2003 FORUM: FINAL PROGRAM BOOK

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INTRODUCTION

This Final Program provides brief listings of presentations, registration information and forms, and travel and hotel information. Each session is listed with a title, abstract, tentative room assignment/time and presenter(s). In addition, the Web site has Forum registration information and forms, hotels, general information about Tampa and the Online Personalized Scheduling Tool.

The Online Personalized Scheduling Tool

The Online Personalized Scheduling Tool, which can be found at the AIR Web site http://airweb.org, and click on Annual Forums, allows you to view Forum sessions by Track, Presenter, Day and Time, Location, Presenter Institute/Organization or by Date, without an ID and password. In addition to viewing the session title and summary information, the full abstract can be viewed by clicking on the session title.

A click will place any selected session on your personalized schedule, which can be reviewed, updated, or printed with the sessions you have selected, listed with the title and summary information. The Online Personalized Scheduling Tool builds a Forum schedule for your use, but does not commit you nor reserve space for you.

Special Sessions

There are numerous special sessions sponsored by AIR's External Relations Committee. Note the Best Paper Presentations from the 2002 meetings of state and regional AIR groups and the sessions being presented by members of IR-International. The richness and diversity of these presentations demonstrate the vitality and depth of the state and regional conferences and the quality of the institutional research work being done in other parts of the world.

World Wide Web and E-Mail Service Availability

Several workstations will be available for use by attendees to access the Web, to use and print updates to their Forum Personalized Scheduling Tool and to access E-Mail. A new Web-based remote E-Mail service may provide easy access to your regular E-Mail account (http://mailstart.com). You will need your E-Mail address and your password.

Logo design by Cynthia Condore, Florida Atlantic Univeristy and Bill Celander, Celander Studies, Tallahassee, Florida

GENERAL INFORMATION

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Local Arrangements Committee

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Margaret A. O'Connor, Florida Atlantic University
George Perkins, University of North Florida

PROGRAM TRACKS AND PEER REVIEW COMMITTEES

The 2003 Forum program is organized into five tracks. Each track committee is responsible for recommending programs (practitioner and scholarly papers, panels, posters, table topics and demonstrations) in its subject area. The tracks focus on the major function of an institution (students and academic programs), the management of these functions (resources and governance), and the role of institutional research in the functioning of higher education. While these functions may overlap, presentations are assigned to the most appropriate track.

Track 1—Student Life and Learning
Research and practice related to student development and satisfaction, including student academic, social, and emotional gains. The defining characteristic for this track is a focus on student outcomes.

Ellen A. Kanarek (Chair) Applied Educational Research Incorporated
Nicolas Valcik (Associate Chair) The University of Texas at Dallas
Lawrence M. Baldwin, Wellesley College
Michael G. Beseda, St. Mary's Colg of California
Salvatore Ciolino, Gettysburg College
James B. Davis, Our Lady of the Lake College
David L. Davis-Van Atta, Carleton College
Carolyn L. Della Mea, University of North Carolina-Greensboro
Karma A. El Hassan, American University of Beruit
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Shannon K. Gilmartin, University of California Los Angeles
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Clover W. Hall, St. Johns University
Mary E. Henning, The University of Sydney
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Larry T. Hunter, Columbus State Community College
Gurvinder K. Khaneja, Montclair State University
Charles Kimball, Lyon College
Garvel R. Kindrick, Georgetown College
Sarah A. Parrott, Brandeis University
Paul M. Rasmussen, Snow College
Robin G. RiCharde, James Madison University
Jon W. Rivenburg, Reed College
Janice M. Schaeffler, Radford University
Daniel L. Skidmore, Le Moyne College
Emily H. Thomas, SUNY Stony Brook
Susan B. Thompson, Southwest Texas St. University
Arianne A. Walker, Mount St. Mary's College
Lillian Y. Zhu, SUNY Brockport

Track 2—Academic Programs, Curriculum, and Faculty Issues
Issues related to the development and management of academic departments, programs, curriculum, and faculty activities. The kind of information that a faculty member, department chair, dean, or chief academic officer would use in evaluating the status of academic programs.

Anne Marie Delaney (Chair) Babson College
Dawn Rachel Kenney (Associate Chair) Albuquerque Tech Vocational Institute
Karen W. Bauer, University of Delaware
Sandra Bramblett, Georgia Institute of Technology
David L. Brodigan, Williams College
Chau-Kuang Chen, Meharry Medical College
Michael B. Duggan, Suffolk University
James C. Fergerson, Bates College
Gayle M. Fink, The Community College of Baltimore County
Miriam L. Fultz, Desertfrost Consulting Group
Karen M. Gentemann, George Mason University
Charles F. Harrington, University of Southern Indiana
Gordon J. Hewitt, Hamilton College
Judith L. Johnson, University of Southern Maine
Michael D. McGuire, Georgetown University
Patricia B. Murphy, Dickinson College
Barbara S. Platt, Northern Michigan University
Stephen R. Porter, Wesleyan University

Sandra J. Price, Keene State College
Gary A. Rice, University of Alaska-Anchorage
John M. Tichenor, Stetson University
Daniel Teodorescu, Emory University
Jerome Ward, Sweet Briar College
Jody A. Worley, Tulsa Community College
Meihua Zhai, George Mason University

Track 3—Institutional Management and Planning
Campus-level planning, evaluation, and management are the focuses of this track. The types of information and analyses that would be of primary interest to senior campus-level administrators for campus-wide planning and improvement.

Roddy Begg (Chair) University of Aberdeen
Timothy A. Walsh (Associate Chair) Temple University
Maia I. Bergman, University of Michigan
John R. Bolt, Learning and Skills Council
Craig W. Bowen, Towson University
Angelo J. Calderon, RMIT University
Cherry Danielson, University System of New Hampshire
Robert H. Fenske, Arizona State University Main
Jonathan D. Fife, Virginia Polytechnic Inst & State University
Cameron L. Fincher, University of Georgia
Patricia A. Harvey, Richard Bland College
James C. Hearn, Vanderbilt University
Peter J.P. Hoekstra, University of Amsterdam
Susan B. Jones, University of Wyoming
Sue Leahy, University of Technology, Sydney
John A. Muffo, Virginia Polytechnic Inst & State University
Diane N. Muntal, University of Nevada-Las Vegas
Marvin W. Peterson, University of Michigan
Carol J. Rolf, University of South Florida
Raj Sharma, Swinburne University of Tech
Alton L. Taylor, University of Virginia
John Tsapogas, National Science Foundation
J. Fredericks Volkwein, Penn State University
Don A. Weimer, MATC
Marianthi Zikopoulos, New School University

Track 4—Higher Education Collaborations, Policy Issues, and Accountability
This track emphasizes issues that go beyond the campus, including accountability of individual institutions to external publics, as well as multi-institutional collaborations (e.g., data exchanges, learning consortia, and articulation agreements), system-level issues, and public policy related to higher education.

Archie A. George (Chair) University of Idaho
Jan W. Lyddon (Associate Chair) Jackson Community College
Christopher M. Antons, Willamette University
Andrea B. Brown, Utah Valley St. College
Kathy R. Chandler-Henry, Colorado Mountain College
Thomas Gaylord, University of Akron
Linda Graham, The University of Delaware
Daina P. Henry, College of William & Mary
Jeffery J. Himmelberger, Clark University
Suzann M. Koller, University of Wyoming
Dr. Nathaniel Pugh, Jr., Clark Atlanta University
Carla Reichard, Oklahoma State University
Kay Schneider, Concordia College
Anne Shelly, Syracuse University
Ronald Smith, Portland Community College
Jeff Tanner, Student Clearing House
William Michael Wood, George Mason University

Track 5—The Practice of Institutional Research: Theory, Techniques, Technologies, Tools, and Ethics
Research that focuses on the practice of institutional research. This

includes organizational, ethical, methodological, and technological aspects of the profession.

Lisa Muller (Chair) University of Wyoming
Sutee Sujitparapitaya (Associate Chair) California State University-Sacramento
Louis C. Attinasi, Jr., Pima County Community College District
Bernie Blackman, Skyline College
Viktor Brenner, Waukesha County Technical College
Mark P. Chisholm, University of New Mexico
Timothy K. C. Chow, Rose-Hulman Institute of Tech
Margaret L. Dalrymple, Purdue University
Hannelore H. Delbridge, The University of Alabama
Michelle Hall, Southeastern Louisiana University
George Hamilton, III, Oregon Health Sciences University
Cel Johnson, University of San Diego
Joachim W. Knop, George Washington University
Lap-Pun T. Lam, Arizona State University
Virginia J. Moore, University of Nevada-Reno
Marsha K. Moss, University of Texas Austin
Julie P. Noble, ACT, Inc.
Marie L. Richman, University of California-Irvine
Usha M. Shivaswamy, Ball State University
Patricia Somers, University of Missouri St. Louis
Jackie E. Stewart, Augusta State University

Table Topics and Posters
This subcommittee is responsible for recommending and coordinating arrangements for informal roundtable discussions and Poster sessions at the Forum.

Jennifer A. Brown (Chair), University of Massachusetts-Boston
Dana R. Rosenberg (Associate Chair), Eastern Iowa Community College District
Kayleigh Carabajal, Albuquerque Tech Vocational Inst
Diane J. Goldsmith, Connecticut Distance Learning Consortium
Paula R. Hollis, University System of New Hampshire
James Kostecki, Oakton Community College
Mari Luna De La Rosa, Califirnia St. Polytechnic University - Pomona
Qing Lin Mack, Asnuntuck Community-Tech College
Kevin B. Murphy, University of Massachusetts-Boston
Vance A. Nielsen, Ferrum College
Elizabeth C. Stanley, Zayed University

Computing Technical Support
This subcommittee coordinates arrangements for presentations using computers.

Mark A. Figueroa (Chair), Claremont Graduate University
Donald C. Boeckman (Co-Chair), Southeastern Louisiana University

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

Alan J. Sturtz (Chair) Connecticut State University System
Jacquelyn Stirn (Associate Chair) Western Interstate Commission for Higher Education
Catherine J. Alvord, Cornell University
Larry W. Bunce, Johnson County Community College
Edith H. Carter, Radford University
Rena Cheskis-Gold, Demographic Perspectives
Cynthia K. Condore, Florida Atlantic University
Rosemary Q. Hayes, University of Oklahoma
Erika I. Johanson, Indiana University Bloomington
Kathleen M. Morley, Baylor University

David Nielsen, Manchester Community College
Kelly R. Risbey, University of Manitoba
Heather Roscoe, Tufts University
Martha D. Gray, Ithaca College

Evaluation
This subcommittee provides an assessment of the current year's Forum in time for it to be of value to the Forum Committee for the next year.

Yves M. Gachette (Co-Chair) State University of New York at Buffalo
Lorne Kuffel (Co-Chair) College of William and Mary
Ann Marie Alexander (Associate Co-Chair), Grand Rapids Community College
Lloyd (Chip) H. Byrd (Associate Co-Chair), Virginia Commonwealth University
Ann Alexander, Grand Rapids Community College
Amy Brandebury, Ivy Tech State College
Kayleigh Carabajal, Albuquerque Tech Vocational Inst
Karen DeMonte, University of Delaware
Terry Ishitani, Indiana State University
Debra J. Warren, Washburn University

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

Denise A. Krallman (Secretary and External Relations Chair), Miami University at Oxford

Pre-Forum Professional Development Offerings
This subcommittee has responsibility for soliciting and reviewing proposals for half-day and full-day workshops and for submitting the Professional Development program sessions for inclusion in the Forum program.

Heather K. Isaacs (Chair), University of Delaware
Todd L. Chmielewski, DePaul University
Charles F. Harrington, University of Southern Indiana
Mary Lelik, St Mary's College
David L. Preston, Sr., Brazosport College
Harlan M. Schweer, College of Du Page
Fernanda Simone Tiu, Meredith College

Forum Publications Editorial Advisory Committee
This is a function of the Publications Committee

Anne Marie Delaney (Chair), Babson College
William C. Hayward, Northwestern University
Guihua Li, St. Cloud State University
Shaukat M. Malik, SUNY Stony Brook
Thomas K. Martin, Collin County Community College
Maryann S. Ruddock, University of Texas Austin
Kimberly Wright Sinha, San Diego State University
Paul Snyder, Rutgers, the State University of New Jersey
Scott L. Thomas, University of Georgia
Paul D. Umbach, Indiana University

On-Site Registration
Forum registration will take place in the Marriott as follows:
Friday: 6:00 p.m. - 8:00 p.m.
Saturday thru Tuesday: 7:30 a.m. - 5:00 p.m.
Wednesday: 8:00 a.m. - 12:00 p.m. in the Forum Office

Refreshments and Meals
Sunday's Opening Reception and Wednesday's Awards Luncheon are included in the basic registration fee. Tickets for the Awards Luncheon will be issued to each paid registrant.

Spouse and guest tickets for the Awards Luncheon will be on sale in the Forum registration area. There is no pre-Forum sale.

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

MONDAY NIGHT EVENT

Starship Dining Yacht
The Monday Night Event is a private dinner cruise aboard the Starship Dining Yacht. The main dining deck looks like a Scandinavian-modern nightclub; the sun deck is designed for patio-like sightseeing for guests to enjoy the impressive Tampa skyline. The vibrant colors at sunset are sure to delight passengers while the city lights after dark make for a shimmering tropical experience. After dinner, enjoy the music or step on the dance floor and take a spin topside while enjoying a full range view of the city skyline.

Price: $45.00 (U.S.) per person (*Transportation is included in the cost. Alcoholic beverages are not included.*)

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

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

SCOPING OUT THE PROGRAM

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

There are five Forum tracks or broad subject areas: 1) Enrollment Management and Student Affairs; 2) Institutional Effectiveness, Student Learning, and Outcomes Assessment; 3) Academic Programs and Faculty Issues; 4) Resource Management and Quality Improvement; 5) The Practice of Institutional Research: Theory, Techniques, Technologies, Tools, and Ethics

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

There are several Pre-Forum Workshops focus on specific IR topics and skills.

On the social side, be sure to take note of the Saturday night Early Bird Reception, Sunday evening Forum Reception, Monday night Special Event, the International Coffee and International Symposium on Monday, the Forum Awards Luncheon on Wednesday, and the wind-up party Wednesday evening.

PLAN YOUR SCHEDULE

The first event to mark on your schedule is the **Early Bird/ Newcomers Reception** on Saturday night. This is an opportunity for newcomers to mingle with other Forum attendees. We plan on having some fun activities and you'll also have the opportunity to hook up with a dinner group here.

Many people find it helpful to plan a tentative schedule ahead of time. You have a couple of options:

1. Use the on-line scheduler at http://airweb.org and click on Annual Forums. Here you will find listings of Forum presentations and

events which you can preview, build a schedule on-line and then print it out.

2. Use the Preliminary Program book to highlight panels and presentations of interest to you.

3. Then go on-line and enter these into the scheduler for a targeted schedule.

If you did not receive a Preliminary Program CD you can request one from AIR. Final programs will also be available at the Forum in your registration packet.

When planning your schedule, keep in mind that presentations are subject to change so consider having backups.

ATTENDING SESSIONS

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

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

- Many papers will be available on-line after the Forum,
- You can leave a business card with the presenter,
- Many presenters will leave extra copies in the AIR office, or
- If the presenters submitted a copy to AIR, you can have it copied for the cost of copying.

NETWORKING

One of the most valuable aspects of attending the Forum is the extent of the knowledge and talent your fellow attendees bring to the Forum. Most are willing to share and listen to ideas. Take advantage of this asset by talking with people.

Attend the Table Topics and the AIR Poster sessions. Even if you're not sure you have anything to share or don't feel comfortable participating, just listening can be a valuable learning experience. Look into the SIGs (Special Interest Groups). It's amazing to know how many people are tackling the same issues you are facing. You might just take home some solutions.

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

THINGS TO DO IN TAMPA

Tampa Bay is a vibrant waterfront area on Florida's beautiful West Coast that offers a unique blend of urban excitement set in a natural surrounding.

While planning your trip, check the Local Arrangements Web site at http://www.ir.fsu.edu/AIR_2003 for up-to-date information on Tampa and links to local attractions.   When you arrive on-site, be sure to pick up a Local Arrangements brochure with recommendations for area restaurants and events.

Downtown Transportation
In addition to taxicabs, bus service provided by the Hart Line runs throughout the city. Fares start at $1.25. Old time electric streetcars run between the hotel and Ybor City with stops along the way at Channelside and the Florida Aquarium.

Rental cars are available and recommended for anyone visiting attractions outside Tampa or including a vacation of several or more days in connection with the Forum. Area parking for private automobiles and rental cars is limited, but the Marriott offers valet parking at a rate of $14/day and the Wyndham Hotel's underground garage charges $10/day for self-parking or valet.

Attractions
Ybor City – Tampa's National Historic Landmark District also known as Florida's Latin Quarter experience, is less than 2 miles from the hotel - a short ride by electric streetcar. Provides shopping, entertainment and multi-cultural dining in a unique setting. http://www.ybor.org/

The Florida Aquarium – Less than ¼ mile from the hotel, the aquarium is home to over 10,000 aquatic plants and animals from all over the world. Displays of sharks, dolphins, a 600-gallon touch pool, a coral grotto and dive shows are only a few of the attractions here. http://www.flaquarium.net/

Busch Gardens – Located 9 miles from the hotel, this ultimate family adventure park offers an array of fascinating attractions based on exotic encounters with the African continent. Features more than 2,700 animals, live shows, restaurants, shops and games. http://www.4adventure.com/buschgardens/fla/default.aspx

The Lowry Park Zoo – Open 7 days a week, the zoo is located 5 ½ miles north of downtown Tampa. http://www.lowryparkzoo.com/

Beaches – Beautiful beaches are located in Clearwater and St. Petersburg approximately a 45-60 minute drive from the hotel.

Orlando area attractions – Theme parks located approximately 70 miles from the hotel in Orlando, FL. http://www.go2orlando.com/attractions/

Museums
Tampa Museum of Art – Within 7 galleries, the Museum houses an impressive permanent collection including twentieth-century and contemporary art and a renowned collection of Greek and Roman antiquities. A changing special exhibitions program provides a mix of classical and contemporary shows. Located in downtown Tampa, a short distance from the hotel. http://www.tampagov.net/dept_Museum/

The Museum of Science and Industry (MOSI) – Located less than 10 miles from the hotel, this community-based institution contains science exhibits an IMAX Dome Theatre and the Saunders Planetarium. http://www.mosi.org/

Henry B. Plant Museum at the University of Tampa – Housed in the 1891 Tampa Bay Hotel, and now a National Historic Landmark, the quintessential Victorian palace features unique Moorish revival architecture and dramatic minarets. Houses European furniture and art treasures of the original railroad resort and the Guilded Age. Contains permanent exhibit on the Spanish American War. The University is about a 30-minute walk from the hotel. http://www.tampaguide.com/frLink.asp?SiteLink=http://www.plantmuseum.com/info.htm

The Salvador Dali Museum – Contains the world's most comprehensive collection of works by the late Spanish surrealist. Located in downtown St. Petersburg, about an hour from the hotel. http://www.salvadordalimuseum.org/cgi-bin/SoftCart.exe/index.html?E+dali

Shopping - In addition to shops in the Historic National Landmark District of Ybor City, excellent shopping is available at:

Channelside Shops – an open-air entertainment center with specialty shops, boutiques, restaurants, dancing and nightlife on the waterfront located next to the Florida Aquarium. http://www.channelside.com/default.asp

Bay Street and International Plaza – outdoor village and distinctive shopping center featuring over 200 specialty shops, restaurants and high-end department stores. http://www.shopinternationalplaza.com/

Old Hyde Park – charming shopping center containing 60 shops, dining and entertainment. http://www.oldhydeparkvillage.com

Dining and Nightlife
From casual waterside fare to the restaurant voted "Best Steakhouse in America" by Wine Spectator magazine, Tampa restaurants can satisfy everyone's tastes. A large number of restaurants are within walking distance or a short drive from the hotel. Popular cuisines include Spanish/Cuban, French, Italian, American, and Creole, to name a few.

Car Rental
ALAMO is the official car rental company for the 2003 Forum, offering special discount rates to Forum attendees. For reservations, please call 1-800-732-3232, and use the Group ID **#807223** and plan code **GR** to receive the discounts. Standard rental conditions and qualifications apply, including minimum rental age. Check with your Alamo representative for other details.

FORUM SERVICES AND INFORMATION

Forum Office
The general office for Forum 2003 is Meeting Room 3, Level 2 in the Marriott. Office personnel will generally be available during the same hours as registration and hospitality.

Hospitality Center
The AIR Hospitality Center (near the Registration area in the Marriott) will be open during the same hours as registration.

Hours are:
Saturday thru Tuesday: 7:30 a.m. - 5:00 p.m.

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

The AIRstore
The AIRstore will be in the Marriott on Level 2 This is your source for AIR logo items: shirts, hats, coffee mugs, and other items to help show off your AIR membership.

The Speaker Ready Room
The Speaker Ready Room will be available for Forum presenters, located in Meeting Room 2, Level 2, in the Marriott. This room provides you an opportunity to check A/V equipment or computers and otherwise prepare for presentations.

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

The Morning AIR
The Morning AIR is published daily by the Tampa Local Arrangements Committee; it includes official announcements, session time/room changes, and late-breaking "things to do." Copies are available in the Registration area, hotel lobby and Forum Office.

Employment Clearinghouse
The Employment Clearinghouse will be open in the Greco Boardroom, Level 3 from 8:00 a.m. to 5:00 p.m Saturday - Tuesday. Employers who wish to submit open positions will be charged $25; this fee can be paid through the AIR Store. There is no charge for those who submit a resume. To ensure inclusion, job descriptions and resumes should be submitted electronically to gfishman@mailer.fsu.edu by May 13 and hard copies will be accepted at the Clearinghouse. Employers and job seekers should bring multiple copies of their materials. All participants must be registered and present at Forum. All information is confidential and will not be sold or distributed.

Hours of operation are:
8:00 a.m. to 5:00 p.m Saturday - Tuesday

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

Copies of Papers
Authors will be asked to bring to the Forum a copy of their presentations/papers on a disk for uploading to the Web, along with 50 copies to distribute at their sessions. Authors who wish to submit papers to be considered for possible publication will received updated instructions closer to the Forum.

Displays
If you would like to display your fact books, planning documents, reports and other publications and materials of interest to institutional researchers for perusal in the Marriott, please bring the materials with you. A table will be set up to display your materials.

In addition to the work produced in offices of Institutional Research and Higher Education Institutes and Centers, AIR and AIR-sponsored publications (and the famous AIR Photo Museums), selected vendors of software, publications, and other items of professional interest to AIR members will be available.

Forum Evaluation
Overall evaluation of the 2003 Forum will take place at the Awards Luncheon on Wednesday, May 21. In addition, members of the Forum Evaluation Committee will ask some Forum attendees, including one group of first-time attendees, to take part in more in-depth focus group evaluation interviews. Session evaluation forms and early-leaver questionnaires will also be distributed. The Committee encourages and appreciates your participation.

Questions about the evaluation process should be directed to:

Mr. Yves M. Gachette
Phone: (716) 878-4521 Fax: (716) 878-3140
E-mail: gachetym@bscmail.buffalostate.edu

Mr. Lorne Kuffel
Phone: (757) 221-2144 Fax: (757) 221-2749
E-mail: lorne@wm.edu

ACT, Inc. - ACT is an independent, not-for-profit organization that provides more than a hundred assessment, research, information, and program management services in the broad areas of education planning, career planning, and workforce development.

Stacy Stephens, Exhibit Coordinator, 2201 N. Dodge Street Iowa City, IA 52243, 319-337-1036, 319-337-1790 (Fax) stephenst@act.org, www.act.org

BlueShift, Inc - Blueshift, an Atlanta, GA based organization has a suite of online products for educational institutions including surveys, outcomes assessment, course/faculty evaluation, testing and assessment, registration and course delivery.

Valmiki Raghunathan, President, 3550 Engineering Drive, Suite 140 Norcross, CA 30092, 770-368-1124, 770-368-0998 (Fax) www.blueshift.com

CCSSE (Community College Survey of Student Engagement) - The Community College Survey of Student Engagement, a project of the University of Texas at Austin, is a new resource focused on teaching, learning and retention. Nationwide, community colleges must respond to the rising expectations of governing boards, state and federal governments, accrediting organizations and the public. Key among those expectations is that colleges should assess and publicly report on institutional performance, with particular emphasis on student retention and student learning. To respond effectively, community and technical colleges need assessment tools appropriate to their unique missions and the characteristics of their diverse student populations. The Community College Survey of Student Engagement (CCSSE), a project of The Community College Leadership Program at The University of Texas at Austin, is a new resource focused on teaching, learning and retention in technical and community colleges. CCSSE's survey instrument, The Community College Student Report, is designed to focus on institutional practices and student behaviors that are positively related to student learning and retention. The Report, developed as a companion to the National Survey of Student Engagement (NSSE) for a 4-year institution, is a versatile, research-based tool with multiple uses. The Report serves as a benchmarking instrument, diagnostic tool and monitoring device. Designed by national experts, The Report asks students about their college experiences - how they spend their time; what they feel they have gained from their classes; how they assess the quality of their interactions with faculty, counselors and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on. Research has identified good educational practices that are directly related to retention and other desired student outcomes. The Community College Student Report focuses on those practices.

Dr. Carl Nate Marti, Senior Research Associate, The University of Texas at Austin, 1 University Station - D5800, Austin, TX 78712, 512-262-6456, 512-471-4209 (Fax), marti@ccsse.org, www.ccsse.org

CSEQ (College Student Experiences Questionnaire) - The CSEQ provides two questionnaires for use by assessment and institutional researchers to measure students experiences, campus experiments and self-research gains.

Julie Sylvester, Project Coordinator, 1913 E. 7th Street, Suite 102, Bloomington, IN 47405, 812-856-5825, 812-856-5150 (Fax), felter@ccsse.org, www.indiana.edu/~cseq

Data Blocks - Design, Print, Scan, Analyze and Export Survey Instruments for Both Desktop and OMR Scanners.

Carli Burke, President, 10003 Wornom Avenue, Sunland, CA 91040, 818-951-2825, 818-951-3204 (Fax), cburke@datablocks.com, www.datablocks.com

Datatel - Datatel has developed a value proposition for its Reporting Solutions that essentially underscores its commitment to assisting its Clients in making informed management decisions based on access to accurate and reliable data. These Solutions are designed to address the needs of both internal and external constituencies, and to promote efficient use of finite institutional resources. They are also tailored to respond to the specific needs, expectations and skill sets of various institutional constituencies, including the office of Institutional Research. *Business Intelligence* is the foundation upon which Datatel's Reporting Solutions are built; a concept that places equal emphasis on *Data Knowledge*, data management *Tools* and a coherent *Approach* to strategic information management processes. This Vendor Session will offer a brief introduction to these elements of *Business* Intelligence! , and its potential for enhancing the efforts of IR practitioners and the professional objectives of institutional research.

Hope Graves, Senior Conference Coordinator, 4375 Fair Lakes Court Fairfax, VA 22033, 703-968-4650, 703-968-4573 (Fax), hlg@datatel.com, www.datatel.com

eCollege - Interested in learning more about how to easily convert your entire COURSE EVALUATION process to the Web? Stop by the eCollege booth and learn how you can quickly author questionnaires online, deliver questionnaires to every student on your campus via the internet, and automatically generate secure online reports for department chairs and every faculty member.

Kevin Hoffman, Director of Evaluation Services, 4900 South Monaco Street, Denver, CO 80237, 303-873-7400, 303-873-3849 (Fax), khoffman@ecollege.com, www.eCollege.com

Educational Benchmarking Inc. - Educational Benchmarking, Inc. (EBI) offers a number of surveys utilized on 600+ campuses to support institutional assessment, continuous improvement, and accreditation review activities.

Darlena Jones, V. P. Research and Development, 1630 W. Elfindale Street, Springfield, MO 65807, 417-831-2227 (Fax), darlena@webebi.com, www.webebi.com

iStrategy - iStrategy's HigherEd Analyzer is packaged data warehouse and analytical reporting application enabling self-service reporting and analysis capabilities. The data content includes admissions, enrollment and retention, class scheduling and student performance.

Mark Max, CEO, 10715 Red Run Blvd, Owings Mills, MD 21117, 410-581-0180, 410-581-2227 (Fax), mmax@istrategyconsulting.com www.istrategyconsulting.com

Kluwer Academic Publishers - AIR society journal "Research in Higher Education," the series "Higher Education: Handbook of Theory and Research," and other publications in higher education.

Tamara Welschot, Publishing Editor, Van Godewijckstraat 30 Dorrecht, 3311 GX Netherlands, + 31 78 6576 208, + 31 78 6576 254 (Fax), Tamara.Welschot@wkap.nl, www.wkap.nl

National Student Clearinghouse - EnrollmentSearch enables institutions to query Clearinghouse's database of 50 million post-secondary enrollment and degree records in order to improve performance in targeting, selecting and retaining students.

Jim Bundy, Regional Director, Southern Region, 4937 Carteret Drive Raleigh, NC 27612-5715, 919-571-0143, 919-571-0144 (Fax) bundy@studentclearinghouse.org, www.studentclearinghouse.org

NSSE (National Survey of Student Engagement) - The NSSE provides institutional researchers and assessment people information on the College Student Report, a questionnaire designed to access student involvement and engagement.

Julie Sylvester, Project Coordinator, 1913 E. 7th Street, Suite 102 Bloomington, IN 47405, 812-856-5825, 812-856-5150 (Fax) cseq@indiana.edu, www.indiana.edu/~nsse

Noel-Levitz - Noel-Levitz is a leading resource for student retention solutions, including the Student Satisfaction Inventory family of satisfaction-priorities instruments. These groundbreaking assessment tools identify the priorities and satisfaction levels of students, faculty/staff, adult students, and distance learners. These instruments, along with other assessment tools such as the College Student Inventory, are ideal for strategic retention planning and accreditation initiatives.

Julie Bryant, Senior Director of Retention Products, 2101 ACT Circle, Iowa City, IA 52245, 800-876-1117, 319-337-5274 (Fax) julie-bryant@noellevitz.com, www.noellevitz.com

Pearson NCS - Flexible surveys offerings from Pearson NCS Data Management - Institutional Research requires patience, persistence, and Pearson can help. We offer a host of data collection solutions that assist you in research projects no matter what the size. Our survey products and services allow you to design, administer, and deploy surveys for research projects, alumni surveys, course evaluations, and a multitude of other applications. Survey Tracker(r) Plus Email/Web software allows for multiple methods of delivery - paper, fax, email, Web and Intranet. Standard reports are available as well as the ability to export the information into statistical information you need quickly and easily.

Lynn Walker, Marketing Manager, 5601 Green Valley Drive Bloomington, MN 55437, 800-447-3269, 800-347-7226 (Fax) info-ncs@pearson.com, www.pearsonncs.com

Principia Products - Principia Products will demonstrate our popular Remark Office OMR and Remark Web Survey products for collecting data from surveys and other paper and Web-based forms.

Victor Berutti, VP Products, 16 Industrial Blvd, #102, Paoli, PA 19301, 610-647-7850 X-227, 610-647-8771 (Fax) sales@principiaproducts.com, www.PrincpiaProducts.com

Runzheimer International - Runzheimer International, founded in 1933, is an independent, research-based management consulting firm specializing in determining costs related to travel, living costs, virtual offices, and vehicles for business use. Clients number over 2,000 worldwide and include businesses, government agencies, universities, and associations.

Chris Felton, Director, Business Development, Runzheimer Park Rochester, WI 53167, 262-971-2656, 262-971-2358 (Fax) cf@runzheimer.com, www.runzheimer.com

SPSS - Today thousands of colleges and universities around the world have installed SPSS for research, instruction and administrators. In the area of institutional research, SPSS data mining and analysis tools have proved invaluable to many IR researchers and administrators. They have solutions for enrollment management - - specifically, in the areas of student research, legislative reporting, program evaluation and promotion effectiveness studies.

Michele Rodts, Events Associate, 233 South Wacker Drive, 11th Floor, Chicago, IL 60606, 312-651-3000, 312-651-3668 (Fax) sales@sps.com, www.spss.com

Survey Products Inc - Survey Products, Inc. distributes automated data collection/reporting systems for survey research and assessment projects. With our Bubble Publishing "Form Shop", "Scan Shop", and "Report Shop", you can design, print (on plain paper with a laser printer), scan, and report OMR forms. With "EForm", you design your own e-mail/web-page surveys. We also will design your forms, scan, and report the data for you inexpensively with our "Quick and Easy Data" service.

Bill Gray, CEO, 88 Skidmore Road, Richmond, VA 23236, 800-224-8735, 804-330-5461 (Fax), surveyproducts@worldnet.att.net www.surveyproducts.com

UCLA Higher Education Research Institute - HERI assists institutions in assessing their students' development and the effectiveness of programs and services through the CIRP Freshman Survey, "Your First College Year" and the College Student Survey.

Kit Mahoney, Business Manager, 3039 Moore Hall, Box 951521 Los Angeles, CA 90025, 310-835-1925, 310-206-2228 (Fax) kmahoney@ucla.edu, www.gseis.ucla.edu/heri/heri.html

9:00-12:00 p.m. COMMITTEE MEETING Meeting Room 6, Level 2

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

RICHARD A. VOORHEES (Committee Chair), President, The Voorhees Group
VICTOR M.H. BORDEN (Associate Committee Chair), Associate Vice Chancellor and Associate Professor, Indiana University Purdue
    University Indianapolis

Orientation Session for All Members of the Board of Directors.

9:00-4:00 p.m. WORKSHOP Univeristy of Tampa, Jaeb Computer Center

Advanced IPEDS: Using Data Tools Via the Web (W03) - This workshop is supported by SPSS, Inc.

JANICE A. PLOTCZYK (Presenter), Survey Statistician, United States Department of Education
SAMUEL F. BARBETT (Presenter), Leader of IPEDS Data Quality Team, National Center for Education Statistics

This workshop provides participants with the skills they need to use IPEDS data through data access tools available over the Internet. Hands-on practice illustrates how these data are useful for institutional research and planning. The first part of the session concentrates on the uses of the Peer Analysis System (PAS), which allows users to compare a single institution with a group of similar institutions. The second portion of the session focuses on the use of the Electronic Code Book (ECB), which allows users to browse, select, and view data elements included in the IPEDS database. This workshop is supported by a grant from the National Center for Education Statistics and the National Science Foundation. Note: This workshop is in a computer lab.

9:00-4:00 p.m. WORKSHOP Meeting Room 10, Level 3

Learning by Doing: Using External Environmental Scanning and Forecasting to Improve Strategic Planning (W05)

JOEL D. LAPIN (Presenter), Professor of Sociology; Vice President, The Community College of Baltimore County; The Clements Group

An effective external environmental scanning and forecasting activity allows an institution to develop a strategic plan to shape its preferred future, rather than respond to an imposed future. The emphasis of this workshop is on strategic planning from the "outside-in" rather than the "inside-out." Handouts, presentations, and a scan team exercise enable participants to differentiate between strategic and operational planning; understand external environmental scanning and forecasting; recognize types of changes in the external environment; and become familiar with international and national trends. The workshop presents examples of strategic plans developed from trends and recommends strategies for starting and sustaining a successful scanning and forecasting activity.

9:00-4:00 p.m. WORKSHOP Meeting Room 12, Level 3

Enrollment Management: Technical and Political Perspectives (W07)

RICHARD D. HOWARD (Presenter), Professor, Montana State University-Bozeman
GERALD W. MCLAUGHLIN (Presenter), Director, Office of Institutional Planning and Research, DePaul University

Rational management of an institution of higher education requires that enrollments be anticipated and converted into activity and resource implications. While enrollment projections are critical to the management of an institution, they are often driven by political, historical, and personal influences. This workshop, designed for seasoned institutional research professionals, reviews the technical aspects of projecting enrollments and converting them to activity and resource needs. Using an institutional profile and descriptions of its primary academic, support, and administrative leaders, the participants develop strategies for projecting enrollments within the interactive, but often conflicting, demands of these institutional leaders.

9:00-4:00 p.m. WORKSHOP Univeristy of Tampa, Jaeb Computer Center

Managing, Exploring, and Interpreting Education Data Using SPSS (W11) - This workshop is supported by SPSS, Inc.

MEHDI RAZZAGHI (Presenter), Professor of Statistics, Bloomsburg University
AGHAJAN MOHAMMADI (Presenter), Director of Planning and Research, Capital Community College

An integral part of educational research is summarizing and interpreting data for decision-making and prediction. This workshop provides hands-on experience with SPSS, focusing on interpretation of statistical output and the usage of SPSS in derivation of statistical results in educational research. Multivariable regression, logistic regression, linear discriminant analysis, and analysis of covariance are discussed. Real data sets are used to illustrate the applications of these statistical methodologies in educational research. The workshop is designed for IR, assessment, and enrollment management practitioners as well as faculty and administrators interested in the management, analysis, and interpretation of data using inferential statistical methods. Note: This workshop is in a computer lab. Participants should have an intermediate to advanced knowledge of SPSS and inferential statistical methods.

9:00-5:00 p.m.	WORKSHOP	Univeristy of Tampa, Jaeb Computer Center

Data Mining Persistence Clustering and Prediction (W09) - This workshop is supported by SPSS, Inc.

JING LUAN (Presenter), Chief Planning, Research & Knowledge Systems Officer, Cabrillo College

This workshop begins with a brief background of the purpose of data mining and moves onto data mining algorithms and modeling concepts. The instructor compares data mining problems used by business with those for higher education, as well as the crosswalk of data mining to traditional statistics. Participants practice data mining using decision trees and neural networks to mine a mock database. They practice with data mining software to learn the basic modeling techniques, and to cluster and predict students' persistence.

12:00-5:00 p.m.	COMMITTEE MEETING	Meeting Room 6, Level 2

2002-2003 and 2003-2004 Board of Directors (010)

RICHARD A. VOORHEES (Committee Chair), President, The Voorhees Group
VICTOR M.H. BORDEN (Associate Committee Chair), Associate Vice Chancellor and Associate Professor, Indiana University Purdue
    University Indianapolis

Meeting of the 2002-2003 and 2003-2004 Board of Directors.

1:00-4:00 p.m.	WORKSHOP	Meeting Room 11, Level 3

Developing a Reliable Database for Measuring Out-of-Classroom Dimensions of Faculty Activity (W13)

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

Over the past decade, the Delaware Study of Instructional Costs and Productivity has emerged as the preeminent tool for analyzing teaching loads, instructional costs, and externally funded faculty scholarship, by academic discipline. This workshop presents a practical approach to collecting data on faculty scholarship, academic advising, institutional and public service, and other non-classroom faculty functions that impact the magnitude of teaching loads and instructional costs. The ability to collect these data, and benchmark them with appropriate peers, provides valuable contextual information to academic planners seeking to manage and maximize faculty and fiscal resources.

1:00-4:00 p.m.	WORKSHOP	Meeting Room 13, Level 3

Research Design Ideas for Institutional Researchers (W17)

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

This workshop enhances institutional researchers' capacity to produce policy relevant studies for planning and decision-making. The workshop enables participants to translate data into information; to transform reporting into research; and to prepare methodologically sound, practically useful research reports for their institutions. The workshop provides information on topics such as: conceptualizing a research problem; using the literature in designing a research study; selecting and interpreting statistical techniques; and developing meaningful policy recommendations. Ideas for the workshop are based on research projects completed by the presenter, as well as on actual or proposed studies of interest to the participants.

1:00-5:00 p.m.	WORKSHOP	Meeting Room 9, Level 3

Beginning/Intermediate MS Access 2000 for Institutional Researchers (W15)

MEIHUA ZHAI (Presenter), Director of Institutional Research and Reporting, George Mason University
WILLIAM MICHAEL WOOD (Presenter), Associate Director of Institutional Research and Reporting, George Mason University

This workshop is for IR professionals who have limited knowledge but strong interest in using MS Access to perform data management and institutional reporting tasks. The workshop provides step-by-step instruction and hands-on practice to illustrate how to leverage the power of Access to perform IR daily work without writing complicated programming codes. Participants learn through hands-on practice how to use different queries for data extraction and management. After learning querying, the participants learn how to use reports and charts to present the information more effectively.

4:00-5:00 p.m.	COMMITTEE MEETING	Meeting Room 7, Level 2

Newcomers Committee (015)

ALAN J. STURTZ (Committee Chair), Director of Institutional Research and Planning, Connecticut State University
JACQUELYN STIRN (Associate Committee Chair), Research Associate II, Policy Analysis and Research, Western Interstate Commission for
    Higher Education

Meeting for the members of the Forum Newcomers Committee.

5:45 p.m.-Until	SPECIAL EVENT	Florida Salon IV, Level 2

Newcomers Open House and Early Bird Reception (001)

ALAN J. STURTZ (Committee Chair), Director of Institutional Research and Planning, Connecticut State University
JACQUELYN STIRN (Associate Committee Chair), Research Associate II, Policy Analysis and Research, Western Interstate Commission for Higher Education
JOHN M. KALB (Committee Member), Director of Institutional Research, Florida State University

Start the Tampa Forum with a spalsh! Wear your wildest Hawaiian shirt and be prepared to demonstrate your Jimmy Buffett trivia skills. We will have Margaritaville music, munchies and a cash bar to help you start the Forum off on the right foot and to make and renew acquaintances. There will be speical sign-up lists for Newcomers to go out to dinner in small groups with veteran IR folks and Forum goers.

7:00 p.m. - Until	SPECIAL INTEREST GROUP	Lobby Area, Main Floor

National Council for Research and Planning (NCRP) Dinner (S68)

LOUIS C. ATTINASI (Convener), Director of Institutional Research, Pima County Community College District

Join friends and colleagues from community and technical colleges for a no-host dinner. Meet in the lobby of the Marriott Hotel at 7:00 p.m. and travel together to a nearby restaurant.

SUNDAY, MAY 18, 2003

7:30-8:20 a.m.	SPECIAL EVENT	Grand Salon D, Level 2

AIR Standing Committee Breakfast (020)

RICHARD A. VOORHEES (Host), President, The Voorhees Group

Breakfast for all current members of AIR standing committees.

8:00-12:00 p.m.	WORKSHOP	Univeristy of Tampa, Jaeb Computer Center

Online Surveys: From Creation to Analysis (W21) - This workshop is supported by SPSS, Inc.

LAURA J. BERRY (Presenter), Director of Institutional Research and Assessment, North Arkansas College

Workshop participants follow step-by-step instructions to create a Web-based survey at their computer station using Microsoft FrontPage. After testing the questionnaire, participants retrieve survey data and use SPSS and/or Excel for analysis. Time permitting, respondents create a questionnaire of their own design to take home. The intended audience includes new or experienced researchers, administrators, or faculty who want to design web-based surveys. Previous experience with FrontPage and SPSS is helpful, but not required. Participants should have good knowledge of computer use and be proficient with the Internet and standard office software.

8:30-12:00 p.m.	WORKSHOP	Univeristy of Tampa, Jaeb Computer Center

Intermediate Statistics for Institutional Research (W23) - This workshop is supported by SPSS, Inc.

MARY ANN COUGHLIN (Presenter), Assistant Vice President for Academic Affairs and Associate Professor of Research and Statistics, Springfield College

This workshop addresses intermediate/advanced issues in inferential statistics as they apply to applications in IR. Topics include Analysis of Variance, Factor Analysis, and Bivariate, Multiple, and Logistic Regression. A case study approach illustrates the applications of these statistical techniques in IR. The workshop uses SPSS to analyze case study data and focuses on the analysis and interpretation of the case study data. A basic understanding of descriptive and inferential statistics is required for this workshop.

8:30-1:00 p.m.	COMMITTEE MEETING	Florida Salon I, Level 2

External Relations Committee (025)

DENISE A. KRALLMAN (Committee Chair), Assistant Director of Institutional Research, Miami University at Oxford

Committee meeting for current members of the External Relations Committee.

8:30-1:00 p.m.	COMMITTEE MEETING	Florida Salon II, Level 2

Publications Committee (030)

ROBERT K. TOUTKOUSHIAN (Committee Chair), Executive Director of Policy Analysis, University System of New Hampshire

Meeting of current members of the Publication Committee.

8:30-1:00 p.m.	COMMITTEE MEETING	Meeting Room 6, Level 2

Higher Education Data Policy Committee (040)

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

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

8:30-1:00 p.m.	COMMITTEE MEETING	Meeting Room 5, Level 2

Membership Committee (045)

MYRTES D. GREEN (Committee Chair), Dean of Education and Director of Planning, Stillman College

Meeting of the current members of the Membership Committee.

8:30-1:00 p.m.	COMMITTEE MEETING	Meeting Room 7, Level 2

2002-2003 and 2003-2004 Forum Committees (050)

SANDRA K. JOHNSON (Committee Chair), Assistant Dean, Princeton University
FRED LILLIBRIDGE (Associate Committee Chair), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College

Meeting of the 2002-2003 and 2003-2004 Forum Committees.

9:00-12:00 p.m.	WORKSHOP	Meeting Room 10, Level 3

Linear, Logistic, and Ordinal Regression Analyses (W25)

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

This workshop is intended for institutional researchers who want to refresh their regression modeling techniques in describing the effects of explanatory variables on student learning outcomes with diverse measurement scales. The step-by-step procedures of building, interpreting, and evaluating the regression models are illustrated. Major focuses include the formulation of research questions, followed by the selection of appropriate techniques, the construction of workable models, the interpretation of computer printouts. All participants are welcome to replicate these techniques by using the presented guidelines, SPSS commands, and data files. Participants should have some knowledge and experience in linear regression analysis.

9:00-12:00 p.m.	WORKSHOP	Meeting Room 11, Level 3

The Focus Group Method and Its Application in Institutional Research (W27)

DAVID X. CHENG (Presenter), Assistant Dean for Research and Planning, Columbia University

This workshop is intended for institutional researchers who are used to conducting survey research to address issues on campus. The workshop introduces the focus group method as a powerful tool to supplement and/or enhance their quantitative research designs. The instructor explores the techniques, uses, strengths, and limitations of the focus group method, emphasizing the hands-on experiences of designing a study, conducting the meetings, and analyzing the results. Participants will design a study using focus group techniques.

