

# AIR <sup>45TH ANNUAL</sup> FORUM

**Mission: Improve Higher Education**

**MISIÓN: Desarrollar la Educación Universitaria**



**SAN DIEGO**

2 0 0 5

**Professional Development, Informational Resources & Networking**



**DICK MURPHY**  
MAYOR

**GREETINGS  
TO THE  
ASSOCIATION FOR INSTITUTIONAL RESEARCH  
2005 FORUM**

It is with great pleasure that I welcome you to San Diego. We are honored to be the host city for the Association for Institutional Research 2005 Forum, "*Mission: Improve Higher Education.*" I hope your efforts to learn the newest methods in the field, exchange information and ideas about postsecondary educational institutions, and network with colleagues are most successful.

San Diego is home to a number of excellent higher educational institutions and is also famous for its seventy miles of beautiful beaches and world-renown zoo. But we have so much more to experience. You'll discover an international city rich in the arts and culture, nationally recognized theaters, the largest concentration of museums west of the Mississippi and a lively downtown with award-winning restaurants, shops and galleries. When you mix together the warmth of our people with our beautiful natural environment and attractions such as Sea World, Mission Trails Regional Park, Balboa Park, Cabrillo National Monument, Mission Bay Park and Seaport Village on San Diego Bay, you are sure to discover why we are becoming known as "A City Worthy of Our Affection."

Please accept my best wishes for a productive forum and pleasant stay in San Diego. I am sure you will agree that San Diego is truly a city worthy of your affection. And we will happily await your return visit.

Best regards,

A handwritten signature in black ink that reads "Dick Murphy".

DICK MURPHY  
Mayor  
City of San Diego



Dear AIR Friends and Colleagues:

Welcome to the San Diego Forum! The glimmering sapphire blue San Diego Bay in view from the Forum hotel is appropriate and symbolic in marking the 45<sup>th</sup> year our members have come together for this annual event.

AIR brings to its Forums a premier level of practitioner-based knowledge of effective practices in institutions of diverse sizes and missions, from community colleges and small private liberal arts colleges to large research institutions. The Forum tradition for high programming quality continues in 2005. The theme of MISSION: Improve Higher Education, or MISIÓN: Desarrollar la Educación Universitaria, is inspired by the Mission San Diego de Alcala and the other historic Spanish missions of California where some of the earliest precursors of organized education in America occurred.

The California missions symbolize the beginnings of today's formal education and 300 years later the legacy of the missions will hopefully inspire institutional researchers who contribute directly to the advancement of higher education for current and future generations of college and university students. By forging measures of performance and effectiveness, providing decision support and many other contributions, institutional researchers are filling an increasingly pivotal role to better inform higher education policy and process. Our efforts are at work to enable more meaningful fulfillment of missions while readying today's colleges and universities to fully meet tomorrow's opportunities and challenges.

The Forum theme is also reflected in a dedicated program track entitled Assessing Student Learning and Outcomes. AIR was among the first organizations to promote the measurement of student learning and the use of student assessment research to increase the effectiveness of higher education. About 100 presentations on research and practice related to student assessment will be featured at this year's Forum. Please join me in warmly welcoming a host of assessment researchers and practitioners who are contributing to or taking advantage of the Student Learning and Outcomes program.

My gratitude also to the many member volunteers who make the Forum run, and run smoothly. Our San Diego location is exceptional! Please make the most of your stay. Thanks for coming and have a great time.

Steve Chambers  
2005 Forum Chair

**Professional Development, Informational Resources & Networking**

# 2005 FORUM: FINAL PROGRAM BOOK

## TABLE OF CONTENTS

INTRODUCTION .....	1
GENERAL INFORMATION .....	2
Board of Directors .....	2
2004-2005 Forum Committee .....	2
PROGRAM TRACKS AND PEER REVIEW	
COMMITTEES .....	2
MONDAY NIGHT GATHERING .....	4
GETTING THE MOST OUT OF AIR .....	4
SCOPING OUT THE PROGRAM .....	4
ATTENDING SESSIONS .....	5
NETWORKING .....	5
THINGS TO DO IN SAN DIEGO .....	5
FORUM SERVICES AND INFORMATION .....	5
AIR BEST VISUAL PRESENTATION AWARD .....	6
CHARLES F. ELTON BEST PAPER AWARD AND OTHER	
PUBLICATION OPPORTUNITIES .....	6
2005 PARTICIPATING EXHIBITORS .....	7
AIR FORUM DAILY EVENTS:	
Saturday, May 28, 2005 .....	10
Sunday, May 29, 2005 .....	14
Monday, May 30, 2005 .....	36
Tuesday, May 31, 2005 .....	77
Wednesday, June 1, 2005 .....	116
PARTICIPANT INDEX .....	144
MEETING/TRACK INDEX .....	150
DAY MATRICES .....	164

## 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).

### Room Designation

The Marriott has two towers: North Tower and South Tower. In the Final Program, these are designated as NT for North Tower and ST for South Tower.

### 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. In addition to viewing the session title and summary information, the full abstract can be viewed by clicking on the session title.

You do not need an ID and password to use the Personalized Scheduler.

A click will place any selected session on your personalized schedule, which can be reviewed, updated, or printed with the sessions you have selected, listed with the title and summary information. The Online Personalized Scheduling Tool builds a Forum schedule for your use, but does not commit you or reserve space for you.

### Special Sessions

There are numerous special sessions sponsored by AIR's External Relations Committee. Note the Best Paper Presentations from the 2004 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

An Internet Kiosk set up in the San Diego Ballroom will be available for use by attendees to access the Web, to use and print updates to their Forum Personalized Scheduler Tool and to access E-Mail. You will need your E-Mail address and your password.

### Morning Aerobics - Marriott Hall 1, North Tower, Lobby Level

Welcome members and guests! Want to start your day with some stretching and aerobic movement? This year we have scheduled a low impact morning aerobic class for your enjoyment. The class is geared for you to work at your own pace.

The schedule is as follows: Sunday, Monday, Tuesday, and Wednesday from 6:30 am to 7:30 am each day.

### Morning Walkers - Meet in the Lobby

The Morning Walkers usually walk for an hour, Monday thru Wednesday, and meet in the lobby at 6 am. Refer to the *Morning AIR* for details.

*Logo design by Bill Celander; Celander Studies, Tallahassee, Florida*

## 2005 FORUM: FINAL PROGRAM BOOK

### GENERAL INFORMATION

#### 2004-2005 Board of Directors

**DENISE P. SOKOL** (President), University of Colorado at Denver  
**SANDRA K. JOHNSON** (Vice President), Princeton University  
**VICTOR M.H. BORDEN** (Immediate Past President), Indiana University, Purdue University Indianapolis  
**GLENN W. JAMES** (Treasurer), Tennessee Technological University  
**DENISE A. KRALLMAN** (Secretary & External Relations), Miami University at Oxford  
**STEPHEN L. CHAMBERS** (Forum Chair), University of Colorado at Colorado Springs  
**WILLIAM E. KNIGHT** (Associate Forum Chair), Bowling Green University  
**MARSHA HIRANO-NAKANISHI** (Higher Education Data Policy Chair), California State University System  
**JAMES TRAINER** (Membership Chair), Villanova University  
**MARY ANN COUGHLIN** (Professional Development Services Chair), Springfield College  
**ANDREEA M. SERBAN** (Publications Chair), Santa Barbara City College

#### 2005 Forum Committee

**Stephen L. Chambers** (Forum chair), University of Colorado at Colorado Springs  
**William E. Knight** (Associate Forum chair), Bowling Green University  
**Cel Johnson** (local arrangements), University of San Diego  
**Alan J. Sturtz** (newcomers), Connecticut State University System  
**Phyllis Y. Edamatsu** (track 1) Delaware State University  
**J. Joseph Hoey, IV** (track 2) Georgia Institute of Technology  
**Eric L. Dey** (track 3) University of Michigan  
**Wendy L. Miley** (track 4) University of Arizona  
**Patricia A. Harvey** (track 5) Richard Bland College  
**Hans P. L'Orange, III** (track 6) State Higher Education Executive Officers  
**Jeffrey H. Chen** (table topics and posters), Cleveland State University  
**Robert Gottesman** (computing technical support co-chair), Auburn University  
**Matthew W. Campbell** (computing technical support co-chair), Auburn University  
**Lloyd (Chip) H. Byrd, Jr.** (evaluation co-chair), Virginia Commonwealth University  
**Anne Marie Delaney** (Forum publications) Babson College  
**Douglas N. Easterling** (Forum workshops), Sinclair Community College

#### Local Arrangements Committee

**Cel Johnson** (local arrangements chair), University of San Diego  
**Michelle Hall**, Southeastern Louisiana University  
**William B. Armstrong**, University of California-San Diego  
**Keith R. Bell**, Point Loma Nazarene University  
**Heidi M. Carty**, University of California-San Diego  
**Cheryl R. Gaughan**, Point Loma Nazarene University

### PROGRAM TRACKS AND PEER REVIEW COMMITTEES

The 2005 Forum program is organized into six tracks. Each track committee is responsible for recommending programs (research presentations and scholarly papers, panels, posters, table topics and demonstrations) in its subject area. The tracks focus on the major function of an institution (students and academic programs), the management of these functions (resources and governance), and the role of institutional research in the functioning of higher education. While these functions may overlap, presentations are assigned to the most appropriate track.

#### Track 1—Student Life

*Research and practice related to student personal and student social development, student demographic and economic issues, campus and community engagement, student mobility and flow, and student satisfaction with their higher education experience*

**Phyllis Y. Edamatsu** (chair) Delaware State University  
**Gayle M. Fink** (associate chair) Community College of Baltimore County  
**Fatima B. Aliu**, Temple University  
**Sabrina L. Andrews**, The University of Akron  
**Samuel Baldwin**, Jarvis Christian College  
**Hansel E. Burley**, Texas Tech University  
**Chau-Kuang Chen**, Meharry Medical College  
**Emily Dibble**, Bunker Hill Community College  
**M. Janet Easterling**, Seton Hall University  
**Ruben B. Garcia**, Texas Workforce Commission  
**J.E. Gonzalez**, California State University-Channel Islands  
**Richard R. Gruetzemacher**, University of Tennessee Chattanooga  
**Linda J. Hawbaker**, Maricopa Community College Sys  
**Pam Haws**, University of Texas at Arlington  
**Lap-Pun T. Lam**, Arizona State University-Main  
**Theresa Martin**, Eastern Washington University  
**Thomas K. Martin**, Collin County Community College  
**Lisa Muller**, University of Wyoming  
**Samuel S. Peng**, National Tsing Hua University Taiwan  
**Kimberley R. Sudler**, Delaware Technical and Community College  
**Gebre H. Tesfagiorgis**, Iowa State University  
**Daphne Thompson-Miller**, Bennett College  
**Hui-Min Wen**, New College of Florida  
**Cornelia Wills**, Middle Tennessee State University  
**Flora B. Yen**, Cascadia Community College  
**Denise Y. Young**, University of Dallas

#### Track 2—Student Learning and Outcomes

*Research and practice related to student outcomes assessment, student intellectual development, quantitative and qualitative measures of student learning, psychometrics and testing, academic program improvement resulting from assessment of student learning.*

**J. Joseph Hoey, IV** (chair) Georgia Institute of Technology  
**Jon C. Acker** (associate chair) University of Alabama  
**William B. Armstrong**, University of California, San Diego  
**Marcus S. Babaoye**, Worcester State College  
**Steven Beal**, Lincoln University  
**Trudy H. Bers**, Oakton Community College  
**J. R. Brey**, Cardinal Stritch University  
**Harriott D. Calhoun**, Jefferson State Community College  
**Steven P. Chatman**, University of California-Davis  
**Timothy K. C. Chow**, Rose-Hulman Institute of Tech  
**James C. Eck**, Rollins College  
**Julie C. Fulgham**, Mississippi State University  
**Karen M. Gentemann**, George Mason University  
**Myrtes D. Green**, Lawson State Community College  
**Teresa P. Hall**, University of Alabama-Birmingham  
**Gary R. Hanson**, The University of Texas System  
**Roy D. Ikenberry**, Belmont University  
**Elizabeth A. Jones**, West Virginia University  
**Heather Kim**, New School University  
**Lorne Kuffel**, College of William and Mary  
**Guihua Li**, St. Cloud State University  
**Larry H. Litten**, Dartmouth College  
**Larry D. Mayes**, University of North Carolina at Chapel Hill  
**Donna E. Miller**, Abraham Baldwin College  
**John A. Muffo**, Virginia Polytechnic Institute and State University  
**Eleanor W. Nault**, Clemson University  
**Judith A. Ouimet**, University of Nevada, Reno  
**Gary R. Pike**, Mississippi State University  
**A. Srikanta Rao**, Tuskegee University

