Research Analyst, Association of American Medical Colleges
Gwen Garrison, Director, Association of American Medical Colleges

Georgia GED Graduates' Enrollment/Completion Patterns in Postsecondary Education – 2025

Students

While considerable research identifies the economic outcomes of GED graduates in the U.S., few studies address the major issues related to the transition and successful completion of GED graduates from postsecondary education programs. The findings from a study regarding Georgia GED graduates from 1999 - 2009 who transitioned to postsecondary education between 1999 and 2010 will be discussed. Completion of postsecondary education by GED graduates will be addressed as will key strategies identified in the literature that led to the successful transition of GED graduates. Strategies include strategic planning, networking, personal development, and negotiating competing obligations.

Presenters
Kimberly Lee, Director, Technical College System of Georgia

Graduate Certificate in Institutional Research at Pennsylvania State University – 1312

Collaboration

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 session describes the 18-credit Penn State IR Certificate program, which includes courses in the core areas of IR work-Foundations of IR, Strategic Planning and Resource Management, Assessing Outcomes and Evaluating Programs, Basic Statistics, Multivariate Statistics, Enrollment Management Studies, Studies of Students, Analyzing Faculty Workload, and Designing IR Studies.

Presenters
John Cheslock, Associate Professor, Pennsylvania State University-Main Campus
J. Fredericks Volkwein, Director of the Institutional Research Program and Emeritus Professor of Higher Education, Pennsylvania State University

Graduate Follow-Up and Placement at a Two-Year College: A Long-Term View – 1359

Students

As a two-year college, graduate placement in employment is a key indicator of success. Not surprisingly, the Great Recession has had a negative impact on placement. Since the country hasn't seen an economy like this since the early 1980s, Waukesha County Technical College analyzed trends going back to the 1970s and found that we have been here before. Current graduation, enrollment, and demographic trends all mirror the 1980s so closely that they may provide insights as to what lies in our immediate future now. Prognostications based on historical precedents are discussed.

Presenters
Viktor Brenner, Institutional Research Coordinator, Waukesha County Technical College

Graduation Close Up: How Underprepared Students are Compared in an HBCU – 1669

Students

This study uses several graduation measures including regular graduation rate, time to degree, credits to degree, and Graduation Efficiency Indicator to examine graduation and completion at a HBCU , which is also a public state university and has traditionally admitted a large percent of under-prepared students. This study compares the difference on these graduation measures between profile admits who did not meet FTIC admission standard and regular admits who did meet admission criteria. The results reveal that on all graduation measures, profile admits groups score significantly lower than the regular admits: lower graduation rates, longer time to graduate, more credits to graduate, and less efficient

to graduate. This study further explores whether the results would stay the same if the time and credits profile admits took for the remedial level courses were taken out.

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

How Did the Recent Economic Downturn Affect the Labor Market Experiences of Ontario's College Graduates? How Did This Impact the Key Performance Indicators? – 1751

Students

Ontario's 24 publicly funded colleges conduct annual surveys on college graduates with the results used, in part, for KPI reporting. The current study's objective was to analyze the impact of the current recession on Ontario's new college graduates by comparing the labor market experiences in 2007-08 to 2008-09. Recently released data from this survey indicated the employment rate dropped from 89% to 85% with graduate satisfaction also dropping. This paper determines which fields of study, demographic groups, industries, and geographical regions experienced the biggest impact, and whether the effects were also seen more generally in the economy.

Presenters
Ursula McCloy, Research Director, Higher Education Quality Council of Ontario
Shuping Liu, Research Analyst, Higher Education Quality Council of Ontario

How Race/Ethnicity, Gender, and Ethnic Identity Attachment Shape Students' Perceptions of Institutional Support and Overall College Satisfaction at a Predominately White University – 1728

Students

Research shows that minority students generally perceive college campuses more negatively than white students, and that students' perceptions are associated with their college experience. This study examines variations in students' perceptions of institutional climate by race/ethnicity, gender, and ethnic identity attachment and how the perceptions are related to their overall college satisfaction at a Southern, predominately white university. Results suggest that white and American Indian students' perceptions are similar, while Asian, black, and Hispanic students have more negative perceptions than white students. Furthermore, perceptions of supportive norms and university commitment to diversity are positively associated with overall college satisfaction.

Presenters
Newman Chun Wai Wong, Research Associate, Huston-Tillotson University

Informing Institutional Decision Making: Trends in Faculty Members' Perceptions and Intentions Regarding Retirement Options – 1667

Resources

Higher education institutions across the nation face difficult financial times as they witness decreases in local, state, and federal support. This reduction, primarily in financial resources, requires institutions to identify creative ways to cope with looming budget cuts. As tenured faculty approach the end of their careers, institutions may offer various retirement options such as early or phased retirement. We analyzed existing data related to faculty retirement practices and the trends that influence the decision to retire in an effort to inform succession-planning efforts and identify the prevalence of early or phased retirement options offered in higher education.

Presenters
Valerie Martin Conley, Associate Professor/Director, Center for Higher Education, Ohio University-Main Campus
Ramon Stuart, Graduate Student, Ohio University
Brandon Wolfe, Doctoral Student, Ohio University-Main Campus

Inputs of Generation X and Generation Y African-American Students on a HBCU Campus: Longitudinal Patterns – 1633

Students

Standardized survey results of six cohorts of African-American college freshmen who attended the same HBCU were compared to observe for similarities and differences on self-perceived academic and related social characteristics. Data were analyzed across the generational continuum, at beginning and late points for Generation X and Generation Y, as well as at the cusp time region, where the two generations bound. The data were analyzed by cohort and gender. Results indicate differences in a variety of self-reported academic strengths over the time period observed, with high self-perceived academic ability reported by increasing proportions of respondents from 1971 to 2009.

Presenters
Michael Wallace, Assistant Director, Howard University
Gerunda Hughes, Director, Howard University

Introducing New Initiatives to Increase Response Rates for an Undergraduate Student Experience Survey: Does the Benefit Outweigh the Cost? – 1246

Students

This study examines several new initiatives used to increase response rates for an undergraduate student experience survey. The presentation will focus on the effectiveness of, as well as potential biases introduced with, the new initiatives. Response rates for the survey did increase; however, this session will discuss if the benefits of increased response rates outweighs the costs associated with the new initiatives.

Presenters
Rachel Maxwell, Assistant Director, New York University

Judgment Validity: Can the Assessor Learn to Outperform the Equation? – 1255

Assessment

Poorly made judgments can have severely negative consequences for students, educational institutions, and society. Admitting to a school an ill-prepared student who does not graduate or hiring a professor who receives poor instructor ratings are just a few examples. Literature reviews have revealed that use of equations and actuarial tables generally results in more accurate prediction of outcomes (e.g., academic and job performance) than do predictions made by assessors combining information subjectively. This experiment goes a step further and tries to determine the extent to which people can be taught to predict more accurately, particularly in comparison to an equation.

Presenters
David Klieger, Associate Research Scientist, Educational Testing Service (ETS)

Leaning Program Review – 1191

Assessment

Northwestern Michigan College built its Academic Program Review by using Lean concepts, such as constant flow, elimination of waste, visual management, and Hoshin planning. Learn about these principles and how we are managing continuous improvement.