9:00-12:00 p.m.	WORKSHOP	Grand Salon B, Level 2

Planning Today For Your Fiscal Tomorrow (W28)

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

This workshop is designed for individuals of all ages. It is never too soon or too late to plan for your future and develop an integrated strategy for amassing resources for a fruitful retirement. The workshop assists individuals in personal estate and retirement planning, understanding investment opportunities and strategies, and dealing with a wide-range of fiscal and related matters. Topics include: wills; living trusts; gifts; leaving survivors well informed; tax-deferred investments; home mortgages; insurance; determining liquid emergency funding needs; Social Security, impact of inflation, selling houses; converting assets into life-income, and more. There is ample time for questions and interaction.

9:00-12:00 p.m.	WORKSHOP	Meeting Room 13, Level 3

Survey Research Using SAS (W29)

ARCHER R. GRAVELY (Presenter), Director of Institutional Research, University of North Carolina at Asheville

The ability to conduct survey research projects with high response rates and minimal effort is a critical skill for IR personnel. This workshop demonstrates how to use SAS to: Select random samples; read or write data in text, Excel, and SAS system files; track respondents and conduct follow-up mailings; use PROC TABULATE to report results in customized tables; and use the new specialized survey research procedures provided in SAS Version 9. The workshop is designed for IR practitioners who have basic SAS experience. Participants receive a copy of the book "Your Guide to Survey Research Using the SAS System."

9:00-4:00 p.m.	WORKSHOP	Meeting Room 12, Level 3

Key Responsibilities and Strategies for the Practice of Institutional Research (W33)

KAREN W. BAUER (Presenter), Assistant Director of Institutional Research and Planning, University of Delaware

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

9:00-5:00 p.m.	WORKSHOP	Univeristy of Tampa, Jaeb Computer Center

Multi-level Modeling: Understanding and Applying HLM to Studies of Students and Faculty (W31)

STEPHEN R. PORTER (Presenter), Director of Institutional Research, Wesleyan University
PAUL D. UMBACH (Presenter), Research Assistant, Indiana University

Multi-level modeling techniques allow institutional researchers to appropriately handle the complex organizational effects of colleges and universities and provide the tools necessary to arrive at results that are more accurate. This introductory workshop is designed for those who have a working knowledge of ordinary least squares regression. The focus is on helping participants develop an understanding of multilevel modeling through lecture, discussion, and hands-on exercises working with HLM software and multi-level data sets. Emphasis is placed on how institutional researchers can apply this technique to common research questions.

10:00-12:00 p.m.	COMMITTEE MEETING	Florida Salon IV, Level 2

Task Force on Ethics Committee Meeting (070)

SANDRA J. PRICE (Committee Chair), Director of Institutional Research, Keene State College

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

12:00-5:00 p.m.	SPECIAL EVENT	Greco Boardroom, Level 3

Employment Clearinghouse (099)

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

The Employment Clearinghouse will be open from 8:00 a.m. to 5:00 p.m Saturday - Tuesday. Employers who wish to submit open positions will be charged $25; this fee can be paid through the AIR Store. There is no charge for those who submit a resume. Employers and job seekers should bring multiple copies of their materials. All information is confidential and will not be sold or distributed.

12:00- 4:00 p.m.	COMMITTEE MEETING	Florida Salon III, Level 2

Professional Development Services Committee (035)

MARY ANN COUGHLIN (Committee Chair), Assistant Vice President for Academic Affairs and Associate Professor of Research and Statistics, Springfield College

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

| 1:00-4:00 p.m. | WORKSHOP | Univeristy of Tampa, Jaeb Computer Center |

Using National Data Sets for Postsecondary Education Research (W35)

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

This workshop provides participants with a broad understanding of how to use the national data sets for research, policy analysis and planning. The primary focus is on using institutional data sets from NCES and NSF. Online resources such as the ANSWERS web site, the IPEDS Peer Tool, IPEDS COOL, NCES Data Analysis Systems (DAS), WebCASPAR, NSF Academic Profiles, and SESTAT are reviewed. Participants learn about different approaches or lenses to use in finding needed data; including topical; source; level of aggregation; collection method; collection date; and how the researcher intends to use the data – access/download versus use special analytical tools. This workshop is supported by a grant from the National Center for Education Statistics and the National Science Foundation.

| 1:00-4:00 p.m. | WORKSHOP | Meeting Room 13, Level 3 |

Program Review in Student Affairs: Theory, Process and Model (W37)

JANICE M. SCHAEFFLER (Presenter), Executive Director Institutional Research Planning and Analysis, Radford University
NORLEEN POMERANTZ (Presenter), Vice President for Student Affairs, Radford University
KEN LOTT (Presenter), Associate Vice President for Student Affairs, Radford University
ANNA KOZICKI (Presenter), Research Associate for Institutional Research and Assessment, Radford University

A comprehensive program review informs strategic planning, leverages budgets, defines and validates institutional effectiveness, and improves programs and services. Too often, however, Student Affairs Administrators have not applied the full potential of the program review process to their specific areas. To help IR professionals who consult with and assist Student Affairs administrators in assessment, the presenters establish a theoretical framework on which to base the development of a program review model for their institutions. Participants engage in creating the essential components of a program review model and will receive sample templates for the program review process.

| 1:00-5:00 p.m. | WORKSHOP | Meeting Room 10, Level 3 |

Using CCSSE to Improve Effective Educational Practices (W41)

JUDITH A. OUIMET (Presenter), Project Manager, Community College Survey of Student Engagement, University of Texas at Austin
ROBERT SMALLWOOD (Presenter), Associate Vice President for Academic Affairs, Southwest Texas State University
GREGORY P. SMITH (Presenter), Vice President for Institutional Effectiveness, Planning & Technology, Community College of Denver
ROBERTA BELL (Presenter), Director of Institutional Research, Central Arizona College

The workshop is for CCSSE users and prospective users to better understand the purposes and uses of student engagement data to improve the undergraduate experience. Attendees are exposed to techniques useful for promoting interest on campus, unpacking the CCSSE data, and reporting. The workshop comprises group exercises, discussion, and question and answers about The Community College Student Report. The exercises have been successful on campuses to facilitate faculty, administration, and staff interest in using CCSSE data. Participants leave with ideas on how to increase interest in using the CCSSE findings by faculty, administrators, and staff.

| 1:00-5:00 p.m. | WORKSHOP | Meeting Room 9, Level 3 |

Successful Program Assessment: Design and Implementation (W43)

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

This workshop describes how to develop and implement a successful program assessment process. Topics include: the role of assessment in continuous improvement, key characteristics of program assessment success, essential components of an assessment process, organizational structures and support, the role of quality assurance in managing the process, and web technologies to facilitate program assessment. Participants conduct individual and small-group exercises followed by discussions designed to identify the state of assessment and identify opportunities to improve the assessment system at their institution. The intended audience includes mid-level personnel, senior personnel, and institutional researchers who have some responsibility for assessment.

| 1:00-5:00 p.m. | WORKSHOP | Univeristy of Tampa, Jaeb Computer Center |

Advanced MS Access 2000 for Institutional Researchers (W45) - This workshop is supported by SPSS, Inc.

MEIHUA ZHAI (Presenter), Director of Institutional Research and Reporting, George Mason University
TIMOTHY K. C. CHOW (Presenter), Director of Institutional Research, Rose-Hulman Institute of Technology

This workshop is intended for IR professionals who have ample knowledge and strong interest in using Access to automate routine data management and institutional reporting. The workshop empowers advanced Access users with Visual Basic Application (VBA) programming in order to improve their working efficiency. Participants learn how to calculate multi-year retention and graduation rates in Access and automate the process in VBA. The Data Access Page introduced by Access 2000 is covered to leverage the power of Intranet. The workshop is designed for institutional researchers who have working knowledge of MS Access 2000 and basic knowledge of SQL query language.

| 2:00-4:00 p.m. | COMMITTEE MEETING | Grand Salon B, Level 2 |

Center for Institutional Data Exchange and Analysis Advisory Group (Invitational Event) (042)

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

This is an annual meeting of CIDEA to discuss current and future ideas.

| 2:00-4:00 p.m. | COMMITTEE MEETING | Meeting Room 7, Level 2 |

Research Advisory Committee to US News (093)

Meeting of the members of the Research Advisory Committee.

| 2:00-4:00 p.m. | COMMITTEE MEETING | Florida Salon I, Level 2 |

NCRP Business Meeting and Awards Ceremony (094)

LOUIS C. ATTINASI (Convener), Director of Institutional Research, Pima County Community College District

NCRP is a national organization dedicated to serving the special needs of researchers and planners at community and technical colleges. This session serves as the annual board meeting for Council officers and regional directors and is open to all members as well as non-members who are interested in the organization. Agenda will focus on review of council business for 2002-03 and plans for the coming year. The annual NCRP awards ceremony will be held during this session.

| 2:00-3:00 p.m. | COMMITTEE MEETING | Meeting Room 5, Level 2 |

Nominating Committee (080)

RICHARD A. VOORHEES (Committee Chair), President, The Voorhees Group

Meeting of the current members of the Nominating Committee.

| 2:00-3:00 p.m. | SPECIAL INTEREST GROUP | Florida Salon VI, Level 2 |

Federal Degree Granting Institutions (FDGI) (S93)

ANNA T. WAGGENER (Convener), Director Institutional Assessment, U.S. Army War College

The Federal Degree Granting Institutions (FDGI) is a voluntary consortium of Federal institutions of higher education and affiliates that award associate, baccalaureate, or graduate degrees, are seeking to award such degrees, or are affiliates of degree granting Federal institutions. Its purposes are to promote academic excellence within the Federal sector, promote recognition of higher education within the Federal Government, promote cooperation with the non-Federal academic community, and serve as an advocate for higher education in both military and civilian forums. Key issues include Federal and regional accreditation, faculty governance and definition issues, distance learning, and institutional and curriculum assessment and research.

| 2:00-5:00 p.m. | COMMITTEE MEETING | Florida Salon II, Level 2 |

SAIR Spring Board Meeting (Invitational Event) (089)

J. JOSEPH HOEY (Convener), Director of Assessment, Georgia Institute of Technology

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

| 2:00-5:00 p.m. | WORKSHOP | Meeting Room 11, Level 3 |

Effective Charts: Graphic Presentation for Institutional Researchers (W39)

RENA CHESKIS-GOLD (Presenter), Consultant, Demographic Perspectives

Conveying quantitative information, both simple and complex, is the hallmark of institutional research. Charts and tables must be clean, clear, and have a professional appearance. Workshop participants review the basics of translating important information into different types of charts, and learn the important technical graphic design elements that make a well-designed chart. Participants also learn how to critique a chart so that they can copy the good elements and avoid the bad. This workshop is acceptable for new or experienced professionals. Previous familiarity with Excel is helpful but not required.

3:00-4:00 p.m.   SPECIAL INTEREST GROUP   Grand Salon A, Level 2

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

PHIL C. MINNAAR (Convener), Consultant in Higher Education, University of South Africa

Current members and all those interested in learning more about the South African Association for Institutional Research are invited to attend.

3:00-5:00 p.m.   SPECIAL EVENT   Florida Salon VI, Level 2

Newcomer's Orientation and Social (014)

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

If you are new to Institutional Research and/or this is your first forum you will want to attend this informal session to socialize with forum participants—both new and 'seasoned'—learn about the AIR organization and how to make the most of your forum experience. This is also the time to ask any questions and discuss any concerns you may have. Refreshments will be served.

4:00-5:00 p.m.   SPECIAL INTEREST GROUP   Meeting Room 5, Level 2

National Survey of Student Engagement (S49)

JOHN C. HAYEK (Convener), Project Manager, National Survey of Student Engagement

4:00-5:00 p.m.   SPECIAL INTEREST GROUP   Grand Salon C, Level 2

AIR of the Upper Midwest (AIRUM) (S05)

CINDY L.S. CRIMMINS (Convener), Institutional Researcher, Minneapolis Community and Technical College

AIRUM members and guests will have an opportunity at this informal session to visit with colleagues and to learn about recent organizational activities, including the planning of the fall conference.

4:00-5:00 p.m.   SPECIAL INTEREST GROUP   Florida Salon IV, Level 2

Catholic Colleges and Universities (CCU) (S12)

DONALD A. GILLESPIE (Convener), Director of Institutional Research, Fordham University

In the past year, a Steering Committee has developed a proposal to form a Catholic higher education research consortium and conducted a survey of institutional researchers and others regarding interest in such an organization. Members of the Steering Committee will discuss the activities that are under way and the results of the survey. Participants in the SIG meeting will have the opportunity also to share information and raise questions about other topics of interest to them.

4:00-5:00 p.m.   SPECIAL INTEREST GROUP   Florida Salon V, Level 2

Datatel Users (S19)

TERRICITA E. SASS (Convener), Director of Institutional Research, Norfolk State University

Users of the Datatel student information system (Colleague administrative software) are welcome to join a discussion of best strategies; techniques for data extraction, storage and reporting; data warehousing; and other topics relevant to using the Datatel system.

4:00-5:00 p.m.   SPECIAL INTEREST GROUP   Grand Salon A, Level 2

Higher Education Data Sharing (HEDS) Consortium (S25)

JASON P. CASEY (Convener), Director of HEDS Consortium, Higher Education Data Sharing Consortium

This session will provide an opportunity for members of HEDS to discuss on-going and proposed HEDS activities with other HEDS colleagues. All members of HEDS are welcome.

4:00-5:00 p.m.   SPECIAL INTEREST GROUP   Meeting Room 7, Level 2

National Association of Independent Colleges and Universities State Executives (NAICUSE) (S40)

ELISE S. MILLER (Convener), Research and Policy Analyst, National Association of Independent Colleges and Universities

This session will provide the opportunity for researchers from state associations of independent colleges and universities to share information about national and state issues and activities.

4:00-5:00 p.m.	SPECIAL INTEREST GROUP	Meeting Room 4, Level 2

National Council for Research and Planning (NCRP) (S41)

LOUIS C. ATTINASI (Convener), Director of Institutional Research, Pima County Community College District

NCRP officers will lead a discussion of the process for changing NCRP's current regional alignment to one that corresponds with the AIR regional groups, and the anticipated benefits of the re-alignment. All researchers and planners from two-year colleges are encouraged to attend.

4:00-5:00 p.m.	SPECIAL INTEREST GROUP	Grand Salon B, Level 2

Research on Development and Alumni (S50)

MARSHA V. KROTSENG (Convener), Chief Planning Officer, Valdosta State University

This session provides an opportunity for those interested in methodologies, and in the use of statistical and other tools for conducting development and alumni research, to exchange experiences and advice.

4:00-5:00 p.m.	SPECIAL INTEREST GROUP	Florida Salon III, Level 2

North Carolina Association for Institutional Research (S55)

H. DAVID D. SMATHERS (Convener), Director of Institutional Research and Planning, Rockingham Community College

Current members and all those interested in learning more about the North Carolina Association for Institutional Research are invited to attend.

4:00-5:00 p.m.	SPECIAL INTEREST GROUP	Florida Salon I, Level 2

Oklahoma Association for Institutional Research (S56)

CHRISTIE HAWKINS (Convener), Analyst, Office of Planning, Budget and Institutional Research, Oklahoma State University

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

4:00-5:00 p.m.	SPECIAL INTEREST GROUP	Grand Salon D, Level 2

Research on Faculty (S70)

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

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

4:00-5:00 p.m.	SPECIAL INTEREST GROUP	Meeting Room 6, Level 2

Urban Universities Institutional Researchers (S71)

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

Institutional researchers from four-year institutions of higher education located in urban areas are invited to meet and share information about those specific needs and concerns of urban institutions.

4:00-5:00 p.m.	SPECIAL INTEREST GROUP	Meeting Room 13, Level 3

American Association of Community Colleges (AACC) and ACT, Inc. Discussion Group (S94)

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

American Association of Community Colleges (AACC) and ACT, Inc. Discussion Group to consider the Faces of the Future Survey.

5:00-6:00 p.m.	COMMITTEE MEETING	Florida Salon I, Level 2

2003 Forum Evaluation Committee (065)

YVES M. GACHETTE (Associate Committee Chair), Director, Institutional Research, Buffalo State College
LORNE KUFFEL (Associate Committee Chair), Director of Institutional Research, College of William and Mary

Meeting of the 2003 Forum Evaluation Committee.

5:00-6:00 p.m.   POSTER   Grand Salon E, Level 2

Using Your Institutional Research Office as a Tool to Engage Students in Learning (105)

JANICE M. SCHAEFFLER (Author), Executive Director Institutional Research Planning and Analysis, Radford University
ANNA KOZICKI (Author), Research Associate for Institutional Research and Assessment, Radford University

Student learning not only happens in the classroom, but students also learn through hands-on experience in the Office of Institutional Research, Planning, and Assessment at a University. Student workers assigned to the office as well as students in the Sociology Applied Research Methods course learn how to design studies and participate in data collection, data input and coding, analysis of data, making graphs and charts and final reporting and presentations.

5:00-6:00 p.m.   POSTER   Grand Salon E, Level 2

Why Minority Students Leave (107)

BELINDA DE LA ROSA (Author), Special Assistant to Vice President Nelms for Diversity Research and Evaluation, Indiana University—Bloomington

Minority student departure from a medium public Midwestern university was studied using exit interviews. Over a two-year period 13 minority students told their stories through a telephone interview. Students were classified as non-returners by the Registrar and had a minimum GPA of 2.7. The students answered a 35 question protocol. The primary reason for leaving is related directly or indirectly to finances and the stress relating to not having enough funds to continue their education. The second most common reason for leaving the university was due to personal problems. Many of these problems were also related to finances.

5:00-6:00 p.m.   POSTER   Grand Salon E, Level 2

Learning Edge Academic Program: A Multi-Factor Analysis (126)

NOELA A. HAUGHTON (Author), Graduate Student, Penn State University

The Learning Edge Academic Program (LEAP) was started in 1996, its goal being to provide a transitional program for traditional first-year students. These students begin their University experience by enrolling during the summer session at one of the University's campuses by way of a learning community. LEAP is based on the following instructional components:
- living / learning community
- integrated courses
- collaborative learning
- specially designed instructional seminars
- additional faculty contact
- access to student mentors.

This work seeks to identify the differential impact of these instructional components on our students' persistence, academic achievement and self-perceptions.

5:00-6:00 p.m.   POSTER   Grand Salon E, Level 2

Demonstrating Students' Intellectual Progress and Personal Growth Outcomes by Utilizing Factors Rather than Items in ACT's College Outcomes Survey (153)

A. SRIKANTA RAO (Author), Director of Institutional Analysis, Assessment, and Evaluation, Tuskegee University
WILLIAM L. LESTER (Author), Provost, Tuskegee University
VIRDA K. LESTER (Author), Associate Professor, Tuskegee University

The poster session illustrates an alternate form of reporting ACT's College Outcomes Survey data by utilizing factors rather than items. Using factor analysis, ACT has identified four factors underlying the COS Section IIA, measuring progress in college outcomes (26 items) as General Education and Skills; Critical Thinking; Science, Mathematics, and Technology; and Career Preparation. ACT has identified four additional factors underlying Section IID, measuring growth (36 items) as Academic and Whole Person Skills; Social Interaction Skills; Political and Societal Awareness; and Personal and Spiritual Values.   The session utilizes these eight factors and presents students' growth in college outcomes using institutional data.

5:00-6:00 p.m.   POSTER   Grand Salon E, Level 2

The Role of Self-Advocacy in the Success of Students with Disabilities at the University Level (157)

ROBIN G. RICHARDE (Author), Graduate Student, James Madison University

With the increasing number of students with disabilites attending college, it is important to determine the factors that might contribute to this population's success. Currently, there are limited available instruments tailored to the college population that attempt to determine a students level of skills in self-advocacy. Self-advocacy has been identified as one factor that might contribute to the success of students with disabilities in the college curriculum.   It is the purpose of this study to develop an instrument for use by Offices of Disability Services at college campuses in order to help determine if students need interventions in this area.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Preparing International Students Prior to their Departure—Adjustment Problems, Coping Strategies and Pre-Departure Preparations (162)

JING WANG (Author), Graduate Student, Florida State University

This poster presentation is on pre-departure preparation materials for international students to help them adjust to university life in the United States. The pre-departure preparation materials will be based on literature review, study results of adjustment problems and coping strategies of international students. Survey questionnaires will be sent to identify adjustment problems of international students. These adjustment problems will be correlated with factors such as resilience, age, and gender. International students will also be interviewed to elicit their coping strategies and their suggestions on pre-departure preparation. Special needs of adjustment for international students will be met through pre-departure preparation materials.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Cognitive Predictors of Students' Success in the Medical School (166)

YUXIANG LIU (Author), Director of Institutional Research, St. John's University
HANDAN HIZMETLI (Author), Assistant Director of Institutional Research, Bronx Community College, City University of New York

This study was to identify cognitive predictors of students' success in the medical school. Selected as a sample were 303 medical school students (254 succeed and 49 failed). Student status (succeeded or failed) was used as the dependent variable. Logistic Regression identified two (Regents Biology and ACT Science) out of 14 independent variables as significant predictors. These two, however, are good predictors in predicting who would succeed, not who would fail. The results imply that students with top scores on the tests are more likely to succeed, but those with lower scores are not necessarily to fail.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

The Decision to Unionize: Towards a Model of Part-Time Faculty at Private Institutions (204)

CAROL R. HIMELHOCH (Author), Associate Professor, Walsh University

While faculty unions are fairly common in higher education, unionization in private colleges is far from ordinary, particularly among the part-time faculty. With the United Auto Workers winning the right to represent 4,000 adjunct faculty at New York University, more attempts to unionize part-time faculty at other private institutions may follow. This paper begins to synthesize the literature on unionization, to arrive at a conceptual framework that will help guide subsequent research on part-time faculty union membership decisions. A model is proposed and future research is suggested.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Assessing the Assessor: One Institution's Plan to Review, Revise and Renew Learning Outcomes Assessment (211)

KATHRYN DOHERTY (Author), Coordinator of Learning Outcomes Assessment, Howard Community College of Baltimore County

This poster session describes our work to develop and implement an effective assessment of our learning outcomes assessment program. Modeled after our annual cycle of course and program assessment, this project has given us the opportunity to look at the process ten years out, to highlight what works well, and to improve what doesn't. Using internal and external review, we have sought feedback from constituencies and have built in a variety of self-assessment tools. The goal of this project has been to improve our program, respond to our campus community, and develop a self-assessment model for replication beyond our college.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Evaluation of a Writing Across the Curriculum Program in an Urban College: The Faculty Speaks (217)

EDWARD KAGEN (Author), Director of Institutional Research, City University of New York Brooklyn College

~~CANCELLED~~

The College is a commuter school in an urban environment with a predominantly minority student body (80% Black & Hispanic). Some students enter college without solid academic skills, especially in writing. To address this issue, the college created a Writing Across The Curriculum (WAC) program to augment the development of students' writing abilities and communicative competence by supporting a writing-focused pedagogy. Changes in teaching style would lead to changes in students. A pilot evaluation of the WAC program was conducted through a series of faculty interviews. The results describe the changes in teaching style and the perceived impact on students.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Faculty Behaviors and Their Relationship to Student Learning and Student Engagement (241)

MATTHEW R. WAWRZYNSKI (Author), Research Associate, Indiana University

The quality of undergraduate education has been called into question by state legislators, parents, and students. As a result, assessing the extent to which students learn continues to receive increasing attention in the higher education community. This session highlights preliminary findings from a national study on how institutional characteristics and faculty inputs (e.g., behaviors and student contact) promote student learning and student engagement.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Evaluation of Education Course Content Using An E-Mail Survey of Alumni Enrolled in Education Courses (242)

FLETCHER F. CARTER (Author), Professor of Education, Radford University

Assessment is only the latest function to be added to the burden of institutional researchers. Follow-up studies rarely return information which will assist faculty to improve teaching practices and content for courses. This study seeks to improve instruction in required courses in teacher education by surveying alumni who have taken these courses. Alumni will answer an on-line questionnaire in three areas: use of course content in their classrooms and professional life, advantages and disadvantages of course content and suggestions for improving teaching of courses. The results will be used by faculty to improve content and teaching practices.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Study of African-American Graduate Student Recruitment Practices (342)

GLENN W. JAMES (Author), Director of Institutional Research, Tennessee Technological University

A national study was conducted to examine the practices that universities use to recruit African-American graduate students. Certain institutions were selected as being substantive producers of African-American graduate degree recipients, and other institutions were selected for offering graduate degree programs in engineering. The results of this survey research reveal practices that were considered to be effective, somewhat effective, or ineffective in the recruitment of African-American graduate students. Implications for recruitment practices and the role of institutional researchers will be addressed.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Enrollment Management Scoreboard: Achieving the Mission by Managing the Margins (347)

BRUCE MORRISON (Author), Data Reports Coordinator, Grand Rapids Community College

Fall registration at a Community College requires careful study of environmental scanning data, enrollment targets for headcount, credit hours, and section counts, and available space. In order to maximize revenue generation, improve services to students, and meet community need, academic deans and staff established enrollment targets. Institutional Research analysts then designed a digital Scoreboard that shows weekly monitoring of applications, placement tests, section counts, class size, course withdrawals, and tuition payments. Come see how the scoreboard helped college staff members and student service units to manage enrollment toward the targeted levels.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Sea Liners and Tugboats: Combined Models of Instructional Delivery within an Institution (349)

DEBORAH OLSEN (Author), Director Institutional Research, Virginia Polytechnic Institute and State University
ROXANNE GILE (Author), Research Analyst, Virginia Polytechnic Institute and State University
NATHANIEL BRAY (Author), Research Analyst, Virginia Polytechnic Institute and State University

We propose to investigate public research universities' expanding concern with access for nontraditional populations and coincidental regional and statewide economic development. Using a single research university to collect initial data, we conjecture that large public universities have three distinct instructional domains housed within them: (1) main campus, (2) extended campus sites, and (3) distance education offerings. Rough models based on the literature will suggest specific ways in which we expect these three instructional domains to vary. Using descriptive statistics and other analyses on institutional data on faculty, students, and courses we will assess whether the data support the models proposed.

5:00-6:00 p.m.	POSTER	Grand Salon E, Level 2

Measuring the Effectiveness of Individual Retention Interventions (361)

MARY ANNE BAKER (Author), Director of Institutional Research, Indiana University Southeast
SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis
CHARLIE NELMS (Author), Vice President for Student Development and Diversity, Indiana University
TODD J. SCHMITZ (Author), Director of Research and Reporting, Indiana University System

This poster session will describe a methodology developed to analyze the effects of individual retention interventions on retention measures. Thirty-two items were tracked by gathering the SIDN of each student on each campus who participated in each specific intervention. These data were combined with information in the student database to create groups of comparable students who had and had not experienced the intervention. Group outcomes were compared using indicators such as first-semester GPA, and retention to subsequent semesters. Data from a sample of interventions will be provided. An evaluation of usefulness of this analysis will be provided.

5:00-6:00 p.m.	POSTER	Grand Salon E, Level 2

Public Policies of Higher Education and the Quality of Universities (425)

MARÍLIA COSTA MOROSINI (Author), Professor, Lutheran University of Brazil
MARIA ESTELA DAL PAI FRANCO (Author), Professor, Federal University of Rio Grande do Sul

During the last decade, Brazil, following an international tendency, was marked by the rise of a quality-based evaluation (accreditation) of higher education. This paper analyses the Brazilian public policies of evaluation aiming to acquire a quality pattern in the undergraduate level. The concepts of quality (isomorphism, diversity and equity) are the theoretical support for content analysis, using criteria of presence/similarity. The documents selected are related to the National System of Evaluation and evaluative procedures (Exams and Conditions). The results pointed out that the most expressive indicator of evaluation is the isomorphism and the challenge are parameters in a continent-sized country.

5:00-6:00 p.m.	POSTER	Grand Salon E, Level 2

Using the NCES/IPEDS Peer Analysis System (435)

CEL JOHNSON (Author), Director of Institutional Research, University of San Diego
WILLIAM R. FENDLEY (Author), Director of Institutional Research, The University of Alabama

This poster session will present ways that the Web-based NCES/IPEDS Peer Analysis System has been used successfully to generate reports using IPEDS data. Projects ranging from fairly modest to relatively complex will be shown, as will options for forming a peer group. The presenters will be available to answer questions and discuss the idiosyncrasies of the Peer Analysis System.

5:00-6:00 p.m.	POSTER	Grand Salon E, Level 2

Using SAS Macro in SAS Infile Statements to Read Student Financial Aid Database Files (515)

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

This poster will provide a comparison of the regular SAS Infile statement, the Infile statement with Array, and the Infile with Macro in reading student financial aid database files. The regular Infile statement lists all 45 variables for 15 financial aid types, 15 amounts offered, and 15 amounts disbursed for each type. The Infile with array lists only 3 array variables: type, offered, and disbursed. However, array variables must be defined ahead. By using Infile with macro, the variable definition step can be omitted. Therefore, the most efficient way to read student financial aid file is to use the Infile with macro.

5:00-6:00 p.m.	POSTER	Grand Salon E, Level 2

Life As The AIR/NCES Senior Fellow (566)

TIMOTHY R. SANFORD (Author), NCES/AIR Senior Fellow, University of North Carolina at Chapel Hill

The presenter served last year as the first AIR/NCES Senior Fellow with the main project being the revision of the NCES/IPEDS Peer Analysis System. This poster session is designed to give AIR members a feeling for what it means to be the Senior Fellow and a chance to ask questions about the opportunities that exist for future Senior Fellows.

5:00-6:00 p.m.	POSTER	Grand Salon E, Level 2

Arizona State University Graduate Certificate in Institutional Research (632)

GARY R. HANSON (Author), Professor, Arizona State University West

This poster session is designed to help AIR members learn more about the certificate program in institutional research at Arizona State. The program is supported by AIR and a grant from the National Center for Education Statistics.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Florida State University Graduate Certificate in Institutional Research (633)

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

This poster session is designed to help AIR members learn more about the certificate program in institutional research at Florida State. The program is supported by AIR and a grant from the National Center for Education Statistics.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

Indiana University Graduate Certificate in Institutional Research (634)

VICTOR M.H. BORDEN (Author), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis

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

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

The Pennsylvania State University Graduate Certificate in Institutional Research (635)

J. FREDERICKS VOLKWEIN (Author), Director, Professor, and Senior Scientist, Penn State University
BIRUTE V. MOCKIENE (Presenter), Research Assistant, Penn State University

This poster session is designed to help AIR members learn more about the certificate program in institutional research at Penn State. The program is supported by AIR and a grant from the National Center for Education Statistics.

| 5:00-6:00 p.m. | POSTER | Grand Salon E, Level 2 |

University of Missouri System Graduate Certificate in Institutional Research (636)

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

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

| 5:00-Until | COMMITTEE MEETING | Florida Salon III, Level 2 |

Research in Higher Education Consulting Editors (031)

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

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

| 6:15-7:20 p.m. | PLENARY SPEAKER | Florida Ball Room, Level 2 |

Sunday Plenary - Feeding Networks: Institutional Research and Uncertainty (017)

RICHARD A. VOORHEES (Speaker), President, The Voorhees Group
SANDRA K. JOHNSON (Facilitator), Assistant Dean, Princeton University

What will be required of institutional researchers in the future? Higher education is more critical than ever, but the networks that sustain it are shifting and growing in different directions. Budget cuts and redirected public priorities combine to create both serious difficulties and significant challenges. The good old days (which maybe weren't that good) are gone and clearly aren't coming back. Drawing from a tradition of transforming data into information, institutional researchers can influence and guide multiple networks in ways unavailable to other professionals in higher education. AIR's President, Richard A. Voorhees, will describe redirecting, inventing, and feeding multiple networks as critical tasks for the future of the profession.

| 7:30-Until | SPECIAL EVENT | Grand Salon E through J, Level 2 |

Forum Reception (002) - SPONSORED BY RUNZHEIMER INTERNATIONAL

SANDRA K. JOHNSON (Convener), Assistant Dean, Princeton University

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

7:30-8:20 a.m.	SPECIAL EVENT	Grand Salon A, Level 2

AIR Past President's Breakfast Meeting (097)

DAWN GERONIMO TERKLA (Committee Chair), Executive Director of Institutional Research and Planning, Tufts University

This is an invitation only session for AIR Past Presidents.

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Meeting Room 5, Level 2

Academic Health Centers (S03)

GEORGE HAMILTON (Convener), Institutional Research Manager, Oregon Health Sciences University

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Meeting Room 4, Level 2

African Association for Institutional Research (AfAIR) (S04)

OYEBANJO A. LAJUBUTU (Convener), Director of Institutional Research, University System of Maryland

This session provides a networking opportunity for Africans engaged in institutional research. Issues related to the development of IR activities in Africa will be discussed.

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Meeting Room 1, Level 2

Banner Users Special Interest Group (S09)

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

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

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Grand Salon D, Level 2

COFHE Continental Breakfast (Invitational Event) (S16)

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

Invitational event for COFHE members.

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Grand Salon G, Level 2

City University of New York Institutional Research Council (S17)

RICHARD N. FOX (Convener), Director of Institutional Research, City University of New York Kingsborough Community College

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Florida Salon V, Level 2

Electronic Factbooks (S21)

TOD R. MASSA (Convener), Director of Institutional Research and Technology Services, State Council of Higher Education for Virginia

This SIG is a chance for authors and potential authors of electronic factbooks to come together and share experiences or ask questions. With the growing popularity of the World Wide Web and all the cool tools available, many more schools will produce electronic factbooks of one kind or another.

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Grand Salon H, Level 2

Illinois Association for Institutional Research (IAIR) (S26)

JULIA A. ABELL (Convener), Director of Planning and Institutional Studies, Eastern Illinois University

AIR participants from Illinois are invited to attend this informal session to meet each other and discuss issues of particular importance to Illinoisans.

7:30-8:20 a.m.   SPECIAL INTEREST GROUP   Grand Salon C, Level 2

Indiana Association for Institutional Research (INAIR) (S27)

JACQUELYN L. FROST (Convener), Director, Institutional Research, Purdue University

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

7:30-8:20 a.m.   SPECIAL INTEREST GROUP   Grand Salon I, Level 2

Ohio Association for Institutional Research and Planning (OAIRP) (S45)

LEE MORTIMER (Convener), Director, Institutional Research, University of Cincinnati

Members of OAIRP and those interested in the Association who have gathered in Toronto are invited to meet and discuss any issues or concerns.

7:30-8:20 a.m.   SPECIAL INTEREST GROUP   Grand Salon J, Level 2

Southern Association for Institutional Research (SAIR) (S54)

J. JOSEPH HOEY (Convener), Director of Assessment, Georgia Institute of Technology

SAIR members will discuss plans for the upcoming conference. Other SAIR business will be discussed. Committee Chairs and state group leaders will have an opportunity to report activities to the membership.

7:30-8:20 a.m.   SPECIAL INTEREST GROUP   Grand Salon B, Level 2

Systems Office Institutional Researchers (S91)

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

Meeting for those in system-level institutional research offices.

8:30-9:30 a.m.   PLENARY SPEAKER   Grand Salon E and F, Level 2

Monday Plenary - Forces for Change in U.S. Higher Education (012)

DAVID BRENEMAN (Presenter), Dean, School of Education, University of Virginia
SANDRA K. JOHNSON (Facilitator), Assistant Dean, Princeton University

While change in higher education can be driven by internal factors, external forces more often dictate the direction of our enterprise. The current situation is no exception, as higher education is increasingly exposed to market forces. State budget cuts deepen, new competitors and new technologies create both opportunities and threats, and a changing global economy places new demands for work-force preparation. This session will examine these forces and their impacts on the several sectors of higher education, suggesting ideas for strategic administrative leadership in uncertain times.

9:40-10:20 a.m.   AIR GRANT PAPER   Meeting Room 9, Level 3

Theoretical Model for Studying Year to Year Persistence of Two-Year College Students by Ethnicity Using BPS 1996/98 (600)

TERRENCE L. FREEMAN (Author), Associate Professor, St. Louis Community College
DEBBIE E. KRON (Facilitator), Operations Coordinator, University of Guelph

Access and persistence in higher education by minority students is a growing concern as the cost of postsecondary education continues to increase. Almost half of the minority students in higher education attend community colleges yet very little research has been done using the Beginning Postsecondary Survey (BPS) subset of NPSAS:96 to examine persistence of two-year college students. This study uses data collected through BPS to develop a theoretical model comparing year-to-year persistence of first-time entering African-American students at two-year colleges to their White counterparts. It further examines the specific impact of gender within this ethnic comparison.

9:40-10:20 a.m.	AIR GRANT PAPER	Grand Salon J, Level 2

Multilevel Analysis of the Effect of Loans on Students' Degree Attainment: Differences by Race, Parental Income, and Colleges (602)

DONGBIN KIM (Author), Doctoral Candidate, University of California-Los Angeles
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

Recent trends indicate student financial aid relies increasingly on loans rather than grants to fund higher education. This study investigates how borrowing money relates to degree attainment with particular focus on students' race, parental income, and institutional characteristics. Multilevel analysis clarifies the effects of individual and institutional level variables, as well as cross-level effects on degree attainment. The data used for the study is from the National Postsecondary Student Aid Study in 1989-90, and follow-up in 1993-94 the Beginning Postsecondary Student Survey. This study provides policy makers with information to support the creation of appropriate loan programs for individual students.

9:40-10:20 a.m.	DEMONSTRATION	Meeting Room 5, Level 2

NPEC ANSWERS Web Site Demonstration (511)

JOHN H. MILAM (Author), Managing Director, HigherEd.org, Inc.
REGENIA L. COLLIER (Facilitator), Coordinator of Data Management SACS Liaison, Lee University

The NPEC ANSWERS Web site is your guide to finding information about hundreds of national datasets in postsecondary education, including institutional data and NCES & NSF sample surveys. Its online tools will help you quickly find and learn to use the surveys and data you need for institutional research, policy analysis, and other studies. This demonstration will highlight new features and tools on the site, which is available at: http://nces.ed.gov/npec/answers

9:40-10:20 a.m.	INVITED PAPER	Meeting Room 10, Level 3

Plenary Session Follow-up Discussion (647)

DAVID BRENEMAN (Convener), Dean, School of Education, University of Virginia
SANDRA K. JOHNSON (Facilitator), Assistant Dean, Princeton University

An opportunity for more extended discussion with our Plenary speaker, David Breneman.

9:40-10:20 a.m.	PRACTITIONER PAPER	Florida Salon V, Level 2

Can You Hear Me Now? A Small College Builds Better Data Support for Its Message about Student Outcomes (101)

DANIEL J. BALIK (Author), Associate Provost and Director of Institutional Research, Macalester College
SHEILA D. CRAFT (Facilitator), Strategic Planning Analyst, The Ohio State University

A College's Institutional Research Office was given the charge to centralize the college's widely dispersed data about the post-graduate education programs of its graduates. The office responded by establishing relationships with key individuals on campus who would serve as information sources and by utilizing enrollment verification data from the National Student Loan Clearinghouse. An outcomes database has been established using academic record information on each graduate from 1991 through 2000 and extending it with graduate program enrollment data from these sources. Initial on-campus response to the results of the analysis of these data has been overwhelmingly positive.

9:40-10:20 a.m.	PRACTITIONER PAPER	Florida Salon VI, Level 2

The Differences between College and University Students in Canada - Financial and Employment Outcomes (116)

SEAN JUNOR (Author), Policy and Research Officer, Canada Millennium Scholarship Foundation
ANNE MARIE DELANEY (Facilitator), Director of Institutional Research, Babson College

The Canadian public post-secondary education system consists of two main sets of institutions - Community colleges (primarily 2 year programs) and universities (mainly 4 year courses). The length of study isn't the only difference that students in the two systems face. Students studying at either type of institution have different costs but also have some similarities.

The report will highlight some of the similarities and differences using data from two recent national survey consortiums: Student costs and resources; Student employment; Student time usage; and Student debt (public and private sources).

9:40-10:20 a.m.	PRACTITIONER PAPER	Meeting Room 7, Level 2

A Blueprint for Change in the First-Year Experience (231)

GREGORY A. ROGERS (Author), Director of Institutional Planning, The University of Akron
THOMAS A. ANGELO (Author), Associate Provost, The University of Akron
ERIC L. DEY (Facilitator), Associate Dean for Research, University of Michigan

This first-year experience is critical for building better retention, quality learning, and student success. In this session we address assessing the need for change and the many hurdles you will need to clear to make it happen. What information really has an impact on decision makers? Outlining the case for change. Campus resistance and how to deal with change. Identification of key performance indicators to measure if new initiatives are working. Changing the curriculum to enhance learning; Setting goals and targets for retention and graduation; and keeping the campus on task.

9:40-10:20 a.m.	PRACTITIONER PAPER	Grand Salon G, Level 2

Curriculum Reform at an Engineering College: Has Student Performance Changed? (234)

JENNIFER L. DUNSEATH (Author), Director of Institutional Effectiveness, Kettering University
CRAIG D. ANDRES (Author), Assistant Director of Institutional Effectiveness, Kettering University
JOHN A. MUFFO (Facilitator), Director of Academic Assessment, Virginia Polytechnic Institute and State University

In 2001, our university underwent a comprehensive curriculum reform. One goal of this process was to improve incoming students' chances of success by reducing their course load. Previously, students enrolled in six or seven courses ranging from one to four credits each, which resulted in an overall course load of about 19 credits. Curriculum reform resulted in a course load of four 4-credit courses. In addition, the length of the semester was reduced from 12 to 11 weeks. This study investigates whether or not this significant change resulted in an improvement in student performance, particularly that of first year students.

9:40-10:20 a.m.	PRACTITIONER PAPER	Meeting Room 4, Level 2

Managing to Uncertainty: "Damage Control" (317)

MARTIN B. FORTNER (Author), Institutional Researcher, Southern University at New Orleans
SHANNA E. LITTLE (Author), Interim Assistant Vice President for Academic and Student Affairs, Southern University System
USHA M. SHIVASWAMY (Facilitator), Assistant Director, Institutional Research, Ball State University

Institutional research is an organizational policy assessment component which provides university management with qualitative information regarding academic effectiveness. The Institutional Research program for this university, and related management oversight board, has been in existence for three years.

IR has improved organizational communication and reduced operational inefficiencies. However, recent events related to program accreditation and declining enrollment have challenged institutional planning structures and continued financial stability. To compensate, IR has initiated various pro active efforts designed to integrate academic process measures into strategic budgetary planning goals. IR believes such implementation will achieve cost containment, organizational efficiency, accountability and budget stability.

9:40-10:20 a.m.	PRACTITIONER PAPER	Grand Salon D, Level 2

So Why Don't They Graduate in Four Years? (359)

LYNN E. WILLIFORD (Author), Assistant Provost, University of North Carolina at Chapel Hill
LARRY D. MAYES (Author), Assistant Vice President, University of North Carolina at Chapel Hill
WATSON SCOTT SWAIL (Facilitator), President, Educational Policy Institute

Legislators, parents, and the general public typically assume that undergraduates matriculating as full-time students should be able to complete degree requirements within four years. In practice, this appears to be the ideal rather than the norm. This presentation examines how variations in student characteristics, institutional policies, and financial aid resources influence time-to-degree across institutional types.

9:40-10:20 a.m.	PRACTITIONER PAPER	Grand Salon I, Level 2

Changing the Way We Look at The World: Three Measurement Issues Opened Up by The NELS-2000 Transcript Files (528)

CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education
CHARLES E. HASKELL (Facilitator), Research Analyst, Providence College

This paper session will place three measurement and measurement-context issues on the table for consideration at local, state, and national levels, and explore their potential for changing reporting practice: time-to-degree using "qualifying term date," inter-state tracking metrics, and comparative grades/grading in sector and curriculum area contexts. All three issues derived from the construction of the NELS-2000 postsecondary transcript files. Illustrative analyses from those files will be presented as the evidence for discussion.

9:40-10:20 a.m.   PRACTITIONER PAPER   Meeting Room 1, Level 2

Assessing the Usability of Online Fact Books (549)

ROSEMARY Q. HAYES (Author), Director , CSRDE, University of Oklahoma Norman Campus
KAREN DEMONTE (Facilitator), Institutional Research Analyst, University of Delaware

Increasingly, universities are providing information to their constituents through the World Wide Web. The focus of this study is the usability of Web-based fact books and information rich Web sites developed by Institutional Research offices. A usability evaluation of a Web-based fact book was conducted as a way of demonstrating that the "discount usability approach" is an accessible methodology that can yield valuable information about the usability of Web applications. In addition to a discussion of this methodology, the author provides a basic set of literature-based heuristics that can guide the development of informational Web sites.

9:40-10:20 a.m.   SCHOLARLY PAPER   Grand Salon B, Level 2

Recognizing the Need for Social Integration (128)

JAMES C. ECK (Author), Assistant Provost for Institutional Research, Rollins College
JAMES E. PURCELL (Facilitator), Director of Institutional Planning and Policy Analysis, Georgia College & State University

Higher education research consistently finds that student attrition is caused by a lack of academic and social integration. On an annual basis, colleges are now beginning to survey freshmen about their level of college integration in order to ward off thoughts of attrition. Some colleges are utilizing multiple assessment measures that provide increasingly clear evidence about the underlying factors that affect the student/college fit. A selective comprehensive institution has begun reviewing data from the Cooperative Institutional Research Program (CIRP), the First Year Initiative (FYI) and the National Survey of Student Engagement (NSSE) to improve our understanding of entering freshmen.

9:40-10:20 a.m.   SCHOLARLY PAPER   Grand Salon A, Level 2

The Effects of Entering Characteristics and First-Year Experiences on Student Growth and Achievement: Results from an Assessment Using The Your First College Year (YFCY) Survey (139)

JAMES DANIEL HOUSE (Author), Director of Institutional Research, Northern Illinois University
CINDY E. CONLEY (Facilitator), Assistant Dean of Planning and Evaluation, Florida Gulf Coast University

The Input-Environment-Outcome assessment model has been proposed as a framework for analyzing the independent effects of student characteristics and college environmental factors on subsequent college outcomes. The assessment project's purpose was to examine the unique contributions of students' entering characteristics and specific college experiences on first-year achievement and growth. Students included in this project were 314 students who began as new freshmen for the Fall 2001 semester and were given the Your First College Year (YFCY) survey at the completion of their first year of college. The results of this assessment identify several factors related to successful transition into college.