## 2005 FORUM: FINAL PROGRAM BOOK

**Linda J. Sax**, University of California-Los Angeles  
**Robert Smallwood**, Texas State University-San Marcos  
**Kathryn B. Smith**, Guilford Technical Community College  
**Randy L. Swing**, Policy Center on the First Year of College  
**Patrick T. Terenzini**, Penn State University  
**Dawn Geronimo Terkla**, Tufts University  
**Wendy G. Troxel**, Illinois State University  
**Paul D. Umbach**, University of Iowa  
**Karen Webber Bauer**, The University of Georgia

### Track 3—Academic Programs, Curriculum, and Faculty Issues

*Issues related to the development and management of academic departments, programs, curriculum, and faculty activities. That is the kind of information that a faculty member, department chair, dean, or chief academic officer would use in evaluating the status of academic programs.*

**Eric L. Dey** (chair) University of Michigan  
**Heather Kelly Isaacs** (associate chair) University of Delaware  
**T. Gregory Barrett**, University of Arkansas at Little Rock  
**Mark A. Byrd**, Eastern Michigan University  
**Marlene Coles**, University of Michigan  
**Marne K. Einarson**, Cornell University  
**Heidi E. Grunwald**, University of Michigan  
**Ruth E. Kallio**, University of Michigan  
**Malinda M. Matney**, University of Michigan-Ann Arbor  
**Jim Vander Putten**, University of Arkansas-Little Rock  
**Robert W. Zhang**, Bowling Green State University  
**Stephen R. Ball**, University of Michigan  
**Carol R. Himelhoch**, Cleary University

### Track 4—Institutional Management and Planning

*Campus-level planning, evaluation, and management are the focuses of this track. Proposals focus on the types of information and analyses that would be of primary interest to senior campus-level administrators for campus-wide planning and improvement.*

**Patricia A. Harvey** (chair) Richard Bland College  
**Corby Coperthwaite** (associate chair) Connecticut Community Colleges  
**Bryon Brown**, Felician College  
**Stephanie Bushey**, Hofstra University  
**Angelo J. Calderon**, RMIT University  
**Julia W. Carpenter-Hubin**, The Ohio State University  
**Shu-Ling Chen**, University of Massachusetts  
**Cel Johnson**, University of San Diego  
**Dawn R. Kenney**, Albuquerque Technical Vocational Institute  
**Mary Korfhage**, University of Louisville  
**Jan W. Lyddon**, Jackson Community College  
**Marina Moschos**, State Council of Higher Education for Virginia  
**Kent A. Phillippe**, American Association of Community Colleges  
**Carol J. Rolf**, University of South Florida  
**Timothy A. Walsh**, Temple University  
**David L. Wright**, State Higher Education Executive Officers  
**Zhao Yang**, Old Dominion University  
**Christopher Michael**, Trent University  
**David Nielsen**, Manchester Community College  
**William F. Ritchie**, Keiser Collegiate System  
**Kevin W. Sayers**, Capital University

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

*Issues that go beyond the campus, including accountability of individual institutions to external publics, as well as multi-institutional collaborations, such as: data exchanges, learning consortia, and articulation agreements, system-level issues, and public policy related to higher education.*

**Hans P. L'Orange, III** (chair) State Higher Education Executive Officers

**Julia W. Carpenter-Hubin** (associate chair) The Ohio State University

**Christopher M. Antons**, Willamette University  
**Michelle S. Appel**, University of Maryland  
**J. Keith Brown**, North Carolina Community College System  
**Edith H. Carter**, Radford University  
**Mark P. Chisholm**, University of New Mexico  
**Melodie E. Christal**, Washburn University  
**Daina P. Henry**, College of William and Mary  
**Jeffery J. Himmelberger**, Clark University  
**Nathaniel Johnson**, State University System of Florida  
**Soon O. Merz**, Austin Community College  
**Mrinal Mugdh**, The University of Texas at Brownsville  
**Brian L. Shuppy**, Weber State University  
**Robert K. Toutkoushian**, Indiana University Bloomington  
**Jeffrey J. Weber**, Indiana Commission on Proprietary Education  
**Christina E. Whitfield**, Kentucky Community and Technical College System  
**Mary Beth Worley**, Dona Ana Branch Community College

### Track 6—The Practice of Institutional Research: Theory, Techniques, Technologies, Tools, and Ethics

*Research and presentations that focus on the practice of institutional research. This includes organizational, ethical, methodological, and technological aspects of the profession.*

**Wendy L. Miley** (chair) University of Arizona  
**Jing Luan**, (associate chair) Cabrillo College  
**Dan R. Anderson**, Arizona Board of Regents  
**Carol J. Bernhard**, University of New Mexico  
**Herman I. Brann**, Florida A & M University  
**C. Anthony Broh**, Consortium on Financing Higher Education  
**Margaret K. Cohen**, George Washington University  
**Emily Chase Coleman**, Syracuse University  
**Angela Detlev**, University of Richmond  
**Jeff K. Donnelly**, Northern Alberta Institute of Technology  
**Charlyn S. Fisher**, York College Pennsylvania  
**Melinda A. Gebel**, Arizona State University-Main  
**Archie A. George**, University of Idaho  
**Kristina M. Goodwin**, Florida State University  
**Gary W. Graff**, Northern Kentucky University  
**Georgia I. Gudykunst**, Maricopa Community College District  
**Yvonne Kirby**, University of Arkansas-Fayetteville  
**Suzann M. Koller**, University of Wyoming  
**Richard J. Kroc, II**, University of Arizona  
**Thulasi Kumar**, University of Northern Iowa  
**Jeri V. Kurtz**, South Dakota State University  
**Barbara McNeice-Stallard**, Mt. San Antonio College  
**Marcel Nzeukou**, University of Arizona  
**Sherri L. Sabs**, Embry Riddle Aeronautical University  
**Prudence A. Widlak**, College of Du Page  
**Michael E. Williams**, The Austen Group  
**Meihua Zhai**, George Mason University

### Table Topics and Posters

*This subcommittee is responsible for recommending and coordinating arrangements for informal round table and Poster sessions at the Forum.*

**Jeffrey H. Chen** (chair), Cleveland State University  
**Dorothy S. Cheagle** (associate chair), Morris College  
**Fletcher F. Carter**, Radford University  
**Jean Chi-Jen Chen**, University of North Dakota  
**Kimberly KG Harper**, University of Nebraska  
**Randall C. Hickman**, Macomb Community College  
**Li-Shyung Hwang**, Morehouse College  
**Joseph Jurczyk**, University of Akron  
**Joseph W. McLaughlin**, Virginia Polytechnic Institute and State University  
**Cynthia L. Vervena**, American Association of Community Colleges

## 2005 FORUM: FINAL PROGRAM BOOK

### Computing Technical Support

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

**Robert Gottesman** (co-chair), Auburn University  
**Matthew W. Campbell** (co-chair), Auburn 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  
**Gayle M. Fink**, The Community College of Baltimore County  
**Lorne Kuffel**, College of William and Mary  
**Karma A. El Hassan**, American University at Beirut  
**Thokozani Kadzamira**, Howard University  
**Donald L. Quirk**, McHenry County College  
**Jacquelyn Stirn**, Consultant

### 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.*

**Lloyd (Chip) H. Byrd** (co-chair) Virginia Commonwealth  
**Michelle Bonn**, State University of New York Buffalo State  
College  
**Kayleigh Carabajal**, Albuquerque Tech Vocational Institute  
**Evan S. Davies**, College of William and Mary  
**Yves M. Gachette**, Buffalo State College  
**Terry Ishitani**, Indiana State University  
**Allison M. Ohme**, University of Delaware  
**Ruth Salter**, Valdosta State University

### Special Interest and Associated Groups

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

**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.*

**Douglas N. Easterling** (chair), Sinclair Community  
College  
**Gary Levy**, University of Utah  
**Kevin Murphy**, University of Massachusetts Boston

### Forum Publications Editorial Advisory Committee

*This is a function of the Publications Committee*

**Anne Marie Delaney** (chair), Babson College  
**Karen Webber Bauer**, University of Georgia  
**Roddy Begg**, University of Aberdeen  
**David X. Cheng**, Columbia University  
**Michael B. Duggan**, Suffolk University  
**Mardy T. Eimers**, University of Missouri System  
**Donald A. Gillespie**, Fordham University  
**Jing Luan**, Cabrillo College  
**John Ryan**, The Ohio State University  
**Linda Strauss**, Penn State University  
**Bruce P. Szelest**, State University of New York at Albany  
**Daniel Teodorescu**, Emory University  
**Meihua Zhai**, George Mason University

### On-Site Registration

Forum registration will take place in the Marriott by the San Diego

Ballroom, North Tower, Lobby Level as follows:

Friday: 5:00 p.m. - 8:00 p.m.  
Saturday - Sunday: 7:30 a.m. - 6:00 p.m.  
Monday - 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.

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

### MONDAY NIGHT BAYSIDE PAVILION GATHERING

Monday night is your opportunity to explore San Diego! You can walk to the Gaslamp Quarter and enjoy the historic quarter's marvelous restaurants and trendy bars. Or you can get an AIR trolley pass and ride to Old Town for Mexican food, Little Italy for Italian, or--for those who prefer a little shopping with their eating--Fashion Valley Mall. Or you can watch the San Diego Padres bash the Milwaukee Brewers in San Diego's new Petco Park and graze your way through the park's concessions.

After dinner, return to the Marriott and meet your fellow wanderers at an informal gathering in the Bayside Pavilion. You can buy a drink (soft or otherwise), chat with friends (old and new), and dance to the enticing music of AIR's own Windbreakers! Did you miss the Saturday night reception? Catch the Windbreakers on Monday night! Thrill to their new lyrics and dance to the familiar tunes we all know and love. Or break out your kazoo and accompany them as they play old favorites.

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

Below are 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 six Forum tracks or broad subject areas: 1) Student Life; 2) Student Learning and Outcomes 3) Academic Programs, Curriculum, and Faculty Issues; 4) Institutional Management and Planning; 5) Higher Education Collaborations, Policy Issues, and Accountability; 6) 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 exhibitor booths and presentations. Please explore the advantages of each format as you plan which sessions to attend.

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

On the social side, be sure to take note of the Saturday night Early Bird Reception, Sunday evening Opening Forum Reception (sponsored by Runzheimer International), Monday night Bayside Pavilion Gathering, the International Gathering, the Forum Awards Luncheon on Wednesday, and the wind-up party Wednesday evening.

## 2005 FORUM: FINAL PROGRAM BOOK

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

### 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:

- <sup>1</sup> Many papers will be available on-line after the Forum,
- <sup>1</sup> You can leave a business card with the presenter,
- <sup>1</sup> Many presenters will leave extra copies in the AIR office, or
- <sup>1</sup> 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 Posters. Even if you're not sure you have anything to share or don't feel comfortable participating, just listening can be a valuable learning experience. Look into the SIGs (Special Interest Groups). It's amazing to know how many people are tackling the same issues you are facing. You might just take home some solutions.

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

### THINGS TO DO IN SAN DIEGO

**The San Diego Zoo** has announced the largest, most elaborate animal habitat in its history, Monkey Trails, set to open in Spring 2005. Guests can trek through Asian and African forests teeming with some of the world's most threatened wildlife, including mandrills, Africa's largest, most colorful monkeys; Asia's beautiful and elusive clouded leopard; and the extremely rare pygmy hippo. The multi-level, naturalistic habitat spans three acres, transforming the center of the zoo into a monkey-filled forest rich with jungle life and tales of conservation efforts. For further information, call 619-685-3291, or visit [www.sandiegozoo.org](http://www.sandiegozoo.org).

**LEGOLAND California** will introduce a bold, daring new attraction on Memorial Day Weekend, 2005. Guests will board one of six passenger-carrying robotic arms for a six-dimensional thrill ride during which they can take charge and choose their own experience and intensity while venturing “back in time” to challenge a medieval dragon. The unique robotic coaster attraction will deliver twists, turns and fun for the entire family. For more information, call 760-918-LEGO, or visit [www.legoland.com](http://www.legoland.com).

In May of 2004, **SeaWorld San Diego** opened the largest attraction in its 40-year history, a multi-million dollar project that includes a wet and wild thrill ride and a new dolphin exhibit. Journey to Atlantis is based on the tale of the “lost city,” offering guests the chance to step aboard an eight-passenger Greek “fishing boat” and take a six minute journey that includes a 60-foot plunge and a heart-pounding G force drop. Against a backdrop of the sunken city visitors hear a soundtrack of dolphin calls and view a 130,000 gallon tank where, after the ride, they can get up-close and personal with exotic Commerson's dolphins. For more information, call 1-866-SHAMU-FUN, or visit [www.seaworld.com](http://www.seaworld.com).