Presenters
Darby Hiller, Director, Office of Research, Planning, and Effectiveness, Northwestern Michigan College

Measuring Balance in Social Networking: How Social Networking Challenges Traditional Teaching/ Learning Relationships and Boundaries – 1455

Collaboration

Social networking engagement has risen markedly among faculty and staff. Staff and faculty are now going through their own online "adolescence," learning through trial and error how to protect their identities and create appropriate boundaries with others, including students. Our team has used both national and local questions from the CIRP Freshman Survey, as well as local surveys, to try to answer questions of how best to integrate social networking into our work and communication with students. We share our findings and how we have applied them.

Presenters
Malinda Matney, Senior Research Associate, University of Michigan-Ann Arbor

Minding the Gaps at the Local Level: Applying ACT's Precollege Indicators to Evaluate Students' Success – 1276

Analysis

This poster presentation identifies factors contributing to lower college success rates among the student body at a small, highly-selective, private liberal arts college. Whether or not racial/ethnic and family income gaps in college success rates narrow substantially among students who are considered ready for college according to ACT's pre-college indicators used in the ACT study, Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success (2010) will be examined. This study analyzed postsecondary outcomes of students who took the ACT college placement exam in high school including enrollment, need for remediation, retention, course grades, overall grade point averages, and degree completion.

Presenters
Jamie Redwine, Assistant Director for Institutional Effectiveness, Washington and Lee University

Online Certificate in Institutional Research at Florida State University-Designed With the Working Professional in Mind – 1186

Collaboration

This online program is designed to provide academic and professional development opportunities for institutional researchers, administrators, doctoral students, and faculty from all higher education institutions. Courses are offered to accommodate the working professional's schedule. The program goals are as follows: (a) to enhance knowledge and understanding of the core principles of IR; (b) to stimulate interest in using national databases; and (c) to promote the

use of institutional research to improve administrative and policy development processes at educational institutions. The 18-credit hour curriculum focuses on institutional research theory, institutional administration, quantitative research methods, utilization of national databases, and institutional research practice.

Presenters
Jill Peerenboom, Certificate in Institutional Research Program Coordinator, Florida State University
Robert Schwartz, Associate Professor, Florida State University
Paul Stonecipher, Student, Florida State University

Outcomes-Based General Education: Focus Group Research Contributions to Redesign and Implementation – 1346

Assessment

During the design of an outcomes-based general education program, faculty and administrators at Viterbo University utilized findings from focus group research in the final phase of redesign and in the implementation phase. The redesign of general education was undertaken to create a cohesive and transparent outcomes-based program. Focus group research was launched with a single-category design to capture the perceptions of current undergraduate students regarding the proposal for an outcomes-based general education program. This session examines the findings that impacted the final stages of design as well as the communication phase of implementation.

Presenters
Naomi Stennes-Spidahl, Director of Assessment and Institutional Research, Viterbo University

Passport to Collaboration: Effective Internal Communication – 1109

Collaboration

This poster session shows one small college's efforts to combine the Quality Enhancement Plan with the Institutional Research and Effectiveness Department to create a dynamic professional development program. The successes of this collaborative effort are chronicled by both poster and brochure.

Presenters
Glenna Kay Pulley, Assistant Vice President, Trinity Valley Community College

Performance Management: Aligning Your Institution with Your Strategic Focus – 1684

Technology

To communicate strategy, align performance to that strategy, and make data-driven decisions, your institution must keep track of many key indicators. This display will feature Houston Community College's public-facing Key Performance Indicators in areas such as Access, Persistence, Completion, and Transfers, using Business Intelligence software from Information Builders. The poster will also show how a strategic plan and associated metrics are linked to a balanced scorecard and how strategic performance can be further assessed through drilldowns.

Presenters
Tim Beckett, Higher Education Solutions Manager, Information Builders, Inc.
Bruce McComb, Principal, Organizational Effectiveness Consultants

Precedents for Developing Sustainability Metrics for Colleges and Universities: Catalysts and Critical Dimensions – 1432

Collaboration

Global declarations have created an expectation for higher education involvement in the sustainability movement, including development of metrics for measuring institutional sustainability performance outcomes. Beginning with the Stockholm Declaration of 1972, the education mandates through the United Nations sustainability declarations and association declarations from higher education will be identified. An overview of responses to this language, including the STARS reporting tool are included. The issues confronted by institutions as they are asked for sustainability data will be identified, and information on sustainability frameworks and data management requiring IR support will be addressed.

Presenters
Josetta McLaughlin, Associate Professor of Management, Roosevelt University

Predicting First Year Retention – 1264

Students

Baylor University has an annual freshman class of approximately 3,000 students. The historical first-year retention rate of these freshmen has hovered around eighty-five percent for many years. As a private university, the annual operating budget is funded primarily by tuition and fees. Once the student has been recruited and enrolled, it makes more sense to retain that student than to try to replace that student by growing the size of the freshman class every year. This presentation examines the process of building a predictive model and sheds light on the need for university-wide collaboration when dealing with the issue of retention.

Presenters
Kathleen Morley, Director, Baylor University
Stephanie Simon, Graduate Student, Baylor University

Predicting Retention and Academic Performance of First-Generation Students at a Diverse Urban College – 1693

Students

The role of pre-college social and academic factors in predicting first-year GPA and retention based on first-generation status was explored using data from a diverse urban university (approximately 50% first-generation and 25% minority). While first-generation college student (FGCS) retention was not significantly different than non-FGCS, FGCSs earned significantly lower GPAs. Between FGCS and non-FGCSs, the pattern of predictive factors was similar for GPAs, but out-of-state status was significant in predicting attrition only for FGCSs. For both FGCS and non-FGCS, prior academic achievement was significant in predicting retention and GPA. Future research should explore how institutional composition may influence FGCS success.

Presenters
Sandra Dika, Assistant Professor, University of North Carolina at Charlotte
Mark D'Amico, Assistant Professor, University of North Carolina at Charlotte

The Case of the Disappearing Nursing Master's Students: An IR Mystery Story – 1115

Students

UCSF's one-year master's entry program in nursing (MEPN) prepares students to become Registered Nurses, and once a student obtains his/her license, he/she moves into the Nursing master's program. This program is very selective, and health professions programs tend to have high completion, but a retention analysis showed that many MEPN students did not continue into the MS program. This attrition did not appear to be due to any of the "typical" reasons that students withdraw (e.g., academics, finances, work/family), however, online nursing forums and confidential discussions with MEPN graduates provided some unexpected explanations which were corroborated by the school administration.

Presenters
Christopher Cullander, Director of Institutional Research, University of California-San Francisco

The Changing Face of Diversity in Higher Education – 1585

Students

How have the new IPEDS race regulations changed the face of diversity in higher education? Melissa Welborn, Research Associate from Clemson University, has analyzed enrollment statistics for different universities and depicts racial composition before and after converting to the new format. While long-term trends are not yet available, certain immediate trends have been observed. See how your institution compares to others in this conversion process.