9:40-10:20 a.m.   SCHOLARLY PAPER   Grand Salon C, Level 2

The American College Teacher at the Start of the New Millennium: Values, Attitudes, and Professional Behaviors (205)

JENNIFER LINDHOLM (Author), Associate Director, Higher Education Research Institute
MICHAEL J. VALIGA (Facilitator), Director of Education and Social Research, ACT, Inc.

Using data from recent national surveys of college and university faculty, this paper highlights selected trends between 1989 and 2001 in the values, attitudes, and professional behaviors of faculty. Results are presented on the following topics: background characteristics, views about undergraduate education, instructional and evaluation methods, tenure attitudes, diversity issues, institutional work life, personal goals, and affective reactions to work. Findings are considered in light of increasing pressures upon higher education for changes in its practices with respect to admissions, composition of the student body and the faculty, and attention to curricular issues.

9:40-10:20 a.m.   SCHOLARLY PAPER   Meeting Room 6, Level 2

Exploring Time to Graduation: Effects of Pre-College Characteristics and Enrollment Behavior on Timely Degree Completion (310)

TERRY ISHITANI (Author), Research Analyst, Indiana State University
THOM H. TERWILLIGER (Facilitator), Assistant Vice President of Academic Affairs, National Defense University

This study investigates the effects of student academic performance and enrollment behavior on the timing of graduation. Unlike previous studies discussing the magnitude of effects among factors, the current study approaches issues related to time to degree with a focus on estimating the probability of graduation at various times. The findings of the study show that college GPAs and earned credit hours had strong impact on time to degree, but their effects varied for students who graduated at different times. A simulation model will be demonstrated that allows us to input student characteristics and easily calculate the probability of graduation.

9:40-10:20 a.m.	SCHOLARLY PAPER	Florida Salon IV, Level 2

Examining the Compared Costs and Benefits of Re-Accreditation Processes at Both Public and Private Universities (417)

LISA R. SHIBLEY (Author), Institutional Research and Assessment Officer, Penn State University
J. FREDERICKS VOLKWEIN (Author), Director, Professor, and Senior Scientist, Penn State University
BIRUTE V. MOCKIENE (Author), Research Assistant, Penn State University
KIKI A. VOLKWEIN (Author), Research Assistant, The Pennsylvania State University
SARAH B. LINDQUIST (Facilitator), Assistant Dean of the Graduate College, Arizona State University Main

This study examines the costs and benefits of re-accreditation processes at two public and two private universities. We compare Middle States, ABET, and AACSB self-studies and site visits under both separate and combined conditions. The evidence suggests not only that the joint process is less costly (more efficient), but also that the institutional benefits are greater. Moreover, the more energy and collective effort invested in each self-study by the universities and their colleges of business and engineering, the greater the benefits that they seemed to derive from the process.

9:40-10:20 a.m.	SCHOLARLY PAPER	Grand Salon H, Level 2

Access to Higher Education: Achieved Goal or Unfilled Promise? (421)

JOSE M. COLON DE LA MATTA (Author), Executive Officer, University of Puerto Rico-Rio Piedras Campus
BARBARA SILVERMAN (Facilitator), Director of Research and Institutional Effectiveness, Mount San Antonio College

CENSUS and NCES's data will be utilized to compute participation rates to higher education in the United States. Comparisons with most European countries will be highlighted. In addition, rates will be computed for geodemographics and socioeconomic subgroups such as Cubans, Puerto Ricans, Mexicans and others as applicable according to the CENSUS classification. Also, a regression model will be fitted to explain the transition from secondary education to higher education. The data for this part of the research will be retrieved from the latest version of NES-88.

10:30-11:00 a.m.	MORNING COFFEE BREAK	Grand Ballroom Foyer, Level 2

Vendor-Sponsored Morning Coffee Break (081)

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

10:30-11:50 a.m.	COMMITTEE MEETING	Bayshore Boardroom

New Board Members Orientation Session Budget and Finance Reporting (076)

~~CANCELLED~~

FRANCES L. DYKE (Committee Chair), Associate Vice President for Budget and Finance, University of Oregon
NORMAN E. GRAVELLE (Facilitator), Associate Director for Administration, Association for Institutional Research

This committee session for new Board members is in addition to the "Orientation Session for New Members of the Board of Directors" (005) that is currently scheduled for Tuesday at noon.

11:10-11:50 a.m.	AIR GRANT PAPER	Grand Salon J, Level 2

Choosing Your Own Path: Testing the Social Cognitive Career Choice Model Among Women With S&E Credentials (606)

KRISTEN E. SALOMONSON (Author), Assistant Dean of Enrollment Services and Director of Institutional Research and Testing, Ferris State University
PENNY D. BOUMAN (Author), Manager of Institutional Research and Testing, Ferris State University
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

Despite improvements in the proportion of women participating in science and engineering (S&E) education and careers, a significant gap in representation remains. For example, in 1997, women accounted for 23% of the S&E workforce, while they earned nearly 47% of the degrees in S&E (NSF Data). What are the reasons for this gap? This investigation explores the career choice mechanisms of women with S&E credentials through a social cognitive career development model. Using data from the Baccalaureate and Beyond Survey (NCES), the model will employ a structural equation-modeling technique to test the fit of the model.

11:10-11:50 a.m.	BEST PAPER/PRESENTATION SESSION	Meeting Room 9, Level 3

SAIR Best Paper: Faculty Salary Equity Cases: Combining Statistics with The Law (622)

ANDREW LUNA (Author), Director of Institutional Research and Planning, State University of West Georgia
J. JOSEPH HOEY (Facilitator), Director of Assessment, Georgia Institute of Technology

In studying whether an institution's faculty pay structure is equitable, many statistical models have been used with varying degrees of success. IR practitioners, when confronted with faculty salary equity studies at their institutions, often seek out these methodologies while reviewing the literature. They very seldom look at how the courts define statistical significance to what variables the courts have acknowledged should be used in a salary equity model. This study seeks to identify the differences between statistical methodologies and the law, and uses a prominent faculty salary court decision to help the IR practitioner fine-tune an institutional faculty salary study.

11:10-11:50 a.m.	COMMITTEE MEETING	Bayshore Boardroom, Level 3

New Board Members Orientation Session Budget and Finance Reporting (076)

Continued from previous time period.

11:10-11:50 a.m.	DEMONSTRATION	Meeting Room 1, Level 2

NCES/IPEDS Peer Analysis System — Revised (509)

TIMOTHY R. SANFORD (Author), NCES/AIR Senior Fellow, University of North Carolina at Chapel Hill
JAN L. NEWBORN (Facilitator), Director of Institutional Effectiveness, Oakwood College

During the past year the NCES/IPEDS Peer Analysis System has been under revision primarily through the efforts of the first AIR/NCES Senior Fellow with considerable help from many others. The idea was to make the tool easier to use for first time users and more intuitive for seasoned institutional researchers with the ultimate goal being to increase access to the wealth of IPEDS data available. This demonstration will show the changes to the Peer Analysis System.

11:10-11:50 a.m.	DEMONSTRATION	Meeting Room 4, Level 2

Institutional Research Web Site Home Pages: Best Practices (535)

LARRY G. JONES (Author), Public Service Associate, University of Georgia
LIBBY V. MORRIS (Author), Associate Professor, University of Georgia, The
RUTH V. SALTER (Facilitator), Assistant Director of Institutional Research and Policy Analysis, Valdosta State University

There is growing evidence that the institutional research Web site home page may become the primary Web portal to the college or university. Based on extensive research of institutional research Web sites and user preferences of Web site content, structure and navigation, visual design, functionality, interactivity and the user's overall Web site experience, examples of the best "practices" for IR Web site home pages are presented, discussed and illustrated with actual IR Web site home pages.

11:10-11:50 a.m.	DEMONSTRATION	Meeting Room 5, Level 2

Using Active Server Pages Technology for Student Skills Assessment (554)

MARINA E. GORTON (Author), Director of Institutional Research, Rio Salado College
KARI C. COBURN (Facilitator), Director of Institutional Analysis and Planning, University of Nevada-Las Vegas

"Using Active Server Pages Technology to Assess Student Learning" shows how online assessment and surveys can be developed using ASP technology. After using the technology for two years in a large online assessment model the author would like to share the many lessons from the experience. The ASP database will be demonstrated including how to make an internet assessment or survey, the opportunities and problems with the system, and issues regarding reporting and statistical research from an ASP database.

11:10-11:50 a.m.	PRACTITIONER PAPER	Grand Salon B, Level 2

Collaboration for Student Success: A System for Providing Transfer Student Performance Information to Feeder Institutions (143)

SUSAN B. THOMPSON (Author), Research Associate in Student Affairs, Southwest Texas State University
MIKYONG MINSUN KIM (Facilitator), Assistant Professor, University of Missouri-Columbia

A University has developed a system of communication with two-year community colleges to provide information about new student performance and identify student needs. An annual conference is held on the university campus for community college and university personnel to share information and find ways to facilitate a smooth transition for community college transfer students. In addition, standard reports are generated for each community college sending students to the university to report their students' performance compared to other transfer students. These reports are shared with presidents and counselors of each community college.

11:10-11:50 am	PRACTITIONER PAPER	Grand Salon D, Level 2

Balancing Access and Capacity: An Analysis of Limited Enrollment Programs (337)

MICHELLE S. APPEL (Author), Research Analyst, University of Maryland
JESSICA SHEDD (Author), Research Analyst, University of Maryland College Park
MARLENE COLES (Facilitator), Research Associate/Graduate Student, University of Michigan

At this public, Research I institution, increased enrollments in some programs created a strain on programmatic resources. As a result, enrollment in these programs was limited by enacting selective admissions policies coupled with a performance review at the junior level. In response to a campus inquiry, this study examined admissions, student performance, student flow, and basic resource data to determine the impact of the limited program policies on: admissions yield, student GPA and graduation rates, student flow into and out of these programs, and the class size and proportion of credit hours taught to non-majors.

11:10-11:50 a.m.   PRACTITIONER PAPER   Meeting Room 10, Level 3

Becoming Bilingual - A Case Study in Providing Spanish Language Institutional Research Information (536)

LLOYD H. BYRD (Author), Director of Institutional Research, Virginia Commonwealth University
TERRI M. MANNING (Facilitator), Associate Vice President for Institutional Research, Central Piedmont Community College

In support of the University's initiative to increase international enrollment, IRE developed an Internet site containing summary University data and key publications translated into Spanish. A number of issues and challenges presented themselves as part of the process. The presentation will include an overview of 1.) the selection of materials for the Internet site and key publications, 2.) preparation and review of the translations, and 3.) reactions to the Spanish language materials.

11:10-11:50 a.m.   SCHOLARLY PAPER   Grand Salon A, Level 2

Using Holland's Theory to Understand Selection of and Persistence within Undergraduate Majors (124)

PHILIP A. BATTY (Author), Associate Director of Institutional Research, The University of Memphis
MARCUS S. BABAOYE (Facilitator), Director of Institutional Effectiveness, Wiley College

This study uses Holland's theory of vocational personalities and work environments in conjunction with event-history methods to look at student persistence within majors. A cohort of 1,075 first-time-in-college students was followed up over three years to measure their persistence within their initially-selected majors. In support of Holland's theory, student personality type was significantly associated with the environment type of the initial major, and personality-environment congruence was significantly and positively associated with persistence within the major. Holland's secondary constructs of differentiation and consistency proved useful for understanding initial major choice, but not persistence.

11:10-11:50 a.m.   SCHOLARLY PAPER   Florida Salon V, Level 2

Exploring the Impacts of Institutional Performance on Student Satisfaction: A Community College Case (125)

HONG GAO (Author), Research Associate, Collin County Community College
JOYCE A. MCCABE (Facilitator), Director of Institutional Research, Columbus State Community College

Studies have examined the contributions of student satisfaction to student retention and academic achievement and the factors that affect student satisfaction. This study, however, contributes to a rairly-touched topic on the relationship between institutional performance and student satisfaction from the student perspective. It explores whether students' characteristics (e.g., sex, age, transfer status, and academic performance) have impacts on their perceptions of institutional performance and develops a systematic and comprehensive structural equation model to determine the extent to which institutional performance affects student satisfaction. This study uses a Noel-Levitz Student Satisfaction Inventory data from a large southern suburban community college.

11:10-11:50 a.m.   SCHOLARLY PAPER   Florida Salon VI, Level 2

A Psychographic Approach to Classifying College Students (154)

CHUN-MEI ZHAO (Author), Research Analyst, National Survey of Student Engagement
ROBERT M. GONYEA (Author), Assistant Director, Center for Postsecondary Research & Planning, Indiana University at Bloomington
GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington
ROBERT M. PULTZ (Facilitator), Director of Institutional Research, Clayton College and State Universssity

Traditionally, higher education researchers use demographic variables (gender, race, year in school, etc.) to categorize college students. Using a national dataset, this study adopts a psychographic approach that incorporates measures of student behavior and attitudes to classify students. K-means clustering was used in this study. Nine types of students were extracted based on the preliminary analyses: Inquisitives, Collegiates, Seekers, Over-committed, Socializers, Conventionals, Isolates, Grinds, and Disengaged. Implications for institutional researchers and academic and student life administrators are discussed.

11:10-11:50 a.m.   SCHOLARLY PAPER   Grand Salon C, Level 2

Student Satisfaction with Freshman Learning Communities (221)

MARSHA LICHTENSTEIN (Author), Senior Institutional Researcher, University of New Mexico
CONNIE DENNISON (Author), Institutional Researcher, University of New Mexico
RENA CHESKIS-GOLD (Facilitator), Consultant, Demographic Perspectives

The results from focus groups conducted in Winter 2001-02 with students in a Freshman Learning Communities (FLC) program show that student satisfaction was associated with teacher, course, and classroom characteristics. Each FLC developed a distinct learning environment based on faculty skill in creating community; faculty accessibility; interpersonal relations between faculty members; tangible linkages between courses; correspondence between student interests and topic; and pedagogical practices. Students emphasized the roles of visible and tangible course linkages, small class sizes, and experiential learning as elements that created a sense of community in the classroom and led to increased satisfaction with the program.

11:10-11:50 a.m.   SCHOLARLY PAPER   Florida Salon IV, Level 2

The New Professoriate: Characteristics, Contributions, and Compensation (244)

EUGENE L. ANDERSON (Author), Research Associate, American Council on Education
JAMIR CHOWDHURY (Facilitator), Institutional Researcher, University of Guam

The presence of part-time and full-time non–tenure-track faculty on college campuses in the United States has grown significantly during the past 20 years. To meet the needs of a burgeoning student population, colleges and universities increased the number of instructional faculty to more than 1 million in 1999. Much of this change occurred at the part-time level. This report analyzes the most complete data available on all types of higher education faculty. It looks at growth in part-time faculty and full-time non–tenure-track faculty. It also discusses the characteristics of nontraditional faculty, comparing nontraditional to traditional faculty in areas as academic productivity, workload, compensation, and satisfaction.

11:10-11:50 a.m.   SCHOLARLY PAPER   Grand Salon G, Level 2

Exploring the Culture and Climate for the Responsible Conduct of Research in Higher Education (302)

JIM VANDER PUTTEN (Author), Assistant Professor, University of Arkansas at Little Rock
GREG BARRETT (Author), Assistant Professor, University of Arkansas at Little Rock
MARY A. DAY (Facilitator), Director of Research, Planning and Development, Chandler-Gilbert Community College

The Institute of Medicine's 1989 call to foster a positive research environment and increasingly restrictive national climate for the responsible conduct of research holds implications for all colleges and universities that engage in human subjects research. However, this increasingly restrictive climate is particularly important for universities that are rapidly changing from comprehensive teaching institutions to more research focused organizations. This qualitative case study explored Social Sciences faculty perceptions of culture and climate for the responsible conduct of research, and data analysis yielded a series of five conceptual components.

11:10-11:50 a.m.   SCHOLARLY PAPER   Meeting Room 6, Level 2

Differences in the Perceptions of Central Administrators and Professional School Administrators in the Climate and Culture for the Stewardship Process in Higher Education Fund Raising (312)

T. GREGORY BARRETT (Author), Assistant Professor of Higher Education, University of Arkansas at Little Rock
LAP-PUN T. LAM (Facilitator), Senior Management Research Analyst, Arizona State University Main

This qualitative case study explores the differences in perceptions between central administrators and professional school administrators of the culture and climate for the stewardship process for major donors at a Research I University. Defining stewardship as shared beliefs, organizational routines and social organizational structures, this study identified differences in the perceptions of climate and culture for stewardship in shared understandings, socialization processes, size issues, and turf issues. Suggestions are offered for institutional researchers new to fund raising research.

11:10-11:50 a.m.   SCHOLARLY PAPER   Grand Salon I, Level 2

The Use of Partial Least Squares for Institutional Research: A Graphical and Quantitative Strategy to Understand The Links among Variables (532)

EDUARDO MOLINA (Author), Data Manager, Saint Louis University
WENDY L. MILEY (Facilitator), Senior Research Specialist, University of Arizona

The purpose of the study was to determine the robustness of partial least squares to model program theory. This investigation aimed to define a methodology that could allow institutional researchers to represent systematically and graphically the factors, inputs and outputs, affecting a program. The results showed that PLS helped to graphically present program theory and provided statistical results that quantified the relationships among the variables.

11:10-11:50 a.m.   SCHOLARLY PAPER   Meeting Room 7, Level 2

A Study on Completion Rates and Time to Completion of Graduate Students — A Multi-University Perspective (641)

LUCIE DURAND (Author), G10 Coordinator, McGill University
RACHEL HOULE (Author), Head of Projects, Universite de Montreal
ELLEN A. KANAREK (Facilitator), Vice President, Applied Educational Research, Inc.

Although there have been quite a large number of studies on graduate student retention within the context of a single institution or of a few chosen institutions, analyses involving several institutions have been very few. This creates a problem when in fact we know that, given the nature of graduate studies, comparisons across universities by disciplines are often more useful than comparisons across disciplines within an institution.

What we propose to present here is the process involved in the creation of a multi-university micro level database on graduate students retention

as undertaken by a data exchange consortium comprised of ten research-intensive Canadian universities. This project, started in 2001, aimed at developing a tool to better understand the graduate reality at the Master's and Doctoral levels, and to provide statistics for benchmarking and building better informed policies. This paper discusses the objectives of the project, the methodology, the difficulties encountered but resolved and the first-year statistical results.

11:10-11:50 a.m.   TABLE TOPIC   Meeting Room 11, Level 3

AIR Publications: What Are They and How Can I Contribute? (T12)

ROBERT K. TOUTKOUSHIAN (Convener), Executive Director of Policy Analysis, University System of New Hampshire
ANDREEA M. SERBAN (Convener), Director of Institutional Assessment, Research and Planning, Santa Barbara City College
CHRISTINE CALL (Convener), Assistant Director for Marketing and Communications, Association for Institutional Research

This table topic will offer participants an overview of each of the various publications of the Association, and information on how they can possibly contribute to each. It will also provide an opportunity for members to give feedback to the Publications Committee on the offerings of the Association.

11:10-11:50 a.m.   VENDOR DEMONSTRATION   Meeting Room 12, Level 3

Magenta Design Techniques for OMR Versus Image Scanners (V05)

CARLI BURKE (Presenter), President, Data Blocks
HAL LUNDBERG (Presenter), Director of Operations, Survey Systems, Inc.

What you need to know to design forms for both devices. Magenta and Magenta for Remark Office will be discussed and demonstrated.

12:00-12:50 p.m.   COMMITTEE MEETING   Meeting Room 10, Level 3

Professional File Editorial Board Meeting (075)

ANDREEA M. SERBAN (Committee Chair), Director of Institutional Assessment, Research and Planning, Santa Barbara City College
JESSICA S. KORN (Associate Committee Chair), Director of Institutional Research, Eckard College

Meeting for the members of the Professional File Editorial Board.

12:00-12:50 p.m.   SPECIAL INTEREST GROUP   Florida Salon VI, Level 2

CIRP Users Special Interest Group (S13)

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

Institutional researchers whose institutions use the CIRP and College Student Surveys (CSS) will discuss using these instruments for assessing their students. Topics to be covered will include: using the CIRP in conjunction with other campus data to study student outcomes; using the CIRP and CSS for longitudinal student research; and improving/enhancing comparability of student data through consortial arrangements.

The focus of the discussion will be on institutional applications of CIRP student data, especially, program planning and evaluation and institutional decision-making.

12:00-12:50 p.m.   SPECIAL INTEREST GROUP   Grand Salon J, Level 2

Institutional Research on Graduate Students and Programs (S29)

PETER D. SYVERSON (Convener), Vice President of Research, Council of Graduate Schools

This session will provide an opportunity for informal discussion among individuals who are working on or interested in studying graduate programs and students.

12:00-12:50 p.m.   SPECIAL INTEREST GROUP   Grand Salon H, Level 2

Kentucky Association for Institutional Research (KAIR) (S31)

JONNIE C. BLAIR (Convener), Associate Dean of Academic Affairs, Somerset Community College

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

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon A, Level 2

Mississippi Association for Institutional Research (MAIR) (S33)

MARGIE HOBBS (Convener), Assistant Director, University of Mississippi

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

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Meeting Room 4, Level 2

Michigan Association for Institutional Research (MIAIR) (S36)

JUNE HALAPIR (Convener), Information Systems Specialist, Wayne State University

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

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Florida Salon IV, Level 2

Northeast Association for Institutional Research (NEAIR) (S42)

REBECCA H. BRODIGAN (Convener), Director, Institutional Research and Analysis, Middlebury College

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

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Meeting Room 5, Level 2

Puerto Rico Association for Institutional Research (PRAIR) (S48)

GLORIA DAVILA-CASASNOVA (Convener), Director of Policy and Planning Division, Puerto Rico Council on Higher Education

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

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon I, Level 2

SAS Users (S52)

MARY LELIK (Convener), Director of Institutional Research, Saint Mary's College

This SIG provides a forum for SAS users at various institutions to exchange ideas and seek advice. Persons interested in establishing contacts with other SAS users, in seeking new approaches to SAS problems they are experiencing, and/or in sharing their knowledge of SAS are invited to attend. Both experienced and novice SAS users are welcome.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon C, Level 2

Southeastern Association for Community College Research (SACCR) (S53)

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

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

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon D, Level 2

South Carolina Association for Institutional Research (SCAIR) (S57)

PHILIP MOORE (Convener), Director of Assessment, University of South Carolina-Columbia

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

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon B, Level 2

SUNY Association for Institutional Research and Planning Officers (S62)

ANTHONY R. NAPOLI (Convener), Director of Institutional Research and Assessment, Suffolk County Community College

Current issues pertaining to SUNY and plans for the annual conference.

| 12:00-12:50 p.m. | SPECIAL INTEREST GROUP | Grand Salon E, Level 2 |

Texas Association for Institutional Research (TAIR) (S63)

MARILYN J. GREER (Convener), Director of Education Research and Assessment, University of Texas M.D. Anderson Cancer Center

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

| 12:00-12:50 p.m. | SPECIAL INTEREST GROUP | Florida Salon V, Level 2 |

West Virginia Association for Institutional Research (WVAIR) (S67)

KATHLEEN K. BISSONNETTE (Convener), Director, West Virginia University

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

| 12:00-1:40 pm | SPECIAL EVENTS | Grand Salon F, Level 2 |

Affiliated Groups Luncheon (Invitational Event) (006)

DENISE A. KRALLMAN (Committee Chair), Assistant Director of Institutional Research, Miami University at Oxford

| 1:00-1:40 p.m. | AIR GRANT PAPER | Grand Salon J, Level 2 |

A Structural Analysis of Postsecondary Academic Leadership Career Advancement: Examining the Roles of Gender, Institutional Characteristics, and Faculty Productivity (605)

JOYCE S. RAVELING (Author), Dissertation Fellow, University of Washington
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

This study uses NSOPF 93 data to investigate gender differences in the predictive factors for advancement into academic leadership roles at different types of institutions. Logistic regression analysis and modeling techniques are used to analyze personal, structural, and institutional factors as well as various measures of productivity. Implications for both theory and practice are discussed.

| 1:00-1:40 p.m. | BEST PAPER/PRESENTATION SESSION | Grand Salon C, Level 2 |

TENN-AIR Best Paper: The Determinants of Satisfaction With Educational Experience: Why Are Community College Students More Satisfied? (628)

ERIK C. NESS (Author), Graduate Student, Vanderbilt University
ROY D. IKENBERRY (Facilitator), Director of Institutional Research, Belmont University

Universities and community colleges clearly have different goals and missions, but how do these differences affect the experience of their students? This paper analyzes data from two surveys, one of enrolled students (n=24,000) and the other of alumni (n=1,600), from Tennessee community colleges and universities, utilizing means comparison, factor analyses and ordered logistic regression. Relying primarily on student satisfaction and community college literature, this paper's aim is twofold: first, to test the findings of similar studies using data from Tennessee colleges and universities; and, second, to offer an explanation for why community college students report higher levels of satisfaction.

| 1:00-1:40 p.m. | DEMONSTRATION | Meeting Room 4, Level 2 |

SAS Output Delivery System (ODS) Technology Makes IR Web Site Projects and External Electronic File Data Collections Easier (516)

ROBERT W. ZHANG (Author), Associate Director of Institutional Research, Bowling Green State University
LAURA A. SCHARTMAN (Facilitator), Director of Institutional Research and Assessment, Oakland University

The Output Delivery System (ODS) in SAS version 8 makes it possible for the SAS generated IR-related reports to be used directly in Web sites and/or in other software such as MS Excel, Word, and Adobe Acrobat. It provides the ability to produce HTML and/or PDF format tables/graphs/documents used in the Web site factbook and student flow model, to generate Word documents for ad hoc studies, and to create Excel spreadsheets for electronic file data collections, such as AAUP and Delaware Study. The sample syntax of ODS statements and their applications in IR-related projects will be demonstrated in the presentation.

| 1:00-1:40 p.m. | PRACTITIONER PAPER | Florida Salon VI, Level 2 |

Adopting a Culture of Assessing Campus and Student Satisfaction (173)

ROBERT BRIAN FULLER (Author), Director Instutional Research, Jacksonville University
JULIE BRYANT (Author), Program Consultant, Noel-Levitz
IAN A. SAKURA-LEMESSY (Facilitator), Director of IR, Florida Memorial College

The presentation will track the institution's progression from a simple survey administration to administering multiple survey instruments in the Noel-Levitz Student Satisfaction Inventory™ family. The presentation will address the logistics of administering the surveys, influential factors in choosing target groups, interpreting the results, systematically disseminating the findings, establishing campus priorities, investigating issues surrounding those priorities, developing a response plan, and tracking progress. In addition, the presentation will address the challenges institutional researchers face during the process and will highlight suggestions to combat those challenges. Moreover, individual campus characteristics and circumstances will be discussed throughout the stages of the process.

1:00-1:40 p.m. PRACTITIONER PAPER Meeting Room 7, Level 2

Does Taking Developmental English and Math Courses Decrease Student Retention? (224)

FRED LILLIBRIDGE (Author), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College
DAVID L. PRESTON (Facilitator), Director of Institutional Research, Brazosport College

One primary goal for this small southwestern community college is to increase student success. One measure of student success is retention. This study examines retention from several vantage points. It examines gender, race/ethnicity, and the combination of gender and race/ethnicity as it relates to success in key gateway courses. These courses include two levels of developmental math, two levels of developmental English and one level of Introduction to Computer Science.

1:00-1:40 p.m. PRACTITIONER PAPER Meeting Room 6, Level 2

Determinants of Deteriorating Enrollment of Black Undergraduate Males In Higher Education Institutions: A Case Study (369)

RANIMOR MANNING (Author), Senior Statistical Analyst, Howard University
THOKOZANI KADZAMIRA (Author), Research Associate, Howard University
NAREM V. REDDY (Facilitator), Director of Institutional Research, Mississippi University for Women

Traditionally, more males have enrolled in colleges and universities, however, since 1987, more females are enrolling in higher education institutions. A further breakdown of the 1999-2000 undergraduates shows a gender gap in most ethnic groups due to Title IX of the Educational Amendments of 1972. However, the gap among the ethnic groups is also determined by socioeconomic issues, pre-college conditions, and matriculation factors. This paper will study gender disparity determinants among undergraduate enrollees, particularly African-Americans, whose gap is the widest using data. The findings will shape policies that govern recruitment, matriculation and graduation of African-American male students.

1:00-1:40 p.m. PRACTITIONER PAPER Florida Salon IV, Level 2

The Methodology Used to Develop, Analyze, and Report the Results of Surveys Useful in Gathering Patterns of Evidence (520)

DENNIS M. BRANDT (Author), Director of Assessment and Institutional Research, Northeast Community College
KATHY R. CHANDLER-HENRY (Facilitator), Director of Institutional Research, Colorado Mountain College

As part of our mission and purpose, this midwestern community college conducted a series of surveys to gather data to support and provide patterns of evident that they were meeting their mission and purposes. In addition to administering national surveys, the college completed many locally created surveys including an Image Survey, Climate Survey, and Service Survey. A secondary purpose of the Image Survey was to uncover needs and determine support for new opportunities for registering and delivering classes. This presentation will lead the attendee through the methodology used to develop the surveys, analyze the data, and publish the reports.

1:00-1:40 p.m. SCHOLARLY PAPER Meeting Room 9, Level 3

Faculty Turnover in a Discipline Context (226)

JOANNE MCGRATH COHOON (Author), Research Assistant Professor, University of Virginia
REBECCA SHWALB (Author), Student, University of Virginia
LIH-YUAN CHEN (Author), Graduate Student, University of Virginia
JOCELYN C. CLARK (Facilitator), Director, Institutional Research, Southern Polytechnic State University

University administrators have cause to be concerned that faculty will depart academia for higher-paid work in the private sector. To avoid the unfavorable conditions produced by excessive turnover, knowledge of faculty departure patterns is essential to institutional planning. However, the available data are of limited use to individual departments and institutions when discipline-specific information is needed. The proposed paper reports nationwide findings of 3.3% average annual turnover and 41% serious consideration of turnover in one discipline. Information such as this allows administrators to focus their recruitment and retention efforts.

1:00-1:40 p.m. SCHOLARLY PAPER Meeting Room 1, Level 2

Women and Minority Faculty: Implications for Civic Engagement and Diversity Initiatives on Campus (238)

SYLVIA HURTADO (Author), Director of the Center for the Study of Higher and Postsecondary Education, University of Michigan
GILIA SMITH (Author), University of Michigan
LUIS PONJUAN (Author), Research Assistant, University of Michigan
JEROME WARD (Facilitator), Associate Director of Institutional Research, Sweet Briar College

This study addresses the role of women and minority faculty in the enactment of specific civic engagement and diversity outcomes on campus. Women faculty and administrators, together with minority colleagues, have previously been shown to effect an overwhelmingly positive, multiplicative impact on diversity and civic engagement campus activities. The results from this study posit a substantive link between civic engagement and diversity and suggest opportunities for future study.

| 1:00-1:40 p.m. | SCHOLARLY PAPER | Grand Salon D, Level 2 |

Enrollment Management and Organizational Change: A Comparative Case Study of Liberal Arts Colleges (328)

DEBORAH R. SCHWARTZ (Author), Doctoral Student, University of Michigan
SANDY TARBOX (Author), Doctoral Student, University of Michigan
TIMOTHY A. WALSH (Facilitator), Director, Institutional Research, Temple University

The paper reports on a study of the impact of enrollment management (EM) on institutions of higher education. It investigates how EM systems and functions have changed since the early 1990s and how those changes have affected institutions. More specifically, it explores how enrollment management is currently practiced at four selective liberal arts colleges, how and why its various forms and functions have changed in the past decade, and what effects those changes have had on the institutions.

| 1:00-1:40 p.m. | SCHOLARLY PAPER | Grand Salon H, Level 2 |

Variations in Community College Expenditures: The Role of Local Support (432)

ALICIA C. DOWD (Author), Assistant Professor, University of Massachusetts Boston
JOHN L. GRANT (Author), Director, Institutional Research and Development, Cape Cod Community College
JOHN RYAN (Facilitator), Assessment Officer, Franciscan University of Steubenville

Intra-state variations in community college expenditures may reflect inequities in the distribution of resources to students enrolled in different colleges in a state. This study presents a conceptual framework for investigating intra-state variations in community college expenditures. It also presents exploratory empirical work assessing the effect of local government support on those variations. The results provide no evidence to support the hypothesis that a local role increases intra-state variations in expenditures, but further study is warranted.

| 1:00-1:40 p.m. | TABLE TOPIC | Meeting Room 11, Level 3 |

Persistence, Financial Aid, and Access to Higher Education: An Agenda for Institutions of Higher Education (T09)

RICHARD LIU (Author), Director of Institutional Research, University of Minnesota-Duluth

Access and equity have long been the cornerstones of student financial aid programs. As the costs of attending colleges have increased more than triple the rate of inflation, the financial burdens of students can not be exaggerated. The purpose of this paper is to assess the general impact of financial aid programs on students, specifically minority and female students, at a four-year, medium-sized state university. Binary logistical regression was used to analyze the data. Major policy issues on student aid are also discussed.

| 1:00-1:40 p.m. | VENDOR DEMONSTRATION | Meeting Room 5, Level 2 |

Benchmarking Tools to Support Institutional Comparisons and Continuous Improvement (V07)

DARLENA JONES (Presenter), Vice President for Research and Devolopment, Educational Benchmarking, Inc.

Educational Benchmarking, Inc. (EBI) currently offers a number of surveys utilized on 600+ campuses to support institutional assessment, continuous improvement, and accreditation review activities. Projects include surveys of graduating students and (separately) alumni in business, engineering, nursing, and teacher education as well as surveys of student perceptions in university housing, union/student centers and first year seminars. We have surveyed over 2,000,000 students in the past seven years, providing substantial data to participating schools. Come learn how benchmarking can be a powerful tool for continuous improvement on your campus.

| 1:00-2:30 p.m. | PANEL | Florida Salon I, II and III |

Challenges and Opportunities: Learning More about Nontraditional Students (102)

JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.
JOSEPH W. FILKINS (Author), Senior Research Associate, DePaul University
ANTONIO GUTIERREZ (Author), Associate Vice Chancellor of Planning and Research, City Colleges of Chicago
SUSAN K. DOYLE (Author), Director of Institutional Studies, Northeastern Illinois University
TRUDY H. BERS (Author), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College
GERALD W. MCLAUGHLIN (Moderator), Director, Office of Institutional Planning and Research, DePaul University

This panel focuses on the problems involved in learning about nontraditional college students, and on some possible solutions. Members include institutional researchers representing a large, urban, private four-year institution, a large public four-year institution, a large citywide two-year college system, a suburban private two-year college, and an educational testing company. The panel begins with an overview of the issues related to research and nontraditional college students, followed by panel members' perspectives on specific questions posed by the moderator.

1:00-2:30 p.m.   PANEL   Florida Salon V, Level 2

What's New in IPEDS? (527)

SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics
JANICE E. KELLY (Author), Senior Survey Director, RTI International
JANICE A. PLOTCZYK (Author), Survey Statistician, United States Department of Education

This session will update institutional researchers with information on changes in the IPEDS data collection for the coming year. NCES staff will also summarize the results of the first round of meetings of the IPEDS Technical Review Panel and any suggestions made by the group. Finally, the panel will discuss the mandatory requirement of reporting to IPEDS as outlined in an institution's Program Participation Agreement and how this has impacted response rates to the various surveys.

1:00-2:30 p.m.   PANEL   Grand Salon E, Level 2

Getting Wealthy We Ain't: Reflections of Four Senior AIR Members Who Consult "On the Side" (556)

JEFFREY A. SEYBERT (Author), Director of Institutional Research, Johnson County Community College
MICHAEL F. MIDDAUGH (Author), Assistant Vice President of Institutional Research and Planning, University of Delaware
JOHN A. MUFFO (Author), Director of Academic Assessment, Virginia Polytechnic Institute and State University
GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington

Institutional researchers have skill sets that can be successfully applied in a variety of consulting situations. The members of this panel, three senior institutional researchers and one senior faculty member, all of whom have been long-time members of AIR, have created active, successful consulting practices "on the side" as part-time endeavors. The panel will address such conceptual and practical issues as: why do it, identifying areas of expertise, how to get started, what it's like, what to charge, and other relevant topics. Time will be provided for audience interaction and questions.

1:00-2:30 p.m.   PANEL   Grand Salon G, Level 2

Quality Assurance/Accreditation from an Australian, European and American Perspective (648)

RICHARD A. VOORHEES (Author), President, The Voorhees Group
WATSON SCOTT SWAIL (Author), President, Educational Policy Institute
MARTIN CARROLL (Author), Audit Director, Australian Universities Quality Agency

Every country seeks to provide a wider array of education and training opportunities for learners in their earliest years through adult life. At the same time, pressures mount to ensure that resources are used efficiently and that quality is evident. Distance education is one example where accreditation, practice, and financing intersect, especially as large providers seek to dominate the global demand for higher education. This panel provides an international perspective on how quality and resource systems align in North America, the United Kingdom, and Australia.

1:00-2:30 p.m.   PANEL   Meeting Room 8, Level 3

Core Competencies for Institutional Research (650)

VICTOR M.H. BORDEN (Author), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis
GARY R. HANSON (Author), Professor, Arizona State University West
ROBERT A. SCHWARTZ (Author), Associate Professor, Florida State University
PATRICIA SOMERS (Author), Associate Professor of Higher Education, University of Missouri-Saint Louis
J. FREDERICKS VOLKWEIN (Author), Director, Professor, and Senior Scientist, Penn State University
LARRY G. JONES (Moderator), Public Service Associate, University of Georgia

The panel will present and discuss the core competencies of effective institutional researchers. Panelists are Principal Investigators for the graduate certificate programs in institutional research at Arizona State University, Florida State University, Indiana University, The Pennsylvania State University, and the University of Missouri System. These programs are supported by AIR and a grant from the National Center for Education Statistics.

1:50-2:30 p.m.   AIR GRANT PAPER   Meeting Room 1, Level 2

Moving Forward or Standing Still? Progress in Achieving Wage Equity for Women Faculty in the 1990s (613)

CHRISTINE M. KELLER-WOLFF (Author), Research Analyst, University of Kansas
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional
    Research

Using data from two national faculty surveys, NSOPF 1993 and NSOPF 1999, this study explores the extent to which the relative earnings of women and men full time faculty members changed during the 1990s. The research utilizes traditional and multilevel statistical techniques to examine shifts in the male-female wage differential between 1992 and 1998, after controlling for human capital attributes such as education and experience, as well as structural characteristics such as organizational type. The aggregate level of pay disparity is assessed, as well as how the level of pay disparity varies with factors such as academic field and rank.

| 1:50-2:30 p.m. | BEST PAPER/PRESENTATION SESSION | Meeting Room 4, Level 2 |

SACCR Best Paper: Bridging the Gap: North Arkansas College and Area High Schools Collaborate to Improve Student Success in College (630)

LAURA J. BERRY (Author), Director of Institutional Research and Assessment, North Arkansas College
EDITH H. CARTER (Facilitator), Assistant Professor of Educational Research, Radford University

Three years ago North Arkansas College, working with area high schools, initiated a tracking study to determine (1) if area students who take college preparatory math courses in high school place into and succeed in college level math courses at North Arkansas College and (2) if area students who come to college for a degree take sufficient college preparatory coursework in high school. The second and more important part of the project was to bring college and high school personnel together to work on solutions. Results of this study will be presented.

| 1:50-2:30 p.m. | DEMONSTRATION | Meeting Room 5, Level 2 |

Using MS Excel Pivot Table to Develop Online Academic Departmental Profiles (560)

NAN BRIAN HU (Author), Director of Institutional Research, Loyola Marymount University
SIRKKA A. KAUFFMAN (Facilitator), Director of Sponsored Research, Mount Holyoke College

This session demonstrates an online department profile reporting system with Excel 2000 PivotTables. The unique features include direct queries to a database/data worksheet without much formatting, drill-down functions of variables to the individual record, free switching of row or column variables for desired tabulations, and various types of pivot charts for vivid visual effects and fast data digesting. Moreover, PivotTables can be easily saved as HTML files and be published online for Web distribution. Anyone who has MS Excel experience can easily make PivotTables with the PivotTables Wizard. This makes learning easy and fun for an overloaded institutional researcher.

| 1:50-2:30 p.m. | PANEL | Florida Salon I, II and III |

Challenges and Opportunities: Learning More about Nontraditional Students (102)

Continued from previous time period.

| 1:50-2:30 p.m. | PANEL | Florida Salon V, Level 2 |

What's New in IPEDS? (527)

Continued from previous time period.

| 1:50-2:30 p.m. | PANEL | Grand Salon E, Level 2 |

Getting Wealthy We Ain't: Reflections of Four Senior AIR Members Who Consult "On the Side" (556)

Continued from previous time period.

| 1:50-2:30 p.m. | PANEL | Grand Salon G, Level 2 |

Quality Assurance/Accreditation from an Australian, European and American Perspective (648)

Continued from previous time period.

| 1:50-2:30 p.m. | PANEL | Meeting Room 8, Level 3 |

Core Competencies for Institutional Research (650)

Continued from previous time period.

| 1:50-2:30 p.m. | PRACTITIONER PAPER | Meeting Room 9, Level 3 |

A Multi-Phase Approach for Identifying University "Organizational Peers" Using Cluster Analysis (336)

ROBERT L. ARMACOST (Author), Director, University Analysis and Planning Support, University of Central Florida
ALICIA L. WILSON (Author), Coordinator, Computer Applications, University of Central Florida
JULIA J. A. PET-ARMACOST (Author), Assistant Vice President of Information, Assessment, and Analysis, University of Central Florida
MARYURI DESOUSA (Author), Industrial Engineer, University of Central Florida
STEPHEN L. DESJARDINS (Facilitator), Associate Professor, University of Michigan

The increasing emphasis on accountability and performance-based funding has highlighted the importance of identifying appropriate university "peers." The "I think that we are like …" approach is not adequate in this new environment. The qualitative decision of selecting peers is strengthened by data and analysis. This paper describes a multi-phase approach using cluster analysis to identify potential peers for a metropolitan research university to support strategic planning, benchmarking, and performance-based funding efforts. The paper addresses the universities selected, the data collected and variables subsequently used in the analysis, the methodology used to establish peer groups, and final results.

1:50-2:30 p.m.	PRACTITIONER PAPER	Meeting Room 6, Level 2

First Attempt at Space Utilization Analysis to Help Optimize Class Scheduling (343)

SHIJI SHEN (Author), Director of Institutional Research, Kean University
DENISE GALLARO (Author), Associate Director Institutional Research, Kean University
YE JI (Author), Research Associate, Kean University
NICOLAS A VALCIK (Facilitator), Assistant Director, The University of Texas at Dallas

With current higher education budget cuts, many institutions are looking for ways to better utilize their existing facilities. The IR office at this University was asked to perform an analysis on classroom space utilization to assist the top administrators in their decision on class rescheduling. This university had never done space utilization analysis before. Where to start, what methods to use, and what to be considered in the analysis - these are the problems encountered, solved, and to be discussed at the presentation.

1:50-2:30 p.m.	SCHOLARLY PAPER	Grand Salon A, Level 2

Development of Student Service-Learning Course Survey to Measure Service-Learning Course Outcomes (134)

YAN W. WANG (Author), Doctoral Candidate, The Ohio State University
FEIFEI YE (Author), Doctoral Student, The Ohio State University
GOLDEN JACKSON (Author), Associate Professor, The Ohio State University
ROBERT RODGERS (Author), Associate Professor,The Ohio State University
LAURA R. CRANE (Facilitator), Acting Director, Office of Research, William Rainey Harper College

Service-learning courses focus on both service experience and academic learning. Academic content is covered in both the classroom and the service experience. The service experiences are reflected upon and processed in the classroom. Based on educational values, potential outcomes can be classified as personal competence, interpersonal relationship competence, diversity awareness, charity responsibility, and social justice responsibility. The Student Service-Learning Course Survey was designed to measure these five outcomes domains. Confirmatory Factor Analysis and several goodness-of-fit criteria showed that our proposed model provide a satisfactory fit to the data.

1:50-2:30 p.m.	SCHOLARLY PAPER	Meeting Room 7, Level 2

Expanding Students' Voice in Assessment through Senior Survey Research (216)

ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College
CHARLENE H. HERREID (Facilitator), Coordinator of Institutional Research, University of South Florida

Based on a trend study of 970 graduating seniors, this paper presents a model for designing senior survey research studies to achieve optimum impact on assessment and policy development. The paper demonstrates how the link between research and policy was achieved through the conceptual organization, design and statistical analyses. Results revealed that students who thought that their education substantially enhanced their intellectual and social self-confidence and they acquired in-depth knowledge of a field reported higher overall satisfaction. Also, students were more likely to report they 'definitely would' choose the college again if their creative and analytical abilities were significantly improved.

1:50-2:30 p.m.	SCHOLARLY PAPER	Grand Salon C, Level 2

The Assessment of Teaching at a Large Urban Community College (220)

TERRI M. MANNING (Author), Associate Vice President for Institutional Research, Central Piedmont Community College
LYNN HLGRIMDELZELL (Author), Project Director, University of North Carolina - Charlotte
DENISE WELLS (Author), Senior Research Analyst, Central Piedmont Community College
LY-SHYUNG HWANG (Author), Director of Educational Assessment, Morehouse College
MARLENE E. ARNO (Facilitator), Director of Institutional Research, Erie Community College-North Campus

Through a two year process, faculty, instructional administration and staff from the IR office created a tool for the evaluation of classroom teaching that creates subscales for the "art of teaching," the "science of teaching," the "business of teaching," the "value of the course" and the "contribution of student behavior." Through analysis, the tool has proven to be a valid and reliable instrument with greater sensitivity that most single item "likert scale" surveys. Effective use of the tool will be explained.