Opened in June 2004, the **San Diego Aircraft Carrier Museum** is off to an auspicious start with more than 4,000 museum memberships and the first-month attendance topped 25% of the amount projected for the entire first year. The museum pays tribute to the hundreds of

thousands of men and women who have served their country aboard the ship and highlights San Diego's rich military history. The USS Midway, part of the Navy fleet for 47 years, was home to more than 200,000 sailors during the Vietnam and Persian Gulf Wars, as well as other conflicts and crises around the world. The museum is located at Navy Pier on the San Diego Bay in downtown San Diego. For more information, visit [www.midway.org](http://www.midway.org).

**La Jolla Cove** is a very small beach, tucked between adjacent sandstone cliffs. Because of its extraordinary beauty, La Jolla Cove is one of the most photographed beaches in Southern California. It is within a short walk of the commercial area of the community of La Jolla, but retains a character all its own. Water visibility at the Cove can sometimes exceed 30 feet, making it a popular location for scuba divers and snorklers. La Jolla Cove lies within the San Diego La Jolla Underwater Park Ecological Reserve, which helps to ensure that marine life remains plentiful. Visit <http://scilib.ucsd.edu/sio/ocean/uwpk> for further information.

San Diego's **Gaslamp Quarter** is home to more than 60 restaurants, 20 nightclubs and 50 retail stores. The Gaslamp offers a variety of cuisine, shops and entertainment to appease any visitor. Whether its jazz, rhythm and blues, rock or high energy dance music you're seeking the Gaslamp has it all. While the Quarter is quickly gaining national recognition for its dining, entertainment and shopping it has managed to preserve a small town feeling where merchants greet each other on the street, residents can be found eating at sidewalk cafes and local officials stroll the streets after business luncheons. The Gaslamp Quarter is conveniently located within minutes of the San Diego Convention Center, Seaport Village & nearby Hotels. Visit <http://www.gaslamp.org> for more information.

**Horton Plaza** is a multi-level outdoor mall in downtown San Diego that is adjacent to the historic Gaslamp Quarter. It has very picturesque colors and architecture. There are colored tile mosaics, walls, and flags everywhere, and walkways coming and going in all directions. They even have a clock from the 1907 World's Fair in Sacramento. They have excellent shopping too, with anchor stores like Nordstrom's, Macy's, Mervyn's, and more than 100 other stores and lots of kiosk merchants. Even if you don't enjoy shopping, the colors and architecture at Horton Plaza are worth seeing. For a complete listing of stores, please visit [http://retailguide.com/san\\_diego/data/m100602.htm](http://retailguide.com/san_diego/data/m100602.htm).

**Balboa Park** is one of the truly wonderful attractions in San Diego. It was established in 1868 when the population of San Diego was only 2000. It consists of 1400 acres of beautiful gardens, grassy picnic areas and groves of exotic palm and eucalyptus trees. The original groundswork was done by famed horticulturalist Kate Sessions. In 1915 the park hosted the Pan-American Exposition. In World War II, the park served as a temporary military headquarters. Today it is going thru a major master planned renovation. The park is also home to the largest zoo in the world, the San Diego Zoo. A central feature of the park is El Prado, a pedestrian walkway with buildings that housed the 1915 World Expo and today features 10 very impressive museums. The area is also rich in natural vegetation.

### FORUM SERVICES AND INFORMATION

#### Forum Office

The general office for Forum is Manchester 1, North Tower, Lobby Level of 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, 4th Floor, Marriott) will be open during the same hours as registration. Hours are: Saturday thru Tuesday: 8:00 a.m. - 5:00 p.m.

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



## 2005 FORUM: FINAL PROGRAM BOOK

### The AIRstore

The AIRstore will be in the San Diego Ballroom, North Tower, Lobby Level of the Marriott. 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/Tech Check Room

The Speaker Ready/Tech Check Room will be available for Forum presenters, located in **San Francisco, North Tower, Lobby Level, Marriott**. There you will be greeted by members of the user friendly Computing Technical Support Committee who will make sure your laptop properly connects to the LCD projector and who will make sure your presentation is free of technical glitches.

All presenters using multimedia projectors **MUST** visit the Speaker Ready/Tech Check Room when you arrive at Forum. For presenters who have previously arranged to have Internet access during their session will be provided with connection details in the Speaker Ready/Tech Check Room. It is the responsibility of session authors to bring a laptop to the Forum for their presentations. No computers are available in the Speaker Ready/Tech Check Room for authors to use in making their 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; 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 Oceanside and Pacific, South Tower, Level 1, meeting rooms, of the Marriott, from Noon - 4:00 p.m. on Saturday and Sunday and 8:00 a.m. to 5:00 p.m. Monday and 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 people who submit a resume. All participants must be registered and present at Forum. All information is confidential and will not be sold or distributed.

Hours of operation are:

Noon - 4:00 p.m. on Saturday and Sunday and  
8:00 a.m. - 5:00 p.m. Monday and Tuesday

### Badges

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

### Forum Evaluation

Overall evaluation of the 2004 Forum will take place at the Awards Luncheon on Wednesday, June 2. 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. Lloyd (Chip) H. Byrd, Jr.  
Director of Institutional Research  
Virginia Commonwealth University  
P.O. Box 842527<sup>1</sup> Richmond, VA 23298-2527  
Phone: (804) 828-6608<sup>1</sup> Fax: (804) 828-4753  
E-mail: LHBYRD@VCU.EDU

### AIR BEST VISUAL PRESENTATION AWARD

The award recognizes an outstanding visual presentation of data/information in a format other than a traditional scholarly manuscript.

Formal presentation of the 2004 award will be made at the AIR 2005 Forum Awards Luncheon.

**Eligible materials.** Materials or artifacts used in presentations made at the AIR Forum are eligible for consideration for this award. Such artifacts may take many different forms. They may be used as stand-alone products of research efforts or as adjuncts to communicate the results contained in more traditional scholarly products (such as papers being considered for the AIR Best Forum Paper award). The award is based upon the presentation materials submitted for review, not on the presentation itself. Therefore, materials must be able to stand alone, and be read/viewed and generally understood by an audience without an accompanying oral presentation or manuscript. Materials or artifacts may include:

- <sup>1</sup> Written reports
- <sup>1</sup> Presentation transparencies
- <sup>1</sup> PowerPoint or other computer-based presentation materials
- <sup>1</sup> Handwritten documents
- <sup>1</sup> Flipcharts
- <sup>1</sup> 3-D or other tactile models
- <sup>1</sup> Other formats as developed by submitters

**Materials submission.** To be considered for the Best Visual Presentation Award, submitters must provide:

1. Two (2) printed copies of written report, presentation slides, handwritten document, etc. Be sure to indicate what version of software, e.g., PowerPoint, was used to create the material.
2. Disk with electronic version, as appropriate (may not be possible with handwritten materials, flipcharts, etc., but presentation material generated from electronic sources should be submitted in electronic form). Electronic materials should be clearly labeled as to application program. Materials must be for PCs, not Macs.
3. Description of audience for whom this was prepared (required).
4. Multi-dimensional physical model (if appropriate)

**All materials must be submitted BY NOON TUESDAY, MAY 31, 2005, to the AIR Forum Office in Manchester 1, North Tower, Lobby Level of the Marriott.** If a presenter will not be at the Forum by this time, special arrangements must be made prior to the Forum with Trudy Bers, [tbars@oakton.edu](mailto:tbars@oakton.edu).

### CHARLES F. ELTON BEST PAPER AWARD AND OTHER PUBLICATION OPPORTUNITIES

#### Manuscript Submission

##### *Research in Higher Education*

Please submit three (3) good-quality copies of the complete manuscript, including one (1) camera-ready original copy and a 3.5" diskette with the document saved as either a Word or a WordPerfect file and deposit it in the designated box in the AIR Forum Office, Manchester 1, North Tower, Lobby Level of the Marriott, **NO LATER THAN 12:00 NOON ON TUESDAY, MAY 31, 2005.**

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

A new Web site has been created for the AIR Charles F. Elton Best Paper Award, *AIR Professional File*, *IR Applications* and ERIC Collection publication opportunities. The Web site is <http://ir.babson.edu/airbestpaper/>. Please submit your paper in Word or PDF format and indicate for which publications you are submitting the paper. **The deadline for submissions will be extended to noon on Friday, June 3, 2005.** If you have any questions regarding this Web site, please contact Anne Marie Delaney, Chair of the Forum Publications Editorial Advisory Committee at [delaney@babson.edu](mailto:delaney@babson.edu).

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



**ACT, Inc.** 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.

The Collegiate Assessment of Academic Proficiency (CAAP) is the ACT assessment program that enables postsecondary educational institutions to *measure, evaluate, and optimize* the outcomes of their general education programs.

ACT Survey Services provides standardized Evaluation Survey Services (ESS) and Customized Survey Services to help institutions measure non-cognitive attributes of their students and alumni.

**David Chadima**, Consultant  
Postsecondary Assessment Services  
david.chadima@act.org

**Assessment Resource Center** presents *College BASE*, a general education assessment instrument. Institutional summary reports provide data to review and improve curricula, assess student learning, and evaluate institutional effectiveness.

**Tim Parshall**, Assistant Director  
parshallt@missouri.edu

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

**Julie Williams**, Project Associate  
Williaj4@indiana.edu

**Data Blocks** are the creators of Magenta and Magenta for Office announce the latest version of the software (4.5) with sweeping changes for text coming from Word or other RTF format.

**Carli Burke**, President  
cburke@atablocks.com

**Datatel, Inc.** is the leading provider of enterprise information management solutions and professional services for Higher Education. Visit [www.datatel.com](http://www.datatel.com).

**John Van Weeren**, Product Manager, Technology  
jvw@datatel.com

**Cheryl Cline**, Senior Consultant  
cxc@datatel.com



**eCollege** is a leading provider of value-added information services to higher education. eCollege's Course Evaluation division provides comprehensive online web-based

course/instructor evaluation solutions that can support an institution's entire course evaluation process, or simply address online evaluation reporting to faculty and administrators.

**Kevin Hoffman**, Director of Evaluation Services  
khoffman@ecollege.com

**Bill Johnson**, Marketing Director  
billj@ecollege.com

**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, CIRP Survey Coordinator  
kmahoney@ucla.edu

William Korn, Associate Director, Operations  
wkorn@ucla.edu

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

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

**Bradley E. Cox**, Coordinator of Research and Public Information  
Bradcox@sc.edu

**Randy L. Swing**, Fellow  
swing@fyfoundations.org



**National Science Foundation (NSF)**, the Division of Science Resources Statistics fulfills the legislative mandate of the National Science Foundation Act to "provide a central clearinghouse for the collection, interpretation, and analysis of data on scientific and engineering resources, and to provide a source of information for policy formulation by other agencies of the Federal Government. . ."

To carry out this mandate, the Division designs, supports, and directs periodic surveys on the education of scientists and engineers, the science and engineering workforce, research and development funding and expenditures, the education infrastructure, and public attitudes toward science.

Reports, data, survey descriptions, and online databases can be found on the Division's Web site: <http://www.nsf.gov/statistics/>.

**James W. Firnberg**, Consultant  
jfirnberg@lsu.edu

**Laura Williams**, WebCASPAR Project Director  
Laura.M.Williams@bethesda.orcmacro.com



#### **National Student Clearinghouse**

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

**Melanie M. Bell**, Regional Director  
bell@studentclearinghouse.org

**Jeff Tanner**, Vice President  
tanner@studentclearinghouse.org

## 2005 EXHIBITORS

---

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

**Camille Kandiko**, Project Associate  
Nssetm2@indiana.edu

**Ryan Padgett**, Project Associate  
Nssetm3@indiana.edu

---

**Noel-Levitz** is a recognized leader in enrollment research. We offer satisfaction-priorities assessments, early-alert retention tools, and modular market research instruments. For more information, visit [www.noellevitz.com](http://www.noellevitz.com)

**Richard Miller**, Research Consultant  
Richard-miller@noellevitz.com



**Pacat, Inc.** provides the ACAT, a proven approach for cost-effective higher education outcomes assessment with curriculum specific feedback. ACAT

results reflect the integration of the content components of a disciplinary major, providing information for individual, programmatic, and curricular evaluation.

**Cher Teuton**, Assistant Director  
Cher.teuton@collegeoutcomes.com



**Pearson NCS** quality data makes a difference. It's all about the data. A commitment to data excellence is essential to good decisions and Pearson NCS provides powerful data collection and survey and analysis tools.