Presenters
Melissa Welborn, Research Associate, Clemson University

The Classification of Japanese College Students: Using Latent Class Analysis Through JCSS Data – 1331

Analysis

This study examines the classification of Japanese college students using Latent Class Analysis. It successfully classifies students into five types of latent class, using the questions about entrance examination type, satisfaction about university life, desire for re-entrance, average grade in high school and university. These classes are labeled (a) University life enjoyment group; (b) Studies satisfaction group; (c) Fulfillment after unwilling entrance group; (d) Disappointed after university entrance group; and (e) Giving up after unwilling entrance group.

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

The Development of Information Literacy Self-Efficacy Scale: An Application of Rasch-Andrich Rating Scale Model – 1625

Assessment

Information literacy has been identified as one of the seven core learning outcomes in the Integrative Studies Program (ISP) at a liberal arts college. Assessing students' information literacy skills became an important task on college assessment agenda. However, reciprocal determinism, a central premise of Bandura's Social Cognitive Theory, postulated a strong relationship between performance and perceived self-efficacy. To complement the assessment of information literacy skills, the author developed a scale to assess information literacy self-efficacy, and this study investigates the psychometric properties of this scale using Rasch-Andrich Rate Scale Model.

Presenters
Yi Gong, Associate Professor of Education, Keene State College

The Great Recession and Changes in Freshman Tuition Discount Rates – 1051

Resources

This presentation explores whether and to what extent private, nonprofit, four-year postsecondary institutions responded to the Great Recession by altering their freshman tuition discounting strategies. Data are presented on freshman discount rates by Carnegie Classification and other factors before and after the economic downturn. Data from the IPEDS Data Center guides these areas of exploration: Did certain types of institutions have a greater reaction in terms of changing their tuition discounting strategies than others? What is the impact to the institutions in terms of net revenue caused by changes in their financial aid strategies?

Presenters
Michael Duggan, Director of Enrollment Research and Planning, Suffolk University

The Three-Year Bachelor's Degree Program at Hartwick College – 1164

Students

A small private liberal arts and sciences college in upstate New York took a leadership role in creating an innovative three-year bachelor's degree option starting in Fall 2009. The special program has been the subject of more than 100 national media stories. This presentation provides an overview of the program and studies the early student progress achieved so far. The planning process, program rationale and fundamentals, as well as the underlying assumptions are unveiled and discussed. The study intends to address some common concerns on your minds as you contemplate your campus's response to the need for similar programs.

Presenters
Minghui Wang, Director of Institutional Research, Hartwick College

The Troubling Issue of SAT Composite Superscore as an Institutional Metric – 1141

Students

In this study, the validity of the 'superscore' version of the SAT composite score is examined as a metric for institutional reporting at a large, public university. The unique psychometric nature of the SAT superscore is described and compared to other possible multiple-test administration scoring schemes. The results of this study conclude that, although a small number of students may benefit from a superscore, it can be a poor institutional metric. Evidence will be presented that the institutional average superscore can be profoundly inflated by factors such as yearly variations in the number of students retaking the test.

Presenters
Mark Davenport, Senior Research Associate, University of North Carolina at Greensboro

Thinking About the Consequences of Actions: Implementing Outcomes Assessment and Its Sustainability in the Community College – 1500

Assessment

This poster session evaluates how well faculty at a two-year community college used assessment of student learning outcomes (SLOs) for pedagogical/curricular change using a mixed methods model; how well the "results" of assessment in over 1,700 courses demonstrate a cumulative, meta-analytic, value of SLOs; how well the "use of results" of these courses demonstrate from a qualitative perspective the value of SLOs; and how well interviews with faculty/managers demonstrate the value of SLOs. The results relate to the literature and indicate how faculty members' level of alignment with assessment can be used in the future.

Presenters
Barbara McNeice-Stallard, Director of Research and Institutional Effectiveness, Mt. San Antonio College
Claire Stallard, Institutional Research Officer (semi-retired)

Tracking and Analysis of IUPUI Undergraduate Applicants Using the National Student Clearinghouse – 1613

Analysis

Within Enrollment Management, there is a need to better understand students who apply to an institution but enroll elsewhere. This poster session focuses on three populations that Indiana University-Purdue University Indianapolis is interested in analyzing using inferential statistics: admitted students who don't enroll, students deferred to a local community college, and students asked to enroll in our Summer Success Academy for admission eligibility but who chose not to participate. This poster provides information on where these three populations decided to attend and the commonalities between them. Tracking is done by using the National Student Clearinghouse and institutional application data.

Presenters
Meagan Senesac, Data Systems Analyst, Indiana University-Purdue University-Indianapolis

Undergraduate and Graduate Arts Alumni Paint a Picture of Their Institutional Satisfaction – 1641

Students

Using data from the Strategic National Arts Alumni Project (SNAAP), this study explores potential discipline differences in alumni satisfaction with various aspects of their institutional experience. For undergraduate and graduate alumni, comparisons are made between the five most reported majors at each level. A series of Chi-squared analyses determine whether significant differences between majors emerge for the level of satisfaction for aspects such as chances to perform or exhibit work, instructor quality, and academic and career counseling. Results suggest that there are significant differences in satisfaction for various aspects of institutional experience, with strengths and weaknesses for each major.

Presenters
Angie Miller, Research Analyst NSSE, Indiana University-Bloomington
Amber Lambert, Research Analyst, NSSE, Indiana University-Bloomington

Using Data Visualization and Data Mining Techniques to Improve Law School Admission Yields – 1515

Analysis

Increasing the admission yields of high performance students at a top 30 law school has been a challenge. This research project investigates the roles of multiple variables on attendance decisions, especially the impact of financial aid information, on the focus groups. The study used decision-tree to visualize the importance of financial aid, region, LSAT, and GPA on the yields of different groups. The regression models were built to estimate the impact of grant/scholarship money on the yields. The results indicate that increasing grant money for certain groups of students will improve the yields and average LSAT score significantly.

Presenters
Zhao Zhang, Senior Enrollment Analyst, Boston College

Using SPSS Macros to Streamline Reporting of Course Evaluation Results – 1456

Analysis

Manual production of hundreds of individual course evaluation results can consume a significant amount of time. Utilizing IBM SPSS macros has reduced the amount of time needed to prepare such results for individual instructors (e.g., course and instructor name; item frequencies; descriptive statistics) from several days to a couple of hours. A step-by-step process will be outlined and syntax will be highlighted (SPSS commands; macro commands; macro procedures) and explained with the goal of enabling others to modify for local use.

Presenters
Steven Miller, Director, Rhodes State College

Which Challenges Does the European Education System Need to Master to Supply the Europe of the 21st Century with the Highly Qualified Professionals It Requires? – 1628

Resources

Today's Europe started on the basis of an economic cooperation leading to the European economic area, one of the most powerful markets. In 1999, the Bologna Process was started to harmonize European integration and foster student mobility. A decade later, the EU Commission reports that a third of its citizens lack or do not have any qualification. There is lack of mobility and of trained professionals, but also an increasing share of frictional unemployment. Solving these issues also calls on education institutions to equip students adequately. Even though the task is huge, IR can play an active role in mastering these challenges.