1:50-2:30 p.m.	SCHOLARLY PAPER	Grand Salon D, Level 2

Influences Upon Participation in a University Faculty and Staff Giving Campaign (315)

WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University
KEVIN B. MURPHY (Facilitator), Research Analyst, University of Massachusetts Boston

As tuition and state support become increasingly constrained, private fundraising is becoming an ever more important source of institutional revenue. Internal faculty and staff giving campaigns are a key part of fundraising efforts. This study, carried out at a mid-sized, state-assisted, Midwestern university, provided critical information about which types of employees are more likely to contribute and about faculty perceptions of the giving process. It should be of interest to institutional researchers and development officials at institutions where private giving is becoming increasingly crucial.

1:50-2:30 p.m.   SCHOLARLY PAPER   Florida Salon VI, Level 2

An Analysis of Demographic, Economic and Education Conditions in the Southern States: The Educational Needs Index (415)

HOUSTON D. DAVIS (Author), Assistant Vice President for Academic Affairs, Austin Peay State University
BRIAN NOLAND (Author), Director of Academic Programs, Tennessee Higher Education Commission
MARGARET L. DALRYMPLE (Facilitator), Associate Registrar for Research, Purdue University

Through a focus on the external benefits of education, this study demonstrates the causal link between educational attainment and social welfare at the county level in each of the 16 member states of the SREB. The model includes twenty county-level variables that directly impact participation rates in postsecondary education, educational attainment levels, employment patterns, and socioeconomic status. The data combines various statewide educational, demographic, and economic characteristics and allows for comparison amongst all of the counties of the 16 member states of the SREB along each of these variables.

1:50-2:30 p.m.   SCHOLARLY PAPER   Grand Salon I, Level 2

Creating a Common Measure of Student Satisfaction with College (523)

SVETLANA A. BELTYUKOVA (Author), Doctoral Student/Graduate Assistant, The University of Toledo
CHRISTINE M. FOX (Author), Associate Professor, Educational Research and Measurement, The University of Toledo
GREGORY E. STONE (Author), Assistant Professor, Research and Measurement, The University of Toledo, College of Education
DARBY L. HILLER (Facilitator), Coordinator of Institutional Research, Northwestern Michigan College

The proliferation of student satisfaction instruments creates serious limitations to the utility of student satisfaction information for higher education institutions and makes decisions based on this information dependent upon a particular sample, instrument, and/or institution. The problem could be solved either by converting the existing student satisfaction instruments onto a common scale or by developing a common bank of student satisfaction items. This study explains and critically evaluates both approaches. The results of the equating of two national student satisfaction instruments are presented, followed by a discussion of developing an item bank versus equating fixed instruments.

1:50-2:30 p.m.   TABLE TOPIC   Meeting Room 11, Level 3

The Role of the Institutional Researcher in Preparing their Institution for a Successful Re-Accreditation under the SACS New Criteria (T10)

JANICE M. SCHAEFFLER (Author), Executive Director Institutional Research Planning and Analysis, Radford University
ANNA KOZICKI (Author), Research Associate for Institutional Research and Assessment, Radford University

In July 2000, eight colleges and universities accepted an invitation to participate in a pilot project to undergo the process of reaffirming its membership with the Southern Association for Colleges and Schools (SACS). Without divulging information SACS has not yet made public, this session will provide guiding information for the institutional researcher and how they can prepare for a successful reaccredidation at their college or university in the future.

2:40-3:10 p.m.   AFTERNOON TEA BREAK   Grand Ballroom Foyer, Level 2

Vendor-Sponsored Afternoon Tea Break (082)

Please join us for an afternoon vendor-sponsored tea and take time to visit with the vendors and catch up with your colleagues over tea.

3:20-4:00 p.m.   BEST PAPER/PRESENTATION SESSION   Meeting Room 12, Level 3

NEAIR Best Paper: The Impact of Contact Type on Web Survey Response Rates (623)

STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University
MICHELLE S. APPEL (Facilitator), Research Analyst, University of Maryland

Although research on web surveys has increased, research on aspects of the email contact is limited. We use two experiments in a web survey of high school students to test whether contact techniques used to increase response rates in paper surveys successfully translate to the electronic realm. One experiment altered the email address of the sender, the title and office of the sender, and the email salutation. The second experiment altered the inclusion of statements of selectivity and a survey deadline. We found no differences in the first experiment, but fairly large differences in the second experiment.

3:20-4:00 p.m.   DEMONSTRATION   Meeting Room 9, Level 3

A Course Analytics Data Warehouse Application (537)

HARIJS J. GRANTS (Author), Statistical Information Specialist, The Ohio State University
EDITH H. CARTER (Facilitator), Assistant Professor of Educational Research, Radford University

The goal of this project was to strengthen the university's data analysis and reporting capabilities to make better fiscal decisions and improve service to students. With the cooperation of the necessary university offices and the direction and technological expertise of an external data warehousing consulting team, a Web-based, easy-to-use Course Analytics Data Warehouse application was developed. The application

incorporated data warehousing concepts to assemble needed information from the many independent databases and tools from Brio Software for access, analysis and reporting. The development of this application has made course and grade information available quickly and easily for academic administrators.

3:20-4:00 p.m.   OPEN HEARING   Grand Salon D, Level 2

AIR Budget Briefing (036)

FRANCES L. DYKE (Convener), Associate Vice President for Budget and Finance, University of Oregon

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

3:20-4:00 p.m.   PRACTITIONER PAPER   Florida Salon IV, Level 2

Student Satisfaction and Institutional Success (131)

RICHARD A MILLER (Author), Research Consultant, Noel-Levitz
JACQUELYN L. FROST (Facilitator), Director, Institutional Research, Purdue University

This presentation will examine the relationship between student satisfaction and select measures of institutional success.

The presentation will draw upon data from a widely-used national student satisfaction instrument, correlating measures of student satisfaction with select measures of institutional success. We will examine these patterns specifically to pose a question - "Does Satisfaction Beget Success?"

3:20-4:00 p.m.   PRACTITIONER PAPER   Meeting Room 6, Level 2

Developing and Implementing a Campus-Level Governance Evaluation (306)

MERIDITH WENTZ (Author), Associate Institutional Planner, University of Wisconsin-Stout
CLAUDIA SMITH (Author), Professor of Art History, Vice Chair of Faculty Senate, University of Wisconsin-Stout
MARK A. BYRD (Facilitator), Exectutive Director of Institutional Research and Information Management, Eastern Michigan University

This university has three "shared governance" entities for the faculty, academic staff and students. They are an integral component of the culture, as demonstrated by the following: They represent all faculty, academic staff and students; are responsible for policy formation, development and review; and are key players in the leadership system.

As such, it is pertinent to assess their effectiveness and to use the information for decision-making and continuous improvement. This proposal for "Developing and Implementing a Campus-level Governance Evaluation" describes the development of a governance evaluation, as well as the results and uses for planning and improvement.

3:20-4:00 p.m.   SCHOLARLY PAPER   Grand Salon C, Level 2

The Influence of Faculty in a Living-Learning Community (147)

KATHARINE J. MASON (Author), Doctoral Candidate, University of Michigan
SUSAN K. DOYLE (Facilitator), Director of Institutional Studies, Northeastern Illinois University

Previous research has shown that faculty influence affects such outcomes as retention as well as social and academic integration. This study seeks detail in that premise by surveying approximately 800 current students in a living/learning community. The survey asks for both perceptions of integration as well as frequency of participation in various social and academic activities with faculty. This study is unique in that the students are asked the frequency of events both with LC faculty and non-LC faculty. The desire is to discern to what degree the integration is associated with the LC faculty or associated with the greater campus faculty.

3:20-4:00 p.m.   SCHOLARLY PAPER   Grand Salon B, Level 2

Bridging the Gap: Enrichment Programs for Underrepresented Students (164)

MARY BETH WALPOLE (Author), Assistant Professor, Rowan University
CONSTANCE BAUER (Author), Graduate Student, Rowan University
KAMAU KANYI (Author), Graduate Student, Rowan University
CAROLYN GIBSON (Author), Graduate Student, Rowan University
SUZANNE OLIVERO (Author), Graduate Student, Rowan University
RITA TOLIVER (Author), Graduate Student, Rowan University
TED INGRAM (Author), Graduate Student, Rowan University
KATHLEEN M. MORLEY (Facilitator), Associate Director, Baylor University

This study examined students in one university residential summer program designed to prepare disadvantaged high school students for college. A survey was administered to a group of participating students in order to gain insight into the effectiveness of the program. Analysis occurred in two stages: descriptive and multivariate. It was clear that students' strategies for gaining the information necessary for college was through access to their guidance counselors and the summer program. Although students' parents were involved and supportive of their children's educations, most parents lacked the necessary knowledge to assist their students in the quest of college.

3:20-4:00 p.m.   SCHOLARLY PAPER   Meeting Room 13, Level 3

The Effect of Undergraduate Research and Programmatic Support on Undergraduate Student Development of Research Competence and Awareness of Their Field of Interest (168)

RUSSEL HATHAWAY (Author), Senior Research Associate, University of Michigan-Ann Arbor
SANDRA GREGERMAN (Author), University of Michigan
BIREN A. NAGDA (Author), Associate Professor, The University of Washington
JON E. PETERSON (Author), Research Analyst, University of Washington
SANDRA K. JOHNSON (Facilitator), Assistant Dean, Princeton University

In this study we investigate the relationship of undergraduate research participation and companion program activities on students' development of research competence and knowledge of students' fields of interest. Data come from 281 survey respondents who provided information about their first-year experiences and activities. The findings indicate that both undergraduate research participation and participation in companion program activities, independently, enhance students' development in these areas. The study provides support for the benefit of structured resources and support for undergraduates participating in research activities.

3:20-4:00 p.m.   SCHOLARLY PAPER   Meeting Room 7, Level 2

Data Gathering Practices of Continuous Planning Academic Departments (232)

CHARLOTTE L. BRIGGS (Author), Visiting Assistant Professor, Loyola University of Chicago
JOAN S. STARK (Author), Professor Emerita, University of Michigan
LARRY D. MAYES (Facilitator), Assistant Vice President, University of North Carolina at Chapel Hill

This paper describes data gathering employed by academic departments that take a "continuous improvement" approach to their program planning. Semi-structured interviews with members of 44 varied departments that were nominated as especially active in program planning suggest that departments that plan continuously gather a wide variety of data beyond typical student assessment measures, much of it department-specific, and from sources external to the department. The authors present a typology of data sources that incorporates three dimensions (internal/external sources, formal/informal methods, evaluative/innovative orientation), and present themes that appear critical to the use of data in department level academic planning.

3:20-4:00 p.m.   SCHOLARLY PAPER   Grand Salon H, Level 2

The American College President: Experiences, Challenges and Characteristics of our Institutional Leaders (423)

MELANIE CORRIGAN (Author), Assistant Director, American Council on Education
ROY D. IKENBERRY (Facilitator), Director of Institutional Research, Belmont University

College and university presidents lead complex organizations with increasing pressures from diverse constituencies. They are expected simultaneously to provide intellectual leadership, embody institutional values, and shape institutional policy. The demands of the job require intellectual, administrative, and social skills in equal measure.

How has the college presidency changed? How does presidential leadership influence the institution? This study, conducted five times since 1986, is the only comprehensive source of data about college and university presidents from all sectors of American higher education. Information on presidents' career paths, search processes and institutional challenges is presented along with personal characteristics and demographics.

3:20-4:00 p.m.   SCHOLARLY PAPER   Grand Salon A, Level 2

Combining Web and Paper Survey Responses: Can We? Should We? (530)

LINDA J. SAX (Author), Associate Professor and Associate Director of HERI, University of California-Los Angeles
JENNY J. LEE (Author), Postdoctoral Research Fellow, University of California-Los Angeles
LINDA S. HAGEDORN (Author), Associate Professor, University of Southern California
SHANNON K. GILMARTIN (Author), Postdoctoral Research Fellow, University of California-Los Angeles
ALLAN GALE (Facilitator), Associate Institutional Research Officer, Xavier University of Louisiana

In response to the increasing usage of online survey instruments, this study compares non-response and response bias across paper and Web administrations of a system-wide survey of community college students. Preliminary findings indicate that the students who complete paper and online surveys notably differ. Follow-up analyses will determine the extent to which the actual responses differ between the groups. The findings of this study have important implications on whether data from each survey methodology can be equated within a single study.

3:20-4:00 p.m.	SPECIAL INTEREST GROUP	Bayshore Boardroom, Level 3

EAIR/AIR Seminar Planning Meeting (088)

RICHARD A. VOORHEES (Convener), President, The Voorhees Group
BENTE KRISTENSEN (Convener), Vice President, Copenhagen Business College

By Invitation Only: A joint EAIR/AIR planning meeting to consider and plan a joint EAIR/AIR seminar.

3:20-4:00 p.m.	TABLE TOPIC	Meeting Room 11, Level 3

Strategic Planning in a Small Suburban Institution: Change and Renewal (T15)

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

A suburban institution which has been using the same strategic planning process for 8 years has changed that process to make it more accessible to the university community. While originally designed to be inclusive, the process over time became less visible and accessible. In 2002 the University completed its self-study and was reaccredited. The visiting team recommended that strategic planning be made a more visible and accessible process to the university community. The Office of Strategic Planning and Institutional Research was charged with re-formatting the annual assessment of the strategic plan and seeking input from the university community.

3:20-4:00 p.m.	VENDOR DEMONSTRATION	Meeting Room 4, Level 2

SPSS SmartViewer Web Server for Distributing Dynamic Reports (V01)

3:20-4:50 p.m.	COMMITTEE MEETING	Grand Salon F, Level 2

Assocation for Institutional Research and American Association of University Professors Advisory Meeting (077)

JOHN W. CURTIS (Committee Chair), Director of Research, American Association of University Professors
MARGARET K. COHEN (Associate Committee Chair), Assistant Vice President of Institutional Research, George Washington University

Meeting for current members of the AAUP Advisory Committee.

3:20-4:50 p.m.	PANEL	Meeting Room 1, Level 2

Research Space: Sharing Methods to Assess Institutional Return on Investment (367)

CATHERINE E. WATT (Author), Assistant Director of Institutional Research, Clemson University
THOMAS B. HIGERD (Author), Associate Provost, Medical University of South Carolina
RONNIE CHRESTMAN (Author), Statistician and Research Analyst, Clemson University
ROBERT GORLITSKY (Author), Senior IT Associate, Medical University of South Carolina
SUSAN B. JONES (Moderator), Senior Analyst, University of Wyoming

Effective space management requires knowledge of how well facilities function to meet institutional needs. One institution has developed and disseminated the tools necessary to access facilities information responsive to planning needs, while also integrating research space with sponsored awards. Experience has shown this to be invaluable for department chairs and deans in assessing their effectiveness in assigning laboratories, for senior administrators convincing boards to approve construction, and for aligning maintenance expenditures with indirect costs. This presentation introduces the system, demonstrates its utility at two distinct institutions, and offers an invitation to join a new space assessment consortium.

3:20-4:50 p.m.	PANEL	Florida Salon VI, Level 2

U.S. News & World Report's America's Best Colleges Rankings: What's New in 2003 (407)

ROBERT J. MORSE (Author), Director of Data Research, U.S. News & World Report
JOHN H. MILAM (Moderator), Managing Director, HigherEd.org, Inc.

The presentation will cover: More details on how U.S. News does its ranking calculations. Changes that were made in the model for the ranking published September 2002 and any expected changes in 2003. Future plans for the America's Best Colleges Project. The status of U.S. News and NSSE data in 2003. What will be next for: America's Best College Sports program rankings and the U.S. News E-Learning program project.

3:20-4:50 p.m.   PANEL   Florida Salon I, II and III

Student Engagement at the Research University of the 21st Century: A Report on a Large Scale Assessment of Student Activities, Behaviors, and Perspectives (427)

SCOTT L. THOMAS (Author), Associate Professor of Higher Education, University of Georgia
PAOLO GARDINALI (Author), University of California, Santa Barbara
GREGG E. THOMSON (Author), Director of Student Research, University of California-Berkeley
RICHARD FLACKS (Author), University of California, Santa Barbara

This panel provides an overview of a large scale assessment of the undergraduate experience at the University of California's 8 undergraduate campuses. The panel is comprised of project representatives from UC offices of Institutional Research, faculty researchers, senior staff at the UC Office of the President, and staff from the UC Santa Barbara Social Science Survey Center. After presenting a brief overview of the study itself, panelists will discuss the interests and challenges associated with working on such a large-scale, multi-campus project and consider best next steps for this continued effort.

3:20-4:50 p.m.   PANEL   Grand Salon E, Level 2

Working Across Institutions: A Collaborative Study of Alumni in the Central Appalachian Region (430)

JEAN HUNT (Author), Professor of Psychology, Cumberland College
MARSHA V. KROTSENG (Author), Chief Planning Officer, Valdosta State University
CHRIS QUALLS (Author), Professor of Psychology, Emory and Henry College
BRYAN RAUDENBUSH (Author), Director of Undergraduate Research, Wheeling Jesuit University
PATRICK T. TERENZINI (Author), Professor and Senior Scientist, Center for the Study of Higher Education, Penn State University
MICHAEL J. VALIGA (Author), Director of Education and Social Research, ACT, Inc.
KAREN W. CAREY (Author), Director of Institutional Research, Eastern Kentucky University

Working together, a consortium of 23 private liberal arts colleges, five comprehensive universities, several research faculty from research universities, and ACT, developed an instrument to address the needs of all involved, and administered it to three cohorts of alumni. The resulting database has become a rich source of information, expanding our understanding of the contributions of several types of higher education in this geographic region and of the outcomes of college experiences. The panelists will share both the results of the research and the benefits and issues involved in this collaboration.

3:20-4:50 p.m.   PANEL   Florida Salon V, Level 2

Assessing Good Educational Practices in Community and Technical College Education (510)

JUDITH A. OUIMET (Author), Project Manager, Community College Survey of Student Engagement, University of Texas at Austin
GREGORY P. SMITH (Author), Vice President for Institutional Effectiveness, Planning & Technology, Community College of Denver
ROBERTA BELL (Author), Director of Institutional Research, Central Arizona College
ANNE KRESS (Author), Associate Vice President for Information Management and Education Technologies, Santa Fe Community College

Presenters discuss the development and implementation of The Community College Survey of Student Engagement (CCSSE), a multiple-institution project designed to annually gather and disseminate information about collegiate quality at community colleges. CCSSE, the sister of The National Survey of Student Engagement, is based upon empirically validated good practices in undergraduate education. CCSSE team members will provide a brief background and rationale for creating a new assessment tool for community and technical colleges. Representatives from participating community and technical colleges will describe the use of CCSSE as part of their campus efforts to assess and improve undergraduate learning and institutional effectiveness.

3:30-5:00 p.m.   SPECIAL INTEREST GROUP   Meeting Room 8, Level 3

2002 AIR/CIC Data and Decisions Workshop Participants (S81)

EDWARD L. DELANEY (Convener), President, Strategic Analyses: Organizational Planning and Research

Workshop participants have an opportunity to share the progress made in implementing the strategies for using peer comparative data for strategic management and decision support. The session includes discussion time and a reception.

4:10-4:50 p.m.   BEST PAPER/PRESENTATION SESSION   Meeting Room 4, Level 2

SEEAIR Best Paper: A Development of the Global-Mindedness Scale in Thai Socio-Cultural Context (615)

NUTTAPORN LAWTHONG (Author), Educational Researcher, Chulalongkorn University
RAJ SHARMA (Facilitator), Associate Director, Resource Planning and Analysis, Swinburne University of Technology

The purpose of this research was (1) to develop conceptual framework of global-mindedness by reviewing literature and interviewing experts, (2) to develop a global-mindedness scale in Thai socio-cultural contexts, and (3) to compare how to fit three measurement models of global-mindedness between and among American and Thai contexts. The sample consisted of 1,739 undergraduate students at four public universities.

The research instruments used were the global-mindedness scale built by Hett (1993) and the global-mindedness scale developed for Thai socio-cultural context. Confirmatory factor analyses were performed to determine the construct validity through LISREL. Pearson's product moment correlation coefficients were examined to determine the criterion-related validity. Cronbach's alpha internal consistencies were estimated for the reliability of the scales.

4:10-4:50 p.m.	COMMITTEE MEETING	Grand Salon F, Level 2

Assocation for Institutional Research and American Association of University Professors Advisory Meeting (077)

Continued from previous time period.

4:10-4:50 p.m.	DEMONSTRATION	Florida Salon IV, Level 2

National Student Database – A New Tool To Enhance Recruitment and Retention Analysis (524)

JOHN P. WARD (Author), Vice President, National Student Clearinghouse
RONALD L. HUESMAN (Facilitator), Analyst, University of Minnesota

A new tool will be demonstrated, which institutional researchers may use to increase the effectiveness, timeliness, and cost efficiency of student recruitment and retention analysis. Researchers will be shown methods for electronically accessing a database containing records of 13 million currently enrolled students and 35 million formerly enrolled students at 2,700 U.S. colleges and universities, in order to verify the enrollment in other institutions of their prospective and former students. This process improves upon traditional methods of student interviews and surveys, resolving accuracy, completeness, and cost issues.

4:10-4:50 p.m.	DEMONSTRATION	Meeting Room 5, Level 2

Legacy Conversion: Using SAS and Other Tools to Move an Institutional Research Office from Hardcopy Reporting to a Web-Based Environment (526)

SABRINA L. ANDREWS (Author), Director of Institutional Research and Planning, University of Central Florida
EVANGLINE COLLADO (Author), Coordinator, Computer Applications, University of Central Florida
PATRICIA RAMSEY (Author), Coordinator of Statistical Research, University of Central Florida, Office of Institutional Research
ROGER W. ANDERSON (Facilitator), Associate Dean of Research and Planning, Edmonds Community College

At a minimum, university constituents want timely and accurate data. The focus now is the demand for user-friendly reporting. More specifically, in today's fast-paced, technology-enhanced world, users want a friendly, web-reporting environment. As these demands increase, it presents challenges for the IR office. At a major metropolitan university, examples of converting legacy-based reports into dynamic and interactive Web applications using SAS tools and other desktop applications will be discussed from the IR perspective. In addition, the presentation will cover aspects of user elicitation techniques designed specifically to further enhance the Web-reporting tools being developed.

4:10-4:50 p.m.	DEMONSTRATION	Meeting Room 5, Level 2

Development of A New Statewide Data Warehouse (529)

TOD R. MASSA (Author), Director of Institutional Research and Technology Services, State Council of Higher Education for Virginia
JOHN D. JONES (Facilitator), Director of Institutional Research, Idaho State University

Since February of 2001, we engaged in the creation of a Web-delivered data warehouse. This demonstration will introduce the participants to the public side of the system and the types of dynamic reporting available for online policy analysis. We will also look at the data submission and system management components of this system which are designed to reduce burden, improve data handling and reporting, and provide a seamless, integrated system of higher education data.

4:10-4:50 p.m.	INVITED PAPER	Meeting Room 7, Level 2

NPEC Project Report: Focus on Persistence and Completion (645)

BRENDA N. ALBRIGHT (Author), Executive Director, National Postsecondary Education Cooperative, Franklin Education Group
ROSLYN A. KORB (Author), Program Director, National Center for Education Statistics
GERALD W. MCLAUGHLIN (Author), Director, Office of Institutional Planning and Research, DePaul University
JULIE P. NOBLE (Facilitator), Principal Research Associate, ACT, Inc.

A discussion of the National Postsecondary Education Cooperative (NPEC) project examining methods used to measure persistence and completion.

4:10-4:50 p.m.	PANEL	Meeting Room 1, Level 2

Research Space: Sharing Methods to Assess Institutional Return on Investment (367)

Continued from previous time period.

| 4:10-4:50 p.m. | PANEL | Florida Salon VI, Level 2 |

U.S. News & World Report's America's Best Colleges Rankings: What's New in 2003 (407)

Continued from previous time period.

| 4:10-4:50 p.m. | PANEL | Florida Salon I, II and III |

Student Engagement at the Research University of the 21st Century: A Report on a Large Scale Assessment of Student Activities, Behaviors, and Perspectives (427)

Continued from previous time period.

| 4:10-4:50 p.m. | PANEL | Grand Salon E, Level 2 |

Working Across Institutions: A Collaborative Study of Alumni in the Central Appalachian Region (430)

Continued from previous time period.

| 4:10-4:50 p.m. | PANEL | Florida Salon V, Level 2 |

Assessing Good Educational Practices in Community and Technical College Education (510)

Continued from previous time period.

| 4:10-4:50 p.m. | PRACTITIONER PAPER | Meeting Room 9, Level 3 |

Reflecting Multiple Voices: Conducting Qualitative Research to Inform Student Affairs Strategic Planning (140)

MALINDA M. MATNEY (Author), Senior Research Associate, University of Michigan-Ann Arbor
SIMONE HIMBEAULT-TAYLOR (Author), Associate Vice President for Student Affairs, University of Michigan-Ann Arbor
CHUN-MEI ZHAO (Facilitator), Research Analyst, National Survey of Student Engagement

The Division of Student Affairs at the University of Michigan has been engaged in a strategic planning process to create a set of long range goals (meant to be in place for the next five to seven years). The Division was committed to using research results to inform its goal creation process. Specifically, the UM Division of Student Affairs wanted to more carefully incorporate the voices and concerns of students, faculty, and divisional staff. This presentation will describe both the methodology and findings from this qualitative effort, and how they are translating into divisional goals.

| 4:10-4:50 p.m. | PRACTITIONER PAPER | Grand Salon C, Level 2 |

Joining Forces: A Collaboration to Maximize Information Gained from an Assessment of Student Writing Skills (228)

THERESA FLATEBY (Author), Director of the Office of Evaluation and Testing, University of South Florida
CHARLENE H. HERREID (Author), Coordinator of Institutional Research, University of South Florida
ROBERT K. THOMPSON (Facilitator),

This paper describes collaboration between an office of testing and evaluation and an office of institutional research to assess quality of student writing and intellectual development after completion of general education requirements. The CLAQWA (Cognitive Level and Quality of Writing Assessment) and MID (Measures of Intellectual Development) instruments were used to assess writing skills and intellectual development among upper level students. Comparisons between native students and transfers, men and women, and students completing different general education coursework are discussed.

| 4:10-4:50 p.m. | PRACTITIONER PAPER | Grand Salon D, Level 2 |

Experiencing a Staggering Growth of New Students at a Metropolitan University in the Face of Funding Cuts (326)

THEODORE MICCERI (Author), Coordinator of Statistical Research, University of South Florida
CHRISTINA L. LEIMER (Facilitator), Director of Planning and Research, Seattle Central Community College

During a four-year period, the University, a large multi-campus metropolitan university, saw the number of annual new degree-seeking students double. Unfortunately, during the most recent year (academic year 2001/02), the increase in students was met with a 9.6% budget cut resulting from decreased state revenue. Interestingly, while this large increase was occurring, calls continued to be heard for increased student recruitment. This paper shows the growth, identifies why many failed to perceive what had happened, and notes some of the resulting effects on faculty, staff and students.

4:10-4:50 p.m. SCHOLARLY PAPER Grand Salon A, Level 2

In Their Own Words: A Focus Group Approach to Student Perception of Campus Community (112)

DAVID X. CHENG (Author), Assistant Dean for Research and Planning, Columbia University
DARYL D. COUCH (Facilitator), Director of Student Development, Southern Wesleyan University

This paper offers a focus group approach to the understanding of student perception of campus community in a private university in a large city. As a follow-up of a survey study that has provided a comprehensive picture on community, this qualitative research project was designed to address some caveats of the survey study that failed to show specifics on many very subtle and complicated issues involving campus community. The in-depth knowledge gained through focus groups should help student affairs administrators set an agenda for action in building community on campus.

4:10-4:50 p.m. SCHOLARLY PAPER Grand Salon B, Level 2

What Do You Expect to be When You Grow Up? How Student Expectations about Major and Career Choice Impact First-Year Adjustment (158)

JENNIFER R. KEUP (Author), Project Director, YFCY, UCLA Higher Education Research Institute
LAURA E. KEHOE (Facilitator), Research Analyst, Roosevelt University

Drawing from a large sample of first-year students who responded to the 2000 Cooperative Institutional Research Program (CIRP) Freshman Survey and the 2001 Your First College Year (YFCY) survey at 50 four-year institutions, this study investigates the impact of students' pre-college expectations about major and career choice on five measures of first-year adjustment including overall satisfaction, academic adjustment, interaction with faculty, interpersonal relationships, and personal development. The results of this study suggest that students' expectations about their major and their career choice, and the fulfillment of these expectations, have important implications for students' adjustment to college.

4:10-4:50 p.m. SCHOLARLY PAPER Meeting Room 6, Level 2

Change Management to Achieve Financial Sustainability: A Case Study (338)

LOUIS VAN DER WESTHUIZEN (Author), Head: Quality Assurance and Research, University of the Free State
NETTIE L. DANIELS (Facilitator), Associate Vice President for Institutional Research, University of Louisiana System

The idea of financial sustainability is still relatively new to the educational world. A growing number of new strategies are, however, being adapted to use the existing resources differently and more efficiently to enable a more positive outcome. But efficient management alone doesn't lead to institutional prosperity. The success depends strongly on the correlation and interrelationship between environmental innovation and business growth.

The presentation reports on the outcomes of research done on management models for organizational change in an environmental area. This culminates in the description of a case study where these principles led to an institutional strategy for change management to achieve financial sustainability.

4:10-4:50 p.m. SCHOLARLY PAPER Grand Salon I, Level 2

An Action Research Paradigm for Institutional Research (539)

MICHELE J. HANSEN (Author), Research Analyst, Indiana University-Purdue University Indianapolis
VICTOR M.H. BORDEN (Author), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis
RICHARD D. HOWARD (Facilitator), Professor, Montana State University-Bozeman

This paper describes an action research paradigm for institutional research and compares it to the more traditional applied research approach with regard to participants, activities, results, and impact. Participatory action research is proposed as an effective method for providing more opportunities for key stakeholder involvement, analyzing program outcomes and processes, and linking results with action and proposed improvements. The authors propose an action research approach for ensuring that critical data are used by stakeholders to implement data-driven interventions for continuous program improvement. We present examples where an action research approach was employed to facilitate the use of campus-wide assessment results.

4:10-4:50 p.m. SPECIAL INTEREST GROUP Meeting Room 8, Level 3

2002 AIR/CIC Data and Decisions Workshop Participants (S81)

Continued from previous time period.

4:10-4:50 p.m. TABLE TOPIC Meeting Room 11, Level 3

The NEW SAT: Your Questions, and Some Answers! (T01)

AMY E. SCHMIDT (Author), Director, Higher Education Research, College Board
KEITH BEINDORF (Author), Executive Director, Admissions Software Services

This table topic session will provide AIR attendees with an opportunity to hear about the impending changes to the SAT, which are planned for

spring 2004. During the discussion, there will be a strong emphasis on how the changes might affect management information systems and admission policies. Plenty of time for discussion and questions will be provided.

5:45-Until	SPECIAL EVENT	Lobby Area, Main Floor

Monday Night Event: Starship Dinner Cruise (003)

JOHN M. KALB (Convener), Director of Institutional Research, Florida State University
SHARRON L. RONCO (Convener), Assistant Provost, Florida Atlantic University
CHARLENE H. HERREID (Convener), Coordinator of Institutional Research, University of South Florida

Join us for a dinner cruise out into the Bay. Music, dancing, food, and entertainment will definitely improve your attitude as we cruise across the latitudes. The cost is $45.00 (alcoholic beverages not included.)

TUESDAY, MAY 20, 2003

7:30-8:20 a.m.	SPECIAL EVENT	Meeting Room 6, Level 2

AIR Annual Business Meeting (016)

RICHARD A. VOORHEES (Committee Chair), President, The Voorhees Group
VICTOR M.H. BORDEN (Associate Committee Chair), Associate Vice Chancellor and Associate Professor, Indiana University Purdue
  University Indianapolis

Please plan to participate in the Annual Business Meeting of your Association. The printed agenda and Annual Report will be included in the on-site registration packet.

7:30-8:20 a.m.	TABLE TOPIC	Meeting Room 11, Level 3

What Does the Post-Masters Certificate in IR Look and Feel Like? (T16)

ROBERT W. AARON (Author), Doctoral Student, Indiana University
CARLA L. MORELON (Author), Doctoral Student, Indiana University
JULIE M. WILLIAMS (Author), Doctoral Student, Indiana University
ONTARIO S. WOODEN (Author), Doctoral Student, Indiana University

Under the sponsorship of AIR, five universities across the country (Arizona State, Indiana, Florida State, Penn State, and Missouri) are in the process of implementing a post-master's certificate in institutional research (PMCIR) program. Four students from the first cohort of Indiana University PMCIR students are interested in sharing their experiences and their developing views of the IR profession with other PMCIR current or future students as well as with others who are interested in the this and similar types of professional development opportunities in institutional research.

8:30-9:30 a.m.	PLENARY SPEAKER	Florida Salon I, II and III

Track 1 Plenary: Assessing the Impact of Student Engagement and Learning: The Search for Meaningful Evidence (100)

JAMES ANDERSON (Speaker), Vice Provost Under Graduate Affairs and Professor Consular Education, North
  Carolina State University
ELLEN A. KANAREK (Facilitator), Vice President, Applied Educational Research, Inc.

Colleges and Universities frequently make public claims about the high quality of undergraduate/graduate education on their campuses. However, there often tends to be an over reliance on inputs and descriptive data as opposed to outputs and outcomes. While it is nice to know what the SAT's/GRE's of the incoming class are, it is more valuable to know that students really are learning the skills and competencies that our faculty think they are teaching. We need to ask the questions that will lead us to meaningful answers: What do we want students to know about social ethics and social responsibility? How will we know that this competency has occurred? Those who manage IE/Assessment offices must step forward to work with faculty and staff as they begin to develop a culture of evidence to support their contentions of excellence.

8:30-9:30 a.m.	PLENARY SPEAKER	Florida Salon IV, Level 2

Track 2 Plenary: Advancing Academic Programs and Faculty Work: Lessons from the Field (200)

SUSAN H. FROST (Presenter), Vice President for Strategic Development, Emory University
ANNE MARIE DELANEY (Facilitator), Director of Institutional Research, Babson College

For more than a decade, Susan Frost has studied the ways institutions advance academic programs and faculty work, and she has applied her findings as a university vice president and as a consultant to institutions of all types. In this plenary session, she will share some of the lessons she has learned and suggest ways that leaders, planners and institutional researchers can improve practice at their institutions. Questions and discussion will be welcome at this session.

8:30-9:30 a.m.   PLENARY SPEAKER   Florida Salon V, Level 2

Track 3 Plenary: Information is Power: Using Data to Drive Planning, Management and Decision Making in Higher Education (300)

JOHN M. BARRY (Plenary Speaker), Director of University Communications, University of Connecticut
M. DOLAN EVANOVICH (Plenary Speaker), Associate Provost for Enrollment Management, University of Connecticut
RODDY BEGG (Facilitator), Secretary to the University, University of Aberdeen

The departments of Enrollment Management and University Communications at the University of Connecticut have formed an effective partnership that makes extensive use of data to guide and inform strategic communications and student recruitment. Employing probability sampling, focus groups and other research methodologies, these departments have worked collaboratively to gather a range of baseline information, develop communications messages, strategies and tactics, establish new products and programs and measure the impact and efficiency of various activities and initiatives. UConn has witnessed significant increases in student recruitment since these efforts began and these offices have been asked to lead efforts within numerous other university units to utilize data to guide program development and inform decision making.

8:30-9:30 a.m.   PLENARY SPEAKER   Florida Salon VI, Level 2

Track 4 Plenary: The Role of Brokerage in Facilitating Systemic Change: UK Case Study (400)

NORMAN JACKSON (Plenary Speaker), University of Surrey
ARCHIE A. GEORGE (Facilitator), Director of Institutional Research and Assessment, University of Idaho

Brokerage is an intentional act in which the broker seeks to work in collaborative and creative ways with people, ideas, knowledge and resources to develop something new or change something. Brokering is an important process for mediating top down policy-driven change, for creating policy and for enabling policy to be converted into practice. It is used to develop and facilitate the use of knowledge for change and is key to creating new innovative capacities involving partnerships that are required of continuously adaptive HE systems. The process of brokering is an important vehicle for facilitating transformative change in higher education systems (and institutions). Dr. Jackson will elaborate the concept and principles of brokerage using examples drawn from UK HE.

8:30-9:30 a.m.   PLENARY SPEAKER   Grand Salon E, Level 2

Track 5 Plenary: The Practice of Institutional Research: Establishing IR Functions in New Institutions Abroad (500)

ELIZABETH C. STANLEY (Presenter), Assistant to the Provost for Administrative Support and Accreditation, Zayed University
LISA MULLER (Facilitator), Assistant Research Scientist, University of Wyoming

The creation of an Institutional Research function in a new institution is always challenging; the challenges and opportunities are multiplied when the new institution is located overseas. There are opportunities to apply everything one knows about IR theory, techniques, technologies, and tools; and the excitement of participating in the development of a new university in a region of rapid growth and technological change. Experiences in two new Middle Eastern institutions of higher education for women clearly demonstrate the importance of "Changing our Attitudes, Expanding our Latitudes". This session will consider the startup of Institutional Research activities in these institutions, similarities to western colleges and universities and adaptations to cultural differences, and the importance of Institutional Research and Planning in advancing the goals of human development in the region.

9:40-10:10 am   MORNING COFFEE BREAK   Grand Ballroom Foyer, Level 2

Vendor-Sponsored Morning Coffee Break (083)

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

10:20-11:00 am   DEMONSTRATION   Florida Salon V, Level 2

Simplifying the Delaware Study: A Software Tool for Calculating Productivity (533)

JESSICA L. SWINK (Author), Statistician/Research Analyst III, Clemson University
LAP-PUN T. LAM (Facilitator), Senior Management Research Analyst, Arizona State University Main

Every year, over 250 institutions participate in the University of Delaware's productivity study. However, some schools too small or busy to commit the time and resources necessary may choose not to participate. Even departments with the time and expertise could benefit from automating this process to improve departmental efficiency. To this end, one IR department has developed a system for summarizing data for the Delaware Study. This Microsoft Access application provides the instructions and tools necessary to import, process, and export data to Delaware. This session will demonstrate this tool and its potential use at other institutions.

10:20-11:00 a.m.   DEMONSTRATION   Meeting Room 5, Level 2

"Changing our Attitudes – Expanding our Latitudes": Generic Approaches to Web Enablement of Survey Research and Analysis (565)

KENNETH R. WAHL (Author), Principal Programmer, University of California-Berkeley
JUDI SUI (Author), Director of Data Management and Services, University of California-Berkeley
MARC GOULDEN (Author), Principal Analyst, University of California-Berkeley
DANA R. ROSENBERG (Facilitator), Associate Director of Institutional Research, Eastern Iowa Community College District

With a few keystrokes and a click of the mouse:

- a new survey question is added to an HTML draft

- an HTML survey is parsed and the CGI scripting and underlying dataset are automatically created

- a series of dummy or interaction variables are coded and ready for regression analysis.

These are just a few of the data-related tasks that have been automated and will be demonstrated by these three presenters. Although they use different programming languages (PERL and SAS), the effect is the same—mundane repetitive tasks have been eliminated through the construction of general purpose programs.

10:20-11:00 a.m.   DEMONSTRATION   Grand Salon G, Level 2

Demonstration of the NCHEMS Web Site on Higher Education Information (649)

PATRICK J. KELLY (Author), Senior Associate, The National Center for Higher Education Management Systems
DENISE P. SOKOL (Facilitator), Director of Institutional Research, University of Colorado at Denver

The National Center for Higher Education Management Systems (NCHEMS) is pleased to announce a new website – the National Information Center for Higher Education Policymaking and Analysis. It is an information infrastructure for higher education policymakers and analysts that:

1. Provides a broad coverage of state- and county-level data and information regarding the preparation for college, the transition from high school to college, college participation and completion, the benefits of higher education, employment, and higher education finance.

2. Enables policymakers and analysts to quickly and easily compare their states to others across the U.S. and, where possible, analyze data by county so they can identify problem areas within their borders.

3. Provides access to textual information that helps the user interpret the data and apply the information in the context of policymaking.

Patrick Kelly, director of this project and Senior Associate at NCHEMS, will demonstrate the major features of the Web site, the data and analytic capabilities the site provides, and its usefulness in institutional research. Meanwhile, you can access the National Information Center's Web site at http://www.higheredinfo.org.

10:20-11:00 a.m.   PLENARY SPEAKER   Florida Salon I, II and III

Follow-up Discussion for Track 1 Plenary Session (172)

JAMES ANDERSON (Convener), Vice Provost Under Graduate Affairs and Professor Consular Education, North Carolina State University
STEPHEN L. CHAMBERS (Facilitator), Director of Institutional Research and Assessment and Associate Professor of History, University of
    Colorado at Colorado Springs

Follow-up Discussion for Track 1 Plenary session.

10:20-11:00 a.m.   PLENARY SPEAKER   Grand Salon H, Level 2

Follow-up Discussion for Track 3 Plenary Session (371)

JOHN M. BARRY (Plenary Speaker), Director of University Communications, University of Connecticut
M. DOLAN EVANOVICH (Plenary Speaker), Associate Provost for Enrollment Management, University of Connecticut
TERRENCE R. RUSSELL (Facilitator), Executive Director, Association for Institutional Research

Follow-up Discussion for Track 3 Plenary session.

10:20-11:00 a.m.   PRACTITIONER PAPER   Grand Salon B, Level 2

Using Shewhart Control Charts to Track Performance in Mathematics Courses (144)

JENNIFER L. DUNSEATH (Author), Director of Institutional Effectiveness, Kettering University
CRAIG D. ANDRES (Author), Assistant Director of Institutional Effectiveness, Kettering University
GLENN W. JAMES (Facilitator), Director of Institutional Research, Tennessee Technological University

Student success in mathematics courses is highly related to overall success at our institution which primarily caters to future engineers. Through the use of Shewhart control charts, we discovered that average grades in our entry-level mathematics courses have decreased over the past several years. This raised an important question: are grades decreasing because students are entering our institution less prepared, or is our teaching less effective? This study shows how to use Shewhart control charts as a tracking tool, describes what we uncovered, and suggests directions for future student retention research as well as new tools for evaluating institutional effectiveness.

10:20-11:00 a.m.   PRACTITIONER PAPER   Meeting Room 6, Level 2

Predicting Retention Factors in Online General Education Courses (223)

LIBBY V. MORRIS (Author), Associate Professor, The University of Georgia
SZ-SHYAN WU (Author), Graduate Assistant, The University of Georgia
CATHERINE L. FINNEGAN (Author), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia
CHRISTOPHER J. CYPHERS (Facilitator), Director of Institutional Research, School of Visual Arts

The study explores retention in online courses to determine how accurately students in eCore™ courses can be classified into two groups, "dropout" or "completer", based on predictors such as gender, age, financial assistance, grade point average, SAT scores and locus of control. Interview data are included. The eCore is a project of the University System of Georgia, supported by the Advanced Learning Technologies Unit. Courses in the social sciences, history, mathematics, and English are in the eCore offerings.

10:20-11:00 a.m.   PRACTITIONER PAPER   Grand Salon C, Level 2

Benchmarking Community College Instructional Costs and Productivity: The Kansas Study (642)

JEFFREY A. SEYBERT (Author), Director of Institutional Research, Johnson County Community College
KAREN DEMONTE (Facilitator), Institutional Research Analyst, University of Delaware

This session will describe a FIPSE funded project designed to develop and implement a methodology to collect and report on community college instructional costs and faculty instructional and other activity, on a national basis. The project will provide data for both intra- and inter-institutional comparisons and benchmarking, at the academic discipline level of analysis.

10:20-11:00 a.m.   SCHOLARLY PAPER   Meeting Room 9, Level 3

Creating a Positive Climate for Diversity: What Do Students Think? (104)

MATT J. MAYHEW (Author), Research Associate, University of Michigan
HEIDI E. GRUNWALD (Author), Graduate Student Research Assistant, University of Michigan
ERIC L. DEY (Author), Associate Dean for Research, University of Michigan
R. STEPHEN RICHARDE (Facilitator), Director of Institutional Research, Virginia Military Institute

The purpose of this paper is twofold: to identify the factors that lead to creating a positive climate for diversity at a small, private, predominantly White institution and to demonstrate how these factors predict outcomes related to achieving a positive campus climate for diversity. To this end, this study examines the beliefs, perceptions, and experiences of a sample of 546 students. Results show that the institution's ability to achieve a positive climate for diversity is a reflection of its commitment to incorporate diversity-related issues into its formal academic agenda (i.e., diversity-oriented curriculum and recruitment of minority faculty).

10:20-11:00 a.m.   SCHOLARLY PAPER   Grand Salon A, Level 2

Does Race Matter in Students' Satisfaction with Residence Halls? (155)

DONGBIN KIM (Author), Doctoral Candidate, University of California-Los Angeles
ELAINE W. KUO (Author), Research Analyst, University of California-Los Angeles
ROBERT R. MATHIS (Facilitator), Director of Institutional Research and Assessment, Southwestern Baptist Theological Seminary

In contrast to a substantial body of research that has focused on how race influences students' college experience (Chang, 1993), little research has been done in clarifying if race is a factor in students' satisfaction with residence halls. Considering the importance of educational opportunity in residence halls, which enhances student development by complementing classroom education, it is imperative to examine the factors, which influence students' residential life on campus. Based on a case study, this paper explores what factors influence students' satisfaction with residence halls. Going one step further, this study examines if the factors differ by racial/ethnic groups.