**John Falatic**, Product Manager  
john.falatic@pearson.com

**Beth Reilly**, Forms Manager  
beth.reilly@pearson.com

**Catherine Ronayne**, Director, Education Marketing  
catherine.ronayne@pearson.com

**Scott Sharkey**, Account Manager  
scott.sharkey@pearson.com



**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.

**Steven P. Joslin**, Marketing Coordinator  
sjoslin@PrincipiaProducts.com

---

**RAND Council for Aid to Education (CAE)** has undertaken the Collegiate Learning Assessment (CLA) project, an initiative to assess the quality of undergraduate education by measuring colleges' and universities' impact on student learning. Based in New York City, CAE is an affiliate of the RAND Corporation, a nonprofit research organization providing objective analysis and effective solutions that address the challenges facing the public and private sectors around the world.

**Marc Chun**, Research Scientist  
marc@cae.org

**Esther Hong**, Project Associate  
ehong@cae.org

**Alex Nemeth**, Project Associate  
anemeth@cae.org



**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.

**Kay Burd**, Director, Business Development  
kburd@runzheimer.com

---

**SAS Institute, Inc.** offers an array of top-notch training products for students and professionals seeking to advance their careers by developing SAS software programming skills. Visit our booth to learn more about SAS Learning Edition, Self-Paced e-Learning, the SAS Certified Professional Program, and our Continuing Education and Academic Trainer's Programs.

**Jerry Oglesby**, Director, Higher Education Consulting  
Jerr.oglesby@sas.com

**Sue Walsh**, Higher Education Consultant  
Susan.walsh@sas.com

**Patricis Spain**, Marketing Operations Specialist,  
E-Learning Technology  
Patricia.spain@sas.com

**Bernard Penney**, Marketing Manager, Learning Edition  
Bernard.Penney@sas.com



**Scantron Testing & Assessment the Total Solution** has led the industry in data collection and assessment systems designed to meet educator's needs for more than three decades. Today, we continue our on-going commitment by offering the latest education technology to ensure that No Child is Left Behind.

**Janet Woo**, Account Executive  
jwoo@scantron.com

**Brad Zentner**, Sales Manager  
Brad\_zentner@scantron.com

---



**Snap Surveys** helps you streamline the survey process so you can focus on survey results. We have been helping researchers and educators in more than 50 countries

worldwide for over 20 years. Snap offers fully integrated survey software with on screen questionnaire design, data collection and analysis for all types of surveys: Paper, Scanning, E-mail, Intranet, Internet, PDA, CATI. Expanding Snap is easy and simply entails purchasing the additional module needed. Importing and exporting to any application software or database package that supports comma separated, tab separated, triple S and SPSS file formats is a snap. Intuitive, fully integrated, and very affordable.

**Sean McElroy**, Product Specialist  
smcelroy@snapsurveys.com

---

**SPSS** is used today by thousands of colleges and universities around the world 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.

**Bob Valencic**, Account Executive, Higher Education  
rvalencic@spss.com

**James Parry**, Systems Engineer, Higher Education  
jparry@spss.com

---



**WEAVEonline<sup>SM</sup>** is a systematic planning, evaluation, and improvement solution – allows institutions to manage and track assessment information for accreditation, program reviews, quality enhancement, and annual reporting.

**Jean M. Yerian**, Director of Assessment

Virginia Commonwealth University  
jyerian@vcu.edu

---



**WebCT** has set the standard for e-learning systems in higher education. Based in Lynnfield, MA, WebCT provides a highly flexible e-learning environment that empowers institutions across the educational

spectrum with the ability to achieve their unique objectives. Thousands of colleges and universities around the world, from community colleges to large university consortia, are using WebCT to expand the boundaries of teaching and learning. For more information, please visit [www.webct.com](http://www.webct.com).

**Karen Gage**, Vice President of Marketing  
karen.gage@webct.com

**Anthony Cyplik**, National Accounts Manager  
Anthony.cyplik@webct.com

**Rolf Nygaard**, Account Executive  
Rolf.nygaard@webct.com

---

## Saturday, May 28, 2005

---



---

8:00-11:30 a.m. WORKSHOP Point Loma Nazarene Univ - Computer Lab 1

### Beginning/Intermediate MS Access for Institutional Researchers (W06)

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

Intended for IR professionals with limited knowledge but strong interest in using MS Access to perform data management and institutional reporting tasks, this 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 exercises how to use different queries for data extraction and management. After the query, the participants learn how to use reports and charts to present the information more effectively. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.**

---



---

8:00-11:30 a.m. WORKSHOP Marina Ballroom Salon G, ST, Level 3, Internet

### How to Write and Publish a Research Paper in a Scholarly Journal (W16)

STEPHEN R. PORTER (Presenter), Director of Institutional Research, Wesleyan University

The goal of this workshop is to teach institutional researchers how to write and publish a research paper in one of the higher education journals. The workshop analyzes the elements of a good manuscript, provides a detailed overview of the manuscript review process and how to handle requests for revision, and describes potential outlets for research. Participants also discuss strategies for institutional researchers on how to do publishable research while working full-time in an IR office.

---



---

8:00-11:30 a.m. WORKSHOP Point Loma Nazarene Univ - Computer Lab 4

### Intermediate Excel Visual Basic (VBA) Programming (W21)

MANISH N. SHARMA (Presenter), Institutional Research Analyst, University of Connecticut

This workshop uses Excel Visual Basic's powerful capabilities for developing versatile applications in Excel. The workshop uses hands-on exercises to first, introduce, and later, enhance capabilities in application development or report writing. Topics covered include designing and modifying an Excel data sheet; reporting from multiple Excel data sheets; coding variables, cell ranges, and control statements; creating user forms and controls; and working with Visual Basic event procedures. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.**

---



---

8:00-11:30 a.m. WORKSHOP Marina Ballroom Salon D, ST, Level 3, Internet

### Assessment of Online Courses and Curricula: Concepts, Tools, and Frameworks (W33)

J. JOSEPH HOEY (Presenter), Director of Assessment, Georgia Institute of Technology  
TERRI M. MANNING (Presenter), Associate Vice President for Institutional Research, Central Piedmont Community College

Over the past decade, online learning has become ubiquitous in higher education. In this environment, a shift has occurred from faculty-centered to learner-centered approaches. To respond adequately, IR and assessment professionals must have a firm grasp of a number of areas. This workshop covers: (1) Characteristics of online learning and online learners; (2) tools available for assessment and evaluation of online learning; (3) common frameworks for online evaluation; and (4) conducting comparative program evaluations of online educational experiences. Case studies enable participants to gain hands-on experience. Some prior knowledge of assessment is recommended.

---



---

8:00 a.m.-4:00 p.m. WORKSHOP Marina Ballroom Salon E, ST, Level 3

### Learning By Doing: Using External Environmental Scanning and Forecasting to Improve Strategic Planning (W01)

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

External environmental scanning and forecasting allow an institution to develop a strategic plan to shape its preferred future rather than respond to an imposed future. This workshop emphasizes strategic planning, i.e. "outside-in" rather than "inside-out." The presentation and handouts distinguish strategic from operational planning; what is and the need for environmental scanning; types of changes in the environment; and major international and national trends. College strategic plans developed from trends are shared. Participants are involved in a scan team exercise to link learning with doing, and advice for starting and sustaining scanning and forecasting is included.

**Note: Lunch is provided.**

---



---

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

WORKSHOP

Point Loma Nazarene Univ - Computer Lab 3

**Developing and Using Institutional Reference Groups (W02)**

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

The past decade has seen a sustained interest, both within the academy, and by the public and governing boards, in the accountability of colleges and universities. Postsecondary institutions have responded by developing measures and metrics to “objectively” evaluate their performance. This workshop addresses one form of evaluation - external comparisons. External comparisons are examined from two perspectives: (1) What type of comparison group to develop; and (2) How to develop the comparison group. Participants identify metrics for four different types of comparison groups for their particular institutions and create the comparison groups using the Integrated Postsecondary Education Data System (IPEDS) Peer Analysis System. **Note: This workshop is offered at a reduced price through support from the National Center for Education Statistics. The workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation and lunch are provided.**

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

WORKSHOP

Point Loma Nazarene Univ - Computer Lab 2

**Using IPEDS Data Tools via the Web (W19)**

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

This is a hands-on workshop that provides participants with the skills they need to access Integrated Postsecondary Education Data System (IPEDS) data over the Internet. Using a series of exercises, participants gain experience in the use of IPEDS data for peer analysis and institutional research and planning. The session focuses on the Peer Analysis System, the Dataset Cutting Tool, and the IPEDS Data Analysis System (DAS), a new application that allows users to dynamically generate tables. **Note: This workshop is offered at a reduced price through support from the National Center for Education Statistics. The workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation and lunch are provided.**

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

WORKSHOP

Marina Ballroom Salon F, ST, Level 3

**Design, Administration, and Analysis of Surveys for Assessment Purposes (W32)**

JOHN A. MUFFO (Presenter), Director of Academic Assessment, Virginia Polytechnic Institute and State University

This workshop is devoted to collecting and analyzing survey data for assessment purposes. It covers most aspects of planning and conducting an effective survey, including selecting a sample, writing questions, ensuring a high response rate, and the mechanics of conducting a survey. The workshop centers on printed surveys, with additional discussion concerning Web-based surveys, telephone surveys, and focus groups. Critiques of existing surveys are an important part of the module. Workshop goals are to place participants in a position to survey such groups as students, faculty, alumni, employers, and other external constituents with greater confidence in the process and results. **Note: Lunch is provided.**

9:00-12:00 pm

COMMITTEE MEETING

Laguna, ST, Level 1

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

DENISE P. SOKOL (AIR President), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center

The Board of Directors orientation for all members.

12:00-5:00 p.m.

COMMITTEE MEETING

Laguna, ST, Level 1

**2004-2005 and 2005-2006 Board of Directors (010)**

DENISE P. SOKOL (AIR President), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center  
 VICTOR M.H. BORDEN (AIR Immediate Past President), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis

Meeting of the 2004-2005 and 2005-2006 Board of Directors.

---



---

12:30-4:00 p.m.	WORKSHOP	Marina Ballroom Salon G, ST, Level 3, Internet
-----------------	----------	--

### Research Design Ideas for Institutional Researchers (W03)

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

The primary goal of this workshop is to enhance institutional researchers' capacity to produce policy relevant studies for planning and decision-making. Specific objectives include enabling 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 demonstrates how the institutional researcher can use principles of research design and selected research techniques to transform data collection activities into decision-oriented research projects. The intended audience includes institutional researchers who are seeking effective ways to ensure that their work makes an impact on planning and policy decisions.

---



---

12:30-4:00 p.m.	WORKSHOP	Point Loma Nazarene Univ - Computer Lab 1
-----------------	----------	---

### Intermediate/Advanced MS Access for Institutional Researchers (W07)

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

Intended for IR professionals with ample knowledge and strong interest in bring their MS Access skills and knowledge to a new level, this workshop introduces MS Access beyond its role as data storage and querying engine. Participants learn how to build some commonly needed, but not commonly-known text and data manipulation functions in VBA (Visual Basic Application) and practice using more advanced SQL (Structured Query Language), which are not available from its pull-down menu. Participants also learn how to create Access Page for online data collection and information distribution purposes. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.**

---



---

12:30-4:00 p.m.	WORKSHOP	Green Room, ST, Level 3
-----------------	----------	-------------------------

### Planning Today For Your Fiscal Tomorrow (W13)

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

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

---



---

12:30-4:00 p.m.	WORKSHOP	Marriott Hall 6, NT, Lobby Level, Internet
-----------------	----------	--

### Key Responsibilities and Strategies for the Practice of Institutional Research (W22)

KAREN WEBBER BAUER (Presenter), Director of Institutional Research and Associate Professor, The University of Georgia

This workshop is designed for new practitioners who engage in institutional research activities. The workshop addresses such key components as defining critical issues for institutional research, identifying sources of data, developing fact books and other reports, and conducting effective enrollment management and survey research for assessment and evaluation. The 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. **Note: This Workshop begins on Saturday afternoon and continues Sunday morning.**

---



---

12:30-4:00 p.m.	WORKSHOP	Marina Ballroom Salon D, ST, Level 3, Internet
-----------------	----------	--

### Program Assessment System Design and Implementation (W25)

JULIA J. A. PET-ARMACOST (Presenter), Assistant Vice President of Information, Planning and Assessment, 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 system. Specific 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.

4:00-5:00 p.m.

COMMITTEE MEETING

Torrey 1 & 2, NT, Lobby Level

**Newcomers Committee (015)**

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

Meeting for the members of the Forum Newcomers Committee.

Saturday afternoon time 10

5:45-Until

SPECIAL EVENT

Coronado Terrace, ST, Level 4

**Newcomers Open House and Early Bird Reception: "The AIR Bazaar" (001)**

This year, the Newcomer's Event will feature information tables for the AIR Affiliated Groups and Special Interest Groups, intended to serve as gathering points for newcomers and old-timers alike. Come meet with your neighbors and those with whom you share a special interest, or wander through the "AIR Bazaar" to get an idea of the breadth of activities IR encompasses. All Affiliated Groups and Special Interest Groups will receive an invitation to participate. In case of bad weather, we will gather in Marriott Hall 3, North Tower, Lobby Level.