Presenters
Stefan Buettner, Researcher and Doctoral Student, University of Tuebingen

AIR Governance Meetings

Saturday, May 21, 2011

8:00 a.m. – noon	2010–2011 Board of Directors Meeting, *Spindrift*
	2011–2012 New Board Members and Nominating Committee Meeting with Miriam Carver, *Cosmopolitan*
noon – 1:00 p.m.	Board of Directors and Nominating Committee Luncheon, *Executive*
1:00 p.m. – 5:00 p.m.	2010–2011 and 2011–2012 Board of Directors Meeting with Miriam Carver, *Spindrift*

Sunday, May 22, 2011

7:30 a.m. – 9:30 a.m.	Standing Committee Breakfast and Orientation to Policy Governance, *City Hall*, *Sponsored by IOTA Solutions*
9:45 a.m. – 11:00 a.m.	External Relations Committee Meeting, *Spindrift*
	Forum Committee Meeting, *Ice Palace*
	Higher Education Data Policy Committee Meeting (HEDPC), *Executive*
	Membership Committee Meeting, *Gingersnap*
	Professional Development Services (PDS) Committee Meeting, *Gold Rush*
	Publications Committee Meeting, *Cosmopolitan*
10:00 a.m. – 11:00 a.m.	Forum Evaluation Committee Working Session, *Conference A*
11:00 a.m. – noon	Committee Report out, *City Hall*
2:00 p.m. – 3:30 p.m.	AIR/US News Advisory Committee, *Executive*

Monday, May 23, 2011

1:00 p.m. – 2:30 p.m.	2011 Financial Advisory Task Force, *Cosmopolitan*
3:00 p.m. – 3:40 p.m.	AIR Budget Briefing, *Kenora*
5:00 p.m. – 6:00 p.m.	Forum Publications Editorial Advisory Committee, *Cosmopolitan*
	Research in Higher Education Consulting Editors, *Gold Rush*

Tuesday, May 24, 2011

9:45 a.m. – 10:45 a.m.	AIR Nominating Committee Meeting, *Cosmopolitan*
11:00 a.m. – noon	Professional File Editorial Board, *Gingersnap*

Wednesday, May 25, 2011

7:15 a.m. – 8:15 a.m.	AIR Annual Business Meeting, *Conference B*
8:30 a.m. – 11:30 a.m.	2011–2012 Board of Directors Meeting, *Cosmopolitan*
10:00 a.m. – 11:00 a.m.	AIR50 Task Force: Is it Time to Move On, *Gingersnap*

Special Interest and Affiliate Group Meetings

AAU Data Exchange (AAUDE)

Monday, 6:00 p.m. – 7:00 p.m., Peel

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

Academic Analytics

Monday, 7:30 a.m. – 8:15 a.m., Conference G

Academic Analytics welcomes anyone interested in program assessment to this session to review new features of the recently released database, FSP 2009. The session will focus on five areas of scholarly research: book and journal publication, citations, federal grants, and professional honors and awards. Topics covered will include enhanced techniques in mapping individuals to journal articles, capturing publishing history for new hires, and presenting views of faculty productivity at both program and departmental levels. Join this session for an introduction to an information resource on "what faculty do, not what people think".

Association for Institutional Research in the Upper Midwest (AIRUM)

Monday, 7:30 a.m. – 8:15 a.m., Gingersnap

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.

Banner Users Special Interest Group

Monday, 7:30 a.m. – 8:15 a.m., Conference B

The Banner Users Special Interest Group brings together Banner institutional researchers at multiple levels to discuss innovations, concerns, and suggestions. The opportunity to share our specific reporting knowledge and computer system knowledge with one another has been useful for many campuses.

California Association for Institutional Research (CAIR)

Tuesday, 5:45 p.m. – 6:30 p.m., Ice Palace

We will have our usual meeting to discuss CAIR activities and exchange ideas, followed by dinner out.

Canadian Institutional Research and Planning Association (CIRPA)

Monday, 7:30 a.m. – 8:15 a.m., York

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 (CHERC)

Monday, 6:00 p.m. – 7:00 p.m., York

AIR members from Catholic colleges and universities will meet to discuss ongoing plans and updates regarding cooperative research and data sharing. This will also a great time to catch up with friends.

Catholic Higher Education Research Cooperative (CHERC) Board Meeting

Monday, 1:00 p.m. – 3:00 p.m., Ice Palace

CHERC board members will meet to review progress on current projects and to discuss new business.

Colonial Institutional Research Group

Tuesday, 5:45 p.m. – 6:30 p.m., Carleton

Colonial Institutional Research Group members will discuss data exchanges and other issues during this meeting.

Consortium for Student Retention Data Exchange (CSRDE)

Monday, 7:30 a.m. – 8:15 a.m., Conference F

This session will serve as the meeting for the members for the Consortium for Student Retention Data Exchange. (CSRDE)

Consortium for Student Retention Data Exchange (CSRDE) Advisory Board Meeting

Sunday, 3:00 p.m. – 4:00 p.m., Conference A

This session will serve as the meeting of the advisory board of the Consortium for Student Retention Data Exchange. (CSRDE)

EBI and MAP-Works

Monday, 7:30 a.m. – 8:15 a.m., Ice Palace

Please join us to learn more about new developments at EBI and MAP-Works. We will discuss the various national assessments conducted by EBI, such as the ACUHO-I/EBI Resident Assessment, EBI Climate Assessment, and MAP-Works, our student retention and success project. Those interested in learning more about EBI as well as those who currently participate in our assessments are encouraged to attend. Come to this SIG to share best practice ideas with EBI staff and exchange approaches with other users.

Florida Association for Institutional Research (FAIR)

Tuesday, 5:45 p.m. – 6:30 p.m., Gingersnap

Members and those interested in learning more about FAIR are invited to attend this informal session for networking, FAIR 2012 planning, and discussion of related activities.

Higher Education Research Institute (HERI)

Monday, 11:55 a.m. – 12:50 p.m., City Hall

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.

Illinois Association for Institutional Research (IAIR)

Tuesday, 5:30 p.m. – 6:30 p.m., Conference G

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

Indiana Association for Institutional Research (INAIR)

Monday, 7:30 a.m. – 8:15 a.m., Conference D

Members of INAIR and all other interested AIR members are invited to this meeting to be apprised of events and announcements, and to discuss areas of common concern and interest in matters related to institutional research at Indiana institutions of higher education.

Institutional Intelligence and Predictive Analytics in IR (formerly known as Data Mining in Higher Education)

Monday, 6:00 p.m. – 7:00 p.m., Carleton

Colleagues interested in the application of emerging business intelligence and predictive analytics tools in institutional research will meet to discuss new techniques, tools, and exchange ideas. Primary emphasis will be on new ways of looking at the institutional data to address the contemporary issues facing higher education such as accountability and shrinking state resources. Some of the topics include, but are not limited to, tuition revenue and enrollment modeling, faculty scholarly productivity and student life cycle management.

Intercollegiate Athletics Special Interest Group

Monday, 6:00 p.m. – 7:00 p.m., Spindrift

Join us for a discussion of recent topics, issues, and research on intercollegiate athletics at all levels, including both four-year and two-year institutions. The session will also include a discussion of IR involvement in athletic reporting and the AIR athletic survey. This meeting is open to all Forum attendees.