10:20-11:00 a.m.   SCHOLARLY PAPER   Meeting Room 1, Level 2

Are There Ethnic Differences in Electronic Engagement in Community Colleges? (167)

TOM L. FOSTER (Author), Business Faculty/Instructional Technologist, Chandler-Gilbert Community College
JUDITH A. OUIMET (Author), Project Manager, Community College Survey of Student Engagement, University of Texas at Austin
GARY R. HANSON (Author), Professor, Arizona State University West
PETER M. BAIGENT (Facilitator), Associate Vice President for Student Affairs, State University of New York at Stony Brook

The fact that a digital divide exists in general is well documented. People with different ethnic backgrounds have unequal access to computers and the Internet. Does this divide exist within the community college student population? A large national sample and strong methodology was used to study this question. Students with varying ethnic, race, and gender backgrounds reporting their level of access and use of technology in the learning context tell us they use and access technology somewhat equally. While this doesn't let school decision-makers off the hook in addressing the divide, it may redirect their efforts.

| 10:20-11:00 a.m. | SCHOLARLY PAPER | Grand Salon D, Level 2 |

Beyond the Accountability-Improvement Debate: A Case Study Analysis of Institutional Approach to Effective Assessment (316)

KATHRYN DOHERTY (Author), Coordinator of Learning Outcomes Assessment, Howard Community College of Baltimore County
WILLIAM R. FENDLEY (Facilitator), Director of Institutional Research, The University of Alabama

This study explores assessment on college and university campuses from the perspective that assessment is primarily characterized by an institution's campus-specific response to internal and external variables that shape its assessment policy and practice. Using case study analysis to look at the differences and similarities in approach and results, it describes the ways in which institutions design, implement and support their assessment programs. It also offers an examination of institution-specific factors impacting the assessment mix on campus and encourages movement beyond the accountability-improvement debate toward an holistic perspective that takes into account the variability of institutional factors and influence.

| 10:20-11:00 a.m. | SCHOLARLY PAPER | Meeting Room 7, Level 2 |

Defining the Engaged Campus (323)

SYLVIA HURTADO (Author), Director of the Center for the Study of Higher and Postsecondary Education, University of Michigan
LARRY L. ROWLEY (Author), Research Fellow, University of Michgian
LUIS PONJUAN (Author), Research Assistant, University of Michigan
KALUKE MAWILA (Author), Student, University of Michigan
ASHISH SAHNI (Facilitator), Director, University of California-San Francisco

It has become important for higher education scholars to understand the nature of the relationship between universities, communities, and the broader society. Central to the notion of an "engaged campus" is the need to balance aspects of these relationships. This paper explores the dual roles of the university as an industry and as a social institution that serves important educational and democratic functions. This study assesses empirical data on characteristics of the "engaged campus" and helps us understand and define its dimensions.

| 10:20-11:00 a.m. | SCHOLARLY PAPER | Florida Salon VI, Level 2 |

Paper vs. Web: The Differential Impact on Responses of Men and Women (519)

HEATHER ROSCOE (Author), Senior Research Analyst, Tufts University
DAWN GERONIMO TERKLA (Author), Executive Director of Institutional Research and Planning, Tufts University
FAY S. PARHAM (Facilitator), Executive Director of Institutional Effectiveness, Research and Planning, Middle Tennessee State University

A longitudinal research design was used to investigate gender differences in responses to paper and Web surveys. Method of survey administration did not significantly affect overall response patterns or response rates. Men and women gave significantly different responses to many items. Some interactions between gender and survey format were found.

| 10:20-11:00 a.m. | TABLE TOPIC | Meeting Room 11, Level 3 |

Your First College Year: Insights into On-campus Administration of National Surveys (T07)

JENNIFER R. KEUP (Author), Project Director, YFCY, UCLA Higher Education Research Institute

This table topic is meant to bring together institutional researchers to discuss the practice of assessment and the implications of conducting survey research on campuses. Specifically, the facilitator will lead a discussion of the results of an in-depth analysis of administration strategies for the 2002 Your First College Year (YFCY) survey, the newest instrument offered by the Higher Education Research Institute (HERI). This initial discussion of nationwide research findings will be used to initiate a dialogue about campus-based survey research including issues such as increasing response rates, the role of incentives, sampling issues, and the application of research findings.

| 10:20-11:00 a.m. | VENDOR DEMONSTRATION | Grand Salon J, Level 2 |

To Survey, or Not to Survey… Online, Paper or Both? (V09)

ROBERT DOTY (Presenter), Marketing Support, Pearson NCS
LYNN WALKER (Presenter), Marketing Manager, Pearson NCS

Institutional Research requires patience, persistence and Pearson. We can offer a host of solutions that will assist you in your research projects no matter what size. Our survey products and services allow you to design, administer and deploy surveys for research projects, alumni surveys, course evaluations and multitude of other applications. Survey Tracker v 4.0 allows for multiple methods of delivery and has the ability to provide standard reports while at the same time is versatile enough to allow you to export the information into statistical analysis packages.

| 10:20-11:00 a.m. | VENDOR DEMONSTRATION | Meeting Room 4, Level 2 |

Kluwer Academic Press (V15)

TAMARA WELSCHOT (Presenter), Publishing Editor, Kluwer Academic Press

During the AIR Forum in Tampa Florida (May 2003), Kluwer Academic Publishers will discuss the following topics during the Corporate Demonstration:

- Product presentation
- Author services
- Kluwer and AIR
- Publishing and the future …

| 10:20-11:50 a.m. | PANEL | Grand Salon I, Level 2 |

Aligning Graduate School Surveys (434)

MARGARET K. COHEN (Author), Assistant Vice President of Institutional Research, George Washington University
LAURA A. SCHARTMAN (Author), Director of Institutional Research and Assessment, Oakland University
LYNDA T. CARLSON (Author), Director, National Science Foundation
ROCCO P. RUSSO (Author), Vice President, Research, Peterson's
PETER D. SYVERSON (Author), Vice President of Research, Council of Graduate Schools
ROBERT J. MORSE (Author), Director of Data Research, U.S. News & World Report

Representatives from the federal agencies, associations and publishers that collect graduate school data will lead a discussion of the possibilities of developing common data definitions and conventions for these varied collections, similar to the "common data set" used for other institutional data collection.

| 10:20-11:50 a.m. | PANEL | Florida Salon IV, Level 2 |

What's Behind Door Number 2? Dealing with Information Technology Consultants (504)

NICOLAS A. VALCIK (Author), Assistant Director, The University of Texas at Dallas
SARAH MATTINGLY (Facilitator), Research Analyst Office of Planning and Budget, University of Louisville

As technology advances, database systems are in need of frequent upgrades or replacement. As always, institutional research offices are affected by changes in data storage and retrieval procedures especially those which affect data integrity and reporting processes. When the first consultant detects the smallest interest in the their product and sees a potential big sale the process of revelation and duplicity begins. We will address via illustration the questions an IR office should ask before the institution embarks on the purchase of new systems from a vendor.

| 10:20-11:50 a.m. | SPECIAL EVENT | Meeting Room 10, Level 3 |

International Gathering (004)

DENISE A. KRALLMAN (Convener), Assistant Director of Institutional Research, Miami University at Oxford

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

| 11:10-11:50 a.m. | AIR GRANT PAPER | Meeting Room 12, Level 3 |

Funding and Finishing the Ph.D.: The Role of Graduate Support Mechanisms (604)

DAVID E. MOST (Author), Student, University of California - Los Angeles
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

This study investigates how the type, amount, and timing of doctoral student funding are associated with the likelihood of completing the Ph.D. in five fields. The way in which such relationships vary across demographic groups, academic disciplines and backgrounds, and institutions are also explored. These questions are not new, but new possibilities of finding better answers have arisen as a result of a variety of data gathering efforts and recent developments in statistical methodology. In addition, the combination of new methodology with the availability of these data permits formally addressing questions that heretofore have been difficult to answer.

| 11:10-11:50 a.m. | AIR GRANT PAPER | Meeting Room 4, Level 2 |

Impact of Attending a Community College on the Academic Progress of Minority Students (609)

JACK MCKILLIP (Author), Professor of Psychology, Southern Illinois University Carbondale
CATHY R. TANNER (Facilitator), Coordinator of Planning, Bishop State Community College

Using the NELS database, the study compares the academic progress of minority students who first attended a community college with a matched comparison group who first attended a 4-year college. Matching includes both academic and life variables.

| 11:10-11:50 a.m. | DEMONSTRATION | Meeting Room 5, Level 2 |

Development of a Web-Based University Election and Polling System Using Existing Institutional Tools (543)

MARK A. DAVENPORT (Author), Assistant to the Vice Chancellor for Student Affairs, Research and Evaluation, The University of North Carolina at Greensboro
STUART COMFORT (Author), The University of North Carolina at Greensboro
ROBERT HERONNEN (Author), The University of North Carolina at Greensboro
TARIQ MAHMOOD (Author), MIS Officer Student Affairs, University of North Carolina
SUTEE SUJITPARAPITAYA (Facilitator), Director, Office of Institutional Research, California State University-Sacramento

Collecting student data for research has become more difficult as students spend less time on campus. In addition, student participation in campus elections has declined to under 10%. Given the constraints of a large, urban, public university with a large commuter population, we decided to develop an in-house solution. This application, a Web-based election and polling system, interfaces with our existing student database, and provides sufficient flexibility to be used for elections, surveys, and polling of any campus subpopulation, including staff. The system is easy to use, platform independent, customizable, secure, and was developed using existing university resources.

| 11:10-11:50 a.m. | DEMONSTRATION | Florida Salon V, Level 2 |

The Next Generation Enrollment Information Service for Strategic Recruitment and Planning (551)

GREGORY A. ROGERS (Author), Director of Institutional Planning, The University of Akron
JAMES E. MAXEY (Author), Senior Research Scientist, ACT, Inc.
CONSUELLA LEWIS (Facilitator), Assistant Professor, Rowan University

The ability to analyze market potential, market share, and competition is critical in today's competitive environment. This new national database allows you to analyze last year's college bound students as well as juniors in the high school pipeline. The ability to search by specific states, counties, intended majors, and high schools allows us to more effectively target market and plan admissions travel. This session demonstrates the menu driven queries and how easy they are to use with pull down boxes. From analyzing a state market to an overview of a specific high school this system has it all.

| 11:10-11:50 a.m. | PANEL | Grand Salon I, Level 2 |

Aligning Graduate School Surveys (434)

Continued from previous time period.

| 11:10-11:50 a.m. | PANEL | Florida Salon IV, Level 2 |

What's Behind Door Number 2? Dealing with Information Technology Consultants (504)

Continued from previous time period.

| 11:10-11:50 a.m. | PRACTITIONER PAPER | Grand Salon B, Level 2 |

Determining the Effectiveness of Learning Styles (141)

STEVEN K. WONG (Author), Director of Institutional Research, New Mexico Military Institute
BIRUTE V. MOCKIENE (Facilitator), Research Assistant, Penn State University

Learning Styles is a concept that is passionately debated. While its commonly accepted that there are different learning styles with people, research in this area continues to be controversial, especially in terms of research design. This project attempts to take into account those objections, by creating a multi-level design.

| 11:10-11:50 a.m. | PRACTITIONER PAPER | Meeting Room 6, Level 2 |

Assessment of the Predictive Validity of the Verbal and Analytic Components of the Graduate Record Examination and Select Demographic Variables with Graduate Education Success at a State-Sector Institution (1996-1998 Cohorts) (218)

RAYMOND D. BARCLAY (Author), Senior Analyst for Institutional Research, The College of New Jersey
ALFRED B. CENEDELLA (Facilitator), Director of Institutional Effectiveness, International College

At the request of the Graduate Studies Department, the Office of Institutional Research conducted a study to investigate the predictive validity of the Graduate Record Examination section scores (GRE Verbal/GRE-V & GRE Analytic/GRE-A) and specific demographic variables for the rarely utilized 'time to degree'(TIME) variable as well as cumulative grade point average (CGPA) and degree grade point average (DGPA). This study included first-time, full-time graduate students who entered the institution between 1996 and 1998. The study also attempted to understand the degree that bias entered into the predictions for the variables AGE, GENDER, and/or MINIORITY GROUP INCLUSION via Advanced Analysis of Variance procedures.

11:10-11:50 a.m.	PRACTITIONER PAPER	Grand Salon G, Level 2

Tips For Successful Benchmarking (318)

DANIEL K. PAULIEN (Author), President, Paulien & Associates
CAROL J. ROLF (Facilitator), Assistant Vice President of Academic Affairs, University of South Florida

This presentation will discuss techniques used to achieve high response rates and the process used to select institutions for benchmarking, methods used in developing survey forms, the testing of survey forms, determining which offices are most likely to respond, selection of modalities for most effective solicitation of information, setting the timing for responses, and organizing and sharing data. The study process being described resulted in responses from 19 out of 20 institutions solicited and involved securing student credit, faculty, and space data for individual academic departments.

11:10-11:50 a.m.	PRACTITIONER PAPER	Grand Salon C, Level 2

Evidence Suggesting that Salaries Relate Negatively to the Percentage of Underrepresented Minorities and Females at a Metropolitan University (324)

THEODORE MICCERI (Author), Coordinator of Statistical Research, University of South Florida
ERIKA I. JOHANSON (Facilitator), Research Analyst, Indiana University at Bloomington

Prompted by two recent studies (Knight, 2001; Trower & Chalt, 2002), this inquiry sought to determine whether the unhurried national diversity trends have been as sluggish at this University. To provide a broader perspective, this study extends to staff and students, and considers both local and national demographic and local economic data. The data show that being female or a non-Asian resident minority tends to reduce one's chances of being either in a high salaried job at the University, or job training environment as a student. Basically the same pheonenon occurs among students, faculty, and staff.

11:10-11:50 .a.m	PRACTITIONER PAPER	Meeting Room 9, Level 3

Picturing Perceptions: A Photographic Approach to Understanding Students' Views of a College (502)

TRUDY H. BERS (Author), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College
CARLEE DRUMMER (Author), Director of College Relations and Marketing, Oakton Community College
PHYLLIS A. FITZPATRICK (Facilitator), Director of Management Information, Fairfield University

This presentation focuses on a novel approach to examining students' views of a college: the use of disposable cameras for students to take photos that illustrate visually what they perceive to be "good" and "bad" about the institution. The college's Offices of Research and of College Relations collaborated on the project, which included discussions with student participants to glean the reasons why they chose particular images. Results are being used to inform marketing and strategic planning initiatives.

11:10-11:50 a.m.	SCHOLARLY PAPER	Florida Salon VI, Level 2

Do Learning Communities Add Value? Evidence from a National Study (151)

CHUN-MEI ZHAO (Author), Research Analyst, National Survey of Student Engagement
GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington
PAULA S. KRIST (Facilitator), Research Analyst, Florida Institute of Technology

The learning community movement has attained considerable prominence despite a relative dearth of empirical evidence of the effects of learning communities themselves. While some studies suggest positive effects, most of the published research is from the community college sector, based on anecdotal evidence or program evaluations, or from single institutions. Few empirical studies have been conducted at large numbers of four-year colleges and universities. Using a national database, this study examines evidence of the effectiveness of student learning communities on a variety of educational purposeful activities, student gains and satisfactions.

11:10-11:50 a.m.	SCHOLARLY PAPER	Grand Salon A, Level 2

Factors Influencing First-Year Undergraduate Science and Engineering Student Academic Confidence (169)

RUSSEL HATHAWAY (Author), Senior Research Associate, University of Michigan-Ann Arbor
SALLY SHARP (Author), Director of Women in Science and Engineering Program, The University of Michigan
CINDA-SUE DAVIS (Author), Director of Women in Science and Engineering Program, The University of Michigan
ELIZABETH L. LOESCH (Author), Director, Housing Information Technology Office, The University of Michigan
PRAGATHI SHETTY (Facilitator), Research Analyst, DePaul University

In this study we investigate the factors that influence first-year science and engineering students' academic confidence. Data come from 635 survey respondents who provided information about their first-year experiences and activities. Findings indicate that student abilities and coping skills influence academic confidence. Research participation influences confidence for some students as does the university-wide environment and specific sub-environments. Academic confidence is related to the importance men place on academics, but is not related for women. Study indicates that a positive living/learning environment can enhance women's academic confidence.

11:10-11:50 a.m.   SCHOLARLY PAPER   Grand Salon D, Level 2

A Meta Analysis of 5 Decades of Self Studies - A Qualitative and Quantitative Look at the Process and Results of A Single Institution's Self Studies (321)

DAINA P. HENRY (Author), Assistant Director Planning and Institutional Research, College of William and Mary
GORDON J. HEWITT (Facilitator), Director of Institutional Research, Hamilton College

This research will be a meta analysis of the self-study process at a single institution - a public doctoral nationally ranked university. Fifty years of self studies (spanning from 1954 to 1994) will be analyzed both qualitatively and quantitatively in terms of process, outcomes, recommendations set forth, recommendations implemented, and implications and effect on long-term educational policy at the institutional level. Based on the results of the meta-analysis, the research will offer suggestions for future self studies.

11:10-11:50 a.m.   SCHOLARLY PAPER   Meeting Room 7, Level 2

In the Eye of the Beholder: Campus Climate at an Urban, Commuter University (356)

MARI LUNA DE LA ROSA (Author), Research Analyst, California State Polytechnic University-Pomona
MARISOL ARREDONDO (Author), Director of Institutional Research, Chapman University
CHRISTOPHER J. MAXWELL (Facilitator), Research and Planning Analyst, Purdue University

In response to re-accreditation issues and to measure progress towards fulfilling its strategic plan, a campus climate survey project was undertaken to explore various aspects of campus climate at this public, 4-year, California, urban, commuter college. The campus institutional research office was called upon to facilitate the process of self-study and to work with various constituent groups (students, faculty, staff and administrators) to inform this major piece of campus research. The focus of this paper is to present the major findings of the climate survey and implications for practice.

11:10-11:50 a.m.   SCHOLARLY PAPER   Meeting Room 1, Level 2

A Comparison of Web Versus Paper Alumni Surveys (505)

JOHN A. MUFFO (Author), Director of Academic Assessment, Virginia Polytechnic Institute and State University
ANDREA L. SINCLAIR (Author), Graduate Assistant to the Director of the Academic Assessment Program, Virgina Tech
VICTORIA ROBSON (Author), Graduate Assistant to the Director of the Academic Assessment Program, Virginia Tech
NAREM V. REDDY (Facilitator), Director of Institutional Research, Mississippi University for Women

This presentation compares the results from a paper-and-pencil administration of a Virginia Tech alumni survey in fall, 2000 to those from a Web-based administration of the same alumni survey in fall, 2001. Specifically, differences in response patterns to questions using the two formats are evaluated, and demograghic differences between the samples are discussed. The advantages and disadvantages of administering such surveys on-line are presented, along with methods that can be used to maximize return rates using electronic surveys of alumni.

11:10-11:50 a.m.   SCHOLARLY PAPER   Meeting Room 11, Level 3

Institutional Research Skills and Competencies for the Twenty-First Century: Implications for Graduate Education (563)

NANCY E. POLK (Author), Post Doctoral Faculty Fellow, University of Georgia
WAI H. YU (Facilitator), Assistant Director, University of Miami

Following the Delphi technique, a panel of experts was utilized to determine the importance of certain skills and competencies for the practice of institutional research in the years ahead. Seventy-three variables were priority ordered. Among those skills and competencies perceived to be very important were communication skills, critical thinking skills, questioning skills, ethical and moral conduct and professionalism, and interpersonal relations. These findings are presented along with a recommendation that graduate education for prospective institutional research practitioners emphasize not only the facts, concepts, and methods of institutional research, but also these skills and competencies.

11:10-11:50 a.m.   SPECIAL EVENT   Meeting Room 10, Level 3

International Gathering (004)

Continued from previous time period.

11:10-11:50 a.m.   VENDOR DEMONSTRATION   Grand Salon J, Level 2

Unique Issues - Unique Solutions (V11)

MICHELLE STEINOWICZ (Presenter), Consulant, Global Mobility Services, Runzheimer Canada

Michelle has worked with a number of universities to provide resources to campus-level administrators striving to address student, faculty and staff, and departmental research issues. This session will introduce you to the skills, strengths and databases offered by Runzheimer International, as well as some of their recent applications to student loan issues, faculty and staff recruitment and retention, and economic research.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon C, Level 2

Australasian & South East Asia Associations for Institutional Research (AAIR & SEAAIR) (S01)

ROBYN MUHLEBACH (Convener), Planning and Resources Manager, Deakin University

Current members and all those interested in learning more about the Australasian and South East Asia Associations for Institutional Research are invited to attend.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon G, Level 2

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

JOHN L. WILSON (Convener), Director, Decision and Planning Support, University of Arizona

AAUDE representatives, guests, and those from AAU institutions interested in learning more about the AAUDE are invited to attend this informal session for updates and information sharing on AAUDE issues and developments.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon J, Level 2

Alabama Association for Institutional Research (ALAIR) (S06)

WILLIAM R. FENDLEY (Convener), Director of Institutional Research, The University of Alabama

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

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Meeting Room 11, Level 3

College Board's Admitted Student Questionnaire (ASQ) (S07)

ELLEN A. KANAREK (Convener), Vice President, Applied Educational Research, Inc.

This session will offer interested participants the chance to learn more about the College Board's Admitted Student Questionnaire and to hear from recent participants about their own ASQ experiences. New developments in the program will also be discussed.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon D, Level 2

Arizona Association for Institutional Research (AZAIR) (S08)

GEORGIA I. GUDYKUNST (Convener), Director of Research, Planning, and Development, Phoenix College

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

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Meeting Room 13, Level 3

CIRP Users/Two-Year Institutions (S14)

PATRICIA A. HARVEY (Convener), Director of Institutional Effectiveness, Richard Bland College

Public and private two-year institutions use information from the CIRP student survey for a variety of purposes, including: recruitment and enrollment management; accreditation self-studies; and assessing student outcomes. In addition, for community and junior colleges, CIRP data can be very useful for responding to agency reporting requirements.

In this session, institutional researchers from community colleges, junior colleges, and two-year private colleges will discuss their uses of CIRP data, especially for informing student services practices; comparing cohorts of entering students; and for developing performance indicators.

Researchers who attend the session are asked to bring a brief (less than 2 pages) paper describing how their institution uses CIRP data. These papers will be compiled for eventual dissemination to interested institutions.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Meeting Room 8, Level 3

Council for Christian Colleges and Universities (CCCU) (S18)

JERALD L. FINCH (Convener), Director of Institutional Research, Seattle Pacific University

Representatives from member institutions of the Council for Christian Colleges and Universities and their friends will meet to discuss current research on their campuses and Council-wide.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Meeting Room 7, Level 2

European Association for Institutional Research (EAIR) (S20)

RODDY BEGG (Convener), Secretary to the University, University of Aberdeen

EAIR is the sister association of AIR. It developed as the "European Forum of AIR" and became a separate association in 1989. Its principal activities are its Annual Forum, its journal (TEAM), and one or two more focused seminars and workshops each year. This session will present both the association and the EAIR Forum and extend an invitation to all members of AIR to attend.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon B, Level 2

Florida Association for Institutional Research (FAIR) (S23)

DAVID L. WRIGHT (Convener), Education Policy Director, Council for Education Policy Research and Improvement

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

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Meeting Room 12, Level 3

Georgia Association for Institutional Research Planning Assessment and Quality (GAIRPQ) (S24)

JAMES E. PURCELL (Convener), Director of Institutional Planning and Policy Analysis, Georgia College & State University

Current members and all those interested in learning more about the Georgia Association for Institutional Research Planning Assessment and Quality are invited to attend.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Florida Salon V, Level 2

Higher Education and Institutional Research Faculty: Who Are We and What Are We Doing? (S28)

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

This annual gathering of AIR members who teach courses in institutional research and related areas and disciplines explores the current issues in higher education degree programs.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Meeting Room 4, Level 2

Microsoft ACCESS Users (S37)

DAWN R. KENNEY (Convener), Senior Research Analyst, Albuquerque Technical Vocational Institute

If you use, or would like to use, Microsoft Access for institutional research, this is the group for you! Old pros and newbies are encouraged to join us to discuss the advantages and difficulties of using Access for analysis, reporting, and publishing data on the World Wide Web.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Grand Salon H, Level 2

Mid-America Association of Institutional Research (MidAIR) (S38)

TIMOTHY A. DELICATH (Convener), Director of Institutional Analysis and Assessment, Logan College of Chiropractic

This session is an informal opportunity for members, prospective members, and other interested colleagues to meet, socialize, and discuss issues of interest to Mid-America AIR. MidAIR consists of members from Arkansas, Iowa, Kansas, Nebraska, Missouri and Oklahoma.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Meeting Room 1, Level 2

Noel/Levitz Student Satisfaction Inventory (SSI) Users (S44)

LLOYD H. BYRD (Convener), Director of Institutional Research, Virginia Commonwealth University

Current and prospective users of the Noel/Levitz Student Satisfaction Inventory (SSI) are encouraged to meet and discuss their experiences with the survey on their campuses.

12:00-12:50 p.m.	SPECIAL INTEREST GROUP	Meeting Room 6, Level 2

SPSS Users (S60)

DARRELL E. GLENN (Convener), Assistant Director, Higher Education Policy Commission

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

12:00-12:50 p.m.   SPECIAL INTEREST GROUP   Florida Salon VI, Level 2

Tennessee Association for Institutional Research (TennAIR) (S65)

ROY D. IKENBERRY (Convener), Director of Institutional Research, Belmont University

Issues of interest to Tennessee institutional researchers will be discussed.

12:00-12:50 p.m.   SPECIAL INTEREST GROUP   Meeting Room 5, Level 2

Virginia Association for Management Analysis and Planning (VAMAP) (S66)

DAINA P. HENRY (Convener), Assistant Director Planning and Institutional Research, College of William and Mary

Current members and all those interested in learning more about the Virginia Association for Management Analysis and Planning are invited to attend.

12:00-12:50 p.m.   SPECIAL INTEREST GROUP   Grand Salon A, Level 2

OSU Faculty Salary Survey Participants (S73)

CARLA REICHARD (Convener), Assistant Director, Oklahoma State University

This session provides an opportunity for participants in the annual OSU Faculty Salary Survey to meet and discuss issues related to the survey. Some items to discuss include: conversion to the 2000 CIP codes; continued use of the 1994 Carnegie Classification to stratify institutions; and guidelines for which faculty to include/exclude.

12:00-12:50 p.m.   SPECIAL INTEREST GROUP   Florida Salon IV, Level 2

Data Mining (S76)

JING LUAN (Convener), Chief Planning, Research & Knowledge Systems Officer, Cabrillo College

This session will provide an open forum for those interested in discussing Data Mining.

12:00-12:50 p.m.   SPECIAL INTEREST GROUP   Grand Salon I, Level 2

Your First College Year (YFCY) Users Group (S90)

JENNIFER R. KEUP (Convener), Project Director, YFCY, UCLA Higher Education Research Institute

Meeting of campus representatives at schools participating in the 2003 administration of YFCY. Ways to use the YFCY data will be discussed.

12:00-5:00 p.m.   COMMITTEE MEETING   Presidential Suite, Guest Level

2003-2004 Board of Directors (085)

RICHARD A. VOORHEES (Committee Chair), President, The Voorhees Group
VICTOR M.H. BORDEN (Associate Committee Chair), Associate Vice Chancellor and Associate Professor, Indiana University Purdue
    University Indianapolis

Meeting of the 2003-2004 Board of Directors.

1:00-1:40 p.m.   BEST PAPER/PRESENTATION SESSION   Meeting Room 4, Level 2

AAIR Best Paper: The Development of a Course Profile Database (619)

ROBYN MUHLEBACH (Author), Planning and Resources Manager, Deakin University
MICHAEL J. VALIGA (Facilitator), Director of Education and Social Research, ACT, Inc.

Recent increasing demand for detailed information on Deakin university's courses and units has stemmed from an increased need to review the institution's activities to ensure that they meet and exceed the requirements of all stakeholders whilst complying with the university's long-term strategic goals.

A single database was developed to contain the most common indicators for all possible course and campus combinations. Designed in a user-friendly manner, it enabled faculty staff to extract the data on their own. This paper discusses the process in which the database was developed, examines issues faced in development and how they were overcome.

1:00-1:40 p.m.   COMMITTEE MEETING   Presidential Suite, Guest Level

2003-2004 Board of Directors (085)

Continued from previous time period.

1:00-1:40 p.m.   DEMONSTRATION   Meeting Room 5, Level 2

Building Interactive Data-Driven Graphics for Your Web Site: A Step-By-Step Demonstration (522)

DANIEL TEODORESCU (Author), Director, Emory University
JOSEPH J. MATT (Facilitator), Executive Director, Institutional Analysis & Data Admn, Arizona State University Main

Most IR Web sites publish institutional factbooks and other statistical data in a tabular format. When graphics complement tabular information, this is typically achieved in a static manner through the import of Excel generated graphs. Several Web developing software packages now allow IR professionals to create dynamic Web sites where users can select both the data to be plotted and the desired chart type. Besides customization, IR professionals can save time by eliminating the daunting task of recreating and importing graphs each time datasets are updated. This demonstration will show how to develop such data-driven graphics using Cold Fusion and Microsoft Access.

1:00-1:40 p.m.   OPEN HEARING   Grand Salon D, Level 2

Open Hearing on the 2003 NPEC Initiatives (644)

BRENDA N. ALBRIGHT (Author), Executive Director, National Postsecondary Education Cooperative, Franklin Education Group
ROSLYN A. KORB (Author), Program Director, National Center for Education Statistics
MARK L. PUTNAM (Author), Director of University Planning and Research, Northeastern University

A discussion of the proposed activities of the National Postsecondary Education Cooperative.

1:00-1:40 p.m.   PRACTITIONER PAPER   Grand Salon C, Level 2

Developmental Studies: Are We Preparing Our Students for The Next Step? (239)

MARY BETH WORLEY (Author), Support Analyst II, Doña Ana Branch Community College
CONNIE TULL (Author), Research Analyst I, Doña Ana Branch Community College
LARRY G. JONES (Facilitator), Public Service Associate, University of Georgia

Over 60% of our first-time students enroll in at least one Developmental Study course. This study looks at the success of first-time students enrolled in Developmental English and Math courses and their ability to succeed in university level English and Math courses. We found that 50% to 60% of these students are successful in their attempts at a higher-level course.

1:00-1:40 p.m.   PRACTITIONER PAPER   Grand Salon G, Level 2

Making Sense of it All: The Partnership between Institutional Research and Presidential Decision-Making in Higher Education (311)

WILLIAM TOBIN (Author), Director of Institutional Research, DePauw University
JOHN W. MOORE (Author), Indiana State University, President Emeritus and Trustees Distinguish Professor
NORMAN S. KAUFMAN (Facilitator), Associate Provost, Florida Atlantic University

This paper seeks to explore the various ways in which campus institutional research offices can support presidential leadership. The impact that information provided by IR offices have on a range of institutional policy choices, strategic planning, administrative functions, and external relations are covered. The various uses of institutional information by presidents as they carry out their essential job functions are discussed, as well as the support the IR function provides in the management of meaning, also known as sense making. The possible influence of institutional research on executive decision-making and the development of governing ideas are also covered.

1:00-1:40 p.m.   PRACTITIONER PAPER   Meeting Room 7, Level 2

The Impact of Admitting In-State vs Out-of-State Students on State Revenue (360)

KRISTEN H. BUSH (Author), Associate Director of Institutional Research, Virginia Polytechnic Institute and State University
NATHANIEL BRAY (Author), Research Analyst, Virginia Polytechnic Institute and State University
DEBORAH OLSEN (Author), Director Institutional Research, Virginia Polytechnic Institute and State University
HUIMING MING WANG (Facilitator), Associate Analyst, University of Missouri System

Recent research suggests that public universities' policies regarding admissions standards for out-of-state students versus in-state students may negatively impact expected tax revenues generated by graduates. In this paper, we empirically test the conclusion that higher ability students are more influenced in their post-graduation location decisions by their choice of college than are lower ability students regardless of the student's in-

state or out-of-state status. Furthermore, we test the concept that states may actually lose potential revenue by admitting marginally admissible in-state students over more qualified out-of-state students.

1:00-1:40 p.m. PRACTITIONER PAPER Meeting Room 1, Level 2

Using National Data in University Rankings and Comparisons (370)

DENISE S. GATER (Author), Associate Director, University of Florida
DIANE D. CRAIG (Author), Research Director, University of Florida
GEORGE E. GABRIEL (Facilitator), Associate Dean of Institutional Research, Northern Virginia Community College

University rankings and national comparisons education continue to be a significant topic of discussion among university administrators and institutional researchers. This sometimes-heated discussion in the higher education community creates both interest and controversy. From a research university perspective, there are challenges and problems in using national data for reliable comparisons of institutional performance. We discuss what we believe works and doesn't work, based on several years of experience in analyzing and reporting on the comparative performance of America's research universities using nationally available data. The approach presented can be useful to all those involved in evaluating and improving university performance.

1:00-1:40 p.m. PRACTITIONER PAPER Florida Salon VI, Level 2

Mitigating Assessment Animosity: Whetting the Institutional Appetite for Student Data (548)

MARNE K. EINARSON (Author), Senior Research and Planning Associate, Cornell University
MICHAEL W. MATIER (Author), Director of Institutional Research and Planning , Cornell University
JEROME WARD (Facilitator), Associate Director of Institutional Research, Sweet Briar College

This paper describes the processes and strategies utilized by the institutional research office in a highly selective, private research university to increase institutional interest in student data over a ten-year period. While this process is by no means complete, our efforts have widened the range of internal constituencies who consume student data, increased the use of student data in institutional deliberative processes, and provided the basis for meeting external compliance requirements. Results will be of particular interest to institutional administrators and researchers charged with developing or enhancing student assessment efforts on their own campuses.

1:00-1:40 p.m. SCHOLARLY PAPER Grand Salon A, Level 2

The Effect of Social Capital on the First-Year Persistence of First Generation College Students (103)

MICHAEL B. DUGGAN (Author), Director of Enrollment, Research and Planning, Suffolk University
SARAH D. CARRIGAN (Facilitator), Assistant Director, University of North Carolina at Greensboro

This study examined the influence of social capital factors on the first-year persistence of first generation college students enrolled in four-year institutions. Social capital factors Y were categorized into two broad groups- bridging and bonding. Data were from the NCES' BPS 96/98 survey. Cross-tabulations and sequential binary logistic regressions were conducted. Findings indicated that first generation status had a statistically significant, but comparatively minor, negative effect on persistence. Several social capital factors including whether a student had an email account, whether the student was a native English speaker, and meeting with an advisor were statistically significant predictors of persistence.

1:00-1:40 p.m. SCHOLARLY PAPER Grand Salon B, Level 2

Toward a Better Understanding of African-American Alumni Feelings of Attachment at a Predominately White University (118)

HANSEL E. BURLEY (Author), Associate Professor, Associate Dean, Texas Tech University
LAI KEUN SIEW (Author), Research Assistant, Texas Tech University
SHAWN M. FOUTS (Author), Research Assistant, Texas Tech University
PAI-LIN LEE (Author), Graduate Student, Texas Tech University
YI GONG (Facilitator), Doctoral Student, Indiana University of Pennsylvania

The purpose of this study was to gauge African-American alumni opinions of their experience at a predominately White Research I University. These alumni experiences with the University spanned from the late 1960s to 2001 graduates. This study examines what institutional characteristics are associated with African-American student success at this University. Academic experiences offered a far better explanation of feelings of warmness toward the University than did social experiences. The university community should focus much more attention on the academic life of African American students in order to increase alumni positive feelings about the university experience.

1:00-1:40 p.m.   SCHOLARLY PAPER   Meeting Room 6, Level 2

Dual Credit and Advanced Placement: Do They Help Prepare Students for Success in College? (219)

MARDY T. EIMERS (Author), Director of Institutional Research and Planning, University of Missouri System
ROBERT W.G. MULLEN (Author), Assistant Director, University of Missouri System
STEPHEN R. BALL (Facilitator), Doctoral Candidate, University of Michigan

This study examines the relationship between students who take dual credit and/or advanced placement (AP) in high school and their college academic performance and first-year retention. Holding ability indicators constant, students entering college with AP tend to get higher first-year GPA's than those students entering college with dual credit only or than those students entering college with no college credit. However, students who entered with AP or dual credit both returned for their second year at a higher rate than students who entered with no college credit.

1:00-1:40 p.m.   SCHOLARLY PAPER   Meeting Room 9, Level 3

Strategic Planning in Portugal: A European Perspective (327)

JAMES S. TAYLOR (Author), Professor and Researcher, Center for the Study of Higher Education, University of Aveiro - Portugal
ROBERT B. WILKINSON (Author), Director of Planning & Analysis, Pittsburg State University
MARIA MACHADO (Author), Researcher, Center for the Study of Higher Education, Pittsburg State University
DENNIS M. BRANDT (Facilitator), Director of Assessment and Institutional Research, Northeast Community College

All public and private universities and polytechnic institutes in Portugal were surveyed regarding the extent they were engaged in strategic planning. Results are reported, with a focus on the impact of institutional organizational structure and culture as determining factors.

1:00-1:40 p.m.   PRACTITIONER PAPER   Grand Salon H, Level 2

Do Students Really Just Want to Have Fun? (149)

CHRIS BEATTIE (Author), Research Analyst, Tufts University
KATIE M. TORO (Facilitator), Coordinator of Institutional Research, Marymount University

Social life is an important factor in determining undergraduate satisfaction. How important is it? Do undergraduates really value above all meaningful connections with peers and friends?

Using correlation analysis, we compare the relationship between satisfaction and social life and the relationship between satisfaction and variables such as academic experience and advising. We identify aspects of social life – the experiences, offerings, and opportunities that make up campus social life - most valued by students. By understanding the importance of social life, by defining the pivotal components of this broad term, institutions can be better positioned to effectively target efforts and resources.

1:00-1:40 p.m.   SCHOLARLY PAPER   Grand Salon I, Level 2

Mail Survey Response Rates Revisited: Does Any of This Really Make a Difference? (542)

SHIRLEY G. WEGLARZ (Author), Research Analyst for the Office of Institutional Research, Johnson County Community College
GEBRE H. TESFAGIORGIS (Facilitator), Director of Institutional Research, Iowa State University

Declining mail survey response rates have been a frequent topic for researchers in recent years. While information obtained through mail surveys conducted by a large, comprehensive community college has always provided relevant, actionable, and highly-regarded "pulse" information, an effort was mounted to revisit effective techniques to maximize mail survey response rates.

The presentation will include a review of selected summary results from a synthesis of mail survey response studies resident in the literature, application of time-tested principles to existing survey instruments, and the results from a split mailing test conducted in Fall, 2002 of almost 4,000 new students.

1:00-1:40 p.m.   TABLE TOPIC   Meeting Room 11, Level 3

AAUP Faculty Salary Survey (T05)

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

An informal session to meet with AAUP's new Director of Research, learn more about the annual AAUP Faculty Compensation Survey, and give input on possible changes in the survey. Participants from all types of institutions are encouraged to attend.

1:00-1:40 p.m.   VENDOR DEMONSTRATION   Grand Salon J, Level 2

eCourseEvaluation: Changing How Feedback is Collected… (V06)

KEVIN HOFFMAN (Presenter), Director of Evaluation Services, eCollege

How is the Internet changing data collection in Higher education? Session attendees will learn how the Internet can be used to improve the

processes of collecting student feedback across a campus and distributing timely results to faculty. eCollege's eCourseEvaluation product will be demonstrated as an easy and efficient tool to manage large-scale course evaluation activities. Additionally, results will be shared from 2003 Higher Education Evaluation Methods Survey (HEEMS), which gathered feedback from IR offices across the country about the changing methods being used for the process of course evaluation on campus.

1:00-1:40 p.m.   VENDOR DEMONSTRATION   Florida Salon IV, Level 2

Remark Product Demonstration (V10)

VICTOR BERUTTI (Presenter), Vice President, Principia Products

Principia will demonstrate and discuss the popular Remark Office OMR and Remark Web Survey products. See how to convert your scannable forms into Web surveys to give your subjects multiple ways to complete your surveys.

1:00-2:30 p.m.   PANEL   Grand Salon E, Level 2

Using Multiple Measures to Compare Enrollment and Graduation Patterns Across Campuses in a Large University System (335)

CHARLIE NELMS (Author), Vice President for Student Development and Diversity, Indiana University
TODD J. SCHMITZ (Author), Director of Research and Reporting, Indiana University System
MARY ANNE BAKER (Author), Director of Institutional Research, Indiana University Southeast
SCOTT EVENBECK (Author), Dean of University College, Indiana University-Purdue University Indianapolis
SARAH B. LINDQUIST (Moderator), Assistant Dean of the Graduate College, Arizona State University Main

Retention to the second year and six-year graduation rates for full-time beginner students no longer are adequate measures of student success. Focusing on three approaches to measuring student success that were presented at last year's AIR Forum, differences and similarities among seven diverse campuses of a large university system will be discussed. The presentation will report on the application of these approaches— first year performance, progress toward graduation, and paths to graduation— to the enrollment and graduations data from each campus. The results of these studies will be compared to traditional first-to–second year retention and six-year graduation outcomes.

1:00-2:30 p.m.   PANEL   Florida Salon V, Level 2

Accreditation and the Web: Electronic Institutional Portfolios at Two Urban Universities (429)

SUSAN KAHN (Author), Director of Institutional Effectiveness, Indiana University-Purdue University Indianapolis
PETER T. EWELL (Author), Vice President, National Center for Higher Education Management Systems

Electronic institutional portfolios are an emerging medium for presenting and interpreting evidence of student learning and institutional effectiveness. Presenters in this session will demonstrate online portfolios developed at two urban public universities, discuss the portfolios' usefulness for accountability and improvement, and provide an overview of how and why such portfolios can respond effectively to new emphases in accreditation.

1:00-2:30 p.m.   PANEL   Florida Salon I, II and III

Moving Beyond Trends and Snapshots: Using Your Freshman "Input" Data in Innovative Ways (562)

JENNY J. LEE (Author), Postdoctoral Research Fellow, University of California, Los Angeles
LINDA J. SAX (Author), Associate Professor and Associate Director of HERI, University of California-Los Angeles
JENNIFER LINDHOLM (Author), Associate Director, Higher Education Research Institute
JENNIFER R. KEUP (Author), Project Director, YFCY, UCLA Higher Education Research Institute

In this panel, we offer statistical evidence of the importance of taking into account freshman input data, or personal characteristics and academic proclivities at the time students enter college, when considering the "quality" of educational programs. While one-time assessments provide some information about students, we provide examples of how freshman input data can be used as a foundation for future innovative efforts aimed at better understanding student change and institutional and programmatic impact on student learning and development.

1:50-2:30 p.m.   AIR GRANT PAPER   Meeting Room 10, Level 3

Examining the Influences on Faculty Departure Using NSOPF: 99 (607)

YING ZHOU (Author), Graduate Fellow, Penn State University
J. FREDERICKS VOLKWEIN (Author), Director, Professor, and Senior Scientist, Penn State University
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

This study proposes a causal model of intended faculty retention/departure and tests the model with the latest national database on postsecondary faculty – NSOPF: 99. Using structural equation modeling, we examine the strength of various "push" and "pull" factors, such as organizational characteristics, workload, teaching/research/service performance, compensation and benefits, external market forces, opportunities for career advancement, and other related factors. The paper draws implications for policy and practice regarding working conditions, campus climate, faculty workload, and reward systems.

1:50-2:30 p.m. BEST PAPER/PRESENTATION SESSION Grand Salon C, Level 2

CAIR Best Presentation: The Effect of Advanced Placement Credit on Time to Degree at the University of California (610)

PAUL W. EYKAMP (Author), Coordinator of Long Range Enrollment and Analysis, University of California
JING LUAN (Facilitator), Chief Planning, Research & Knowledge Systems Officer, Cabrillo College

A cohort of University of California students is examined to see what effect Advanced Placement units have on time-to-degree, course load, and propensity to double major. Regression analysis fails to find any significant relationship, but other analysis shows that AP units do matter, but not in a way that can be predicted for individual students a priori.

1:50-2:30 p.m. COMMITTEE MEETING Presidential Suite, Guest Level

2003-2004 Board of Directors (085)

Continued from previous time period.

1:50-2:30 p.m. DEMONSTRATION Meeting Room 5, Level 2

Using a Data Mart to Inform Enrollment Management Initiatives (552)

ALLAN STARR (Author), Manager and Coordinator of Institutional Research and Planning, Mount Royal College
CHIA-LIN HSIEH (Facilitator), Director of Institutional Research and Assessment, Fontbonne University

The Enrollment Management Data Mart allows the user to track program applications through the various stages of the enrollment funnel (i.e. applied, qualified, accepted, deposited, and enrolled). Course registrations can be reported, and student groups demographically profiled, at any level of summary down to the program-minor or course-section. Data mart content and functionality will be demonstrated through answering sample questions such as: Are changes occurring in demand for a program? From which geographic areas are programs drawing applicants? What are the course-taking patterns of students in a program?

1:50-2:30 p.m. PANEL Grand Salon E, Level 2

Using Multiple Measures to Compare Enrollment and Graduation Patterns Across Campuses in a Large University System (335)

Continued from previous time period.

1:50-2:30 p.m. PANEL Florida Salon V, Level 2

Accreditation and the Web: Electronic Institutional Portfolios at Two Urban Universities (429)

Continued from previous time period.

1:50-2:30 p.m. PANEL Florida Salon I, II and III

Moving Beyond Trends and Snapshots: Using Your Freshman "Input" Data in Innovative Ways (562)

Continued from previous time period.

1:50-2:30 p.m. PRACTITIONER PAPER Meeting Room 9, Level 3

Aspects of an Educational Experience That Might Influence Whether a Women Pursues an Academic Career in Science and Engineering (233)

LYDIA S. SNOVER (Author), Assistant to Provost for Institutional Research, Massachusetts Institute of Technology
GREGORY HARRIS (Author), Research Analyst, Massachusetts Institute of Technology
R. ALEX HARRINGTON (Facilitator), Research Associate, University of Guelph

Why are women dropping out of the natural science and engineering educational pipeline? Why are they less inclined than male students to pursue academic careers? Do they perceive their academic and student life experiences differently than do men? This presentation will focus on the results of three surveys: the HEDS Graduate Student Survey, the HERI Faculty Survey, and the COFHE Senior Survey. It will examine such issues as academic advising, the relationship between faculty and students, and student life experience.

1:50-2:30 p.m.   PRACTITIONER PAPER   Grand Salon G, Level 2

Developing an Analysis of Retention and Persistence at a Public Urban University (341)

KEVIN B. MURPHY (Author), Research Analyst, University of Massachusetts Boston
ELIZABETH F. REIS (Facilitator), Director of Institutional Research and Planning, Moraine Valley Community College

This paper is a case study of an attempt to develop and implement an ongoing multi-method study of the retention and persistence of first time full time freshmen at a public urban university. Public urban universities have been organizing themselves into a number of consortia to both identify the differences in their missions versus those of their public flagship university counterparts, and to stress the differences in the populations the public urban universities tend to serve. This paper will examine what those differences might mean for both retention and persistence rates, and it will report some preliminary results of interest.