Saturday afternoon time 11

7:00 pm - Until

SPECIAL INTEREST GROUP

Marriott Lobby, Lobby Level

**National Community College Council for Research and Planning (NCCCRP) (S68)**

JING LUAN (Convener), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College

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.

Saturday afternoon time 12



# Sunday, May 29, 2005

Sunday morning time 1

---



---

7:30-8:20 a.m. SPECIAL EVENT Marriott Hall 2, NT, Lobby Level

## **AIR Standing Committee Breakfast (020)**

DENISE P. SOKOL (Host), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center

Breakfast for all current members of AIR standing committees.

---



---

7:30-8:20 a.m. SPECIAL EVENT Torrey 1 & 2, NT, Lobby Level

## **Associated New American Colleges (072)**

An invitational event for members of Associated New American Colleges.

---



---

8:30 a.m.-1:00 p.m. COMMITTEE MEETING Anaheim, NT, Lobby Level

## **External Relations Committee (025)**

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

Committee meeting for current members of the External Relations Committee.

---



---

8:30 a.m.-1:00pm COMMITTEE MEETING Atlanta and Chicago, NT, Lobby Level

## **Publications Committee (030)**

ANDREEA M. SERBAN (Committee Chair), Associate Vice President of Information Resources, Santa Barbara City College

Meeting of current members of the Publication Committee.

---



---

8:30 a.m.-1:00 p.m. COMMITTEE MEETING Columbia 2, NT, Lobby Level

## **Higher Education Data Policy Committee (040)**

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

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

---



---

8:30 a.m.-1:00 p.m. COMMITTEE MEETING Laguna, ST, Level 1

## **Membership Committee (045)**

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

Meeting of the current members of the Membership Committee.

---



---

8:30 a.m.-1:00 p.m. COMMITTEE MEETING Torrey 1 & 2, NT, Lobby Level

## **2004-2005 and 2005-2006 Forum Committees (050)**

STEPHEN L. CHAMBERS (Committee Chair), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

WILLIAM E. KNIGHT (Committee Chair), Director of Planning and Institutional Research, Bowling Green State University

Meeting of the 2004-2005 and 2005-2006 Forum Committees.

---



---

Sunday morning time 1 - 6

8:00-11:30 a.m.

WORKSHOP

Marina Ballroom Salon E, ST, Level 3

**The Focus Group Method and Its Application in Institutional Research (W05)**

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

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

8:00-11:30 a.m.

WORKSHOP

Marina Ballroom Salon F, ST, Level 3

**Planning and Analysis as Essential Components of Institutional and Programmatic Accreditation (W12)**

MICHAEL F. MIDDAUGH (Presenter), Assistant Vice President of Institutional Research and Planning, University of Delaware  
ELIZABETH H. SIBOLSKI (Presenter), Executive Associate Director, Middle States Commission on Higher Education

Regional and programmatic accrediting bodies expect clear written evidence of systematic strategic planning and analysis that assesses the effectiveness of that planning. This workshop provides solid grounding in the components of effective planning with an array of examples of the institutional research strategies and products that must underpin that planning.

8:00-11:30 a.m.

WORKSHOP

Point Loma Nazarene Univ - Computer Lab 1

**Intermediate Statistics for Institutional Research (W20)**

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 (provided by SPSS Inc.) 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. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.**

8:00-11:30 a.m.

WORKSHOP

Point Loma Nazarene Univ - Computer Lab 4

**IPEDS Made Easy: Using AGB's Benchmarking Service to Support Your Institutional Research Needs (W23)**

MERRILL P. SCHWARTZ (Presenter), Director of Special Projects, Association of Governing Boards of Universities and Colleges

The increasing level of competition in today's higher education marketplace demands accurate and timely data to support decision making. This session explores best practices for the acquisition, analysis, and use of data, including creating comparison groups, identifying key performance indicators, and the characteristics of good comparative data. We will use AGB's new online Benchmarking Service for hands-on experience generating comparison groups and custom reports, using a database with five years of Integrated Postsecondary Education Data System (IPEDS) data and data from other sources. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.**

8:00-11:30 a.m.

WORKSHOP

Marina Ballroom Salon D, ST, Level 3, Internet

**Successful Program Assessment: Developing and Reviewing Assessment Plans and Results (W26)**

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

ROBERT L. ARMACOST (Presenter), Director, University Analysis and Planning Support, University of Central Florida

This workshop presents how to develop, document, and review assessment plans and results to support a high quality program assessment process. Specific topics include developing mission statements, defining objectives and student outcomes, selecting measurement approaches, documenting results and their use, and conducting reviews to ensure the quality. Participants conduct exercises to develop assessment plans and practice reviewing assessment plans and their documented results. The intended audience includes mid-level and senior personnel who have some responsibility for conducting assessment, teaching people to do assessment, and/or ensuring the quality of the assessment process.

Sunday morning time 1 - 4

8:00-11:30 a.m. WORKSHOP Marriott Hall 5, NT, Lobby Level, Internet

**Using NSSE to Understand Students' Experience: Digging Deeper into Data to Improve Effective Educational Practice (W34)**

T. RICHARD SHOUP (Presenter), Research Analyst, Indiana University at Bloomington  
 TY CRUCE (Presenter), Research Analyst for NSSE, Indiana University- Bloomington  
 JILLIAN L. KINZIE (Presenter), Associate Director of NSSE Institute, Indiana University Bloomington

This half-day workshop is intended for colleges and universities that have used or plan to use the National Survey of Student Engagement (NSSE) and is designed to help participants make the most of NSSE data. Through a mixture of group exercises and discussion, attendees are exposed to techniques on: unpacking NSSE data, promoting interest on-campus, engaging faculty in parallel surveys, connecting NSSE to other data sources, communicating results to stakeholders, using NSSE in accreditation, and utilizing NSSE results to promote change and improvement. Participants are encouraged to share their own experiences, lessons learned, and questions with other NSSE users.

Sunday morning time 1 - 9

8:00 a.m.-4:00 p.m. WORKSHOP Point Loma Nazarene Univ - Computer Lab 2

**Hands-On Data Mining Application for Clustering and Predictive Modeling (W14)**

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

The workshop begins with a brief overview of the background and purpose of data mining and moves onto data mining algorithms and modeling concepts. The instructor compares data mining problems used by businesses with those for higher education and also compares data mining to traditional statistics. The attendees practice data mining using decision trees and neural networks to mine a mock database. Participants use data mining software provided by SPSS Inc. to learn basic modeling techniques and to cluster and predict student outcomes. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation and lunch are provided.**

8:00 a.m.-4:00 p.m. WORKSHOP Point Loma Nazarene Univ - Computer Lab 3

**Enhancing Your SAS Programming Skills (W15)**

JANA E. MARAK (Presenter), Assistant Director and Coordinator of Testing, Baylor University  
 KATHLEEN M. MORLEY (Presenter), Associate Director, Baylor University

This workshop provides hands-on instruction and practice using some of the most powerful features of SAS. Participants use the macro facility to reduce the amount of programming text required; PROC SQL to perform queries and join/create tables; PROC REPORT to combine features of the print, tabulate, and means procedures ; and ODS to produce high-quality output in a variety of formats. Participants should have experience in using the SAS libname, data step, and other basic SAS functions. Participants are provided with a CD containing sample data sets, programs, and a list of recommended references. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation and lunch are provided.**

Sunday morning time 3 - 5

10:00-12:00pm COMMITTEE MEETING Torrey 3, NT, Lobby Level

**Task Force on Ethics Committee Meeting (070)**

SANDRA J. PRICE (Committee Chair), United Medical Associates

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

Sunday morning time 5 - 9

12:00- 4:00 p.m. COMMITTEE MEETING Columbia 1, NT, Lobby Level

**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.

12:30-4:00 p.m. WORKSHOP Point Loma Nazarene Univ - Computer Lab 4

**Mastering HTML for Designing Web Pages (W08)**

JACOB JASIN (Presenter), Statistical Assistant, Southeastern Louisiana University

This workshop is designed for participants who have an interest in designing Web pages, but have only a basic knowledge or no knowledge of HTML. This workshop provides participants with step-by-step instructions and hands-on practice using HTML tags to design Web pages. Participants master basic HTML tags and learn to create hyperlinks, tables, frames, and forms. Participants also learn how to write and embed JavaScript and Cascading Style Sheets for creative Web pages. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.**

12:30-4:00 p.m.

WORKSHOP

Marina Ballroom Salon F, ST, Level 3

**Planning for Assessment Success (W27)**

LINDA A. SUSKIE (Presenter), Executive Associate Director, Middle States Commission on Higher Education

Yikes! You have just been told that you are handling assessment as well as institutional research on your campus. How will you get started? How will you work effectively with faculty to develop and implement an effective effort to assess student learning? In this fast-paced workshop, participants learn about the assessment process—including goal-setting, aligning goals and curricula, and a “toolbox” of assessment strategies—by working with your colleagues to develop an assessment plan for a fictitious program in institutional research. Participants receive, and use as a workshop resource, a copy of the presenter’s book “Assessing Student Learning: A Common Sense Guide.”

12:30-4:00 p.m.

WORKSHOP

Point Loma Nazarene Univ - Computer Lab 1

**Creating and Administering Web Surveys (W28)**

JOSEPH SCHLICHTING (Presenter), Director of Institutional Research and Effectiveness, Cy-Fair College

Participants create their own online Web survey with free software for their use during the workshop and also for use when they return to their home institutions. Participants are guided through the process of using the software to place their own survey questions into an online instrument. The workshop also discusses the pit falls/best practices in administering online surveys both in-class and via e-mail. Participants are strongly encouraged to bring surveys already designed that they want placed in online format. The software used is the MarketTools Zoomerang product. **Note: This workshop is in a computer lab at nearby Point Loma Nazarene University. Transportation is provided.**

12:30-4:00 p.m.

WORKSHOP

Marina Ballroom Salon E, ST, Level 3

**Presidential Pre-Conference Symposium (W30)**

LARRY G. JONES (Convener), Senior Public Service Associate, University of Georgia  
 TRUDY H. BERS (Convener), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College  
 VICTOR M.H. BORDEN (Convener), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis  
 J. FREDERICKS VOLKWEIN (Convener), Professor, Senior Scientist, Penn State University

The institutional research report, arguably the end product of institutional research, has yet to become a generally recognized part of the literature of higher education and, for that matter, even a widely accepted part of the research literature of the institution. Unfortunately, the lack of serious consideration of institutional research findings in the research and literature of higher education will ultimately have serious implications for the effectiveness and efficiency of colleges and universities. The purpose of this symposium is to examine the institutional research report as a tool for institutional decision making as well as a contribution to the scholarship of higher education. **Note: This workshop is offered free of charge to AIR Members attending the Forum.**

12:30-4:00 p.m.

WORKSHOP

Green Room, ST, Level 3

**Reliability and Validity in Outcomes Assessment (W31)**

GARY R. PIKE (Presenter), Director of Institutional Research, Mississippi State University  
 JUDITH A. OUIOMET (Presenter), Assessment Coordinator, University of Nevada-Reno  
 TIMOTHY H. PARSHALL (Presenter), Assistant Director, Assessment Resource Center University of Missouri-Columbia

Faced with external demands for accountability and improvement, virtually all colleges and universities have implemented assessment programs. In order to realize their potential, assessments must provide data that allow researchers to make reliable and valid decisions about education programs. This workshop provides assessment professionals with tools to develop assessments that provide reliable and valid information and to evaluate existing assessment efforts. The workshop focuses on issues of reliability and validity as they relate to objective tests, performance assessments, and opinion surveys.

1:00-2:00 p.m.

SPECIAL INTEREST GROUP

Newport Beach, ST, Level 4

**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.

1:00-2:00 p.m.

SPECIAL INTEREST GROUP

Encinitas, ST, Level 3

**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.

1:00-4:00 p.m.

WORKSHOP

Marina Ballroom Salon D, ST, Level 3, Internet

**Newcomers' Workshop (W36)**

JAMES F. TRAINER (Presenter), Director of Planning and Assessment, Villanova University  
 ALAN J. STURTZ (Presenter), Director of Institutional Research and Planning, Connecticut State University System  
 GAYLE M. FINK (Presenter), Director of Planning Research and Evaluation, The Community College of Baltimore County

This workshop was designed by members of the AIR Membership Committee to welcome newcomers to the Forum and to review some of the major functions and themes of the field of institutional research. The session will be built around the framework provided by the thematic tracks of the Forum program. The session will also include a discussion of some of the major works that have helped define and shape the field of institutional research including Volkwein's "four faces of institutional research," and Terenzini's work on "the nature of institutional research and the knowledge and skills that it requires." The session will include suggestions on how to maximize the benefits of attending the Forum! The workshop will be highly interactive and questions and open dialogue among participants and presenters will be strongly encouraged.