Kentucky Association for Institutional Research (KAIR)

Monday, 6:00 p.m. – 7:00 p.m., Executive

Informal gathering of current KAIR members, prospective members or institutional researchers from Kentucky attending the annual AIR Forum to discuss topics of interest. Meet your colleagues from across the state in a relaxing, social setting with the intent of sharing and networking.

Learning Progress Model Beta Project

Monday, 7:30 a.m. – 8:15 a.m., Executive

This is a national project to Beta test a model across higher education. The session will be an opportunity for beta participants to meet, discuss status, issues, and next steps. Non-participants can observe but are encouraged to attend a scheduled Forum presentation for more complete model overview information.

Michigan Association for Institutional Research (MIAIR)

Monday, 7:30 a.m. – 8:15 a.m., Peel

Come meet and greet all of your Michigan friends and colleagues. Get caught up and find out the latest for the fall 2011 MI-AIR Conference in Frankenmuth.

Mid-America Association for Institutional Research (MidAIR)

Tuesday, 5:45 p.m. – 6:30 p.m., Spindrift

This session will be an informal opportunity for members, prospective members, and other interested colleagues to meet, socialize, and learn more about programs for the next year. Mid America AIR (MidAIR) consists of members from Arkansas, Iowa, Kansas, Nebraska, Missouri, and Oklahoma.

Middle East North Africa Association for Institutional Research (MENA-AIR)

Tuesday, 5:45 p.m. – 6:30 p.m., York

This session will serve as the affiliate meeting for AIR conference participants from the Middle East and North Africa,MENA-AIR members, and those interested in MENA-AIR.

National Community College Benchmark Project (NCCBP)

Monday, 6:00 p.m. – 7:00 p.m., Conference G

This session will include a discussion/question-and-answer session for both participants and individuals from colleges that may be interested in participating in the National Community College Benchmark Project.

National Community College Council for Research and Planning (NCCCRP)

Monday, 6:00 p.m. – 7:00 p.m., Windsor East

Annual NCCCRP business meeting.

National Survey of Student Engagement (NSSE)

Monday, 6:00 p.m. – 7:00 p.m., Huron

Please join us to learn more about new developments at the National Survey of Student Engagement (NSSE) and its affiliate surveys, FSSE, BCSSE, and LSSSE. Building on a decade of student engagement research, NSSE is excited to announce that an updated survey will launch in 2013. This user meeting will focus on the new survey, the pilot process and timeline, and emphasize the implications of these changes for institutions' administration cycle, analysis of trends, and plans to participate in 2012 (the last year of the current survey version). Come learn more about this update and provide input on its development.

Network of International Institutional Researchers

Monday, 6:00 p.m. – 7:00 p.m., Kenora

This SIG is for all Forum attendees working and/or living abroad, and those interested in institutional research 'going global'. In addition to topics suggested by attendees, we will discuss :

- What scope of activity an international group of institutional researchers should have,
- How the group can assist individuals and regional/ continental affiliated groups in learning from each others' experience in introducing IR locally, and
- How IR practices and the spectrum of activities differ across the world.

Attendees will benefit from an interesting exchange with international colleagues, learn about useful approaches, and initiate cooperation to achieve common goals.

Noel-Levitz Student Satisfaction Inventory Special Interest Group

Monday, 7:30 a.m. – 8:15 a.m., Spindrift

Join with other colleges and universities which administer the Noel-Levitz Student Satisfaction Inventory to discuss best methods for administration and for using the results. This session will give you an opportunity to meet your colleagues who are also working with the satisfaction-priority assessment tools from Noel-Levitz.

North Carolina Association for Institutional Research (NCAIR)

Monday, 7:30 a.m. – 8:15 a.m., Carleton

All are invited to join North Carolina AIR (NCAIR) members to discuss the annual conference, the summer drive-in, and other issues pertinent to North Carolina institutional researchers.

North East Association for Institutional Research (NEAIR)

Monday, 6:00 p.m. – 7:00 p.m., Conference E

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 (OCAIR)

Tuesday, 5:00 p.m. – 6:30 p.m., Dominion Ballroom South

The Overseas Chinese AIR (OCAIR) session is open to all current OCAIR members and those who are interested in joining OCAIR. The annual meeting at the AIR Forum will include a brief business meeting, presentation of awards, and an opportunity to discuss interesting IR topics among ourselves and with a panel of experts. We will also have a group picture taken and visit a local restaurant for dinner after the meeting.

Pacific Association for Institutional Research (PacAIR)

Monday, 6:00 p.m. – 7:00 p.m., Gingersnap

Join fellow PacAIR members for some Forum fun and fellowship. Anyone interested may attend this meeting.

Pacific Northwest Association for Institutional Research and Planning (PNAIRP)

Monday, 6:00 p.m. – 7:00 p.m., Ice Palace

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 (RMAIR)

Monday, 6:00 p.m. – 7:00 p.m., Conference F

Meet and greet friends and colleagues from Rocky Mountain AIR (RMAIR). We will discuss current activities and find out the latest about our upcoming conference in Albuquerque October 26-28.

Southern Association for Institutional Research (SAIR)

Monday, 7:30 a.m. – 8:15 a.m., Wentworth

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 (SAIR) Board Meeting

Sunday, 1:00 p.m. – 4:00 p.m., Spring Song

This session will serve as the Southern Association for Institutional Research (SAIR) Board planning meeting.

StudentTracker Users Group

Monday, 6:00 p.m. – 7:00 p.m., Conference C

Join the senior leadership of the National Student Clearinghouse Research Center as they host the StudentTracker Users Group. Some of the topics for discussion include plans for returning the new data fields of enrollment major and class level in the StudentTracker Detail Report, suggestions for possible new Aggregate Reports, and feedback on the NSC Signature Report on the effects of the great recession on college student enrollment. StudentTracker users will have the opportunity to ask questions, provide feedback, and network with other StudentTracker users. All StudentTracker users are encouraged to join us for this lively discussion.

SUNY Association for Institutional Research and Planning Officers (AIRPO)

Tuesday, 5:45 p.m. – 6:30 p.m., Gold Rush

Current members and others who would like to learn more about SUNY AIRPO are invited to attend this informal discussion of current research trends and issues. Plan on joining your colleagues for dinner after the meeting.

Tennessee Association for Institutional Research (TennAIR)

Monday, 6:00 p.m. – 7:00 p.m., Conference D

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

Texas Association for Institutional Research (TAIR)

Monday, 7:30 a.m. – 8:15 a.m., Cosmopolitan

Join your Texas friends at the TAIR members affiliate group for breakfast and a legislative update.

The Delaware Study of Institutional Costs and Productivity

Tuesday, 5:45 p.m. – 6:30 p.m., Conference D

This meeting will be 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, 7:30 a.m. – 8:15 a.m., Gold Rush

This meeting will include 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 (TBCU)

Tuesday, 5:45 p.m. – 6:30 p.m., Peel

This session will serve as the meeting of professionals who work at, or are interested in, TBCUs. General business will be followed by a general discussion of goals and initiatives.