1:50-2:30 p.m.   PRACTITIONER PAPER   Meeting Room 1, Level 2

Management of Fact Book Development: An Interminable Project in Motion (351)

ERIC A. SPONSELLER (Author), Assistant Director of Institutional Reporting, The University of Akron
GREGORY A. ROGERS (Author), Director of Institutional Planning, The University of Akron
THOMAS GAYLORD (Author), Vice President for Information and Institutional Technology, The University of Akron
CINDY E. CONLEY (Facilitator), Assistant Dean of Planning and Evaluation, Florida Gulf Coast University

The development of a fact book at the institutional level can be quite a challenge. It first begins as an idea, details evolve, participants are identified and then comes the realization that this is a major project. Once immersed in this interminable project, it becomes clear that a comprehensive and thorough fact book requires a tremendous amount of input, resources, analysis, time and project management skills. Additionally, the lessons learned become important inputs to the process.

1:50-2:30 p.m.   PRACTITIONER PAPER   Florida Salon IV, Level 2

Response Rates and Electronic Surveys: It's Not Your Father's Paper-Based Model Anymore! (507)

ANNA T. WAGGNER (Author), Statistical Research Analyst, University of South Alabama
BERNIE BLACKMAN (Facilitator), Director of Planning and Research, Skyline College

Response rates have decreased over the last fifteen years for all types and manner of surveys. No model for electronic surveys has emerged as a methodology that could be comparable to paper-based survey models which promised high response rates. Research shows that different response rate influences and multiple contacts can be used to increase electronic survey responses. This presentation will show how response rates to electronic surveys increased dramatically at a small graduate college when an institutional researcher used these influences and multiple contacts in a change from the traditional paper-based model of survey methodology.

1:50-2:30 p.m.   PRACTITIONER PAPER   Grand Salon I, Level 2

Using Ordinal Regression Model to Analyze Student Satisfaction Questionnaires (559)

CHAU-KUANG CHEN (Author), Director of Institutional Research, Meharry Medical College
JOHN HUGHES (Author), Programmer Analyst, Meharry Medical College
JUDITH A. OUIMET (Facilitator), Project Manager, Community College Survey of Student Engagement, University of Texas at Austin

The ordinal regression model is used to analyze student satisfaction with the overall college experience. The satisfaction responses are measured on five-point ordinal scales—'very satisfied', 'satisfied', 'dissatisfied', 'very dissatisfied', and 'not applicable'. Explanatory variables include forty-one questionnaire items related to the academic programs, curriculum contents, and support services. The major decision involved in the model building is to decide which link function is the best fit to the data. Significant items regarding faculty involvement were identified, suggesting faculty members played a major role in creating a pleasant environment to facilitate student satisfaction.

1:50-2:30 p.m.   SCHOLARLY PAPER   Florida Salon VI, Level 2

Minority Participation in Majors: A Decade of Changes in Discipline Choice and Earnings (115)

GITA W. PITTER (Author), Assistant Vice President of Academic Affairs, Florida A&M University
DUANE WHITFIELD (Author), Senior Educational Program Director, Florida Department of Education
GHASWAN LUTFI (Author), Associate Professor, Florida A&M University
JAMES T. POSEY (Author), Graduate Student, Florida State University
RANIMOR MANNING (Facilitator), Senior Statistical Analyst, Howard University

Higher education is seen as perhaps the most important avenue by which individuals can seek to overcome the legacy of racial discrimination and the resulting socio-economic disadvantages. The proposed descriptive study will focus on the representation of African-Americans and Hispanics graduating from a public higher education system of a large state, their distribution among the academic disciplines, and their earnings

upon graduation if employed within the state, spanning a ten-year period from 1990-91 to 2000-01. The data for minorities will be compared to similar data for white students. The study will utilize a well-established follow-up program.

1:50-2:30 p.m. SCHOLARLY PAPER Grand Salon B, Level 2

Accounting for Student Learning Outcomes (122)

EDITH H. CARTER (Author), Assistant Professor of Educational Research, Radford University
JOSEPH W. FILKINS (Facilitator), Senior Research Associate, DePaul University

During the past 15 years assessment has become a major area of activity for higher education. While assessment is now widely accepted for accreditation there is concern that the predominant measures of quality and effectiveness do not adequately account for the effectiveness of college on student learning. It will be the purpose of this study to explore trends and practices in assessing student learning outcomes and to explore how institutions are responding to the challenges of educational effectiveness. Institutional research must play a more active role as pressures for accountability of learning outcomes continue to increase.

1:50-2:30 p.m. SCHOLARLY PAPER Grand Salon A, Level 2

Observations and Attitudes about Diversity: Focus on a Learning Community (136)

KATHARINE J. MASON (Author), Doctoral Candidate, University of Michigan
SHAWN E. VAN ETTEN (Facilitator), Director of Institutional Research and Assessment, State University of New York College at Cortland

Promoting diversity is one of the goals of a large midwestern public university's learning community. This study surveyed approximately 750 current students to discover their experiences with and attitudes about racial, gender, and sexual preference diversity. The students were asked for their observations about how often they, and other students, interact with other races. They were also asked for their experiences with gender and sexual preference issues. Information was gathered about their experiences both in the learning community and with the larger campus in general.

1:50-2:30 p.m. SCHOLARLY PAPER Meeting Room 6, Level 2

How Do Faculty Spend Their Time? Exploring Changes in Faculty Work in the Last Decade (236)

STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University
PAUL D. UMBACH (Author), Research Assistant, Indiana University
WENDY L. MILEY (Facilitator), Senior Research Specialist, University of Arizona

Although faculty work continues to be an important public concern, little empirical research on contemporary faculty supports the notion that faculty are spending more time on research at the expense of students. We use the 1988 and 1999 NSOPF surveys to study changes in faculty productivity in the past decade, using a multilevel modeling approach to control for changes in the faculty pools between time periods. Results for various Carnegie classifications are discussed.

1:50-2:30 p.m. SCHOLARLY PAPER Meeting Room 7, Level 2

It's in the Way That You Use It: Reconsidering the Impact of Resource Allocation on Institutional Performance (308)

JOHN RYAN (Author), Assessment Officer, Franciscan University of Steubenville
MARY M. SAPP (Facilitator), Executive Director, Planning and Institutional Research, University of Miami

Are studies that argue against the significance of resources based on faulty methods or procedures? Could improved methodologies enhance our understanding of resource allocation and performance to compliment best practices in higher education? What are the potential implications for higher education leaders and policymakers? This paper seeks to examine these questions based on a statistical analysis of the expenditure patterns of institutions as reported through IPEDS. Findings may suggest that the link between resources and performance is complex and that institutions may be able to improve desired outcomes, such as graduation rates, by reallocating resources.

1:50-2:30 p.m. SCHOLARLY PAPER Grand Salon D, Level 2

The Story-Lines of Multi-Institutional Attendance (322)

CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education
ASHISH SAHNI (Facilitator), Director, University of California-San Francisco

NCES longitudinal studies have revealed a steady increase in the volume of multi-institutional attendance since the mid-1970s: from 40 percent in the NLS-72 to nearly 60 percent in the BPS-89. The new NELS-2000 postsecondary transcript file was designed to enlighten the nature of that phenomenon in the context postsecondary careers, and this paper will draw on the NELS to delineate five patterns of multi-institutional attendance: Excursion, Fragmentation, Migration, Discovery, and Inertia, demonstrate their relationship to other key aspects of the story-lines of attendance patterns and attainment, and explore their implications for both enrollment management and the interpretation of institutional graduation rates.

1:50-2:30 p.m.   SCHOLARLY PAPER   Grand Salon H, Level 2

Measuring the Public Return of State Investment in Higher Education (412)

HENRY Y. ZHENG (Author), Director of Information Analysis and Services, The Ohio State University
JAN W. LYDDON (Facilitator), Director of Institutional Research and Planning, Jackson Community College

This study, using degree completion, employment and earnings, and tax revenue data, explores the relationship between the costs and benefits of state funding of higher education. Specifically, this study examines the financial soundness of public investments in higher education using two outcome variables: rate of public return on investment over a graduate's lifetime and the net present value of investment from taxpayers' perspective. Results from this study indicate that for the majority of college graduates who receive state support, their future marginal earnings over those of high school graduates generate positive net present value from the taxpayers' perspective.

1:50-2:30 p.m.   TABLE TOPIC   Meeting Room 11, Level 3

What is THIS All About? Translating Data for Practitioners (T03)

WILLIAM A. WELSH (Author), Test Development Specialist, Dallas Independent School District
DONNA R. HILGENBRINK (Author), Associate Dean Information Systems, Kaskaskia College

It is no secret that researchers and practitioners speak essentially different languages. Researchers want the extent and details of their work to be appreciated, and so tend to write as though other researchers were their primary audience. Practitioners want to know just how to use the information. This paper contains advice collected from several disciplines on turning research into practice.

1:50-2:30 p.m.   VENDOR DEMONSTRATION   Grand Salon J, Level 2

National Student Clearinghouse (V12)

JEFF TANNER (Presenter), Manager, Student Clearinghouse

The applied, were admitted, but didn't enroll. Where did they go? They attended then left before graduation. Did they graduate somewhere else? Go to graduate school? National Student Clearinghouse programs provide factual, not anecdotal, answers to questions like these.

1:50-2:30 p.m.   VENDOR DEMONSTRATIONS   Grand Salon A, Level 2

National Survey of Student Engagement (V14)

CHUN-MEI ZHAO (Presenter), Research Analyst , National Survey of Student Engagement

Now in its fifth year, the National Survey of Student Engagement (NSSE - pronounced "nessie") is an assessment tool used by over 725 different colleges and universities. The results of the survey yield useful information about the quality of the undergraduate experience. NSSE helps institutions refocus the way they think and talk about the teaching and learning process. NSSE results are used in many different ways including: assessment and improvement, accreditation, benchmarking, faculty development, first-year experience, recruitment and promotion, and various accountability efforts. This session will be most valuable for first-time users or institutions that have not participated in the past.

2:40-3:20 p.m.   VENDOR DEMONSTRATION   Florida Salon IV, Level 2

Datatel Demonstration Session (V13)

RUSSELL S. KITCHNER (Presenter), Dean of Student Affairs, Texas Lutheran College

Datatel has developed a value proposition for its Reporting Solutions that essentially underscores its commitment to assisting its Clients in making informed management decisions based on access to accurate and reliable data. These Solutions are designed to address the needs of both internal and external constituencies, and to promote efficient use of finite institutional resources. They are also tailored to respond to the specific needs, expectations and skill sets of various institutional constituencies, including the office of Institutional Research. *Business Intelligence* is the foundation upon which Datatel's Reporting Solutions are built; a concept that places equal emphasis on *Data Knowledge*, data management *Tools* and a coherent *Approach* to strategic information management processes. This Vendor Session will offer a brief introduction to these elements of *Business Intelligence!* , and its potential for enhancing the efforts of IR practitioners and the professional objectives of institutional research.

2:40-3:20 p.m.   AIR GRANT PAPER   Meeting Room 10, Level 3

Estimating Instructional Costs for Undergraduates: Assessing the Benefits of a Resource Cost Modeling Approach (603)

CHRISTOPHER C. MORPHEW (Author), Assistant Professor, Department of Teaching and Leadership, University of Kansas
BRUCE E. BAKER (Author), Assistant Professor, Department of Teaching and Leadership, University of Kansas
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

Using a resource costs approach rather than the more traditional accounting methods, this research study provides a comprehensive analysis and modeling of the relative instructional costs of producing an undergraduate degree at the institutional and academic department levels using Baccalaureate and Beyond and National Survey of Postsecondary Faculty data. Because of the recent attention garnered by differential tuition policies, particular attention is paid to estimating and differentiating between the instructional costs of those students from different academic majors and between the instructional costs associated with lower-division and upper-division undergraduates.

2:40-3:20 p.m.   BEST PAPER/PRESENTATION SESSION   Meeting Room 4, Level 2

AIRUM Best Paper: Assessment of Campus Climate for the Study Abroad and Evaluation of Study Abroad Curriculum Integration (618)

MARGIE L. TOMSIC (Author), Associate Dean of Assessment and Research, Saint Paul College
MARNE K. EINARSON (Facilitator), Senior Research and Planning Associate, Cornell University

An initiative of increasing national importance to university and college campuses involves the integration of study abroad experiences into degree curricula. Through such efforts, researchers and administrators hope that more students can study abroad as part of their undergraduate programs. When such initiatives become priorities on campuses, institutional researchers may be asked to participate in the design and analysis of short and long-range initiatives to support activities associated with study abroad.

2:40-3:20 p.m.   BEST PAPER/PRESENTATION SESSION   Meeting Room 5, Level 2

MidAIR Best Paper: What Matters in Graduate School? Exploring the Impact of Student Engagement on Learning and Personal Development (639)

HUIMING MING WANG (Author), Associate Analyst, University of Missouri System
K. PATRICIA SUMNER (Facilitator), Information Analyst, Johnson County Community College

In order to effectively measure student engagement and learning, the Graduate Student Survey 2002 (GSS 2002) was designed to apply the NSSE (National Survey of Student Engagement) conceptual framework at the graduate level. Data collected from a random sample of 2,504 students revealed different patterns of engagement by ethnicity, citizenship, status in the academic program, and career plans. Doctoral and master's students reported distinctive patterns of university experiences and each felt unique levels of challenges and needs. Survey results provided rich information that can be used for public accountability and institutional improvement. Implications for further testing of the model were also discussed.

2:40-3:20 p.m.   COMMITTEE MEETING   Presidential Suite, Guest Level

2003-2004 Board of Directors (085)

Continued from previous time period.

2:40-3:20 p.m.   DEMONSTRATION   Meeting Room 12, Level 3

Surveying Students Concerning Health Behaviors Using the Web: TheHealthSurvey (156)

JOHN H. PRYOR (Author), Director of Undergraduate Evaluation and Research, Dartmouth College
MARILYN M. MURPHY (Facilitator), Associate Director, University of Illinois

Increasingly institutional research offices are called upon to provide information about college student health-related behaviors. Alcohol use, suicide, the use of counseling services…all are topics that have been both headlines in the national news and on agendas in institutions of higher education. TheHealthSurvey is a comprehensive survey of alcohol, tobacco and other drugs; sex; eating; suicide; violence and safety; education and counseling programs, and school policy. TheHealthSurvey is available as a Web survey and has various reporting options. This presentation will describe the instrument, the features of the on-line delivery, and demonstrate the utility of the generated data.

2:40-3:20 p.m.   DEMONSTRATION   Florida Salon V, Level 2

IR Taking over the University: How Live Simulations Make Policymakers into Analysts too (546)

DOUGLAS K. ANDERSON (Author), Senior Research Analyst, Indiana University
ALLAN GALE (Facilitator), Associate Institutional Research Officer, Xavier University of Louisiana

Institutional researchers use powerful tools for data analysis, including spreadsheets and statistical packages. But when administrators use data to make policy decisions, they typically rely on relatively superficial, static tables. Using live simulations in SPSS and Excel, participants will play dean and president as they set financial aid policies to improve student quality, explore effects of various admission standards, etc. This session will include some general guidelines for constructing live simulations using standard tools of the trade. However, the focus will be on expanding our vision, thinking more broadly about analysis and simulations to empower decision-makers.

2:40-3:20 p.m.   PRACTITIONER PAPER   Grand Salon A, Level 2

More than Data on a Shelf: Using the Student Satisfaction Inventory to Build Retention and Effectiveness at a Technical College (111)

PATRICIA LINEHAN (Presenter), Dean of Research, Planning and Development, South Central Technical College
JULIE BRYANT (Presenter), Program Consultant, Noel-Levitz
STEPHEN L. CHAMBERS (Facilitator), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

Institutional research has two intimately connected goals: (1) to provide data for decision making across the college, and (2) to improve outcomes for students. In order to achieve these goals, the research must be valid, reliable, and used (rather than shelved). This session will focus on how this technical college collected data using the Noel-Levitz Student Satisfaction Inventory and used that data to improve retention and the overall effectiveness of the institution.

2:40-3:20 p.m.   SCHOLARLY PAPER   Florida Salon IV, Level 2

The Effects of Performance Budgeting and Funding Programs on Graduation Rate in Public Four-year Colleges and Universities (433)

JUNG-CHEOL SHIN (Author), Postdoctoral Research Assistant, Florida State University
SANDE D. MILTON (Author), Professor, Florida State University
MARGARET A. MCAULIFFE (Facilitator), Director of Institutional Research, City University of New York Queens College

This study is to examine the effects of performance budgeting and funding (PBF) programs on the institutional performance of higher education using longitudinal data. As of 2001, thirty-six states in the U.S. utilized either performance budgeting or performance funding programs, or both, in institutions of higher education. To explore the effects of the PBF programs on institutional performance, the performance of states with PBF programs is compared with the performance of states without PBF programs. As the measure of institutional performance, First Time in College (FTIC) graduation rate will be used.

2:40-3:20 p.m.   PRACTITIONER PAPER   Meeting Room 6, Level 2

Elements of an Effective Program Review Process (227)

JULIA J. A. PET-ARMACOST (Author), Assistant Vice President of Information, Assessment, and Analysis, University of Central Florida
ROBERT L. ARMACOST (Author), Director, University Analysis and Planning Support, University of Central Florida
PAUL WELCH (Author), Programmer Analyst Supervisor, University of Central Florida
DOUGLAS N. EASTERLING (Facilitator), Director of Institutional Planning and Research, Sinclair Community College

Periodic comprehensive reviews of academic programs are necessary and often state-mandated to ensure the quality of academic programs. We describe a program review process that requires review of key performance measures and program information on demand, quality, centrality, competitive advantage, and cost in order to determine the "direction" in which the program is heading and reveal opportunities for "redirection." We also demonstrate how web technology can be used to provide easy access to data and also provide an easy method for programs to submit their self-studies. Participants will receive presentation handouts and screens shots of the Web-based system.

2:40-3:20 p.m.   PRACTITIONER PAPER   Meeting Room 1, Level 2

Development of a Strategic Plan Based on the Evaluation of Relevant Quality Measures (320)

MARY-LOU A. D'ALLEGRO (Author), Director of Institutional Research, West Chester University
ELEANOR C. SWANSON (Facilitator), Director of Institutional Research, Monmouth University

As part of the strategic planning process, key quality measures were assembled into a questionnaire to reflect the needs and expectations of the college constituency. The results of this survey indicated that the quality measures: faculty ability to teach, faculty preparation, and faculty training were paramount among all constituent groups. Among the student outcome indicators, success on licensure examinations was considered as most important by all stakeholder groups. Few differences among the stakeholder groups were revealed. Among those quality measures that posted statistically significant results were GPA at transfer institutions, collaboration with business and industry, and state appropriation.

2:40-3:20 p.m.   PRACTITIONER PAPER   Grand Salon D, Level 2

Changing Attitude through Grade Analysis and other External Measures (354)

JEFFREY H. CHEN (Author), Director of Institutional Research and Analysis, Cleveland State University
DEBORAH B. DAILEY (Facilitator), Associate Director of Planning and Institutional Research, Georgetown University

The study compares the results of grading patterns with the past findings in the literature and explores the grading practice by faculty employment and tenure status. In addition, this analysis also attempts to factor in the student attributes such as enrollment status and maturity (age). The study is beneficial to IR practitioners who are interested in using grade and external certification-licensure test results as a part of on going assessment and program review.

2:40-3:20 p.m.   PRACTITIONER PAPER   Grand Salon I, Level 2

Assessment Day? Just Say No (555)

MARINA E. GORTON (Author), Director of Institutional Research, Rio Salado College
THOMAS A. ANGELO (Facilitator), Associate Provost, The University of Akron

The paper, "Assessment Day? Just Say No!," examines the comprehensive model of basic skills assessment and General Education program evaluation at a public Associate degree granting institution, where over 50% of the student body changes every semester, 80% are part-time students, and the majority of students are engaged in distance learning activities. An Assessment Day under those circumstances would not be possible.

The model describes a college where full- and part-time faculty and the administration work together to assure that the system is both valid and reliable.

2:40-3:20 p.m.	SCHOLARLY PAPER	Grand Salon B, Level 2

Measuring Quality: A Comparison of U. S. News Rankings and NSSE Benchmarks (113)

GARY R. PIKE (Author), Director of Institutional Research, Mississippi State University
JULIAN C. SMIT (Facilitator), Research Analyst, Georgia Southern University

College rankings and guidebooks have become big business. The prominent role played by rankings and guidebooks is problematic because the criteria used to evaluate institutions have little to do with the quality of the education a student receives. Designed as an alternative to college rankings, NSSE assesses student engagement in activities that contribute to learning and success during college. This study compared the NSSE scores for 14 AAU public research universities with rankings by U. S. News. Results indicated that there were few relationships between NSSE scores and U. S. News rankings.

2:40-3:20 p.m.	SCHOLARLY PAPER	Grand Salon C, Level 2

A Comparative Study of Community College Faculty Leadership Styles (243)

SOYOUNG C. YIM (Author), Coordinator of Research Projects, North Carolina Community College System
DAVID L. PRESTON (Facilitator), Director of Institutional Research, Brazosport College

The study examined leadership styles of community college teachers in two groups of faculty based on their teaching area, years of teaching experience, and gender. "Teaching as Leading Inventory" developed by Baker (1989) was administered to samples of faculty. Findings indicated that the faculty in South Carolina Technical Colleges was on average more experienced in teaching and more task-oriented. The faculty in Canada was on average more others-oriented and action-oriented than U.S. counterparts. No gender difference was revealed in action vs. reflective orientation. However, female faculty members were more others-oriented than their male colleagues were.

2:40-3:20 p.m.	SCHOLARLY PAPER	Meeting Room 7, Level 2

Planning Processes in Higher Education: Controlling The Agenda and Issue Control Tactics (314)

KEVIN W. SAYERS (Author), Senior Research Analyst, Brown University, Office of Institutional Research
CHERRY DANIELSON (Facilitator), Research Associate, University System of New Hampshire

Why do so many organizations devote large amounts of resources to major planning initiatives yet reap limited to superficial results? This is a study of planning and control. The problem addressed in this paper focuses on the political and cultural tactics employed by planning actors that influence how planning issues are considered and evaluated. This research seeks to identify methods in which planning issues are moved to the periphery. This problem is significant to a public higher education environment that is increasingly reliant on planning exercises.

2:40-3:20 p.m.	SCHOLARLY PAPER	Grand Salon G, Level 2

Modeling Persistence of Incoming Freshman Cohorts Using the Previous Year's Predictors: A Comparative Study (333)

MATT T. HARMSTON (Author), Research Associate, ACT, Inc.
GREG STINSON (Facilitator), Institutional Research Coordinator, Valparaiso University

Logistic regression was employed to investigate the practice of using one year's data to predict persistence for the following year. Data from four ACT Retention Service participant institutions with more than 500 student records for both the 1999-2000 and 2000-2001 school years were used. Overall accuracy of predicted persistence varied little between sets of data on which regression models were generated. For all institutions, overall predictive accuracy varied across the predicted persistence criterion levels used (i.e., 0.50, 0.70, or 0.85). ACT Composite score emerged as a stable, significant predictor of persistence.

2:40-3:20 p.m.	SCHOLARLY PAPER	Meeting Room 9, Level 3

A Briefing on Tuition Discounting (410)

RONALD G. ALLAN (Author), Assistant to the Dean, Georgetown University
MARTIN B. FORTNER (Facilitator), Institutional Researcher, Southern University at New Orleans

Tuition discounting, the practice of permitting some students to pay less than full tuition, has long been a controversial and confusing subject. This paper presents the reader with bullet points that respond to frequently asked questions as well as defining the three kinds of tuition discounts and explaining the particularly constituency of each. It discusses the impact of the FASB financial reporting rules and addresses the difference in treatment between FASB (public school) and GASB (public school) treatments of tuition discounts in institutional financial statements. It concludes with a discussion of the policy ramifications and suggestions for handling the public relations aspect.

2:40-3:20 p.m.   TABLE TOPIC   Meeting Room 11, Level 3

Integrating Geographic Information Systems into Institutional Research: Current Experiences and Future Outlook (T02)

DANIEL TEODORESCU (Author), Associate Director of Institutional Planning, and Research, Emory University

In recent years, Geographic Information Systems (GIS) has appeared in more and more Forum sessions, reflecting growing interest in this exciting mapping and analysis tool. Some of our colleagues are using GIS in a number of creative ways, while others are just learning about this tool. What are some of the current applications of GIS in institutional research? How else might it be valuable? The goals of this session are to share current experiences and brainstorm future applications of GIS in institutional research. Join us for this opportunity to connect with other IR colleagues interested in GIS.

2:40-3:20 p.m.   VENDOR DEMONSTRATION   Grand Salon J, Level 2

SENATE - Blueshift's Suite of Web-Based Solutions to Gather and Analyze Data, and Report and Desseminate Information (V02)

RAVI VENKATESAN (Presenter), Head of Education Solutions, BlueShift, Inc.
ASHIMA SHARA (Presenter), Product Manager, BlueShift, Inc.

SENATE includes Web-based collaborative tools for online surveys, outcomes assessment, course evaluation, performance feedback, testing and assessment. The presentation will focus on the ease, efficiency, timeliness and cost-effectiveness of using Web-based solutions to gather, analyze, report and disseminate data for institutional research and effectiveness. Sample solutions include incoming/outgoing student surveys, alumni surveys, student profile surveys, state-level institutional surveys to assess technology in education, course evaluations, and others.

Blueshift, Inc. (www.blueshift.com) is an IT solutions provider. In addition to the SENATE suite of solutions, Blueshift provides custom software development and implementation services, including offshore software development for the higher education industry.

3:30-4:10 p.m.   AIR GRANT PAPER   Meeting Room 10, Level 3

Do Babies Matter? Using the Survey of Doctorate Recipients to Explore the Role of Family in the Careers of Academic Women and Men (601)

MARC GOULDEN (Author), Principal Analyst, University of California, Berkeley
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

There is much talk about the gender gap in the professoriate and the leaky academic pipeline, but very little actual data that follows individuals over time and demonstrates the extent and nature of the problem. Based on an intensive analysis of the Survey of Doctorate Recipients, a biennial longitudinal survey funded by NSF and others (1973-1999), the presenter offers new evidence on problems in the pipeline and the effects of family on the career paths of academics. These findings provide solid data upon which to base future policies related to issues of family and career in academia.

3:30-4:10 p.m.   BEST PAPER/PRESENTATION SESSION   Florida Salon IV, Level 2

NCRP Best Paper: The Effects of Motivational Instruction Versus Embedded Items on Assessment Test Performance (617)

ANTHONY R. NAPOLI (Author), Director of Institutional Research and Assessment, Suffolk County Community College
LANETTE RAYMOND (Author), Research Associate, Suffolk County Community College
LOUIS C. ATTINASI (Facilitator), Director of Institutional Research, Pima County Community College District

Motivating students to perform their best on assessment tests is difficult when students know the results of the assessment have little bearing on them. The present study evaluates the influence of assessment context (graded v non-graded) on the reliability of a psychology assessment measure. Results indicate the graded condition produces higher reliability (r = .71) than the non-graded condition (r = .29), which leads to unacceptably low reliability. Moreover, the graded condition produces significantly higher scores (M = 64%), than the non-graded condition (M = 43%). Only students in the graded condition (41%) obtained scores of 70% or above.

3:30-4:10 p.m.   BEST PAPER/PRESENTATION SESSION   Meeting Room 4, Level 2

IAIR Best Paper: Analyzing Data in a New Way: Using Geographic Information Systems (GIS) to Analyze Data for Marketing, Recruitment, Retention, Environmental Scanning and Much More (631)

DAVID J. SMALLEY (Author), Manager of Institutional Research, Edgewood College
VIKTOR BRENNER (Facilitator), Research Analyst, Waukesha County Technical College

GIS (Geographic Information Systems) is a new and powerful tool for researchers. It is estimated that 80% of all data has a geographic component. Researchers now can use that geographic component to analyze data in a new way and find new patterns and trends they had never seen before. Uses for institutional researchers include: market research, recruitment, retention, environmental scanning, space planning, public transportation and anything else with a geographic component. The use of GIS can answer questions about your institution that before could not be answered and pose new questions you did not know were there.

3:30-4:10 p.m. COMMITTEE MEETING Presidential Suite, Guest Level

2003-2004 Board of Directors (085)

Continued from previous time period.

3:30-4:10 p.m. DEMONSTRATION Meeting Room 5, Level 2

Redesigning a Web Site - A Case Study (517)

DANA L. KEITH (Author), Programmer Analyst
CHRISTINE CALL (Author), Assistant Director for Marketing and Communications, Association for Institutional Research
ALFRED B. CENEDELLA (Facilitator), Director of Institutional Effectiveness, International College

An association's Web site redesign is used as a case study on Web site design and theory. This review is from a content standpoint and the implementation of a database centric approach.

This session reviews the process of creating a dynamic Web site from a content definition; a user matrix; and an effective use of color, font and graphics to create an effective Web site.

This case study will show the process of creating an effective Web site with database integration.

3:30-4:10 p.m. PRACTITIONER PAPER Grand Salon A, Level 2

Leadership, Peer Review, Autonomy for the Swiss Federal Institutes of Technology (ETH Domain) - Facts, Fiction, and Room for Improvement (329)

HEINRICH NEUKOMM (Author), Scientific Director, Board of Swiss Federal Institute of Technology
JAMES C. ECK (Facilitator), Assistant Provost for Institutional Research, Rollins College

The ETH-Domain (i.e. the Swiss Federal Institutes of Technology) consists of a conglomerate of 6 institutions (2 research and engineering universities and 4 national research labs). During the last 5 – 7 years the Domain went through a number of challenging developments and changes concerning leadership, level of autonomy, and management of the Domain. The processes were based on internal and external consulting, peer review, legal, and political support. The evolution will be presented, addressing successes and failure. The mile-stones for the next four years will be outlined.

3:30-4:10 p.m. PRACTITIONER PAPER Grand Salon G, Level 2

The Transfer Student — Our Saving Grace? (330)

KATHY R. AUTREY (Author), Assistant Professor, Northwestern State University
BRENDA HANSON (Author), Assistant Professor, College of Education, Northwestern State University
THOMAS HANSON (Author), Associate Professor of Mathematics, Northwestern State University
CLOVER W. HALL (Facilitator), Assistant Vice President of Institutional Research, Saint John's University

The purpose of this study was to identify and describe selected perceptual, academic, and personal demographic characteristics of transfer students that transfer from four-year to four-year institutions to facilitate implementation of policies, interventions procedures for retention and recruitment. Primary data was provided by the respondents' answers to questions from the Transfer Student Survey. Secondary data was obtained from official records of the university information system. The discriminant model developed from the data provided information that can be used as an identification tool for targeting potential transfer students and for the development of recruitment, retention and academic intervention strategies.

3:30-4:10 p.m. PRACTITIONER PAPER Meeting Room 7, Level 2

Presidential Change: IR Latitude and What Kind of Attitude? (350)

RUTH V. SALTER (Author), Assistant Director of Institutional Research and Policy Analysis, Valdosta State University
JACK BISHOP (Author), Director of Institutional Effectiveness, Planning and Research, Floyd College
JACQUELYN STIRN (Facilitator), Research Associate II, Policy Analysis and Research, Western Interstate Commission for Higher Education

University and two-year college presidents have significant power in determining both the culture of their institutions and the responsibilities of institutional researchers. Though powerful, new presidents must abide by certain constraints in order to maintain that power. Presidents use assorted management styles and differing degrees of data appreciation. New college and university presidents create changing demands for institutional research and resulting changes in the degrees of autonomy (or latitude). Changing organizational structures also affect IR as well as changes in attitudes both within and without the institutional research office.

3:30-4:10 p.m.	PRACTITIONER PAPER	Grand Salon I, Level 2

A Staff Salary Study – Equity Across The University? (506)

RUTH E. KALLIO (Author), Associate Director of Budget and Planning, University of Michigan
DEANA L. HILL (Facilitator), Director of Institutional Research, Lock Haven University of Pennsylvania

This presentation describes a staff salary study that was conducted at a large research university in order to help academic and administrative units determine whether their salaries were competitive with other units across the university. The focus of this paper is the methodology used that enabled us to analyze numerous and diverse units in a way that results could then be displayed graphically in a single chart format.

3:30-4:10 p.m.	SCHOLARLY PAPER	Meeting Room 9, Level 3

Continuation to Graduate School: A Look at Computing Departments (132)

JOANNE MCGRATH COHOON (Author), Research Assistant Professor, University of Virginia
KATHARINE M. BAYLOR (Author), Student, University of Virgina
LIH-YUAN CHEN (Author), Graduate Student, University of Virginia
KAREN K. SPAHN (Facilitator), Executive Director, Special Projects, University of Phoenix

This study of 109 Ph.D.-granting institutions finds that time faculty devote to mentoring is positively correlated with the percentage of a department's undergraduates who continue directly to graduate school. Most other more specific actions recommended for increasing graduate enrollment demonstrate no significant effect. In addition, none of the recommended methods for recruiting women into graduate computing programs showed significant positive relationships with the female proportion of enrolled graduate students. These findings suggest that circumstances may influence whether generally recommended actions are effective in particular contexts.

3:30-4:10 p.m.	SCHOLARLY PAPER	Grand Salon B, Level 2

Initial Educational Goals of First-Time Full-Time Community College Freshmen and Subsequent Retention Outcomes (133)

BRIAN DENISON (Author), Coordinator of Student Success, Champlain Regional College
CHARLES SECOLSKY (Author), Director of Institutional Research and Planning, County College of Morris
PAUL M. RASMUSSEN (Facilitator), Director of Institutional Research, Snow College

Retention and graduation rates have long been a topic of concern, particularly at four-year undergraduate institutions. These indicators may not be as applicable for two-year institutions where students may have different goals. This study examines the retention of first-time, full-time community college students with respect to their initial goals for attending community college and their ultimate goal for educational attainment. Block-wise forward regression was used to enable control for student ability. If students meet their goals, even if it is to transfer, then the community college may need to rethink accountability based on retention and graduation rates.

3:30-4:10 p.m.	SCHOLARLY PAPER	Florida Salon VI, Level 2

The Search Continues…Exploring a Causal Model of Student Persistence (137)

BRIAN G. MOSS (Author), Director of Institutional Research, Oakland Community College
KRISTEN E. SALOMONSON (Author), Assistant Dean of Enrollment Services and Director of Institutional Research and Testing, Ferris State University
LILLIAN Y. ZHU (Facilitator), Director of Institutional Research, State University of New York College at Brockport

Student persistence in higher education remains a significant issue for both two- and four-year institutions. This paper investigates the utility of Bean's (1982) causal model of student attrition using structural equation modeling as the primary analytic device. Emphasis will be placed on assessing the overall quality of the model, as well as testing the direct and indirect pathways that lead to student persistence. The results of this paper provide a framework for both higher education administrators and researchers to evaluate student persistence and form preventative strategies to reduce attrition.

3:30-4:10 p.m.	SCHOLARLY PAPER	Grand Salon C, Level 2

Updated Estimates of Gender and Race Pay Disparities in Academe: Results from the NSOPF:99 (202)

ROBERT K. TOUTKOUSHIAN (Author), Executive Director of Policy Analysis, University System of New Hampshire
VALERIE M. CONLEY (Author), Assistant Professor of Higher Education Counseling and Higher Education, Ohio University
MARSHA LICHTENSTEIN (Facilitator), Senior Institutional Researcher, University of New Mexico

In this study, we will use data from the recently-released 1999 National Study of Postsecondary Faculty (NSOPF:99) to measure the current levels of pay disparity for faculty in the United States by gender and race/ethnicity, and compare these estimates to those obtained by other researchers using earlier national samples of data. A range of methods will be applied to the data to determine if the results are sensitive to how one measures pay disparity by gender and race/ethnicity.

3:30-4:10 p.m.   SCHOLARLY PAPER   Meeting Room 6, Level 2

An Emerging Model of Faculty Research Productivity: The Impact of Academic Library Services and Resources (214)

ETHELENE WHITMIRE (Author), Assistant Professor, University of Wisconsin at Madison
HENRY Y. ZHENG (Facilitator), Director of Information Analysis and Services, The Ohio State University

According to the latest available figures from the National Center for Education Statistics (NCES), during the 1998 academic year the 3,658 academic libraries in the United States spent $4.6 billion dollars on total operating expenditures. How does spending this amount of money on academic library services and resources impact the institution? Specifically, this study empirically tests a theoretical model of the relationship between faculty research productivity and academic library resources and services. Results will reveal which academic library resources and services contribute to increased faculty research productivity.

3:30-4:10 p.m.   SCHOLARLY PAPER   Meeting Room 1, Level 2

Implementing Program Portfolios Across the Institution: Processes and Issues (325)

TODD L. CHMIELEWSKI (Author), Research Associate, DePaul University
WEI HUANG (Author), DePaul University
GERALD W. MCLAUGHLIN (Author), Director, Office of Institutional Planning and Research, DePaul University
MARY BETH WALPOLE (Facilitator), Assistant Professor, Rowan University

After initiating program review, a new strategic plan, learning goals, and outcomes assessment, we decided to extend the data provided to manage departments and colleges. Rather than initiate yet another new project, meeting the need for more information was accomplished by creating a program portfolio. This portfolio provided a means for integrating many of the previous strategic initiatives. A program portfolio model is presented, steps are traced, implications for IR are discussed, and lessons learned as well as next steps are identified and discussed.

3:30-4:10 p.m.   SCHOLARLY PAPER   Florida Salon V, Level 2

Retrenchment Re-Visited: State, System, and Campus Policies in Times of Fiscal Uncertainty (416)

BRIAN NOLAND (Author), Director of Academic Programs, Tennessee Higher Education Commission
HOUSTON D. DAVIS (Author), Assistant Vice President for Academic Affairs, Austin Peay State University
MICHELLE S. APPEL (Facilitator), Research Analyst, University of Maryland

This study offers insights into retrenchment decisions at both the campus and governing board levels. The research reviews the steps through which academic program reviews are conducted, and how the information gleaned from these reviews can be utilized to inform program termination decisions. The research also examines the notion of right-sizing, that is determining the optimal institutional size given its programmatic, faculty, space, and resources utilization rates. Finally, the research examines the extent to which policymakers have relied on tuition and fee increases to offset difficult retrenchment decisions.

3:30-4:10 p.m.   TABLE TOPIC   Meeting Room 11, Level 3

Building a University Scorecard (T08)

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

Balanced scorecards (Kaplan and Norton) are becoming popular in higher education. One university's experience building and using a "University Scorecard" will be described and examples from other institutions will be presented. Participants are encouraged share their institution's scorecards.

3:30-4:10 p.m.   VENDOR DEMONSTRATION   Grand Salon J, Level 2

Update on a New Change Instrument for Community Colleges (V03)

JUDITH A. OUIMET (Presenter), Project Manager, Community College Survey of Student Engagement, The University of Texas at Austin
KAY MCCLENNEY (Presenter), Director, Community College Survey of Student Engagement (CCSSE), The University of Texas at Austin
CHRISTINE LEBARD (Presenter), College Relations Coordinator, Community College Survey of Student Engagement, The University of Texas
     at Austin

The session provides an overview of a new survey and how the data are used to effectively assess the quality of community and technical college student experiences. This instrument gathers information about good educational practices, specifically (a) how students spend their time, (b) retention and risk factors, (c) how they view the campus environment, (d) their perceptions of educational and personal growth, and (e) the extent to which faculty and student affaires staff engage students in effective educational practices. Preliminary finds from the 40,000 student respondents from the pilot and field test administration.

3:30-5:00 p.m. PANEL Florida Salon I, II and III

An Anthropological/Archaeological Dig Through the Archival/Humor Files of Long-Time IR Practitioners (557)

DONALD J. REICHARD (Author), Associate Vice Chancellor for Planning and Institutional Research, University of North Carolina at Greensboro
RICHARD D. HOWARD (Author), Professor, Montana State University-Bozeman
J. FREDERICKS VOLKWEIN (Author), Director, Professor, and Senior Scientist, Penn State University
JOHN A. MUFFO (Author), Director of Academic Assessment, Virginia Polytechnic Institute and State University

Most institutional researchers keep files of old IR documents, jokes, or parodies of the profession locked in their memories, desk drawers, or file cabinets. Some of these items are sharable, and might even add elements of wit, wisdom, or perspective on the practice of institutional research. In this panel session, four practitioners, each with at least thirty years of experience in institutional research, have been given license to unlock their memories and file cabinets to look at institutional research in a decidedly offbeat manner.

4:20-5:00 p.m. BEST PAPER/PRESENTATION SESSION Meeting Room 4, Level 2

RMAIR Best Presentation: Exposing Faculty? Web-Based Tools for Collecting and Reporting Faculty Workload (620)

MIKE ELLISON (Author), Systems Analyst, University of Nevada Las Vegas
ANN DEBIAK (Facilitator), Principal Planning Analyst, Arizona State University West

Collecting and reporting faculty workload information can be a time-consuming and tedious exercise under the best of circumstances. At UNLV we developed web-based applications for data collection and reporting. This presentation illustrates how the data collection methods and tools used to collect and report faculty workload data can reduce the amount of time spent on such studies. An emphasis will be placed on the process of developing user-oriented data collection and reporting tools, and the benefits of real-time reporting for data validation. We will demonstrate the tools developed and address how individual reports were structured to answer specific questions.

4:20-5:00 p.m. COMMITTEE MEETING Presidential Suite, Guest Level

2003-2004 Board of Directors (085)

Continued from previous time period.

4:20-5:00 p.m. DEMONSTRATION Meeting Room 7, Level 2

Spreadsheet Models for Tuition Projections: A Demonstration (357)

MIKE ROGERS (Author), Institutional Researcher, University of the Pacific
CHRISTINE M. GOODWIN (Facilitator), Research Associate, Saint John's University

Tuition projections are a critical part of the budget planning process as administrators consider new buildings, tuition increases, and other strategic issues. This demonstration will show enrollment and tuition projections for use at any institution. The model will use historical enrollment, retention, and tuition data to project data out ten years. This demonstration will show how class level, GPA, credit hours, student type are important parts of the models to attendees. This demonstration will be an extension of last year's AIR 2002 demonstration on Enrollment Projections. The model will be available for download on the Internet.

4:20-5:00 p.m. DEMONSTRATION Florida Salon IV, Level 2

SOCRATES: A Labor Market Planning Tool (501)

RUBEN B. GARCIA (Author), Deputy Director of Follow-Up, Texas SOICC
MARK P. PAVELCHAK (Facilitator), Director of Student Outcomes Research, University of Southern California

~~CANCELLED~~

To prepare students for successful careers, postsecondary institutions must have sufficient lead-time to design programs appropriate for the labor market conditions the students will encounter once they complete their education. Institutional researchers are often called upon to provide labor market information to justify new programs and the revision of existing ones. SOCRATES is Texas' widely used labor market planning tool designed to support institutional researchers, deans and other academic professionals in program planning and labor market research. SOCRATES determines priority industries and occupations within a sub-state region. This presentation will demonstrate the functionality and benefits of SOCRATES.

4:20-5:00 p.m. DEMONSTRATION Meeting Room 1, Level 2

Florida K-20 Education Data Warehouse (640)

JAY PFEIFFER (Author), Director of Education Information and Accountability, Florida Department of Education
JEFF SELLERS (Author), Technical Manager, Florida K-20 Education Data Warehouse
DAVID L. WRIGHT (Facilitator), Education Policy Director, Council for Education Policy Research and Improvement

Many states collect large stores of information describing students, teachers, districts, schools, colleges and universities. However, these

databases usually have been maintained in a "silo" fashion and the information they contain has typically not been widely available to managers, program staff, citizens and others who wish to investigate various educational phenomena. Data warehouses, unlike source systems, are specifically designed to handle queries and analyses using data across various systems. Designed to facilitate informed policy decision-making, the Florida K-20 Education Data Warehouse (EDW) is a collection of integrated data that provides information on Florida public school students from kindergarten through their post-doctoral studies, including workforce information available to the Department of Education. The incorporation of historical data from academic year 1995-96 forward provides the capability to track educational events longitudinally over time. The EDW will provide information to the public by way of reports residing on the Internet. Intermediate-level users will have access to aggregate data via easy-to-use reporting tools on the Internet. Advanced users will be given access to extracts of data from the EDW to meet their particular research needs. This presentation will highlight the system's design, contents, access, and security features. A web-based demonstration of the warehouse's reporting capabilities will also be provided.

4:20-5:00 p.m. PANEL Florida Salon I, II and III

An Anthropological/Archaeological Dig Through The Archival/Humor Files of Long-Time IR Practitioners (557)

Continued from previous time period.

4:20-5:00 p.m. PRACTITIONER PAPER Florida Salon VI, Level 2

Using Financial Aid Variables To Study Retention Among First-Time Full-Time Entering Freshmen (163)

CHARLETT HOLLOMON (Author), Associate Director, Georgia Southern University
WILLIAM R. FENDLEY (Facilitator), Director of Institutional Research, The University of Alabama

This study examined the relationships among students who received different types of financial aid to their retention from year one to year two and from year two to year three. A cohort of students at a selected southern, public, four-year university who enrolled as first-time, full-time freshmen in Fall 1997 was used in the regression analysis. Independent variables included age, gender, race, ACT composite score, amount of financial aid received, family contribution and student contribution. Separate analyses were done to measure the total financial aid, federal aid, state aid and institutional aid.

4:20-5:00 p.m. PRACTITIONER PAPER Grand Salon C, Level 2

Closing the Assessment Loop: Applying Results of a Primary Trait Analysis to Improve Educational Outcomes (209)

MARSHA V. KROTSENG (Author), Chief Planning Officer, Valdosta State University
ELIZABETH ROBINSON (Author), Interim Dean, West Liberty State College
ERIC L. DEY (Facilitator), Associate Dean for Research, University of Michigan
CINDY E. CONLEY (Facilitator), Assistant Dean of Planning and Evaluation, Florida Gulf Coast University

This case study describes the implementation and results of a student outcomes assessment program in a School of Business Administration at a public baccalaureate institution. Specifically, it focuses on assessment findings and the curricular/instructional/advisement changes resulting from the use of Primary Trait Analysis (PTA). It also identifies the important collaborative role played by the Institutional Research Office in assisting with the development and implementation of viable assessment models.