1:00-5:00 p.m.

COMMITTEE MEETING

Del Mar, ST, Level 3

**SAIR Spring Board Meeting (Invitational Event) (089)**

ROSS A. GRIFFITH (Convener), Director of Institutional Research and Academic Administration, Wake Forest University

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

2:00-4:00 p.m.

COMMITTEE MEETING

Columbia 2, NT, Lobby Level

**Research Advisory Committee to US News (093)**

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

Meeting of the members of the Research Advisory Committee.

2:00-3:00 pm

SPECIAL INTEREST GROUP

Newport Beach, ST, Level 4

**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.

2:00-3:00 p.m.

SPECIAL INTEREST GROUP

Encinitas, ST, Level 3

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

AMANDA LOURENS (Convener), Director Research and Development, Tshwane University of Technology

A gathering for those interested in Institutional Research in the country of South Africa.

Sunday afternoon time 7

Sunday afternoon time 7 - 9

Sunday afternoon time 7 - 10

Sunday afternoon time 8 - 9

Sunday afternoon time 8

3:00-4:00 p.m.

SPECIAL INTEREST GROUP

Newport Beach, ST, Level 4

**National Association of Independent Colleges and Universities (S40)**

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

DONGBIN KIM (Convener), Research and Policy Analyst, National Association of Independent Colleges and Universities

NAICU invites institutional researchers from private colleges and universities to join this session. Since 1976, NAICU has represented private colleges and universities on policy issues with the federal government, such as those affecting student aid, taxation, and government regulation. The NAICU staff meets with policymakers, tracks campus trends, conducts research, analyzes higher education issues, publishes information, helps coordinate state-level activities, and advises members of legislative and regulatory developments with potential impact on their institutions. This session will introduce institutional researchers to NAICU, and explain how the institutional-level data you provide through IPEDS, NPSAS, etc., inform what is happening in D.C.

3:00-4:00 p.m.

SPECIAL INTEREST GROUP

Carlsbad, ST, Level 3

**Faces of the Future (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.

4:00-5:00 p.m.

COMMITTEE MEETING

Balboa, ST, Level 3

**The Consortium for Student Retention Data Exchange (Invitational Meeting) (079)**

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

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

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Encinitas, ST, Level 3

**AIR of the Upper Midwest (AIRUM) (S05)**

JERI V. KURTZ (Convener), Senior Budget and Research Analyst, South Dakota State University

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

Newport Beach, ST, Level 4

**Catholic Colleges and Universities (S12)**

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

Representatives from the Catholic Higher Education Research Cooperative (CHERC) will discuss research presented at its annual meeting at Villanova University in the spring, as well as the CHERC Web site. Participants in the SIG meeting will have an opportunity to inform others of any research they are conducting or discuss other issues related to Catholic higher education.

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Solana, ST, Level 1

**Community College Institutional Researchers (Invitational Event) (S41)**

DEREK V. PRICE (Convener), Consultant, DVP-Praxis

Community college institutional researchers focus group.

4:00-5:00 p.m.

SPECIAL INTEREST GROUP

Boardroom, ST, Level 3

**Research on Development and Alumni (S50)**

MARSHA V. KROTSCH (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

Carlsbad, ST, Level 3

**North Carolina Association for Institutional Research (S55)**

ADAM W. SHICK (Convener), Assistant Director Institutional Research, Wake Forest University

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

Cardiff, ST, Level 3

**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

Encinitas, ST, Level 3

**Urban Universities Institutional Researchers (S71)**

TIMOTHY A. WALSH (Convener), Director of 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.

4:00-6:00 p.m.

COMMITTEE MEETING

Torrey 3, NT, Lobby Level

**National Community College Council for Research and Planning (NCCCRP) (094)**

NCCCRP 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 2003-04 and plans for the coming year. The annual NCCCRP awards ceremony will be held during this session.

5:00-6:00 p.m.

COMMITTEE MEETING

Newport Beach, ST, Level 4

**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.

5:00-6:00 p.m.

COMMITTEE MEETING

Anaheim, NT, Lobby Level

**2005 Forum Evaluation Committee (065)**

LLOYD H. BYRD (Committee Chair), Director of Institutional Research, Virginia Commonwealth University

Meeting of the 2004 Forum Evaluation Committee.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Fulfillment of Student Expectations at a Senior Public University: The CIRP – CSS Surveys Connection (107)**

MARY M. GUNN (Author), Assessment Coordinator, Coastal Carolina University

CHRISTINE L. MEE (Author), Director of Institutional Research and Assessment, Coastal Carolina University

Does the gap between students' expectations and the reality of the university experience have a negative impact on student retention? For over 30 years, the CIRP survey has provided information about new students' expectations of their experiences at our university. How do we identify fulfillment of those expectations? For the first time, we will administer the College Student Survey (CSS) to our seniors. This poster session will present results of statistical analyses that compare responses from freshmen who completed both the CIRP and CSS surveys, and assess the "value" of CSS for identifying students' expectation-reality "gaps."

Sunday afternoon time 10

Sunday afternoon time 10 - 11

Sunday afternoon time 11

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**A Comparison of Student Satisfaction Among White Students and Students of Color at a Metropolitan Public University (112)**

ANNE L. FULKERSON (Author), Research Associate, University of Toledo

Satisfaction among white students and students-of-color was compared using the Noel-Levitz SSI. White students reported higher satisfaction with diversity issues, campus climate, campus life, faculty instruction and course variety, and the overall quality of their experience. Students-of-color reported higher satisfaction with the helpfulness and availability of personnel, services, and informational tools and with graduate instruction and course content. Campus climate, educational effectiveness, expectation fulfillment, and commitment to diversity predicted overall satisfaction for both groups. Academic excellence and campus involvement were unique predictors for white students; positive contact with personnel and factors related to degree attainment were unique predictors for students-of-color.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Getting in and Getting out: How Different Are Transfer Students from Native Students in Pursuing a Degree at a Metropolitan University? (114)**

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

LINDA W. MANNERING (Author), Director of Institutional Research, University of Nebraska at Omaha

The project builds a comparative profile of the native and transfer students in a four-year public metropolitan university. The profile compares three native and transfer sophomore student cohorts on demographic and enrollment characteristics, stated educational objectives, academic performance, graduation rate, and other indicators of academic progress and achievement. The student cohorts were taken using the same methodology outlined in an earlier study at another institution. Hence the profile provides the data not only describing the native and transfer students within this institution, but also being comparable with that of another institution.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Distinguishing Traditional from Nontraditional Undergraduates: Simplistic Methods May Mask Modern Trends (116)**

EDWIN A. RUGG (Author), Director of the Center for Institutional Effectiveness, Kennesaw State University

DONNA HUTCHESON (Author), Assistant Director, Kennesaw State University

Most universities do not collect or maintain the information needed to confirm the "traditional" and "nontraditional" status of their students. An age cutoff of 23 or 25 is often used to separate younger traditional students from older nontraditionals. That simplistic cutoff underestimated nontraditionals greatly in this case study. When more precise traditional-age cutoffs by classification were applied along with class load, nontraditionals increased substantially over time. When multivariate "Nontraditional Index Scores" were generated from the institution's NSSE data, highly traditional students all but disappeared. Highly traditional students are in shorter supply than some analyses would have us believe.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Exploring Undergraduate Retention at a Research Extensive Institution Using CIRP, YFCY, and Institutional Data (120)**

JENNIFER L. MCGEE (Author), Graduate Student, Texas A &amp; M University

The purpose of this study is to use the data from two Higher Education Research Institute's (HERI) surveys. A Research Extensive university administered the Cooperative Institutional Research Program (CIRP) in 2002, and Your First College Year (YFCY) in 2003. In the fall of 2004, 12% of the CIRP participants were no longer enrolled in the university. In order to explore student retention, retention was studied within the framework of Astin's input-environment-outcome (I-E-O) model and theory of student involvement. Logistic regression analysis and stepwise regression were used to refine the variables from the student database and explain attrition and retention.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Why Do Students Leave Online Courses? Attrition in Community College Distance Learning Programs (122)**

DAVID HYLLEGARD (Author), Director of Institutional Research, Borough of Manhattan Community Colleges

HEPING DENG (Author), Higher Education Assistant,

CARLA HUNTER (Author), Borough of Manhattan Community College

Based on an extensive examination of the distance learning initiative at a prominent community college, this study argues that most students who leave online courses do so because of extracurricular circumstances rather than difficulty adjusting to e-learning. A different dynamic, however, underlies online course attrition for a sizable minority of students. They tend to be academically at-risk students who are attracted to online courses in the hope that they will persevere in a different learning environment. Community colleges should be especially mindful of the potential for academically at-risk students to gravitate to online courses and to experience even further academic disappointment.



5:00-6:00 p.m.

POSTER

San Diego Ballroom

**A Qualitative Assessment of a Summer Bridge Program's Contribution to the Persistence and Development of Underrepresented Students of Color at a Selective, Predominantly White Institution (130)**

PATRICK M. VELASQUEZ (Author), Director, OASIS, UCSD, University of California-San Diego

This presentation describes a qualitative study of the experiences of ten underrepresented students (African Americans, Chicanos, and Pilipinos) of color who attend a selective, predominantly white institution. More specifically, it will examine the effects of those students' participation in a summer bridge program on their "ease of transition" (Hurtado and Carter, 1997) and their academic and social integration during their freshmen year (Tinto, 1993). In addition, the study examines the students' perceptions of the campus climate (Hurtado et al., 1999) at their institution and their subsequent "sense of belonging" (Hurtado and Carter, 1997).

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Extracurricular Reading Habits of College Freshmen in Taiwan - A National Survey (138)**

SU-YEN CHEN (Author), Assistant Professor, National Tsing Hua University

Using data from a national survey in Taiwan on college freshmen, this study has found interesting findings regarding the amount of time the college students spend in extracurricular reading, the differences among various groups (gender, parental educational level, institutional type and college major), and the types of reading material college students prefer.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**The Influences of Institute Types and College Majors on College Freshmen's Psychosocial Development and adjustment in Taiwan (141)**

YIH-LAN LIU (Author), Associate Professor, National Tsiang-Hua University

This study investigated how gender, institute types and college majors might have influenced college freshmen's psychosocial development and psychosocial adjustment. 33959 subjects from 156 public vs. private university and colleges were selected by using proportionate stratified sampling. Subjects filled out the "college students' life experiences questionnaire" on line in 2004. The results indicated that students from public university or college displayed a better development in developing competence, goals, independence and interpersonal relationships. They also reported to a less degree of depression, body pain and loneliness. College majors showed complex influences over students' psychosocial development and adjustment.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Examining School Pride and Student Success (145)**

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

This study examines the relation of a facet of collective self-esteem referred to as school pride, that part of a student's self-concept derived from affiliation with his/her institution and the value and emotional significance attached to that membership, with persistence and success. Also examined are the interrelations of personal and group activities on this construct.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**A Qualitative Study of the Social Construction of Ethnic Identity as a Critical Student Development Outcome in Higher Education (151)**

DINA MARAMBA (Author), Director of Student Support Services Program, University of California-San Diego

PATRICK VELASQUEZ (Author), Director of the Office of Academic Support and Instructional Services, University of California-San Diego

This poster session focuses on how (and to what degree) the construction of ethnic identity among underrepresented students of color is shaped by their experiences in higher education. It will also examine the ways in which those students' ethnic identity contributes to other student development outcomes in higher education (e.g., persistence, cognitive and intellectual development, achievement, content knowledge, etc.). The study will utilize qualitative methodology to measure students' ethnic identity development process and other critical outcomes.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Using Technology to Track and Demonstrate Student Participation and Success in a Large Freshman Orientation Program (152)**

SUSAN B. THOMPSON (Author), Research Analyst, Texas State University San Marcos

A large public university orients new freshmen in a two-part process, with a summer component focusing on academic advising and registration and a second component occurring just prior to the start of fall classes to deliver "just-in-time" programming to facilitate social and academic adjustment to college. The attendance monitoring, evaluation, and outcomes assessment of the just-in-time program has developed from an early paper-and-pencil method to a current program that uses computer technology in multiple ways to automate tracking, reports and surveys. This presentation will address the creative ways that technology has been adapted to meet reporting and tracking needs.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Research on College Choice and Persistence Using National Databases (153)**

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

JENNIFER MCCLUSKEY (Author), Director of Retention Initiatives, Maryville University of Saint Louis