Traditionally Black Colleges and Universities (TBCU) Executive Committee Meeting

Sunday, 3:30 p.m. – 4:15 p.m., Gold Rush

This session will serve as the executive board meeting for TBCU.

Virginia Association for Management Analysis and Planning (VAMAP)

Tuesday, 5:45 p.m. – 6:30 p.m., Spring Song

VAMAP will provide a networking opportunity with open discussion and time for questions and answers with VAMAP officers, members, and anyone located in the Commonwealth of Virginia who is interested in IR or budgetary issues.

Voluntary System of Accountability (VSA)

Monday, 7:30 a.m. – 8:15 a.m., Conference E

VSA participants and those interested in learning more about the Voluntary Systems of Accountability are invited to attend this informal session to ask questions, exchange ideas, and discuss future plans for the project.

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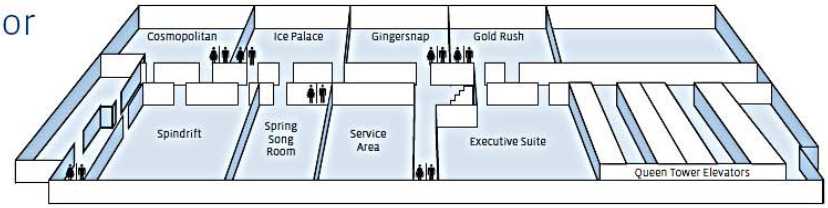
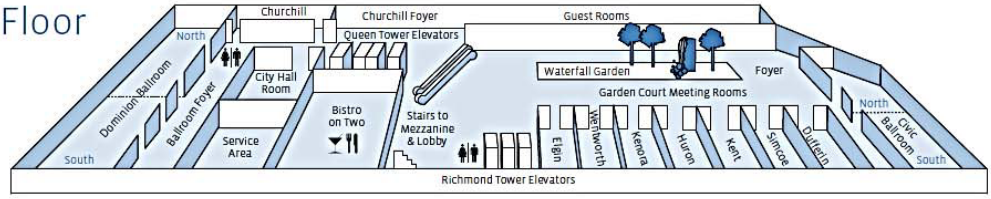
Hotel Floor Plans and Maps