4:20-5:00 p.m. PRACTITIONER PAPER Grand Salon D, Level 2

Making Measurement Meaningful (304)

JULIA W. CARPENTER-HUBIN (Author), Strategic Planning Analyst, The Ohio State University
EUNICE HORNSBY (Author), Assistant Director of Organization and Human Resource Development, The Ohio State University
JONATHAN D. FIFE (Facilitator), Visiting Professor, Virginia Polytechnic Institute and State University

Performance scorecards measure how well units do their jobs and help them discover how performance in one area may affect achievement in another. As important as such evaluation is to institutional improvement, scorecard development is itself a powerful tool for organizational understanding. This presentation shares the scorecard development process used at one institution where managers reporting to a Vice Provost created a single scorecard for their umbrella organization and related scorecards for their individual units. Through group discussions about what activities to measure, managers came to a better understanding of their contributions to the goals of the larger university.

4:20-5:00 p.m. PRACTITIONER PAPER Grand Salon G, Level 2

Outsourcing as a Cost Containment Strategy in Higher Education: Does it Accomplish its Intended Goal? (305)

MARK D. GARRETT (Author), Graduate Student, University of Michigan
HEIDI E. GRUNWALD (Facilitator), Graduate Student Research Assistant, University of Michigan

The call for cost containment in higher education rings loudly as various stakeholders, including government officials, parents, and students question the increasing rise in tuition. Higher education's adoption of the management strategy of outsourcing various support services is viewed as one way to contain costs while also improving the delivery of said services. This paper explores the phenomenon of outsourcing, suggesting a plausible reason for its growth, its perceived advantages and disadvantages, and offers a preliminary examination of its effectiveness. Finally, the paper will suggest research questions that the author hopes to answer through further investigation.

4:20-5:00 p.m.   SCHOLARLY PAPER   Grand Salon A, Level 2

What Matters in the University Graduation of Community College Transfer Students (109)

WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University
BARBARA L. HENRY (Author), Bowling Green State University
LARRY T. HUNTER (Facilitator), Senior Institutional Research Specialist, Columbus State Community College

Every year hundreds of thousands of community college students transfer to four-year colleges and universities with the intent of receiving a bachelor's degree, yet this goal is not realized for many of them. What are the factors that promote successful graduation of community college transfer students? This study examines a comprehensive set of community college enrollment, university enrollment, and personal characteristics of students who transferred from a community college to a university in the Midwest to develop a predictive profile of which students are more likely to graduate. Implications for policy and practice are provided.

4:20-5:00 p.m.   SCHOLARLY PAPER   Meeting Room 9, Level 3

Developmental Education Progress and Outcomes: An Ongoing Study of Persistence and Achievement (339)

CINDY L.S. CRIMMINS (Author), Institutional Researcher, Minneapolis Community and Technical College
PATRICIA A. HARVEY (Facilitator), Director of Institutional Effectiveness, Richard Bland College

The purposes of this empirical study are to compare the outcomes of various patterns of developmental course taking; to support dialogue about impacts of developmental education on student outcomes; and to quantify the student performance benefits of developmental education for at-risk populations. Students are grouped according to college readiness in Math, English and Reading; and according to readiness expectations for the students' intended field of study. Outcome measures include course completion ratios, grades in specific courses related to the content targeted by developmental education, coursework performance in the major, GPA, retention and persistence. Current study targeted for completion, March 2003.

4:20-5:00 p.m.   SCHOLARLY PAPER   Grand Salon B, Level 2

Examining the Retention and Graduation Rates of the 1994-2000 Underrepresented Minority Freshman Cohorts Majoring in Science, Technology, Engineering, and Mathematics (353)

ROSEMARY Q. HAYES (Author), Director of CSRDE, University of Oklahoma Norman Campus
LIBBY V. MORRIS (Facilitator), Associate Professor, The University of Georgia

This national retention data exchange has conducted, with the support of the National Science Foundation, a specialized retention study focusing on the retention and graduation rates of underrepresented minority freshman cohorts majoring in Science, Technology, Engineering and Mathematics (STEM) fields. This paper describes the most recent study of the 1994-2000 degree-seeking, STEM majoring freshman cohorts from 200 institutions completed Oct 1, 2002. In addition to providing the basis for this study, the data provided by participating institutions forms the basis of a national retention database on STEM retention that is a major contribution to furthering our understanding of this issue.

4:20-5:00 p.m.   SCHOLARLY PAPER   Florida Salon V, Level 2

Statewide Articulation Policy Evaluation: An Approach that Informs the Policy and Scholarly Communities (418)

PATRICIA S. INMAN (Author), Associate Director, University of Illinois at Chicago
CELINA SIMA (Author), Associate Dean for Academic Affairs, University of Illinois at Chicago, College of Education
VALERIE M. CONLEY (Facilitator), Assistant Professor of Higher Education Counseling and Higher Education, Ohio University

During the 1990's, the Illinois Board of Higher Education implemented a statewide initiative designed to facilitate students' transfer of course credit among postsecondary institutions in the state. Tied to the implementation was a call for evaluation of the effectiveness of the initiative in accomplishing its stated objectives. This paper discusses a multi-faceted methods approach to the evaluation of this statewide policy for higher education. The evaluation project incorporated quantitative transcript analysis, interviews with students, and a focus group of community college staff. Results from the evaluation project are highlighted.

4:20-5:00 p.m.   SCHOLARLY PAPER   Grand Salon H, Level 2

Impact of Weights and Design Effects on Contingency Tables and Chi-Square Analysis: An Example Using a Data Set from the National Center for Education Statistics (508)

DENISE Y. YOUNG (Author), Assistant Provost and Director of Institutional Research, University of Dallas
DAVID WALKER (Author), Assistant Professor of Educational Research, Florida Atlantic University
CHRISTOPHER J. MAXWELL (Facilitator), Research and Planning Analyst, Purdue University

Many national data sets used in institutional research are not based on simple random sampling schemes, but instead are constructed using complex sampling designs characterized by multi-stage cluster sampling and over-sampling of some groups. Incorrect results are obtained from statistical analysis if adjustments are not made for the sampling design. This study utilizes a data set from the National Center for Education Statistics to demonstrate how the use of weights and design effects impact the results of contingency tables and chi-square analysis of data from complex sampling designs.

4:20-5:00 p.m.	TABLE TOPIC	Meeting Room 11, Level 3

AIR Grant Opportunities (T11)

JOHN TSAPOGAS (Convener), Senior Analyst, National Science Foundation
TERRENCE R. RUSSELL (Convener), Executive Director, Association for Institutional Research
ALICIA D. TREXLER (Convener), Assistant Director for Continuing Education and Grant Administration, Association for Institutional
   Research

This table topic offers participants an overview of the AIR Grant Program, Improving Institutional Research in Postsecondary Educational Institutions. The grant program provides professional development opportunities to doctoral students, institutional researchers, educators, and administrators, and it fosters the use of the federal databases for institutional research in postsecondary education. The grant program is supported by the National Center for Education Statistics and the National Science Foundation.

4:20-5:00 p.m.	TABLE TOPIC	Meeting Room 12, Level 3

Higher Education Data Policy Committee Topics Discussion (T13)

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

This session will offer participants an overview of the various Higher Education issues and projects of the Association, and information on how they can possibly contribute. It will also provide an opportunity for members to give feedback to the Committee on the actions of the Association.

4:20-5:00 p.m.	VENDOR DEMONSTRATION	Meeting Room 6, Level 2

College Student Experience and Expectation Questionnaires (V04)

ROBERT M. GONYEA (Presenter), Assistant Director, Center for Postsecondary Research & Planning, Indiana University at Bloomington
AUDEN THOMAS (Presenter), Project Associate, CSEQ (College Student Experiences Questionnaire)

This session provides an overview of the CSEQ & CSXQ instruments. The CSEQ measures student progress and the quality of student experiences inside and outside the classroom. Over 3,000,000 students at more than 500 colleges and universities have completed it. The CSXQ is an adapted version of the CSEQ to measure new student's expectations for college. Both instruments are available online.

4:20-5:00 p.m.	VENDOR DEMONSTRATION	Grand Salon J, Level 2

HigherEd Analyzer: The Next Generation in Analytical Reporting for Colleges and Universities (V08)

MARK J. MAX (Presenter), CEO, i Strategy
MARK SIMONS (Presenter), Sales Manager, i Strategy

The need and justification for data warehousing is widely accepted and initiatives are now common at many colleges and universities. The conventional approach is to move application source data into a warehouse database, select a relational query tool and send users to training; however, this approach rarely works. According to The Data Warehouse Institute (TDWI), the new trend is towards analytical applications. This presentation will introduce iStategy's Higher Analyzer, the first packaged analytical application for colleges and universities. The session will address dimensional modeling, ERP integration, guided analysis, key performance measures, "actionable analysis" and other analytical reporting concepts.

5:00-5:40 p.m.	POSTER	Grand Salon E, Level 2

All AIR Poster Sessions (Repeat presentation of Sunday AIR Poster Sessions) (699)

This session encourages Forum attendees a second opportunity to attend this second presentation of all Poster sessions that were originally presented Sunday from 5:00-6:00. The Poster sessions are:

(105) Using Your Institutional Research Office as a Tool to Engage Students in Learning

(107) Why Minority Students Leave

(126) Learning Edge Academic Program: A Multi-Factor Analysis

(153) Demonstrating Students' Intellectual Progress and Personal Growth Outcomes by Utilizing Factors Rather than Items in ACT's College

(157) The Role of Self-Advocacy in the Success of Students with Disabilities at the University Level

(161) The Success of Extension Sites at a Community College

(162) Preparing International Students Prior to their Departure—Adjustment Problems, Coping Strategies and Pre-Departure Preparations

(166) Cognitive Predictors of Students' Success in the Medical School

(204) The Decision to Unionize: Towards a Model of Part-Time Faculty at Private Institutions

(211) Assessing the Assessor: One Institution's Plan to Review, Revise and Renew Learning Outcomes Assessment

(213) A Student Transfer-Traffic Database for the State of Minnesota

(217) Evaluation of a Writing Across the Curriculum Program in an Urban College: The Faculty Speaks

(241) Faculty Behaviors and Their Relationship to Student Learning and Student Engagement

(242) Evaluation of Education Course Content Using an E-Mail Survey of Alumni Enrolled in Education Courses

(342) Study of African-American Graduate Student Recruitment Practices

(347) Enrollment Management Scoreboard: Achieving the Mission by Managing the Margins

(349) Sea Liners and Tugboats: Combined Models of Instructional Delivery within an Institution

(361) Measuring the Effectiveness of Individual Retention Interventions

(425) Public Policies of Higher Education and the Quality of Universities

(435) Using the NCES/IPEDS Peer Analysis System

(515) Using SAS Macro in SAS Infile Statements to Read Student Financial Aid Database Files

(566) Life As The AIR/NCES Senior Fellow

(632) Arizona State University Graduate Certificate in Institutional Research

(633) Florida State University Graduate Certificate in Institutional Research

(634) Indiana University Graduate Certificate in Institutional Research

(635) The Pennsylvania State University Graduate Certificate in Institutional Research

(636) University of Missouri System Graduate Certificate in Institutional Research

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5:10-5:50 p.m.   SPECIAL INTEREST GROUP   Grand Salon C, Level 2

California Association for Institutional Research (CAIR) (S11)

JING LUAN (Convener), Chief Planning, Research & Knowledge Systems Officer, Cabrillo College

Current members and anyone intersted in learning more about the California Association for Institutional Research are encouraged to attend an informal exchange of ideas and discuss current IR issues.

5:10-5:50 p.m.   SPECIAL INTEREST GROUP   Grand Salon D, Level 2

Canadian Institutional Research and Planning Association (CIRPA-ACPRI) (S15)

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

Delegates are invited to attend this session to discuss issues of relevance in a Canadian context. The agenda will be developed at the meeting or with items that are forwarded to the convener prior to the meeting.

5:10-5:50 p.m.   SPECIAL INTEREST GROUP   Grand Salon H, Level 2

Maryland AIR (MdAIR) (S34)

DENISE D. NADASEN (Convener), Senior Research Analyst, University System of Maryland

Marylanders, former Marylanders, friends of Marylanders, and those who just like to have fun are welcome to join us for dinner and an evening of lively discussion.

5:10-5:50 p.m.   SPECIAL INTEREST GROUP   Grand Salon B, Level 2

Louisiana Association for Institutional Research (S35)

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

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

5:10-5:50 p.m.   SPECIAL INTEREST GROUP   Meeting Room 1, Level 2

Common Data Set eXchange (CDSX) Meeeting (S39)

THERESA Y. SMITH (Convener), Founding Director for the Center for Institutional Data Exchange and Analysis, University of Oklahoma Norman Campus
JOHN H. MILAM (Convener), Managing Director, HigherEd.org, Inc.

The Common Data Set eXchange (CDSX) was recently announced as a new way for all types of institutions to confidentially share their online CDS data. After a brief presentation about the CDSX and its partnership with The Carnegie Foundation for the Advancement of Teaching, members of the steering committee will meet to discuss the project. This session is open to the public for questions, comments, and ideas.

| 5:10-5:50 p.m. | SPECIAL INTEREST GROUP | Meeting Room 5, Level 2 |

Overseas Chinese Association of Institutional Research (OCAIR) (S46)

GUIHUA LI (Convener), Research Specialist, St. Cloud State University

This session is open to all individuals interested in the Chinese culture and who are involved in or interested in research, planning, and assessment in postsecondary education within or outside the United States, and will provide a forum for discussion on topics of common interest. OCAIR is the first professional affiliation of AIR that utilized electronic communication methods for its business. It operates entirely on the Internet – a true virtual organization. In this open and welcoming session, OCAIR members convene to exchange professional information and to conduct organizational business. Participants are welcome to make suggestions for the development of the Association.

| 5:10-5:50 p.m. | SPECIAL INTEREST GROUP | Grand Salon A, Level 2 |

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

DALE A. JOHNSON (Convener), Institutional Researcher, Walla Walla Community College

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

| 5:10-5:50 p.m. | SPECIAL INTEREST GROUP | Grand Salon I, Level 2 |

Rocky Mountain Association for Institutional Research (RMAIR) (S51)

WENDY L. MILEY (Convener), Senior Research Specialist, University of Arizona

Members of RMAIR will conduct a business meeting and review plans for the next annual meeting.

| 5:10-5:50 p.m. | SPECIAL INTEREST GROUP | Grand Salon G, Level 2 |

Utah Association for Institutional Research (S59)

RICHARD W. JACOBS (Convener), Director of Budgets, Utah State University

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

| 5:10-5:50 p.m. | SPECIAL INTEREST GROUP | Meeting Room 6, Level 2 |

Southern University Group (SUG) (S61)

SAM LOWTHER (Convener), Executive Director of Planning and Analysis, Auburn University

SUG members will discuss items of interest from their institutions as well as their annual data exchange and other matters of mutual interest and concern.

| 5:10-5:50 p.m. | SPECIAL INTEREST GROUP | Meeting Room 4, Level 2 |

Traditionally Black Colleges and Universities (TBCU) (S64)

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

Members and all those interested in learning more about the Traditionally Black Colleges and Universities Association are invited to attend this session in which the annual business meeting will be held.

| 5:10-5:50 p.m. | SPECIAL INTEREST GROUP | Meeting Room 10, Level 3 |

Peoplesoft Users (S77)

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

This session will provide an open forum for those interested in discussing Peoplesoft.

| 5:10-5:50 p.m. | SPECIAL INTEREST GROUP | Meeting Room 11, Level 3 |

2002 Summer Data Policy Fellows (S78)

CONSUELLA LEWIS (Convener), Assistant Professor, Rowan University

This session will provide an open forum for those who were 2002 Summer Data Policy Fellows or interested in the Summer Data Policy Institute.

| 5:10-5:50 p.m. | SPECIAL INTEREST GROUP | Meeting Room 12, Level 3 |

Expanded Delaware Study (S79)

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

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

| 5:10-5:50 p.m. | SPECIAL INTEREST GROUP | Meeting Room 13, Level 3 |

Consortium for Student Retention Data Exchange (CSRDE) (S80)

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

This session is for Consortium for Student Retention Data Exchange (CSRDE) members. It is an advisory and a general members meeting.

| 6:30-Until | SPECIAL EVENT | Meeting Room 9, Level 3 |

Association of American Universities Data Exchange (AAUDE) Group Reception (Invitation Only) (078)

DENISE S. GATER (Convener), Associate Director, University of Florida

This is an invitation only group reception for selected individuals related to Association of American Universities Data Exchange (AAUDE).

WEDNESDAY, MAY 21, 2003

| 7:30-8:20 a.m. | COMMITTEE MEETING | Meeting Room 9, Level 3 |

Forum Publications Editorial Advisory Committee (095)

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

Meeting of the members of the Forum Publications Editorial Advisory Committee.

| 7:30-8:20 a.m. | SPECIAL INTEREST GROUP | Grand Salon C, Level 2 |

Coordinating Agencies and Boards (CABS) (S10)

MARSHA V. KROTSENG (Convener), Chief Planning Officer, Valdosta State University

AIR members who work for or with Coordinating Agencies and Governing Boards are encouraged to join in this discussion of mutual data and policy issues. Participants also will focus on the impact of recent state and federal legislation on institutional researchers in such settings.

| 7:30-8:20 a.m. | SPECIAL INTEREST GROUP | Grand Salon D, Level 2 |

Environmental Scanning (S22)

At this SIG session, environmental scanning networking and the exchange of environmental-scanning techniques and problems will be facilitated. Participants will have the opportunity to describe environmental-scanning activities at their institutions or improving an environmental-scanning program.

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Meeting Room 11, Level 3

Intercollegiate Athletics (S30)

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

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

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Grand Salon B, Level 2

New Jersey Association for Institutional Research (NJAIR) (S43)

M. JANET EASTERLING (Convener), Institutional Research Associate, Seton Hall University

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

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Grand Salon A, Level 2

Invited Focus Group Session to Discuss the NCES Peer Analysis System (PAS) Available on The NCES/IPEDS Web Site (S75)

TIMOTHY R. SANFORD (Convener), NCES/AIR Senior Fellow, University of North Carolina at Chapel Hill
SUSAN G. BROYLES (Convener), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics

This is an invitation only session. The PAS is designed to provide the user with easy access to the national databases on postsecondary education collected annually through the IPEDS data collection process and maintained by NCES. NCES is looking to revise the PAS to make the data more accessible and to make the process more intuitive, and Dr. Timothy R. Sanford, former AIR President, has been selected as the AIR/NCES Senior Fellow for 2002-03 to head up that project.

7:30-12:00 p.m.	COMMITTEE MEETING	Meeting Room 8, Level 3

Best Visual Presentations Committee Meeting (084)

TRUDY H. BERS (Committee Chair), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College

Best Visual Presentations Committee meeting

7:30-12:00 p.m.	SPECIAL EVENT	Greco Boardroom, Level 3

Forum Evaluation Survey (Invitational Event) (086)

YVES M. GACHETTE (Committee Chair), Director, Institutional Research, Buffalo State College
LORNE KUFFEL (Committee Chair), Director of Institutional Research, College of William and Mary

Forum Evaluation Survey (Invitational Event) #2

7:30-12:00 p.m.	SPECIAL EVENT	Meeting Room 13, Level 3

Forum Evaluation Survey (Invitational Event) (087)

YVES M. GACHETTE (Committee Chair), Director, Institutional Research, Buffalo State College
LORNE KUFFEL (Committee Chair), Director of Institutional Research, College of William and Mary

Forum Evaluation Survey (Invitational Event) #3

7:30-12:00 p.m.	SPECIAL EVENT	Bayshore Boardroom, Level 3

Forum Evaluation Survey (Invitational Event) (091)

YVES M. GACHETTE (Committee Chair), Director, Institutional Research, Buffalo State College
LORNE KUFFEL (Committee Chair), Director of Institutional Research, College of William and Mary

Forum Evaluation Survey (Invitational Event)

8:30-9:10 a.m.	BEST PAPER/PRESENTATION SESSION	Meeting Room 4, Level 2

PNAIRP Best Paper: The University of Idaho's Online Course Evaluation System: Going Forward! (611)

JASON MAYER (Author), Programmer Analyst, University of Idaho
ARCHIE A. GEORGE (Author), Director, Institutional Research and Assessment, University of Idaho
DALE A. JOHNSON (Facilitator), Vice President for Administration, Grays Harbor College

This is a demonstration of an online student evaluation of a teaching system that is integrated with SCT/Banner. The system has three major components. First, a question selection process allows faculty members to select questions from a list to be added a standard on-line course evaluation form. Subsequently, students logon to a designated website to fill out the customized form for each instructor and course. The results are immediately read into a database, which also captures some student demographics. Finally, appropriate faculty and administrators have secure access automated reports.

8:30-9:10 a.m.	COMMITTEE MEETING	Meeting Room 8, Level 3

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

8:30- End	COMMITTEE MEETING	Meeting Room 9, Level 3

Forum Evaluation Committee Working Session (090)

YVES M. GACHETTE (Associate Committee Chair), Director, Institutional Research, Buffalo State College
LORNE KUFFEL (Associate Committee Chair), Director of Institutional Research, College of William and Mary

Forum Evaluation Committee Working Session.

8:30-9:10 a.m.	DEMONSTRATION	Grand Salon J, Level 2

Adjunct Budget Forecasting Made Simple (340)

JAMES D. HENNINGSEN (Author), Director of Institutional Research, Seminole Community College
KRISTEN E. SALOMONSON (Facilitator), Assistant Dean of Enrollment Services and Director of Institutional Research and Testing, Ferris State University

The session will demonstrate, using Microsoft Excel, how to accurately forecast adjunct faculty annual expenditures at a comprehensive community college that offers traditional AA transfer, vocational credit and non-credit, and adult education courses. The final model allows the researcher to run "what-if" scenarios by program area that show cost impacts from changes in average class size, number of full-time faculty, number of release and overload hours, changes in adjunct rate of pay, and forecasted FTE. The final model forecasted annual expenses within 2.2% ($104,000) of the college's actual $4.8 million adjunct faculty expense.

CANCELLED

8:30-9:10 a.m.	DEMONSTRATION	Grand Salon I, Level 2

Prioritizing Resources: Getting the Most Out of Your Satisfaction Data (355)

TERRA SCHEHR (Author), Institutional Research Analyst, Mills College
AMY E. SCHMIDT (Facilitator), Director, Higher Education Research, College Board

This presentation will address how to get the most out of student satisfaction data when identifying priorities for resource allocation in improving student services and the campus environment. The challenges of using satisfaction data for prioritization and how to overcome these challenges will be discussed. Practical methods to derive importance based on satisfaction ratings and how to use the intersection of importance and satisfaction to develop data-driven priorities using SPSS and MS Excel will be demonstrated.

8:30-9:10 a.m.	DEMONSTRATION	Meeting Room 1, Level 2

FAIR: A Knowledge Management System for Faculty Information in an Academic Institution (366)

KEVIN FRENZEL (Author), Specialist, Faculty, University of South Florida
CAROL MACKINNON-LEWIS (Author), Director of the Center for Community Partnerships, University of South Florida
KUNAL GUPTA (Author), Programmer/Analyst, University of South Florida
CLIVE SANFORD (Author), Instructor, University of South Florida
JOSE' LUIS SANTOS (Facilitator), Senior Institutional Researcher, University of Arizona

This is a demonstration of a knowledge management system (KMS) at a university which recognized the merit and need to collect and report the scholarly efforts of its faculty to the legislature, governing boards, and the community. In 2001 the Faculty Academic Information Reporting (FAIR) system was developed to support mandated state and federal reporting, to be a standardized publications system feeding a fully customizable vita system, and to be a portal serving both internal and external users seeking contact with domain experts. We will discuss the institutional and technical issues considered, and will demonstrate the FAIR system.

8:30-9:10 a.m.   DEMONSTRATION   Meeting Room 5, Level 2

Using a Virtual Data and Documents Center to Support the Accreditation Self-Study Process and Visit and Beyond (424)

SARAH B. LINDQUIST (Author), Assistant Dean of the Graduate College, Arizona State University Main
JOSEPH J. MATT (Author), Executive Director, Institutional Analysis and Data Administration, Arizona State University Main
AYSHE B. ERGIN (Facilitator), Director of Institutional Research and Planning, Neumann College

As part of the Self-Study process, both data ("numbers") and documents ("words") need to be available not only to members of the working teams conducting the institutional Self-Study and writing the report but also to members of the site visit team conducting the accreditation review. A major metropolitan research university, scheduled to undergo accreditation review in March 2003, decided to create a Virtual Data and Documents Center to support the self-study process. This presentation will provide an overview of the development of the Center and demonstrate the contents and features of the Center.

8:30-9:10 a.m.   PRACTITIONER PAPER   Florida Salon VI, Level 2

Linking Faculty Perceptions of Student Engagement to Outcomes from the National Survey of Student Engagement(NSSE) to Prompt Institutional Improvements (160)

THOMAS A. ANGELO (Author), Associate Provost, The University of Akron
GREGORY A. ROGERS (Author), Director of Institutional Planning, The University of Akron
ROBERT SMALLWOOD (Author), Associate Vice President for Academic Affairs, Southwest Texas State University
WAI H. YU (Facilitator), Assistant Director, University of Miami

Faculty perceptions of student engagement were obtained on two campuses and compared to their respective institutional outcomes on the National Survey of Student Engagement (NSSE). Results from gap analyses were used to prompt discussions of improvement initiatives and set priorities to enhance student engagement practices.

8:30-9:10 a.m.   PRACTITIONER PAPER   Grand Salon H, Level 2

Faculty Use of Technology in Instruction: An Analysis of Individual and Institutional Characteristics Using NSOPF: 99 (207)

YI GONG (Author), Doctoral Student, Indiana University of Pennsylvania
WENFAN YAN (Author), Professor, Indiana University of Pennsylvania
CLIFFORD ADELMAN (Facilitator), Senior Research Analyst, United States Department of Education

This study investigated the interaction of individual and institutional characteristics in terms of their impact on faculty use of technology in instruction using NSOPF: 99. The study conducted descriptive statistics to describe the faculty use of technology by institution type. Multiple regressions were conducted and comprehensive statistical models were established to predict faculty use of technology by institution type in terms of individual and institutional characteristics. This study contributes to the understanding of the actual level of faculty use of technology as well as the facilitating and impeding factors of individual and institution that influence faculty use of technology.

8:30-9:10 a.m.   PRACTITIONER PAPER   Grand Salon D, Level 2

IR's Role in the Learning College or Adding Assessment to Your Title (319)

GAYLE M. FINK (Author), Director of Planning Research and Evaluation, The Community College of Baltimore County
JOHN A. MUFFO (Facilitator), Director of Academic Assessment, Virginia Polytechnic Institute and State University

A central principle of a Learning College is being able to measure learning outcomes to assess institutional effectiveness. Success is attained only when improved and expanded learning can be documented for its learners. IR professionals from a League for Innovation in Community Colleges Vanguard Learning College will share an overview of the Learning College concept and experiences with course student learning outcomes assessment, program outcomes assessment and institutional effectiveness.

8:30-9:10 a.m.   PRACTITIONER PAPER   Meeting Room 7, Level 2

Increasing Persistence with an Experimental Intervention Directed by Data Mining and Statistical Predictive Models (363)

TERRENCE R. WILLETT (Author), Director of Research, Gavilan College
DENISE BELL (Facilitator), Director of Assessment, Worcester State College

Models from classical statistics and data mining predicted Fall to Spring persistence for students enrolled in Fall 2001 based upon data from six previous years. The most accurate model (C5.0 boosted five fold) was chosen. Counselors contacted a random selection of 100 students predicted not to re-enroll. Among students predicted not to re-enroll, those contacted re-enrolled at significantly higher rates than the control group. Overall model accuracy may have been improved with more student experience variables and knowledge of parental education level. Also, student educational goal diversity in addition to unpredictable factors appear to complicate prediction efforts.

8:30-9:10 a.m.   PRACTITIONER PAPER   Grand Salon G, Level 2

A Comparison of Paper and Web Response Rates for a Survey of Admitted Students (534)

ELLEN A. KANAREK (Author), Vice President, Applied Educational Research, Inc.
CHARLETT HOLLOMON (Facilitator), Associate Director, Georgia Southern University

This session will compare paper and Web versions of a widely-used college choice survey in terms of overall response rates and response rates for selected subgroups of the student population. The presentation will include information on how and when the participating colleges administered the survey, factors that may have increased or suppressed the response rates, and comparisons with paper-only response rates from prior years.

8:30-9:10 a.m.   PRACTITIONER PAPER   Florida Salon IV, Level 2

Beyond Guesswork: One University's Example of Projecting Undergraduate Enrollment (558)

ZHAO ZHANG (Author), Enrollment Analyst, Purdue University
MARGARET L. DALRYMPLE (Author), Associate Registrar for Research, Purdue University
JAMES W. FIRNBERG (Facilitator), Consultant NSF/QRC

Accurate enrollment projections are essential in the planning and operation of any university system; yet, the complexity of projection analysis makes it difficult to find an efficient and successful technique. In our university's attempt to forecast enrollment, the Enrollment Modeling and Projection System was created using combined techniques to meet different enrollment management needs. The model projected undergraduate student fall semester enrollment from 1990 to 2002 within two percent accuracy, which demonstrates the effectiveness of the system. This paper will share our enrollment projections practice, including the methodology, technology, applications of the system, and possible enhancements for future needs.

8:30-9:10 a.m.   SCHOLARLY PAPER   Grand Salon A, Level 2

Creating a Model of Self-Selection for Living-Learning Communities (150)

CHERRY DANIELSON (Author), Research Associate, University System of New Hampshire
MICHAEL S. ZABRISKIE (Facilitator), Graduate Student, University of Michigan

Living-Learning Communities create a college environment specifically intended to affect student retention, academic success, and personal growth and development. In a growing culture of accountability, these programs must demonstrate effectiveness and goal achievement. Unfortunately, researchers attest that the non-random nature of participation limits evaluation and assessment of Living-Learning Communities. This research proposes a model of self-selection based on Person-Environment-Fit Theory. Significant findings identify a set of student characteristics— which includes values— that sheds light on self-selection bias. Validated results demonstrate the practical use of CIRP data to measure values.

8:30-9:10 a.m.   SCHOLARLY PAPER   Meeting Room 6, Level 2

Sputnik, STEM, and Success? (171)

DAVID L. TAN (Author), Associate Professor of Higher Education, University of Oklahoma Norman Campus
PATRICIA S. INMAN (Facilitator), Associate Director, University of Illinois at Chicago

This study will analyze national enrollment data, persistence patterns, and graduation rates in science, mathematics, engineering, and technology among college students (including women and unrepresented ethnic minorities). Specifically, four research questions will be examined: (1) What are the persistence and graduation rates of STEM majors over a six-year collegiate experience? (2) What are the racial and gender differences in persistence and graduation rates? (3) What are the differences in the factors related to persistence and graduation by race and gender? (4) What are the personal experiences of women and ethnic minorities in these fields?

8:30-9:10 a.m.   SCHOLARLY PAPER   Florida Salon V, Level 2

Forecasting the Future: Public Policy and Racial Trends in Student Enrollment at a Historically Black University (403)

JANET L. NAZERI (Author), Professor, Southwest Missouri State University
MEHDI NAZERI (Author), Senior Research Analyst, State of Missouri, Department of Economic Development
FRED LILLIBRIDGE (Facilitator), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College

Should a Historically Black University retain its unique mission if desegregation efforts and future enrollment projections result in a majority of White students and faculty? This paper explores the public policy implications of mission refinement and desegregation efforts at a Historically Black University by analyzing historical student and faculty composition trend data and projecting future racial trends in enrollment.

8:30-9:10 a.m.   SPECIAL EVENT   Greco Boardroom, Level 3

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

8:30-9:10 a.m.   SPECIAL EVENT   Meeting Room 13, Level 3

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

8:30-9:10 a.m.   SPECIAL EVENT   Bayshore Boardroom, Level 3

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

8:30-10:00 a.m.   PANEL   Meeting Room 10, Level 3

The YFCY Survey from Administration to Application: Voices from the Field (152)

JENNIFER R. KEUP (Author), Project Director, YFCY, UCLA Higher Education Research Institute
JEROME WARD (Author), Associate Director of Institutional Research, Sweet Briar College
LINDA J. SAX (Author), Associate Professor and Associate Director of HERI, University of California-Los Angeles
ROBERT I. SPRINGER (Author), Director of Institutional Research, Elon University
SANDI OSTERS (Author), Director of Student Life Studies, Texas A & M University
MICHELLE HALL (Moderator), Director, Office Institutional Research & Assessment, Southeastern Louisiana University

The focus of this session is Your First College Year (YFCY), the newest survey offered by the Higher Education Research Institute (HERI). When used as a follow-up to the CIRP Freshman Survey, YFCY enables institutions to longitudinally assess academic and co-curricular aspects of the first-year experience. This panel invites institutional researchers to learn more about the background and use of the YFCY survey as well as to hear from three institutions that participated in the 2002 administration of the instrument, including their experiences with survey administration, analyses of the data, and the application of their YFCY findings.

8:30-10:00 a.m.   PANEL   Florida Salon I, II and III

Assessing Program-Level Outcomes that Reinforce Liberal Learning (240)

ELIZABETH A. JONES (Author), Associate Professor, West Virginia University
MARSHA V. KROTSENG (Author), Chief Planning Officer, Valdosta State University
SUSAN L. ALOI (Author), Graduate Student, West Virginia University
KEE K. TAN (Moderator), Research Analyst, Arizona State University West

Major calls for reform stress the increasing need to integrate and assess liberal learning outcomes across the curriculum, particularly within various majors. In this session, panelists will discuss multiple assessment strategies (with a particular focus on locally-developed approaches) to determine if students are reaching important intended outcomes including using effective communication and solving real world problems. These locally-developed assessment strategies are more closely aligned with specific liberal learning outcomes and can be used to determine if students are reaching the intended program-level outcomes.

8:30-10:00 a.m.   PANEL   Meeting Room 12, Level 3

Not an 'Odd Couple' - Collaborations Between AIR and NCES (408)

TIMOTHY R. SANFORD (Author), NCES/AIR Senior Fellow, University of North Carolina at Chapel Hill
SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics
TERRENCE R. RUSSELL (Author), Executive Director, Association for Institutional Research

For much of the last decade, AIR has had a strong working relationship with the National Center for Education Statistics (NCES). This relationship includes the original grant which has funded research by a number of AIR members, but it also includes the Summer Data Institute, IPEDS training, and the AIR/NCES Senior Fellow. This panel will provide a perspective on how the collaboration between AIR and NCES has progressed, its current state, and possible future modifications. Time will be provided for discussion with the audience about ways in which AIR and NCES can or should work together.

9:20-10:00 a.m.   COMMITTEE MEETING   Meeting Room 8, Level 3

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

| 9:20-10:00 a.m. | COMMITTEE MEETING | Meeting Room 9, Level 3 |

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

| 9:20-10:00 a.m. | DEMONSTRATION | Meeting Room 1, Level 2 |

A Web-Based Database to Record and Monitor the Institutional Planning Process (334)

SHARON A. R. KRISTOVICH (Author), Director of Institutional Research, Parkland College
DEBORAH SUZZANE (Facilitator), Director of Institutional Research and Planning, University of Texas at Brownsville and Texas Southmost College

Each year at the College, administrators, faculty and staff submit more than 600 action plans as a part of the institutional planning process. Later, the status of these items must be updated. Until recently, this submission process was done on paper, resulting in inefficiency, confusion and no reasonable way to evaluate the process. A web-based system of collecting and maintaining operational action items will be demonstrated. The advantages for planning process research and evaluation will be discussed.

| 9:20-10:00 a.m. | DEMONSTRATION | Meeting Room 5, Level 2 |

Portal Technologies - Implications for Institutional Research, Planning and Institutional Decision Making (503)

ANDREEA M. SERBAN (Author), Director of Institutional Assessment, Research and Planning, Santa Barbara City College
WILLIAM HAMRE (Author), Santa Barbara City College
GEORGE HAMILTON (Facilitator), Institutional Research Manager, Oregon Health Sciences University

Web Portals are one of the emerging technologies that can greatly transform the creation, deployment and sharing of information and knowledge within and across institutions. This presentation has two major purposes: 1) to explain the capabilities of Web Portals and 2) to demonstrate how an office of institutional research has implemented Oracle iPortal to enhance and transform its operations.

| 9:20-10:00 a.m. | PANEL | Meeting Room 10, Level 3 |

The YFCY Survey from Administration to Application: Voices from the Field (152)

Continued from previous time period.

| 9:20-10:00 a.m. | PANEL | Florida Salon I, II and III |

Assessing Program-Level Outcomes that Reinforce Liberal Learning (240)

Continued from previous time period.

| 9:20-10:00 a.m. | PANEL | Meeting Room 12, Level 3 |

Not an 'Odd Couple' - Collaborations Between AIR and NCES (408)

Continued from previous time period.

| 9:20-10:00 a.m. | PRACTITIONER PAPER | Grand Salon A, Level 2 |

Identifying the Priorities of Students and Faculty (108)

JULIE BRYANT (Author), Program Consultant, Noel-Levitz
KRIS M. SMITH (Facilitator), Director, Institutional Research & Testing, East Carolina University

Do students and faculty value the same things on campus? How do levels of expectations and satisfaction vary across institution types, between different groups of students and between students and the faculty, staff and administrators on campus? The highlights from national studies of student satisfaction and institutional priorities will be featured in this session. Information will be shared identifying the performance gaps between levels of expectation and the corresponding levels of satisfaction in key areas on campus with a view on how students and faculty see the educational experience differently.

9:20-10:00 a.m.	PRACTITIONER PAPER	Meeting Room 6, Level 2

How Have Our Entering Freshmen Changed? - Analysis on Ten Year's of the Entering Student Survey (ACT) (145)

SHIJI SHEN (Author), Director of Institutional Research, Kean University
DENISE GALLARO (Author), Associate Director Institutional Research, Kean University
YE JI (Author), Research Associate, Kean University
MONA J. GARDNER (Facilitator), Special Assistant to the President & University Assessment Officer, Illinois Wesleyan University

The University has been administering the ACT Entering Student Survey for over ten years. Each year we received a report and data from ACT for that year. How have our entering students changed in the past ten years? To answer this question, an across-year analysis was performed. The analysis reveals entering students' demographic changes over the past ten years as well as changes in their thinking, their impressions of the University and the way they decided to attend the University. The analysis was shared with various campus offices and departments that can use the data to improve student services.

9:20-10:00 a.m.	PRACTITIONER PAPER	Grand Salon B, Level 2

Curricular Assessment in a College of Pharmacy (208)

NANCY F. FJORTOFT (Author), Assistant Dean & Associate Professor, Midwestern University
CHRISTOPHER J. CYPHERS (Facilitator), Director of Institutional Research, School of Visual Arts

A curriculum assessment plan for a College of Pharmacy will be described. The plan was developed to collect data from various points in time and from two viewpoints: the students or users of the curriculum, and from employers. Means and standard deviations are reported on each of the 10 curricular outcomes on students and alumni. An employer focus group was utilized to collect qualitative data. The results of the assessment plan are used by the faculty and curriculum committee for curricular improvement.

9:20-10:00 a.m.	PRACTITIONER PAPER	Grand Salon H, Level 2

Evaluating the Effectiveness of Your Math Placement Program (237)

JAMES KOSTECKI (Author), Manager, Research and Assessment, Oakton Community College
PAUL D. LANGSTON (Facilitator), Director of Institutional Research, Southwest Missouri State University

The objective of the study was to evaluate the effectiveness of the current math placement program. A practical model was developed to demonstrate the relationships between the math placement results and the students' performance in their first math course. Using this simple but elegant model, multiple comparisons can be made between performance in math courses at each level of placement with overall success at each level and overall success for each math course.

9:20-10:00 a.m.	PRACTITIONER PAPER	Grand Salon C, Level 2

From Dancing to Rainmaking: An Expanded Role for the IR Professional in the Strategic Planning Process (346)

JAMES F. TRAINER (Author), Director of Planning and Assessment, Villanova University
PATRICIA A. HARVEY (Facilitator), Director of Institutional Effectiveness, Richard Bland College

The author will present two "best practices" from his University; namely, the formation, purpose and execution of (1) Goal Attainment and (2) Self-Study Implementation Teams. Each has drawn attention from accrediting bodies and other universities. Both practices underscore moving from strategic plan to action. They also illustrate what many believe to be a wise approach to planning; simultaneous top-down and bottom-up efforts. The presentation will include specific descriptions of each practice so that attendees can replicate these at their institutions. In particular, the presentation will describe roles that institutional researchers can play, not only in supporting the planning process, but in promoting implementation as well.

9:20-10:00 a.m.	PRACTITIONER PAPER	Florida Salon V, Level 2

Toward a New Carnegie Classification System: An Update for the IR Community (420)

ALEXANDER C. MCCORMICK (Author), Senior Scholar, Carnegie Foundation for the Advancement of Teaching
C. ANTHONY BROH (Facilitator), Director of Research, Consortium on Financing Higher Education

This presentation will provide an update on the development of a new set of classification tools, which the Carnegie Foundation plans to release in 2005. The presentation will focus particularly on the development of new indicators of research and instructional activity. Other issues in the development of a new classification system will also be addressed, and there will be ample time for feedback and discussion.

9:20-10:00 a.m.   PRACTITIONER PAPER   Grand Salon J, Level 2

Shaping Policy and Informing Practice through Data Sharing: A Best Practices Presentation (426)

ROSEMARY Q. HAYES (Author), Director of CSRDE, University of Oklahoma Norman Campus
ARCHIE A. GEORGE (Facilitator), Director, Institutional Research and Assessment, University of Idaho

Sharing institutional data for the purpose of making inter-institutional comparisons is a long standing practice in higher education. Collaborative data sharing provides institutions information which, when examined in the context of their peers, can assist in the evaluation of institutional policies and practices. This practitioner paper session will highlight how members of this national retention data exchange make use of the annual retention study and peer and custom reports in addressing retention and graduation issues at their institutions. Members of the consortium will present "Best Practices" examples of how this data sharing activity is used at their institution.

9:20-10:00 a.m.   PRACTITIONER PAPER   Grand Salon I, Level 2

Alternative Accreditation at a Community College: Our AQIP Journey (428)

KATHY R. CHANDLER-HENRY (Author), Director of Institutional Research, Colorado Mountain College
LARRY W. LEWIS (Facilitator), Director of Institutional Research, Spalding University

About 3 years ago, the Higher Learning Commission of North Central Association offered an alternative method of accreditation. Our two-year community college has been a participant in "AQIP", the Academic Quality Improvement Project, since 2001. This presentation will discuss our journey and our attempts at integrating total quality, learning college, and AQIP principles.

9:20-10:00 a.m.   PRACTITIONER PAPER   Florida Salon IV, Level 2

What Institutional Researchers at Technical and Community Colleges Need to Know about IRBs, FERPA, and the Protection of Human Participants in Research (521)

VIKTOR BRENNER (Author), Research Analyst, Waukesha County Technical College
MIKYONG MINSUN KIM (Facilitator), Assistant Professor, University of Missouri-Columbia

Technical and community colleges need to develop formal procedures for managing research and protection of human participants because the increasing amounts of research that takes place there. IR professionals need to know how Institutional Review Boards (IRBs) work and how federal statute like 45 CFR 46 and FERPA apply to their work. Areas of potential liability that are commonly overlooked will be discussed, using examples drawn from the experiences of the Ethics Advisory Team of a statewide technical college system.

9:20-10:00 a.m.   PRACTITIONER PAPER   Grand Salon G, Level 2

Survival Skills for Institutional Research (525)

NANCY T. JAMES (Author), Research Analyst, Clemson University
RONNIE CHRESTMAN (Author), Statistician and Research Analyst, Clemson University
JESSICA L. SWINK (Author), Statistician/Research Analyst III, Clemson University
ROMA HEANEY (Facilitator), Director of Institutional Research, University of Michigan-Dearborn

Obtaining a new job can produce feelings of anxiety, but what seems to matter most is our perception and interpretation of the stressors. Institutional research newcomers face multiple demands with tight deadlines, in a career most find by accident. This session will be a presentation of practical strategies to help institutional research newcomers adapt to their surroundings and learn some coping skills that have proven helpful to others in this profession. Attendees will enhance their conference experience as they begin developing a professional network in this session.

9:20-10:00 a.m.   SCHOLARLY PAPER   Florida Salon VI, Level 2

Student Learning Styles and Motivational Orientation: Examining the Study Skills and Habits to Enhance Academic Success (129)

SUTEE SUJITPARAPITAYA (Author), Director, Office of Institutional Research, California State University-Sacramento
JENNIFER A. BROWN (Facilitator), Director of Institutional Research and Policy Studies, University of Massachusetts Boston

A review of the research indicates that learning styles, motivational orientation, and the ability of students to use a variety of learning strategies are critical in understanding the study skills and habits of students. The purpose of this study is to identify how learning styles and students' motivational orientation can lead to success in their academic achievement. The relationship between students' academic achievement levels and their learning styles and motivational orientation was examined at the university level and across academic programs when ethnicity, academic major, class level, and student credit unit are held constant.

9:20-10:00 a.m.	SCHOLARLY PAPER	Meeting Room 7, Level 2

How College Affects Students: A Multilevel Analysis of the Impact of Institutions on Persistence (148)

STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University
RANDY L. SWING (Author), Co-Director, Policy Center on the First Year of College
TERRENCE L. FREEMAN (Facilitator), Associate Professor, St. Louis Community College

While voluminous research illustrates how individual attributes affect student persistence, research is limited on how attributes of the institution affect student outcomes. We use a survey of over 31,000 first-year students at 62 four-year institutions combined with IPEDS and U.S. News data to understand how institutional characteristics affect persistence. Because survey respondents are grouped within dissimilar institutions, we use a multilevel modeling approach to estimate several models of persistence.