CARL BAUER (Author), Ph.D. Candidate, University of Missouri-St. Louis

CHRISTINE M. RETHLAKE (Author), Financial Aid Coordinator and Doctoral Student, University of Missouri-St. Louis

CODY DING (Author), Assistant Professor, University of Missouri-St Louis

How are college choice and persistence connected. The students and faculty from one of the AIR-funded certificate programs present a series of research studies from national databases that focus on choice and persistence.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**A Look at the Class of 2004: Are Today's Students Unique? (155)**

ERIKA M. NEWCOMER (Author), Research Associate, Higher Education Data Sharing Consortium

According to the media, today's college students no longer fit the stereotypes of past generations (Howe and Strauss 2000). These Millennial students have needs and expectations very distinct from those of their predecessors. This poster will take a look at senior survey data from the class of 2004, the first group of Millennials to graduate from college, from a group of private, liberal arts colleges, to observe how well they truly fit the traits anticipated of them by experts and the media. In addition, data from older graduating classes will be used to compare Millennials to their predecessors.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Using NSSE Data to Study Student Engagement Patterns by Retention and Graduation Rates (158)**

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

JOHN W. MILLER (Author), Chancellor, University of Wisconsin-Whitewater

JEFF JANZ (Author), Executive Director of Residence Life, University of Wisconsin-Whitewater

What factors affect college students in successfully obtaining a degree? Do students with varying demographic characteristics demonstrate different learning and engagement behaviors? These topics are very important when discussing institutional missions, goals and strategic plans. This study searches for some empirical answers to these questions by using the National Survey of Student Engagement (NSSE) data from an institution which has been a participating member since 2001. The NSSE results are examined along with corresponding retention/graduation figures, learning behaviors, pre-college preparation, ethnicity and other relevant demographic attributes of students.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Building a Bridge from Mission to Student Outcomes (201)**

JULIE WEISSMAN (Author), Assistant Provost, Saint Louis University

KENNETH BONING (Author), Manager of Research and Planning, Saint Louis University

To build a bridge from mission to student outcomes, the University created a framework entitled the Five Dimensions of the University Experience. The framework connects the mission to student outcomes; encompasses the diversity of the University's undergraduate, graduate, and professional programs; and offers programs the flexibility to develop measurable student outcomes and assessment activities in a meaningful context. Most importantly, having a common framework for student outcomes across the University allows the institution to gain a global perspective on its effectiveness in fulfilling its mission.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Lessons from Those Who've already been There: Key Elements to Implenting Student Learning Outcomes (213)**

BARBARA MCNEICE-STALLARD (Author), Director of Research and Institutional Effectiveness, Mt San Antonio College  
 SUE LONG (Author), Associate Dean, Arts Division, Mt. San Antonio College

The purpose of this study was to conduct qualitative research on one Community College considered by experts in the field as having successfully implemented Student Learning Outcomes (SLOs). In particular, this study identifies the key elements that faculty and administrators thought led to successful implementation. Attendees will learn what the literature outlined about implementing SLOs and how that compares and contrasts to what was found. Predictable and surprising responses will be outlined between faculty members and administrators views on different situations. How the Research Office became part of the process will also be discussed.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Nuggets from NSSE: Evidence for the Assurance of Learning (216)**

EDWIN A. RUGG (Author), Director of the Center for Institutional Effectiveness, Kennesaw State University

Collecting evidence of the achievement of learning outcomes can be like panning for gold. Valuable nuggets were found in this institution's analysis of its students' responses to the National Survey of Student Engagement. Respondents cited their university experience as especially powerful in nine fundamental learning outcomes, two-thirds of which exhibited significant gains from the first to the senior year. The educational return on the institution's substantial investments in computer technology was affirmed. Significant gains in higher-order critical thinking skills were also found. Lessons learned will be shared about panning for NSSE nuggets on learning outcomes.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**"Negative Retention" – About the Unwanted Side-Effects of Remedial Education and Organizational Opportunities to Improve Governance and Advising (224)**

PETER A. USINGER (Author), Director of Institutional Research, Polk Community College

In particular within Community College settings, the remedial course enrollment required to offset performance deficits of the K-12 system has significantly increased over the past decade. A longitudinal study of remedial students at A Community College (1998-2004), reveals a large percentage of students that participate in remedial education for years, without subsequential success in college level courses. The study analyzes variations across remediation levels and course subjects. It also involves a discussion of opportunities for adequate organizational adjustments, since this "Negative Retention" has individual, organizational, and fiscal implications.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**An Admissions Outcomes Study: A Report on a Work-In-Progress (227)**

SAMUEL J. AGRONOW (Author), Associate Director of Undergraduate Admissions and Coordinator of Admissions Research and Evaluation, University of California  
 RHODA FREELON (Author), University of California-Berkeley  
 CARMEL LEVITAN (Author), University of California-Berkeley

This is a study, in preparation, of the relationships between the incoming characteristics of new undergraduates and subsequent outcomes in college and beyond. While most prediction studies focus on college GPA, persistence, and graduation rates as outcome measures, this study broadens the definition of "success" to also include grades in courses (grouped by discipline), student participation in campus life, responses from student surveys, graduate or professional school matriculation, and data on employment and career plans from the campus' exit survey. It also includes some unique non-traditional input measures that are not normally available in prediction studies of this type.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Best Practices in Diversity: Analyzing and Benchmarking Data on Students with Disabilities (228)**

JAIME L. PHILLIPS (Author), Strategic Planning Analyst, The Ohio State University

This poster will discuss rationales for examining and benchmarking data on enrollments, retention, persistence and completion for students with disabilities. The methods put in place at one large research university to track students with disabilities for the purposes of data collection will be described, and results of benchmarking analysis will be discussed.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**General Education Achievement of Adult and Traditional Age Students (231)**

KATHRYN M. SCHMIDTKE (Author), Graduate Research Assistant, University of Missouri-Columbia  
 DAVID BERGIN (Author), Associate Professor, University of Missouri-Columbia

Adult students face many unique difficulties while pursuing the college education. The primary research question addressed in this paper is the following: Do traditional age students and students over traditional age differ in general education test performance? Data from a standardized test indicate that there were no significant differences between the two groups for the subjects of English, science, social studies. There was difference in math scores. The results of this study add further evidence that adult students have lower math achievement levels than do their younger counterparts. Implications for institutions are discussed.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Does Location Matter? A Comparison of Third-Year Medical Student Performance in Two Cohorts (239)**

CHRISTINE STROUP-BENHAM (Author), Director of Institutional Analysis, University of Texas Medical Branch  
 SARAH ENTICKNAP (Author), Editor, UTMB-Galveston  
 MICHAEL AINSWORTH (Author), University of Texas Medical Branch  
 STEVEN LIEBERMAN (Author), University of Texas Medical Branch

This study examines performance in community- and campus-based clinical sites of third-year medical students at a health science center that has an ongoing academic collaboration with a medical education program and other health care organizations in another city located within the same state. Sociodemographic and performance characteristics were analyzed for 235 students for the 2001-02 academic year and 243 students for 2002-03. Results affirm that community-based clinical rotations do not negatively impact student performance, suggesting that their quality is comparable to that of the campus-based program. This is an important finding for those institutions that provide their students with educational clinical experiences in the community and away from campus.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Assessing Broad Affective Student Outcomes: Using Surveys and Focus Groups to Define and Understand the Ineffable (240)**

JACK WILLIAMSEN (Author), Associate Professor of Psychology and Data Analyst, St. Norbert College  
 BOB RUTTER (Author), Associate Vice President for Institutional Effectiveness, St. Norbert College

Often found in institutional mission statements, broadly-stated affective student learning outcomes (e.g., "enhanced self-understanding," "effective leadership"), are viewed by some educators as virtually impossible to define, quantify, and assess. We disagree. Using student survey and focus group responses, we present an approach that provides student-centered definitions of such outcomes and clarifies their meaning, an approach that paves the way for curricular and cocurricular interventions designed to enhance learning. An example ("increased self-worth" as an outcome) illustrates our strategy.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**A Longitudinal Approach to Examine the Association between NSSE Data and Persistence (243)**

HUIMING MING WANG (Author), Director of Institutional Research and Planning, Clayton College and State University

This pilot study examined the possible relationships between levels of student engagement and undergraduate persistence. Merging NSSE 2003 institutional data with the following six semester's persistence/graduation status showed positive associations between scope and extent of engagement and persistence for the first-year students in contrast to the senior students that showed a reverse association. Implications for NSSE sample selection and data analysis procedures at the institutional level are presented. A discussion of possible reasons for negative correlations between seniors' levels of engagement and persistence/graduation rates will be elicited.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Evaluation of a New General Education Assessment: The Collegiate Learning Assessment (CLA) (245)**

MELINDA MAHER (Author), Director of Institutional Research and Effectiveness, Bluefield State College

The Collegiate Learning Assessment by the Council to Aid Education was piloted by a four-year public institution as a pre-/post-test for General Education. This innovative assessment utilizes a hands-on approach, rather than multiple choice questions, to assess students' writing, critical thinking, and analytical thinking skills. Information on test characteristics and usefulness will be presented within the framework of institutional assessment of general education. Additionally, comparative information will be provided using two other national standardized exams for General Education.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Predicting General Education Outcomes: Factors That Impact Student Performance on the Academic Profile Test (267)**

SHIRIN NAZMA (Author), Planning and Research Analyst, Prince George’s Community College  
 TAMELA H. HAWLEY (Author), Dean of Planning and Institutional Research, Prince George’s Community College

Assessment has become an integral part of higher education as American colleges and universities struggle to implement some form of student outcomes assessment. The Academic Profile, developed by the Education Testing Service, is one of the instruments used by more and more colleges to assess student performance on a number of general education outcomes. The Academic Profile was administered to over 1,000 graduating students at Prince George’s Community College during the academic years of 2002-2003 and 2003-2004. This paper utilizes structural equation modeling (LISREL) to identify the significant factors that predict students’ performance on the academic profile test.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Student Teaching and Classroom Diversity (278)**

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

Standard 4 published by NCATE states that field experiences should have provision made for instruction in multicultural education. A survey of students in field experiences was made in the fall and spring terms for four years. The data collected included numbers of students in PK-12 classes who were minority students in all categories as well as ESL, disabled and gifted. Although the schools near the university used for field experiences had very small numbers of minorities, the teacher education program was not fully using the schools with sizable minority enrollments. Regional experiences were recommended.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Examining the Promise of Summer Bridge Programs: Participants’ Academic Success Utilizing Control Group Comparisons (289)**

MARY BETH WALPOLE (Author), Assistant Professor, Rowan University  
 JOHN T. MILLS (Author), Rowan University  
 HERB SIMMERMAN (Author), Rowan University  
 DONNA ALBANO (Author), Graduate Student, Rowan University  
 MICHAEL SCALES (Author), Instructor, Richard Stockton College of New Jersey  
 CATHY MACK (Author), Rowan University

This study examined students in a university sponsored summer bridge program preparing disadvantaged students for college. Participating students completed two surveys: the first during the summer program, the second during the first academic term. Analysis occurred in two stages: descriptive and multivariate. Additionally, program students’ retention and academic progress was compared to a control group constructed by the institutional research office. Students had high expectations and aspirations on both surveys. Both student groups had similar credits attempted, however bridge students took more remedial classes than the control group, earning fewer credits and had lower retention rates.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Student Perspectives on the Impact of Study Abroad (292)**

GUIHUA LI (Author), Director of Institutional Studies and Planning, St. Cloud State University  
 CHUNSHENG ZHANG (Author), St. Cloud State University

Today, nearly every aspect of our lives is shaped and impacted by global events and diverse cultural values. As the society becomes more global, college education is also being globalized. Study abroad has become part of undergraduate curriculum to provide students the opportunities to acquire the skills, attitudes, and perceptions that allow them to be globally and cross-culturally competent. As the number of study abroad participants increases, it is important to study the impact of study abroad. This study will examine students’ motivation for studying abroad and how their experiences abroad contribute to their intellectual and personal development.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Measuring Student Experiential and Academic Assimilation in a First-Year Seminar Course (298)**

GREGORY J. SCHUTZ (Author), Director of Institutional Research and Effectiveness, Austin Peay State University

This study is an assessment of a first-year seminar pilot course at a midsize regional university. Increased student retention is one outcome of first-year seminar courses. This study focuses on the institutional fit portion of student retention models. Increases in experiential influences such as library familiarity, tutoring service awareness, and student/faculty interaction determined experiential integration into the institution, while increases in academic influences such as liberal arts and information literacy values determined academic integration. This study assesses the assimilation of students in a first-year seminar through pre/post test surveys and pre/post test essays.