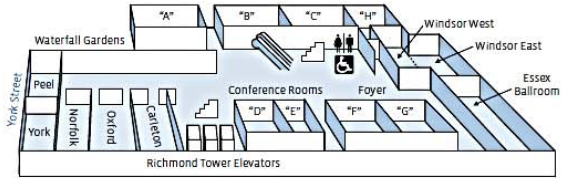
4th Floor



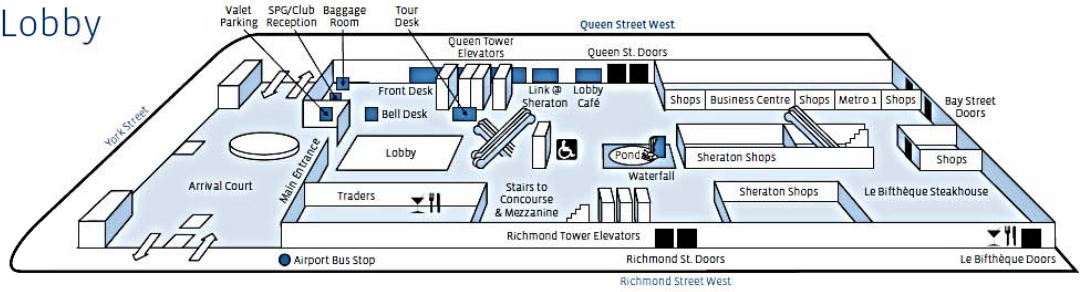
2nd Floor



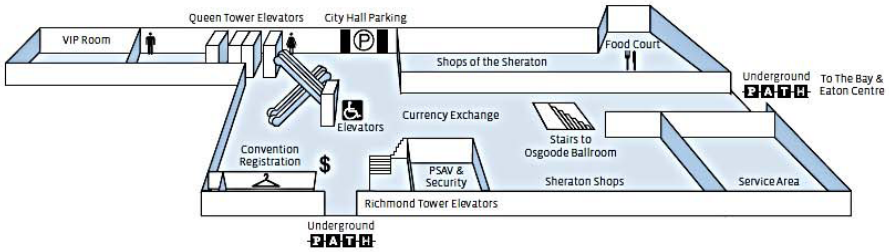
Mezzanine



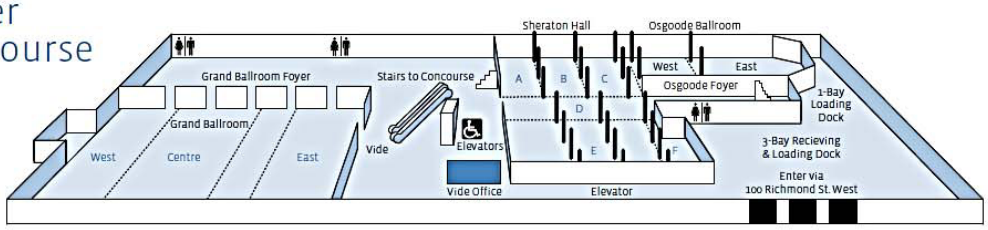
Lobby



Concourse



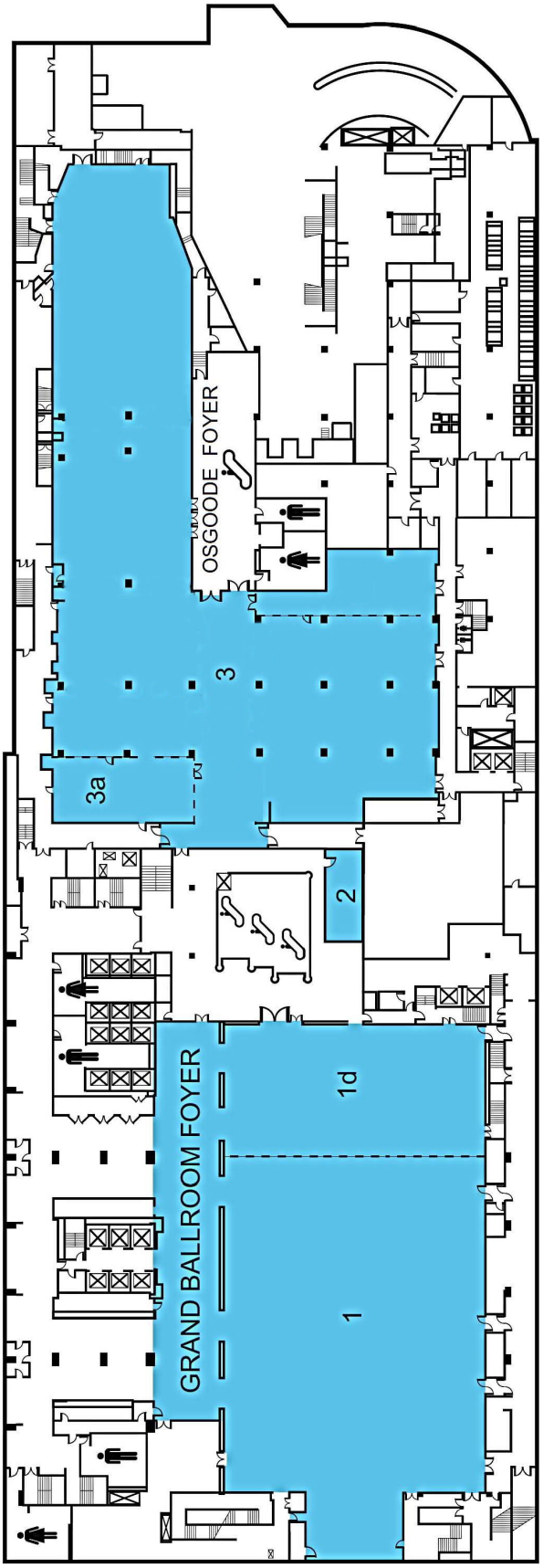
Lower Concourse



Service Symbols

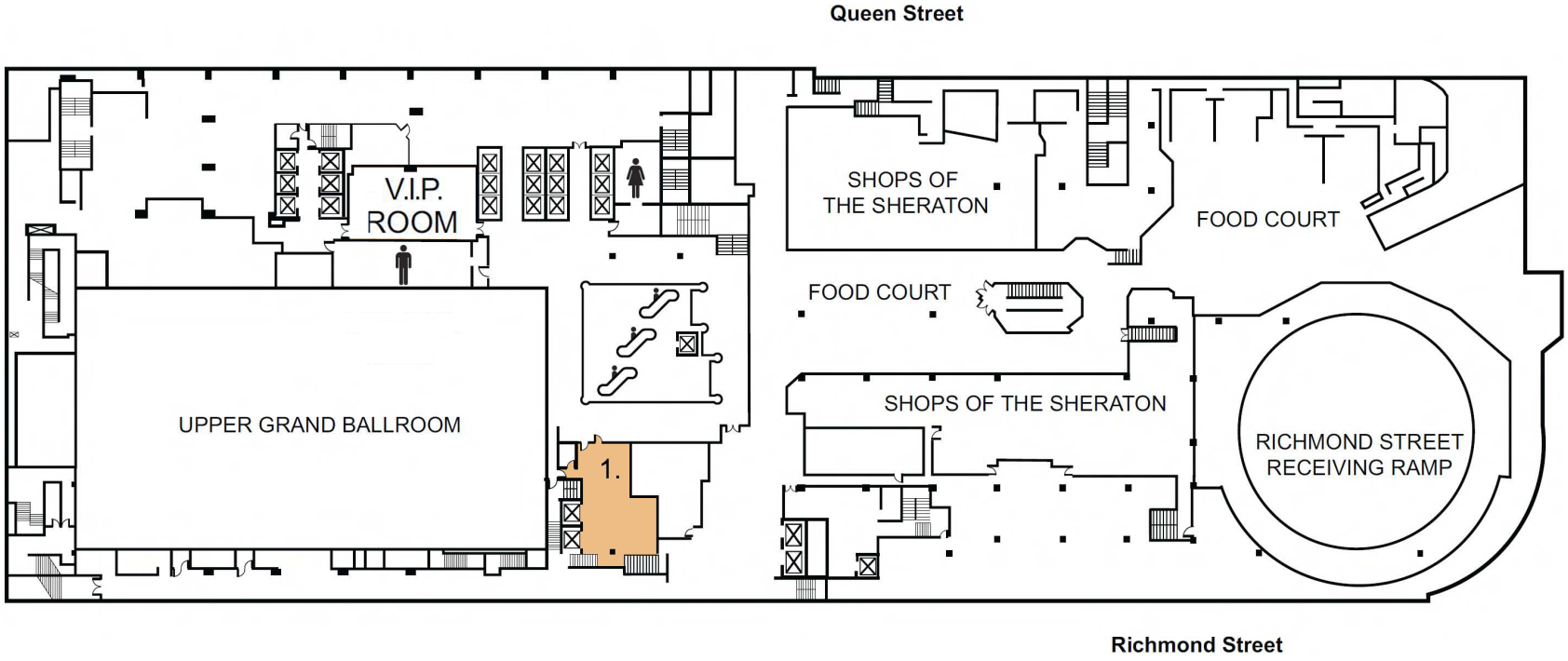
- $ ATM
- Coatcheck
- Food Court
- Parking (City Hall Lot)
- Restaurants
- Washrooms
- Wheelchar Accesible Elevator

Lower Concourse



1. Grand Ballroom - Plenary Sessions
1d. Grand Ballroom East – AIR Lounge and Speaker Ready Room
2. Registration
3. Sheraton Hall – Exhibit Hall
3a. Sheraton Hall A