9:20-10:00 a.m.	SCHOLARLY PAPER	Grand Salon D, Level 2

Repositioning a University: A Case Study and Application of a Balanced Scorecard (352)

MARY KORFHAGE (Author), Senior Associate, University of Louisville
HANS P. L'ORANGE (Facilitator), Director of Data and Information Management, State Higher Education Executive Officers

One university's vision and seven active years of planning and implementation have meant increased public support, growth in research, increased student interest and new economic and community service initiatives. A "University Scorecard" has been instrumental in measuring progress in achieving 20 specific institutional goals. The growing use of balanced scorecards (Kaplan and Norton) and their applicability in higher education will be reviewed. The initial planning process and on-going implementation strategies will be described.

9:20-10:00 a.m.	SPECIAL EVENT	Greco Boardroom, Level 3

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

9:20-10:00 a.m.	SPECIAL EVENT	Meeting Room 13, Level 3

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

9:20-10:00 a.m.	SPECIAL EVENT	Bayshore Boardroom, Level 3

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

10:10-10:50 a.m.	AIR GRANT PAPER	Meeting Room 11, Level 3

Measuring Faculty Perceptions Over Time: An Examination of Their Worklife and Satisfaction (608)

VICKI J. ROSSER (Author), Assistant Professor, University of Missouri-Columbia
ALICIA D. TREXLER (Facilitator), Assistant Director for Continuing Education and Grant Administration, Association for Institutional Research

This study investigates the individual perceptions of faculty members' worklife and satisfaction over time. Structural equation modeling is used to test the factorial invariance of a conceptual model of faculty members' perceptions across two samples of faculty, and once the invariance is established, to investigate differences in faculty members' perceptions about these constructs. The purpose of this study is 1) to provide a substantive conceptualization of those issues that comprise the constructs of faculty members' worklife and satisfaction, and 2) to investigate differences in the factor models across two cross-sectional national samples of faculty members at research universities.

10:10-10:50 a.m.	BEST PAPER/PRESENTATION SESSION	Meeting Room 4, Level 2

MI/AIR Best Presentation: Why Things May Not be What They A Peer to Be: Balancing Quantitative and Intuition in Selecting Peer Institutions (612)

PAUL N. MONIODIS (Author), Director of Institutional Research, Eastern Michigan University
JENNIFER L. DUNSEATH (Facilitator), Director of Institutional Effectiveness, Kettering University

In an effort to select peer educational institutions for a large, Midwest university, a quantitative peer analysis (hybrid analysis) was executed by a university committee of diverse institutional interests. Despite the involvement of the committee in the details of the analysis, the committee found the results intuitively objectionable. Peer analyses methodologies lack a conceptual framework for addressing such intuitive objections. Interview of the committee's objection led to a threefold structuring of the peer analyses by institutional size, density, and pattern. This served to facilitate the intuitive acceptability of the peer selection. Consideration of thresholds and other technical issues are discussed.

| 10:10-10:50 a.m. | COMMITTEE MEETING | Meeting Room 8, Level 3 |

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

| 10:10-10:50 a.m. | COMMITTEE MEETING | Meeting Room 9, Level 3 |

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

| 10:10-10:50 a.m. | DEMONSTRATION | Meeting Room 1, Level 2 |

IPEDS Dataset-Cutting Tool for the Peer Analysis System (512)

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

As part of its redesign of the IPEDS Peer Analysis System, NCES is developing a "dataset-cutting tool" which will replace the "dump a dataset" feature. This session will demonstrate the prototype of this new tool, which will allow users to create personalized datasets of IPEDS data without using other Peer Analysis System screens. Users may upload a list of schools or choose schools based on criteria. The tool will handle all merges and provide data in comma-delimited, SAS and SPSS read programs, and Access import file formats. A personalized data dictionary will also be provided to guide the user.

| 10:10-10:50 a.m. | PRACTITIONER PAPER | Florida Salon VI, Level 2 |

Developing Institutional Level Satisfaction and Use of Performance Indicators for Student Affairs (120)

JOAN Y. HARMS (Author), Institutional Analyst, University of Hawaii at Manoa
SUSAN B. THOMPSON (Facilitator), Research Associate in Student Affairs, Southwest Texas State University

Institutional surveys measure student satisfaction with student services but the results are often limited in scope and usefulness. This study: 1) demonstrates how institutional surveys can be used to systematically develop satisfaction and use/demand performance indicators for student affairs and its major programs, 2) analyzes satisfaction and use by student groups, 3) compares the results from 1999 to 2002, and 4) describes how the results were formatted and presented to stakeholders for use as a managerial tool and for improvement of services.

| 10:10-10:50 a.m. | PRACTITIONER PAPER | Meeting Room 7, Level 2 |

Relationships among Students' Satisfaction with Courses, Course Completion, and Academic Success: Comparison of Web-Based and Face-to-Face Courses (170)

NYAMBURA SUSAN MAINA (Author), Research Assistant, University of Maryland University College
VIVIAN SHAYNE (Author), Executive Director, University of Maryland University College
HUSEIN ABDUL-HAMID (Author), Director of Course Evaluations, University of Maryland University College
MARY E. HENNING (Facilitator), Director of Corporate Strategies, The University of Sydney

The association among student success indicators and course evaluations was investigated. More than 3000 undergraduate Web-based and face-to-face course sections were investigated over multiple semesters.

Although the pattern of relationships was the same, significant differences between Web-based and face-to-face courses were observed. Overall, higher average grades were associated with higher course completion rates and higher course evaluations. These relationships hold but are weaker for Web-based classes. Implications are discussed.

| 10:10-10:50 a.m. | PRACTITIONER PAPER | Meeting Room 6, Level 2 |

Benchmarking Data on Out-of-Classroom Faculty Activity: Results from the Initial Data Collection through the Expanded Delaware Study (203)

MICHAEL F. MIDDAUGH (Author), Assistant Vice President of Institutional Research and Planning, University of Delaware
HEATHER K. ISAACS (Author), Institutional Research Analyst, University of Delaware
DOUGLAS N. EASTERLING (Facilitator), Director of Institutional Planning and Research, Sinclair Community College

The Delaware Study is widely acknowledged as the preeminent data collection tool for analyzing faculty teaching loads, instructional costs, and externally funded research and service expenditures, by academic discipline. The Study recently received multi-year funding from the Fund for Improvement of Post Secondary Education (FIPSE) to expand its data collection to address out-of-classroom demands on faculty time. This paper reports the preliminary results of the first data collection cycle, and ties the information to more traditional "Study" measures of faculty productivity.

10:10-10:50 a.m.   PRACTITIONER PAPER   Grand Salon B, Level 2

The Development of a Comprehensive Assessment Plan for a Complex Academic Unit: University College (235)

GAYLE ANN WILLIAMS (Author), Assistant Dean, Indiana University-Purdue University Indianapolis
MICHELE J. HANSEN (Author), Research Analyst, Indiana University-Purdue University Indianapolis
KENNETH DUCKWORTH (Author), Qualitative Research Coordinator, Indiana University-Purdue University Indianapolis
BARBARA JACKSON (Author), Associate Dean, Indiana University Purdue University Indianapolis
SCOTT EVENBECK (Author), Dean of University College, Indiana University-Purdue University Indianapolis
WILLIAM E. KNIGHT (Facilitator), Director of Planning and Institutional Research, Bowling Green State University

Presenters will discuss the challenges faced in developing a comprehensive assessment plan to determine the impacts of a myriad of academic and support programs housed in one academic unit: University College (UC). UC serves over 8,000 students and includes numerous support programs, grant initiatives, and academic courses. In order to facilitate on-going communication with the campus community, an assessment plan was developed which included standard reports and longer-range plans for evaluating particular program components/operations. This presentation will describe the process of creating an assessment plan, implementation methodology, and the utilization of standard reports to ensure the soundness of longer-range plans.

10:10-10:50 a.m.   PRACTITIONER PAPER   Grand Salon C, Level 2

Planning for Growth Using Induced Course Load Matrices (331)

R. ALEX HARRINGTON (Author), Research Associate, University of Guelph
TIMOTHY A. WALSH (Facilitator), Director, Institutional Research, Temple University

Many universities are facing enrollment increases due to demographic changes, but a complicating factor for Ontario is the so-called double cohort. Beginning this year, the high school graduating class will nearly double, due to a reduction in the secondary school curriculum from five years to four. The expected impact on universities necessitated planning in many areas, including enrolment projections, faculty recruitment, and class size estimates. This paper describes the use of induced course load matrices in addressing these issues.

10:10-10:50 a.m.   PRACTITIONER PAPER   Grand Salon D, Level 2

Walk to Run: One Institution's Experience Developing a Retention/Graduation Report (345)

AMY S. OTTESON (Author), Research Analyst, Ferris State University
MITZI A. DAY (Author), Senior Research Analyst, Ferris State University
BERNIE BLACKMAN (Facilitator), Director of Planning and Research, Skyline College

A descriptive report on one institution's development and use of a comprehensive retention and graduation report regarding FTIACs, continuing students, and transfers. The presentation will take the participants through the development and utilization of this report and demonstrate how they can create something similar at their own institutions, as well as discussing the importance of developing and disseminating such a report.

10:10-10:50 a.m.   PRACTITIONER PAPER   Florida Salon V, Level 2

Developing Credible and Meaningful Performance Indicators (419)

VICTOR M.H. BORDEN (Author), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis
JULIE M. WILLIAMS (Author), Doctoral Student, Indiana University
HENRY Y. ZHENG (Facilitator), Director of Information Analysis and Services, The Ohio State University

Institutional researchers are often asked to help their institutions develop a concise set of measures that will best reflect institutional effectiveness. This paper presents a case study of a process used at a large public university to develop such indicators within the context of campus planning processes. The indicators are tied closely to campus mission and goals and were developed with extensive participation from faculty and staff. Moreover, the indicators are packaged in a variety of ways, including through an electronic institutional portfolio, for dissemination to a range of audiences.

10:10-10:50 a.m.   SCHOLARLY PAPER   Grand Salon A, Level 2

A Second Look at First-Year Students: Results of the First-Year Survey Program (114)

ROGER P. SUGARMAN (Author), Director of Institutional Research, University of Kentucky
GARY LINDLE (Author), Assistant Director for Institutional Research, University of Kentucky
PAUL D. UMBACH (Facilitator), Research Assistant, Indiana University

Colleges and universities have shown a great deal of interest in the expectations, experiences, and concerns of first-year students in recent years. This session presents findings from surveys developed at a university in the southeast and administered to students in the fall and spring. The fall survey asked students to report on their academic and social experiences in high school and their expectations for their first year in college. The follow-up survey provided an opportunity to assess changes in attitudes, expectations, and self-reported behaviors from students' senior year in high school through the better part of their freshman year.

10:10-10:50 a.m.	SCHOLARLY PAPER	Florida Salon IV, Level 2

Explaining Retention: Finding the Needle in the Haystack (348)

MARILYN M. MURPHY (Author), Associate Director, University of Illinois
DAN CULLEN (Author), Graduate Assistant, University of Illinois at Urbana-Champaign
CAROL J. ROLF (Facilitator), Assistant Vice President of Academic Affairs, University of South Florida

Sometimes the reason seems apparent but the data say otherwise. This presentation discusses the process and the variables used in an attempt to unearth why several freshmen cohorts of the early nineties showed lower retention rates than previous or subsequent cohorts. A similar pattern of retention rate changes is seen in national data, so the findings may be applicable to other institutions.

This discussion presents the blind alleys, the changing directives, the starts and restarts of the process, and the descriptive statistics that resulted from the research.   "The answer just has to be there somewhere…."

10:10-10:50 a.m.	SPECIAL EVENT	Greco Boardroom, Level 3

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

10:10-10:50 a.m.	SPECIAL EVENT	Meeting Room 13, Level 3

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

10:10-10:50 a.m.	SPECIAL EVENT	Bayshore Boardroom, Level 3

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

10:10-11:40 a.m.	PANEL	Meeting Room 10, Level 3

The Common Data Set: The Year in Review and New Developments (411)

MARK A. ZIDZIK (Author), Director of Higher Education Research, Peterson's
ROCCO P. RUSSO (Author), Vice President, Research, Peterson's
RENEE L. GERNAND (Author), Senior Director of Guidance Services, College Board
ROBERT J. MORSE (Author), Director of Data Research, U.S. News & World Report

At the request of AIR's Higher Education Data Policy Committee, representatives of The College Board, Peterson's, and U.S. News will facilitate a panel to discuss the nature, goals, development, and use of the Common Data Set (CDS). Data issues raised by the CDS Advisory Board or posted to the CDS listserv will be reviewed and opened for discussion. In addition, the publishers will provide an overview of their collaboration with NASFAA regarding the reporting of financial aid data.

10:10-11:40 a.m.	PANEL	Florida Salon I, II and III

Dodging Ethical Dilemmas: A Practical, Albeit Melodramatic Guide (545)

SANDRA J. PRICE (Author), Director of Institutional Research, Keene State College
SUSAN B. JONES (Author), Senior Analyst, University of Wyoming
TIMOTHY R. SANFORD (Author), NCES/AIR Senior Fellow, University of North Carolina at Chapel Hill
DAWN GERONIMO TERKLA (Author), Executive Director of Institutional Research and Planning, Tufts University
MICHAEL WILLIFORD (Author), Director of Institutional Research, Ohio University
LARRY G. JONES (Author), Public Service Associate, University of Georgia
MARY M. SAPP (Author), Executive Director, Planning and Institutional Research, University of Miami
ALICE M. SIMPKINS (Author), Director of Institutional Research, Paine College

AIR's Code of Ethics, adopted in 1992, was revised by the Task Force on Ethics. In addition, there is a new preamble and appendices are being created to aid members in solving ethical dilemmas. The Task Force has been working on guidelines for avoiding ethical dilemmas and will present skits depicting situations on this topic. The skits will be followed by discussion and a review of the proposed guidelines for avoiding dilemmas. Participants are also encouraged to submit their own ideas for skits (anonymously) and for avoiding ethical dilemmas.

| 11:00-11:40 a.m. | BEST PAPER/PRESENTATION SESSION | Meeting Room 4, Level 2 |

SCAIR Best Paper: Success Rates of Technical College Transfer Students: Reporting Techniques to Assist both Two- and Four-Year Institutions (616)

RONNIE CHRESTMAN (Author), Statistician and Research Analyst, Clemson University
NANCY T. JAMES (Author), Research Analyst, Clemson University
MICHAEL J. VALIGA (Facilitator), Director of Education and Social Research, ACT, Inc.

South Carolina technical colleges are accountable for the successes of their students. One performance indicator requires reporting the number of students who transfer to other institutions, but technical colleges cannot do this from their own records. They have to rely on data from the receiving institution, which is reported to the Commission of Higher Education (CHE) each year. One IR office has created a mechanism for tracking cohorts of transfer students by area of study and reporting details of their success, including academic performance, retention and graduation statistics.

| 11:00-11:40 a.m. | COMMITTEE MEETING | Meeting Room 8, Level 3 |

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

| 11:00-11:40 a.m. | COMMITTEE MEETING | Meeting Room 9, Level 3 |

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

| 11:00-11:40 a.m. | DEMONSTRATION | Meeting Room 5, Level 2 |

Update on A New Change Instrument for Community Colleges (513)

JUDITH A. OUIMET (Author), Project Manager, Community College Survey of Student Engagement, University of Texas at Austin
JEFF CRUMPLEY (Author), Research Associate, University of Texas at Austin
CLAIRE M. STALLARD (Facilitator), Institutional Research Officer, Claremont Graduate University

The session provides an overview of a new survey and how the data are used to effectively assess the quality of community and technical college student experiences. This instrument gathers information about good educational practices, specifically (a) how students spend their time (b) retention and risk factors (c) how they view the campus environment (d) their perceptions of educational and personal growth, and (e) the extent to which faculty and student affairs staff engage students in effective educational practices. Preliminary finds will be used from the 40,000 student respondents from the pilot and field test administration.

| 11:00-11:40 a.m. | PANEL | Meeting Room 10, Level 3 |

The Common Data Set: The Year in Review and New Developments (411)

Continued from previous time period.

| 11:00-11:40 a.m. | PANEL | Florida Salon I, II and III |

Dodging Ethical Dilemmas: A Practical, Albeit Melodramatic Guide (545)

Continued from previous time period.

| 11:00-11:40 a.m. | PRACTITIONER PAPER | Florida Salon VI, Level 2 |

Institutional Diversity: Assessing Its Impact on Students over a Decade (165)

KATRINA C. WADE-GOLDEN (Author), Research Associate, OAMI, University of Michigan-Ann Arbor
JOHN MATLOCK (Author), Associate Vice Provost, University of Michigan
ANTONIO GUTIERREZ (Facilitator), Associate Vice Chancellor of Planning and Research, City Colleges of Chicago

For ten years, Midwest University has conducted comprehensive longitudinal studies to examine the impact of diversity on students. This research is unique because it tracks the impact of diversity on students across their four years in college. It is also unique in the depth and breadth of the diversity-related questions addressed in the study instruments, the collaboration between academic and non-academic units, and the use of qualitative data to supplement the large-scale quantitative survey effort. This paper will discuss key findings and also highlight the use of research to advance the benefits of campus diversity for all students.

11:00-11:40 a.m.   PRACTITIONER PAPER   Meeting Room 1, Level 2

Accessing Institutional Data for Planning and Decision-making: The Fact Book and Beyond (538)

CLOVER W. HALL (Author), Assistant Vice President of Institutional Research, Saint John's University
CHRISTINE M. GOODWIN (Author), Research Associate, Saint John's University
SHAWANA STEWART (Author), Research Assistant, Saint John's University
DEBORAH OLSEN (Facilitator), Director Institutional Research, Virginia Polytechnic Institute and State University

As higher education institutions increasingly focus on strategic planning and assessment and broader participation in these processes, data integrity, accessibility, and interpretation are becoming even more critical than in the past. This presentation will discuss the leadership role and strategies undertaken, and demonstrate technology tools used by the institutional research office at one institution to facilitate these efforts. These include: an institution-wide data integrity committee; a comprehensive printed and online Fact Book; a dynamic Web page; and provision of in-house data consultancy. Collaboration and communication with all sectors of the university continue to be key elements in our approach.

11:00-11:40 a.m.   PRACTITIONER PAPER   Florida Salon IV, Level 2

One Institution's Approach to Administering Web Surveys (564)

LYDIA S. SNOVER (Author), Assistant to Provost for Institutional Research, Massachusetts Institute of Technology
JAG PATEL (Author), Massachusetts Institute of Technology
ARIANNE A. WALKER (Facilitator), Director Institutional Research and Assessment, Mount Saint Mary's College

While many surveys are still conducted on paper, surveys on the Web are increasingly popular. The advantages of running a survey from the Web include easy survey distribution, reduced data entry errors, and reduced survey cost. Because Web surveys are becoming easier to create, and use of the Web is becoming more common, our institution now offers a Web survey service, providing tools to make surveying via the Web easier, more productive, cost effective, while also ensuring preservation of institutional data.

11:00-11:40 a.m.   SCHOLARLY PAPER   Meeting Room 7, Level 2

Using Unsupervised and Classification and Regression Trees Algorithms to Develop a Student Learning Outcomes Typology (117)

JING LUAN (Author), Chief Planning, Research & Knowledge Systems Officer, Cabrillo College
LAURA A. SCHARTMAN (Facilitator), Director of Institutional Research and Assessment, Oakland University

Establishing typologies of learning will help institutions better understand learners as well as improving the delivery of learning, and ultimately, the outcomes of learning. This session discusses findings from exploring with the concept of establishing typologies of student learning at a suburban community college. The technologies for the work include data mining algorithms and a data warehouse. The session will proceed from a brief introduction of clustering and classification techniques to discussions of potential typologies that can be validated within and across algorithms.

11:00-11:40 a.m.   SCHOLARLY PAPER   Grand Salon A, Level 2

Student Experiences with Diversity: Another Distinctive Imprint of Liberal Arts Colleges? (135)

PAUL D. UMBACH (Author), Research Assistant, Indiana University
GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington
GARY R. PIKE (Facilitator), Director of Institutional Research, Mississippi State University

While the evidence of the impact of diversity on educational outcomes is promising, we know relatively little about the factors and institutional conditions that promote and enhance students' experiences with diversity. This study uses data from the 2002 administration of the National Survey of Student Engagement (NSSE) to explore the impact of organizational and individual characteristics on student experiences with diversity-related activities. In addition, this study examines how diverse experiences interact with other student outcomes such as personal and educational growth, satisfaction, and participation in active and collaborative learning activities.

11:00-11:40 a.m.   SCHOLARLY PAPER   Meeting Room 6, Level 2

Impact of Part-time Faculty on Freshman Performance, Satisfaction and Retention (210)

NOELLE KEHRBERG (Author), Director of University Planning, Western Carolina University
W. K. TURPIN (Author), Applications Programmer, Western Carolina University
KEVIN W. SAYERS (Facilitator), Director of Institutional Research & Effectiveness, Capital University

The increasing use of part-time faculty (PTF) in higher education has been well documented. This study related (FTF) exposure to PTF with student performance, satisfaction and retention. Over 68% of FTF had >=50% of their fall courses taught by PTF. There was a significant negative correlation between exposure to PTF and 1st year GPA, however, this relationship disappeared when academic preparation of the students was considered. Students moving from a 1st semester course with PTF to a 2nd semester course with full-time faculty earned lower grades. Exposure to PTF had little effect on student-reported academic experiences and first-year retention.

11:00-11:40 a.m.	SCHOLARLY PAPER	Grand Salon B, Level 2

Alternatives for Measuring the Unexplained Wage Gap (212)

ROBERT K. TOUTKOUSHIAN (Author), Executive Director of Policy Analysis, University System of New Hampshire
EMILY P. HOFFMAN (Author), Professor of Economics, Western Michigan University
HAROLD AUBREY (Facilitator), Consulting Research Scientist, CAISE International, Inc.

In this paper, we review a range of alternative methods for measuring pay disparities for two groups of faculty, and discuss their similarities and differences, and their advantages and disadvantages. We then apply these methods to salary data for faculty at one institution to show how the findings can be sensitive to the choice of method.

11:00-11:40 a.m.	SCHOLARLY PAPER	Florida Salon V, Level 2

Selected Intrinsic and Extrinsic Work-Related Variables Ability to Predictive Job Satisfaction of Full-Time and Part-Time Community College Faculty (230)

DUANE AKROYD (Author), Associate Professor, North Carolina State University
MARTHA ZOLA (Facilitator), Executive Director of Institutional Research and Planning, New Jersey Institute of Technology

The use of part-time faculty in academia continues to grow, and the literature indicates they may exhibit negative views regarding their workplace. This study sought to determine which work factors (intrinsic and extrinsic) predict part- and full-time community college faculty job satisfaction and to examine differences these factors had on each group's satisfaction. Data from the 1999 National Study of Postsecondary Faculty (NSOPF:99) was used. Results indicated no practical difference in overall satisfaction between faculty groups. The two intrinsic work reward variable and two of the three extrinsic work reward variable significantly predict work satisfaction for both groups with only a slight variation between groups.

11:00-11:40 a.m.	SCHOLARLY PAPER	Meeting Room 12, Level 3

Effects of Differential Prediction in College Admissions for Traditional- and Nontraditional-Aged Students (301)

JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.
STEPHEN R. BALL (Facilitator), Doctoral Candidate, University of Michigan

This study investigated the differential effects of admission decisions on traditional and nontraditional-aged first-year college students. The study shows, in practical terms, the implications of admission decisions for these age groups. It also corrects for restriction of range problems by estimating the effects of admission decisions on an unselected group of students. Test scores and high school GPAs were used separately as predictor variables, as well as jointly; the differential effects of admission decisions based on these variables were then compared.

11:00-11:40 a.m.	SCHOLARLY PAPER	Grand Salon C, Level 2

A Multiple Spells Event History Model of Stopout and Graduation (309)

STEPHEN L. DESJARDINS (Author), Associate Professor, University of Michigan
DENNIS A. AHLBURG (Author), Professor of Industrial Relations Center, University of Minnesota
BRIAN MCCALL (Author), Associate Professor, Carlson School of Management
NANCY L. KINSEY (Facilitator), Director of Institutional Research, Kaskaskia College

We estimate a multiple spells event history model of student departure from college. Of particular interest are the impact of an initial stopout on the probability of future stopouts, and the impact of stopout(s) on the probability of graduation. We conduct simulations that include estimating the impact of different financial aid packages on the probability of stopout and graduation. We also estimate how the receipt of different types and amounts of aid affect the probability of return, given that a stopout has occurred. Understanding more about these interactions should help reduce attrition and improve institutional graduation rates.

11:00-11:40 a.m.	SCHOLARLY PAPER	Grand Salon D, Level 2

Existence and Persistence: The Effects of Institutional Characteristics on Persistence and Graduation Rates at Four-Year Colleges and Universities (365)

VINCENT CARTER (Author), Information Analyst II, Emory University
CHRISTINA DRUM (Facilitator), Programmer Analyst, University of Nevada-Las Vegas

This study measures the effects of institutional characteristics on African-American, Hispanic, and White persistence and graduation rates at four-year colleges and universities. The study was inspired by the argument that the use of affirmative action policies in college admissions lowers minority retention. Findings indicate that minorities are as likely to persist and graduate as Whites. The most powerful predictor across the board was selectivity. The study also introduces a significant effect of a degree program in ethnic studies on persistence and graduation rates. Conclusions and suggestions for future research include the need to study minority college choice.

| 11:00-11:40 a.m. | SPECIAL EVENT | Greco Boardroom, Level 3 |

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

| 11:00-11:40 a.m. | SPECIAL EVENT | Meeting Room 13, Level 3 |

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

| 11:00-11:40 a.m. | SPECIAL EVENT | Bayshore Boardroom, Level 3 |

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

| 11:50-12:30 p.m. | COMMITTEE MEETING | Meeting Room 8, Level 3 |

Best Visual Presentations Committee Meeting (084)

Continued from previous time period.

| 11:50-12:30 p.m. | COMMITTEE MEETING | Meeting Room 9, Level 3 |

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

| 11:50-12:30 p.m. | DEMONSTRATION | Meeting Room 5, Level 2 |

Predicting Bachelor's Degree Completion: The Development of a Web-Based Analysis Tool (422)

TARA G. GOODMAN (Author), Education Policy Director, Council for Education Policy Research and Improvement
DAVID L. WRIGHT (Author), Education Policy Director, Council for Education Policy Research and Improvement
JUAN C. COPA (Author), Policy Analyst, Council for Education Policy, Research and Improvement
DOROTHY S. CHEAGLE (Facilitator), Director of Planning and Governmental Relations, Morris College

This session will demonstrate a data analysis tool developed in conjunction with an ongoing longitudinal analysis of a state's public high school graduates as they enroll in, progress through, and graduate from the state's postsecondary education system. The web-based application is based on a multivariate probit model of degree completion that includes variables relating to student demographics, high school achievement, and postsecondary enrollment and attendance. This tool aids policymakers' understanding of the multiple factors that contribute to successful completion of a bachelor's degree.

| 11:50-12:30 p.m. | INVITED PAPER | Meeting Room 4, Level 2 |

IPEDS GASB Reporting Requirements (643)

CATHY A. STATHAM (Author), IPEDS Finance Survey Director, National Center for Education Statistics
DENISE P. SOKOL (Facilitator), Director of Institutional Research, University of Colorado at Denver

A discussion of the IPEDS financial reporting requirements for public institutions under the new GASB rules.

| 11:50-12:30 p.m. | PRACTITIONER PAPER | Meeting Room 7, Level 2 |

Student Perceptions Related to Learning College Principles (123)

JOAN E. PATTEN (Author), Assistant Director, Sinclair Community College
JARED C. CUTLER (Author), Project Analyst Institutional Planning and Research, Sinclair Community College
SABRINA L. ANDREWS (Facilitator), Director of Institutional Research and Planning, University of Central Florida

To further align itself with Learning College Principles (O'Banion, 1997), the College examined student perceptions regarding not only what they valued about said principles but also how they felt the College was meeting these principle objectives. Using 37 statements aligned with the principles, students were asked both how important each item was to their learning and how satisfied they were with their experience in that regard. Differences between importance and satisfaction were examined. A set of college-wide action steps were developed as a result of this feedback, to further strengthen the College's position as a learning college.

11:50-12:30 p.m. PRACTITIONER PAPER Meeting Room 6, Level 2

A Twenty-Year Review of Academic Costing and Workload Analysis in a University Setting (201)

EILEEN M. DOHERTY (Author), Special Assistant to the Academic Vice President for Financial Analysis, Boston College
ALFRED B. CENEDELLA (Facilitator), Director of Institutional Effectiveness, International College

As our institution has grown more complex over the past decade, and as our culture has shifted towards more research, more interdisciplinary work, and more customized learning, the mechanisms we developed in the 1980s for tying resources to instruction and faculty research have become more limited. We are now engaged in refining/augmenting our traditional tools for academic costing and faculty workload analysis, and are developing strategies for more sophisticated data collection/analysis techniques. This presentation will provide a look at our journey to date, and an overview of our aspirations for the future.

11:50-12:30 p.m. PRACTITIONER PAPER Meeting Room 1, Level 2

Assessing Learning Outcomes through Electronic Portfolios Revisit (550)

TIMOTHY K. C. CHOW (Author), Director of Institutional Research, Rose-Hulman Institute of Technology
CATHY R. TANNER (Facilitator), Coordinator of Planning, Bishop State Community College

Portfolio assessment provides a framework for both documenting and assessing student learning outcomes. Four years have passed since the first demonstration of an earlier version of the electronic portfolio system at the AIR Forum that has been developed to document, assess and evaluate student-learning outcomes at the institutional level. This session will share the latest development and implementation of the improved system and highlights of the related processes in assessing student-learning outcomes. Evaluation results and lessons learned from the portfolio assessment project will be discussed.

11:50-12:30 p.m. SCHOLARLY PAPER Grand Salon A, Level 2

Reflections of Alumni: Evaluating the Success of a Living-Learning Community (138)

KATHARINE J. MASON (Author), Doctoral Candidate, University of Michigan
SEAN JUNOR (Facilitator), Policy and Research Officer, Canada Millennium Scholarship Foundation

Learning communities (LC) are believed to increase academic and social integration into the collegiate community. This study seeks more detail in that premise by surveying approximately 1400 LC alumni. The survey distributed to the alumni asks for both perceptions of integration as well as frequency of participation in various social and academic activities. This study is unique in that the alumni are asked the frequency of events both with other LC students and non-LC students. The desire is to discern to what degree the integration is associated with the LC or associated with the campus in general.

11:50-12:30 p.m. SCHOLARLY PAPER Florida Salon VI, Level 2

Employment Outcomes of Community College Equity Group Graduates (142)

JAMES D. GOHO (Author), Director, Research and Planning, Red River College
JENNIFER L. DUNSEATH (Facilitator), Director of Institutional Effectiveness, Kettering University

The initial school to work transition is a critical time for individuals in achieving the economic benefits of postsecondary education. Community colleges perform a key role in this connection to the workplace for disadvantaged groups. This research examined the effectiveness of a large community college in achieving successful transition to the workplace for equity group graduates and females. Data were derived from recent graduate survey results and from institutional data on demographic and achievement characteristics. Various statistical techniques were used to analyze the initial workplace conditions for disadvantaged groups and the influence of explanatory variables on employment and earnings.

11:50-12:30 p.m. SCHOLARLY PAPER Grand Salon B, Level 2

The Relationship between Part-time Faculty and Urbanicity (222)

VALERIE M. CONLEY (Author), Assistant Professor of Higher Education Counseling and Higher Education, Ohio University
GERALD W. MCLAUGHLIN (Author), Director, Office of Institutional Planning and Research, DePaul University
THOMAS GAYLORD (Facilitator), Vice President for Information and Institutional Technology, The University of Akron

The academic labor market is different for persons employed full- and part-time. The market for full-time faculty in the U.S. is a national or even international market driven primarily by academic discipline. In contrast, the labor market for part-time faculty is driven by local market factors (Gappa & Leslie, 1993). As a result, factors associated with part-time employment differ by urbanicity, which is inextricably linked to local market factors. The purpose of this paper is to explore effects of urbanicity on basic salary and satisfaction of part-time faculty using data from the 1999 National Study of Postsecondary Faculty (NSOPF: 99).

| 11:50-12:30 p.m. | SCHOLARLY PAPER | Meeting Room 12, Level 3 |

Culture, Climate, and Contribution: Predictors of Satisfaction among Female Faculty (225)

LOUISE AUGUST (Author), Research Assistant, University of Michigan-Ann Arbor
JEAN WALTMAN (Author), Doctoral Candidate, University of Michigan-Ann Arbor
SETH SAUNDERS (Facilitator), Director of Enrollment, Walden University

Retention of female faculty is an important issue for institutions of higher education aiming for excellence and diversity. An essential first step in understanding retention is to examine what contributes to satisfaction for academic women. This study is based on data from a census survey of faculty conducted in 1996 at a Research I university located in the Midwest. Using Hagadorn's (2000) model for conceptualizing faculty job satisfaction, the study identifies domains of environmental condition, departmental climate, and demographics that play a role in female faculty's overall career satisfaction.

| 11:50-12:30 p.m. | SCHOLARLY PAPER | Grand Salon D, Level 2 |

Studying the Characteristics of Supplemental ACT Score Senders (368)

TY CRUCE (Author), Graduate Student, University of Iowa
MARDY T. EIMERS (Facilitator), Director of Institutional Research and Planning, University of Missouri System

In this paper I use logistic regression analysis to identify the student characteristics and pre-college experiences that are associated with the student's decision to send supplemental ACT scores to a university in a Midwestern state. Supplemental score senders, a large number of which are nonresidents, have higher probabilities of applying, being admitted to, and enrolling in the institution than those students who selected the university within their initial choice set. Identifying and recruiting nonresident students with similar characteristics can help the university to generate additional tuition revenue during a time of severe cutbacks in state subsidy to the university.

| 11:50-12:30 p.m. | SCHOLARLY PAPER | Florida Salon V, Level 2 |

One Organization's Bridging Strategy for Racial and Ethnic Classification (401)

C. ANTHONY BROH (Author), Director of Research, Consortium on Financing Higher Education
STEPHEN D. MINICUCCI (Author), Senior Research Associate, Consortium on Financing Higher Education
DONGBIN KIM (Facilitator), Doctoral Candidate, University of California-Los Angeles

In the absence of federal guidelines to classify people with multiple racial and ethnic identities, the Consortium on Financing Higher Education organization has developed as set of coding rules that approximate historical data. The rules are based on research findings and government policies that have implicitly guided previous coding schemes. The coding scheme requires only a few lines of SPSS code and is used in this group's admission, financial aid, and survey data.

| 11:50-12:30 p.m. | SCHOLARLY PAPER | Florida Salon IV, Level 2 |

Information Security Responsibilities in an Academic Environment (547)

JEREMY MCMILLEN (Author), Director of Institutional Research, Texas A&M University - Commerce
DAVID WIERSCHEM (Author), Assistant Professor, Texas A&M University - Commerce
CHARLES TURNER (Author), Texas A&M University - Commerce
RANDY MCBROOM (Author),
KEITH R. BELL (Facilitator), Associate Provost for Academic Administration, Point Loma Nazarene University

The demand for information in today's academic institutions has never been greater. Increased reporting requirements by governmental and accrediting bodies as well as heightened competition for new students, has placed increased responsibilities on academic administrators. However, the nature of academic institutions and the informational content of their data repositories impose specific informational security responsibilities. This paper identifies different governmental regulations facing the academic usage of student information as well as their implications regarding its usage.

| 11:50-12:30 p.m. | SPECIAL EVENT | Greco Boardroom, Level 3 |

Forum Evaluation Survey (Invitational Event) (086)

Continued from previous time period.

| 11:50-12:30 p.m. | SPECIAL EVENT | Meeting Room 13, Level 3 |

Forum Evaluation Survey (Invitational Event) (087)

Continued from previous time period.

| 11:50-12:30 p.m. | SPECIAL EVENT | Bayshore Boardroom, Level 3 |

Forum Evaluation Survey (Invitational Event) (091)

Continued from previous time period.

| 11:50-12:30 p.m. | TABLE TOPIC | Meeting Room 11, Level 3 |

Using an Image Survey to Provide Patterns of Evidence (T06)

DENNIS M. BRANDT (Author), Director of Assessment and Institutional Research, Northeast Community College

This Midwestern community college conducted an Image Survey that was designed to fulfill a two-fold purpose. First, the survey was designed to provide evidence that the college is providing services that meet the needs and expectations of the citizens of its service area. Secondly, the survey was designed to uncover needs and determine support for new opportunities for registering and delivering classes. This roundtable will lead the attendee through the methodology used to develop the questionnaire, select the firm to conduct the survey, analyze the data, and publish the report.

| 12:45-2:45 p.m. | COMMITTEE MEETING | Meeting Room 9, Level 3 |

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

| 12:45-2:45 p.m. | SPECIAL EVENT | Grand Salon E through J, Level 2 |

Awards Luncheon (011)

SANDRA K. JOHNSON (Convener), Assistant Dean, Princeton University
FRED LILLIBRIDGE (Convener), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College

Please plan to join your friends and colleagues on this very special occasion when the AIR Board of Directors and Committee members acknowledge the many individuals who have made special contributions to the Association.

| 2:55-3:55 p.m. | BEST PAPER/PRESENTATION SESSION | Meeting Room 4, Level 2 |

AIR Best Paper: The Relationship between Institutional Mission and Students' Involvement and Educational Outcomes (637)

GARY R. PIKE (Author), Director of Institutional Research, Mississippi State University
GEORGE D. KUH (Author), Chancellor's Professor of Higher Education , Indiana University at Bloomington
ROBERT M. GONYEA (Author), Assistant Director, Center for Postsecondary Research & Planning, Indiana University at Bloomington
ROBERT K. TOUTKOUSHIAN (Facilitator), Executive Director of Policy Analysis, University System of New Hampshire

Although institutional characteristics are assumed to influence learning and development, this link has not been conclusively and empirically confirmed. This study examines whether institutional differences are related in meaningful ways to differences in student learning and development. Results revealed that there were no meaningful differences in students' perceptions of the college environment, levels of academic and interpersonal involvement, integration of information, or outcomes by Carnegie classification, after controlling for background characteristics. Implications and recommendations for institutional researchers are discussed.

| 2:55-3:55 p.m. | COMMITTEE MEETING | Meeting Room 9, Level 3 |

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

| 4:00-5:00 p.m. | COMMITTEE MEETING | Meeting Room 9, Level 3 |

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

4:00-5:00 p.m.	COMMITTEE MEETING	Meeting Room 4, Level 2

2003 and 2004 Local Arrangements Committees (092)

CHARLENE H. HERREID (Associate Committee Chair), Coordinator of Institutional Research, University of South Florida
JOHN M. KALB (Associate Committee Chair), Director of Institutional Research, Florida State University
SHARRON L. RONCO (Associate Committee Chair), Assistant Provost, Florida Atlantic University

Meeting of the members of the 2003 and the 2004 Forum Local Arrangement Committees.

4:00-7:00 p.m.	COMMITTEE MEETING	Florida Salon IV, Level 2

2004 Forum Committee (096)

FRED LILLIBRIDGE (Committee Chair), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College
STEPHEN L. CHAMBERS (Associate Committee Chair), Director of Institutional Research and Assessment and Associate Professor of
   History, University of Colorado at Colorado Springs

Meeting of the 2004 Forum Committee.

5:00-Until	COMMITTEE MEETING	Florida Salon IV, Level 2

2004 Forum Committee (096)

Continued from previous time period.

7:00-Until	COMMITTEE MEETING	Meeting Room 9, Level 3

Forum Evaluation Committee Working Session (090)

Continued from previous time period.

7:00-Until	SPECIAL EVENT	Florida Salon I, II and III

Forum Wind-Up Party (009)

SANDRA K. JOHNSON (Convener), Assistant Dean, Princeton University
FRED LILLIBRIDGE (Convener), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College

All are invited to relax and unwind at this traditional gathering of Forum fans. Come and converse with AIR committee members, office staff, and long-time attendees as we reflect on the events of the Forum.

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PARTICIPANT INDEX

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Meeting Room 4, Level 2	S04		317-T		535-T	S36	516-T	630-T		V01-F	615-T		
Meeting Room 5, Level 2	S03-T		511-F		554-F	S48	V12	560-F		529-F	526-F		
Meeting Room 6, Level 2			310-T		312-T		369-T	343-T		306-T	338-T		
Meeting Room 7, Level 2			231-T		641-T		224-T	216-T		232-T	645		
Meeting Room 8, Level 3							650	650		S81	S81		
Meeting Room 9, Level 3			600-T		622-T		226-T	336-T		537-T	140-T		

TUESDAY MATRIX

Room	7:30-8:20 am	8:30-9:30 am	9:40-10:10 am	10:20-11:00 am	11:10-11:50 am	12:00-12:50 pm	1:00-1:40 pm	1:50-2:30 pm	2:40-3:10 pm	3:30-4:10 pm	4:20-5:00 pm	5:10-5:50 pm	6:00-Until
Bayshore Boardroom, Level 3													
Florida Ball Room, Level 2													
Florida Salon I, II and III		100		172			562	562		557	557		
Florida Salon I, Level 2													
Florida Salon II, Level 2													
Florida Salon III Level 2													
Florida Salon IV, Level 2		200		504-T	504-T	S76	V10	507-T	V13	617	501-T		
Florida Salon V, Level 2		300		533-T	551-T	S28	429-T	429-T	546-T	416-T	418-T		
Florida Salon VI, Level 2		400		519-T	151-T	S65	548-T	115-T	149	137-T	163-T		
Grand Ballroom Foyer, Level 2			083										
Grand Salon A, Level 2				155	169	S73	103	136	111	329	109	S47	
Grand Salon B, Level 2				144	141	S23	118	122	113	133	353	S35	
Grand Salon C, Level 2				642	324	S01	239		243	202	209	S11	
Grand Salon D, Level 2				316	321	S08	644	322	354	332	304	S15	
Grand Salon E and F, Level 2													
Grand Salon E through J, Level 2												699	
Grand Salon E, Level 2		500					335	335					
Grand Salon F, Level 2													
Grand Salon G, Level 2				649	318	S02	311	341	333	330	305	S59	
Grand Salon H, Level 2					626	S38	433	412	555	506	508	S34	
Grand Salon I, Level 2				434	434	S24	542	559				S51	
Grand Salon J, Level 2				V09	V05	S06	V06	V07	V02	V03	V08		
Greco Boardroom, Level 3													
Lobby Area, Main Floor													
Meeting Room 1, Level 2				167-F	505-T	S44	370-F	351-F	320-F	325-F	640-F	S39	
Meeting Room 10, Level 3				004	004			607	603	601		S77	
Meeting Room 11, Level 3	T16			T07	563	S07	T05	T03	T02	T08	T11	S78	
Meeting Room 12, Level 3					604	S20			156		T13	S79	
Meeting Room 13, Level 3						S14						S80	
Meeting Room 2, Level 2													
Meeting Room 3, Level 2													
Meeting Room 4, Level 2				624	609-T	S37	619	610	618	631	620-T	S64	
Meeting Room 5, Level 2				565-F	543-F	S66	522-F	552-F	639-T	517-F	561-F	S46	
Meeting Room 6, Level 2	016			223-T	218-T	S60	219-T	236-T	227-T	214-T	V04	S61	
Meeting Room 7, Level 2				323-T	356-T		360-T	308-T	314-T	350-T	357-T		
Meeting Room 8, Level 3						S18							
Meeting Room 9, Level 3				104-T	502-T		327-T	233-T	410-T	132-T	339-T		
Presidential Suite, Guest Level				085		085	085	085	085	085	085		078

Room	7:30-8:20 am	8:30-9:10 am	9:20-10:00 am	10:10-10:50 am	11:00-11:40 am	11:50-12:40 pm	12:45-2:45 pm	2:55-3:55 pm	4:00-5:00 pm	7:00-Until
Bayshore Boardroom, Level 3	091	091	091	091	091	091				
Florida Ball Room, Level 2										009
Florida Salon I, II and III		240	240	545	545					
Florida Salon I, Level 2										
Florida Salon II, Level 2										
Florida Salon III Level 2										
Florida Salon IV, Level 2		558-T	521-T	348	564-T	547-T			096	096
Florida Salon V, Level 2		403-T	420-T	419-T	230-T	401-T				
Florida Salon VI, Level 2		160-T	129-T	120-T	165-T	142-T				
Grand Ballroom Foyer, Level 2										
Grand Salon A, Level 2	S75	150	108	114	135	138				
Grand Salon B, Level 2	S43		208	235	212	222				
Grand Salon C, Level 2	S10		346	331	309					
Grand Salon D, Level 2	S22	319	352	345	365	368				
Grand Salon E and F, Level 2										
Grand Salon E through J, Level 2							011			
Grand Salon E, Level 2										
Grand Salon F, Level 2										
Grand Salon G, Level 2		534	525							
Grand Salon H, Level 2		207	237							
Grand Salon I, Level 2		355 S90	428 S90							
Grand Salon J, Level 2		340	426							
Greco Boardroom, Level 3	086	086	086	086	086	086				
Lobby Area, Main Floor										
Meeting Room 1, Level 2		366-F	334-F	512-F	538-F	550-F				
Meeting Room 10, Level 3		152	152	411	411					
Meeting Room 11, Level 3	S30			608		T06				
Meeting Room 12, Level 3		408	408		301	225				
Meeting Room 13, Level 3	087	087	087	087	087	087				
Meeting Room 2, Level 2										
Meeting Room 3, Level 2										
Meeting Room 4, Level 2		611-F	614	612	616	643		637	092	
Meeting Room 5, Level 2		424-F	503-F	625	513-T	422-F				
Meeting Room 6, Level 2		171-T	145-T	203-T	210-T	201-T				
Meeting Room 7, Level 2		363	148-T	170-T	117-T	123-T				
Meeting Room 8, Level 3	084	084	084	084	084	084				
Meeting Room 9, Level 3	095	090	090	090	090	090	090	090	090	090