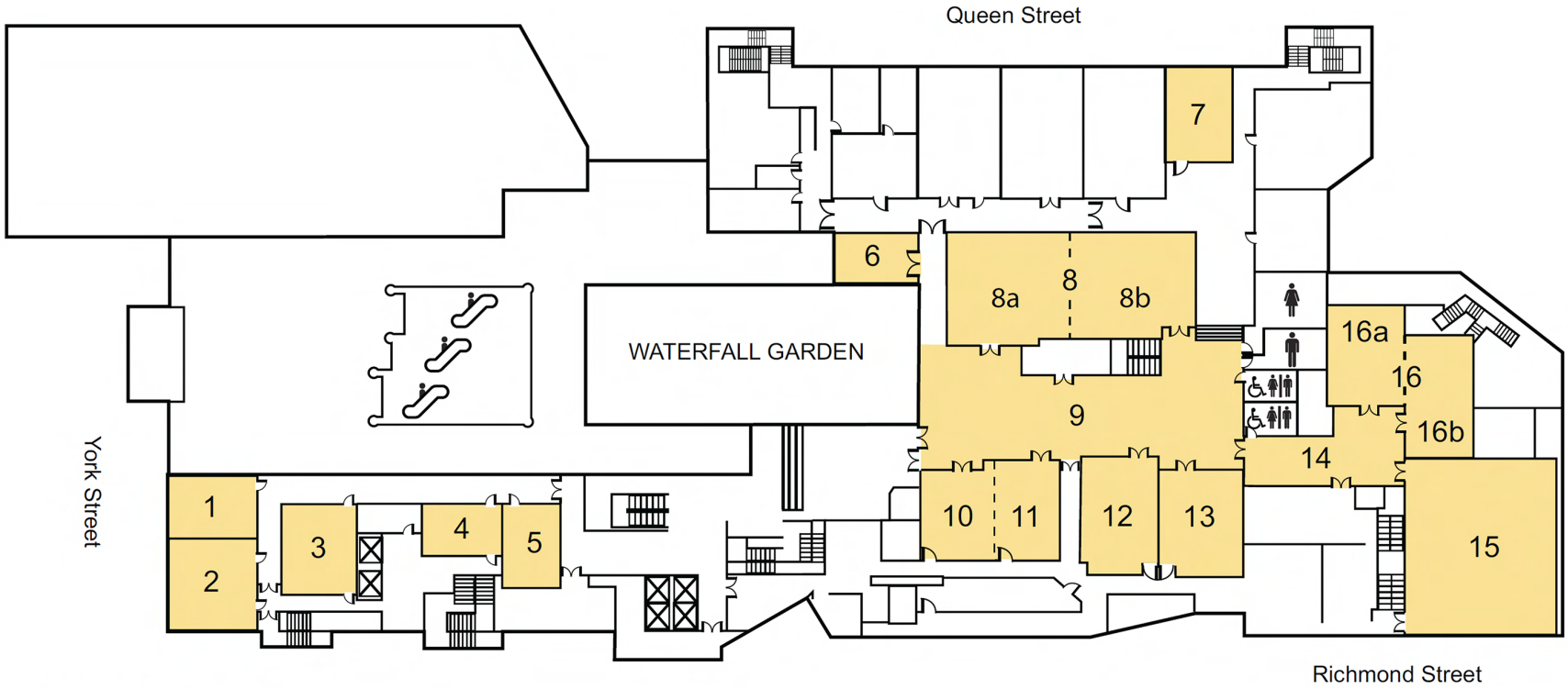
Concourse Level



1. Registration (beginning Tuesday at 3:00 p.m.)

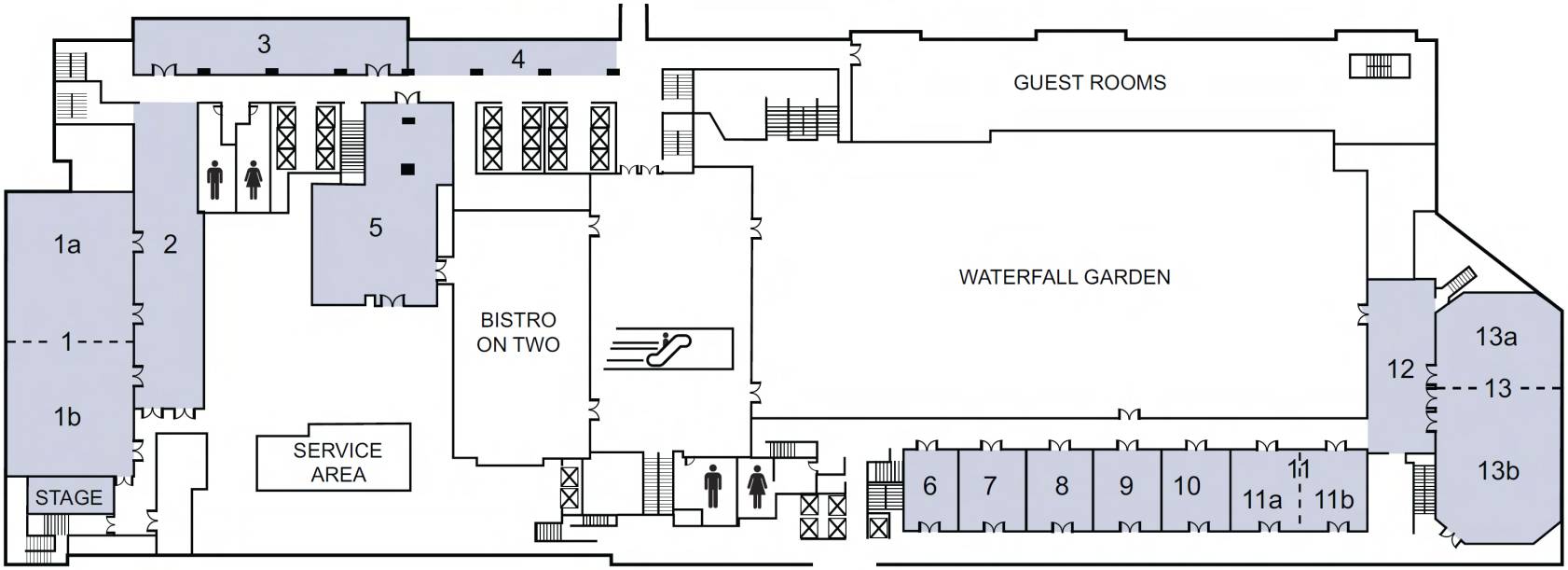
Mezzanine Level

Mezzanine Level is accessible via Richmond Tower Elevators and escalators on lobby level across from business center



1. Peel Room
2. York Room
3. Norfolk Room
4. Oxford Room
5. Carleton Room
6. Conference Room A
7. Conference Room H
8. Conference Room B & C
   - 8a. Conference Room B
   - 8b. Conference Room C
9. Conference Room Foyer
10. Conference Room D
11. Conference Room E
12. Conference Room F
13. Conference Room G
14. Essex Ballroom Foyer
15. Essex Ballroom
16. Windsor Room
    - 16a. West
    - 16b. East

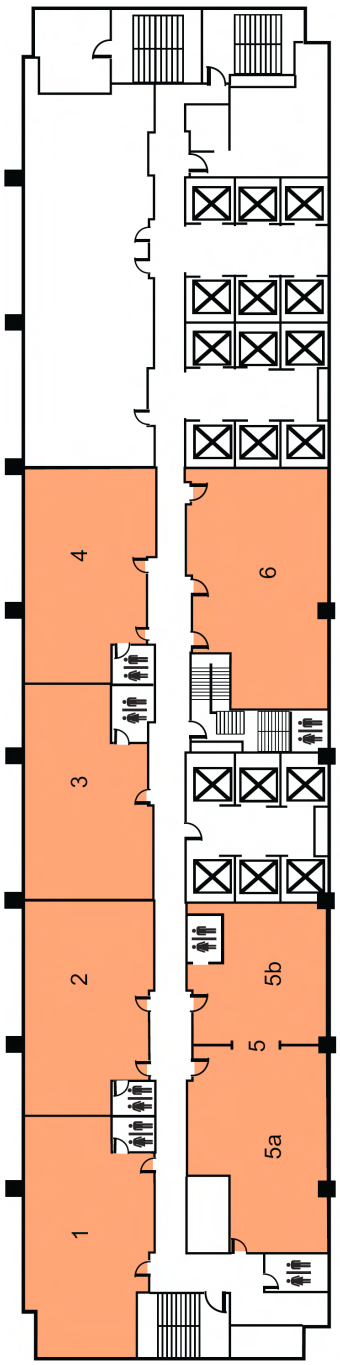
Second Floor



1. Dominion Ballroom
   - 1a. Dominion Ballroom North
   - 1b. Dominion Ballroom South
2. Dominion Ballroom Foyer
3. Churchill Room
4. Churchill Foyer
5. City Hall Room
6. Elgin Room
7. Wentworth Room
8. Kenora Room
9. Huron Room
10. Kent Room
11. Simcoe Room & Dufferin Room
    - 11a. Simcoe Room
    - 11b. Dufferin Room
12. Civic Ballroom Foyer
13. Civic Ballroom
    - 13a. Civic Ballroom North
    - 13b. Civic Ballroom South

Fourth Floor

Fourth Floor is accessible via Queen Tower Elevators



1. Cosmopolitan
2. Ice Palace
3. Ginger Snap
4. Gold Rush
5. Spring Song Room & Spindrift Room
   - 5a. Spindrift Room
   - 5b. Spring Song Room
6. Executive

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