Sunday afternoon time 11

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Four Years Later: Student Perceptions of a Freshman Experience Program at the End of Their Undergraduate Careers. (305)**

MARC R. LEVIS-FITZGERALD (Author), Director, University of California-Los Angeles  
 PAULA ZESZOTARSKI (Author), Postdoctoral Scholar, University of California-Los Angeles

UCLA surveyed students in its Freshmen Cluster Program to determine the lasting impact on their satisfaction and learning related to the Program features, knowledge of general education content and skills, and transition to college. 37% percent of the 2000-01 cohort completed the questionnaire in 2004. Students rated the interdisciplinary focus and Spring seminar as Program features that most contributed to their satisfaction and learning. Over 70% reported the Clusters had an impact on their knowledge of an unfamiliar discipline, individual academic interests, critical thinking, and writing, reading, and communication skills and agreed they felt more confident academically and socially.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Tracking Faculty Uses of Online Learning Tools: A Statewide Perspective (307)**

CATHERINE L. FINNEGAN (Author), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia  
 H HILLIARD GASTFRIEND (Author), Information Analyst, Board of Regents of the University System of Georgia

Increasingly higher-education systems have begun implementing enterprise-wide computer software solutions to handle student information, financials, human resources and other educational and administrative needs. This presentation describes the results of a system-wide survey of faculty in their use of (or lack of use of) online learning tools and techniques which provide critical data during a statewide deployment of an academic enterprise system.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Student Evaluation of Faculty: Does Faculty Rank Really Matter? (315)**

NANDINI RAMASWAMY (Author), Assistant Director of Institutional Research, Butler University  
 OWEN K. GRUMBLES (Author), Director of Institutional Research, Butler University

Student evaluations of college teaching have been analyzed in a myriad of ways. However, there have been few studies specifically analyzing the effect of faculty rank on student evaluation ratings. This study shows that although full-time faculty do receive higher ratings on student evaluations than do part-time faculty, there is a discrepancy in scores among the four faculty ranks—that is, higher ranking faculty do not necessarily earn the highest ratings. The implications of this study raise questions as to the meaning of faculty rank in teaching and learning.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Two Years into It: Working to Put a Tiered Course Evaluation System Online (316)**

KATHARINE J. MASON (Author), Doctoral Candidate, University of Michigan  
 CONNIE W. CAREY (Author), Research Associate, St. Edward's University  
 DANICA D. FRAMPTON (Author), Senior Research Associate, St. Edward's University

With the goal of improving teaching through assessment, we began to use an online tiered survey tool. The faculty, department, and university all have a layer of questions on the student feedback form, but only the faculty members get results from their layer. It has been an interesting experience to gain acceptance from various campus constituencies and to get the system up and running. Two years into this project, we have gotten online survey response rates above those of the paper forms. We would like to tell you how. You will also like hearing about the tremendous cost savings.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Preparing Community College Faculty for Teaching Excellence: A Model Graduate Certificate Program (330)**

CHARLOTTE L. BRIGGS (Author), Assistant Professor, Loyola University Chicago

This session describes a unique graduate certificate program in community college learning and teaching, and insights learned from 3 years of extensive evaluation. With a continuous focus on the community college context, this program seeks to prepare CC faculty as knowledgeable and skilled learning-centered instructors. The program is intended to jumpstart similar programs nationally to improve CC education, and head off predicted severe shortages of CC faculty. Evaluation outcomes show strong additional benefits to individual faculty and institutions from the emergence of communities of practice among participants.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Factor Analysis in the Development of Online Course Evaluation Instrument (332)**

CATHERINE L. FINNEGAN (Author), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia  
 SZ-SHYAN WU (Author), Graduate Assistant, University of Georgia  
 LIBBY V. MORRIS (Author), Associate Professor, The University of Georgia

Course evaluations designed for face-to-face classes often limited applicability for evaluating online instruction. This presentation will share the findings from the design and use of an instrument specifically created for evaluating online courses. After a review of the research literature, the investigators designed and implemented an end-of-course evaluation instrument. Exploratory factor analysis was used to analyze the response data in order to inform revisions of the instrument. The need for evaluating the validity and effectiveness of a course evaluation instrument is emphasized. The instrument, findings, and recommendations will be presented.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Programme Improvement Through Alumni Research (PITAR): A Collaborative Project Between Three UK Higher Education Institutions (335)**

PATRICIA A. HOPKIN (Author), Project Officer, University College Northampton  
 SHERYL Y. RANDALL (Author), Director of Information and Planning Unit, University College Northampton  
 DAVID T. DAVIES (Author), Project Manager, Anglia Polytechnic University  
 IAN BUCHANAN (Author), The Open University

Currently, UK ad-hoc alumni surveys are completed mainly to satisfy the accountability agenda. This two-year PITAR project has gone much further researching skills on graduation, skills required in the workplace, and deficits and surpluses of skills (by comparing skills on graduation with those needed in the workplace). There is considerable consistency in the findings.

Most interestingly, three skills that are required most in the workplace, "time management", "oral communication" and "accuracy, attention to detail", are also among the largest deficits when workplace need is compared with possession on graduation.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Automated Curriculum Review and Tracking System (ACRES): First Step to Accurate Data Collection and Evaluation (341)**

LINDA DAY (Author), Curriculum Support Analyst, Central Arizona College

The development and implementation of the Academic Curriculum Review and Evaluation System (ACRES) allows faculty and staff to have the ability to track the status of curriculum proposals throughout the system from initial submission through the approval process and into the state articulation process. It has also provided significant impacts in other areas of the institution from Program Review, employer contacts, out-of-state transfer agreements and data dissemination to students.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**College Choice: So Why Did You Choose to Attend This Institution? (408)**

ANGELA DETLEV (Author), Research Analyst, University of Richmond

In spring 2004, the university administered a student survey to all accepted applicants. The goal of the study was to enhance the University's knowledge of the collegiate choice process. The survey had 4 main sub-sections: rating of university traits, the competition, satisfaction with recruitment process, and collegiate choice. One primary objective was to ascertain the importance of various university traits and the degree to which these traits coincided with applicants' impressions of the University. Information from the survey was used by senior administrators and the admission office in their strategic planning initiatives.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Degree Completion of Vocational Education Graduates in Public Higher Education (410)**

JANG WAN KO (Author), Research Analyst, George Mason University

This study examines the retention of vocational education graduates in public higher education. Using 2,172 students who graduated vocational education program in Area Vocational Technical Schools and enrolled as freshman (first-time young students) in public two-year and four-year colleges and universities in the 1996 fall semester, I conducted cohort analyses to exam the retention trend by gender and race. This study found that retention rates of vocational education graduates are lower than those of general students in both two-year and four-year public colleges and universities. Related policy implications are discussed.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Mission Possible?: Mission Statement Analysis (423)**

CHARLYN S. FISHER (Author), Director of Institutional Research and Assessment, York College of Pennsylvania

The purpose of this research was to compare mission statements by institutional type. In the process a Mission Statement Coding Sheet form was created. Its uses for this particular project and implications for other such projects with a different emphasis will be the focus of the presentation.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Setting an Optimum Tuition to Maximize Revenue (426)**

WALTER R. PACZKOWSKI (Author), President, Data Analytics Corporation  
MICHELE MCKENNA (Author), Market Analytics International

Research was conducted for a mid-size university which was experiencing a decline in evening enrollment due to several factors: Campus location, Increased competition, Tuition and other cost pressures, Changing student requirements and Demographic shifts. The research produced the following deliverables:

- A profile of potential evening students to target marketing programs more effectively.
- Determination of the optimal tuition level to maximize revenue.
- Identification of the non-financial attributes most likely to encourage prospective students to enroll in the evening division.
- Creation of a simulator to project tuition revenue based on various assumptions about The University and its' competitors.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Hidden Roles of Information in Planning: A Tool for the Commonwealth or Deception? (427)**

KEVIN W. SAYERS (Author), Director of Institutional Research and Effectiveness, Capital University

For planners in higher education the commonly perceived role of information is to instill stakeholder confidence throughout planning processes and reduce ambiguities for decision-making. Then why is so much of change in higher education superficial and only tangentially tied to information or data? Could there exist hidden roles of information in planning? In theoretically studying the hidden roles of information, this session will engage the audience in a discussion about ways in which a broader understanding of the uses of information in planning can be developed.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Students on the Move (467)**

JEFF TANNER (Author), Vice President, National Student Clearinghouse

Student transition is a collegiate constant but colleges often do not know where students go. Do they transfer out or drop out? Do they graduate after leaving us? Do our graduates go on to a graduate school and if so, where? Where do our admitted but non-enrolled students actually attend? The National Student Clearinghouse can provide factual answers to questions like these.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Setting and Evaluating Minority Enrollment Goals: How Do We Constructively Use Mortenson's Underrepresented Minority Equity Index? (474)**

MARY ANNE BAKER (Author), Director of Institutional Research, Indiana University Southeast  
SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis  
VICKI ROBERTS (Author), Associate Vice Chancellor for Academic Support and Diversity, Indiana University Bloomington  
CHARLIE NELMS (Author), Vice President for Student Development and Diversity, Indiana University Bloomington

Recently, Tom Mortenson published a provocative article in which institutions were assigned grades based on their Underrepresented Minority Equity Index (UMEI). At a large, Midwestern, multi-campus, public institution we ask ourselves, how do we use this information? Grades for our campuses ranged from A to F, with most campuses receiving an F. We used Mortenson's results and variations we developed in the UMEI to help answer two questions: Do these scores help us create and evaluate meaningful goals for increasing our effectiveness in serving underrepresented minority students? How are our recruitment/ retention programs on each campus related to these findings?



5:00-6:00 p.m.

POSTER

San Diego Ballroom

**The Organic Environmental Scan: Adding Outside Perspective to Planning (475)**

KATHRYNE M. DREZEK (Author), Assistant Director for Planning and Institutional Research, Stonehill College

Traditionally, an environmental scan provided a snapshot of the world beyond the ivory towers of an individual institution, one that identified both the external opportunities and threats that required consideration and accommodation within its planning efforts. Though helpful, a static environmental scan loses its relevance with the passage of time and is limited contextually to a fixed planning cycle. Just as plans themselves need to be “living” documents, so too the supporting data. This poster details the creation of an organic environmental scan that is flexible enough to accommodate all levels—long-range, strategic, and operational—of institutional planning.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**The Missing Link: Evaluating a Strategic Plan Initiative (476)**

MARGARET L. DALRYMPLE (Author), Senior Institutional Research Analyst, Purdue University

Institutions can succeed at strategic planning by following the process throughout its full cycle. A holistic model for strategic planning including the key element of assessing its outcome will be presented, which will be illustrated by a case study. Too often strategic planning in academia is ineffective due to the lack of connecting plan priorities to resource allocation, and a very critical piece, assessment of progress on the goals. By evaluating the progress on goals using appropriate metrics and benchmarks, the institution can evaluate the effectiveness of the plan and continue to build upon its successes.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Connections between College Student Eagerness to Participate in Orientation Programming and Registration for First-Year Coursework and Their Persistence to The Second Year (480)**

TIMOTHY J. SCHIBIK (Author), Professor of Economics and Director of the Center for Teaching and Learning Excellence, University of Southern Indiana

CHARLES F. HARRINGTON (Author), Assistant Vice President of Academic Affairs and Professor of Statistics, University of Southern Indiana

One issue neglected in the student retention literature is student eagerness to participate in the pre-college activities each campus mandates prior to matriculation to the institution. Is there a connection between student orientation program scheduling choices, past academic performance and future academic success at the institution? A logistic regression model is developed to discern the true impact of the timing of student orientation participation on student retention accounting for academic preparation using data from an ongoing seven-year study of student retention at a comprehensive public Midwestern university.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Institutional Costs by Mission Type (488)**

CHRISTIAN K. ANDERSON (Author), Graduate Student, Pennsylvania State University

How does a university's costs relate to its mission? This paper examines the differences in institutional costs by mission type. In particular, the question of what this might mean for an institution that “creeps” from one mission type to another will be discussed. This phenomenon of institutional isomorphism—an important trend in American higher education—is often driven by the costly venture of research, all in an effort to bring in more resources and prestige. This study is based on IPEDS data and applies relevant organizational theories.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**The Minnesota Post Secondary Enrollment Options Program: Career and Technical Education as a Focus for Promoting High School to College Transition (504)**

PRADEEP KOTAMRAJU (Author), System Director, Perkins Federal Grants, Minnesota State Colleges and Universities

Multiple efforts in Minnesota to resolve the credit transfer issue between the secondary and postsecondary levels remains as yet unresolved. A significant exception is what Minnesota has called Post-Secondary Enrollment Options (PSEO). Using the unified Minnesota post-secondary Perkins database as well as the Minnesota State Colleges and Universities Integrated Student Record System (ISRS), a profile of career and technical education (CTE) PSEO students will be developed, and the extent to which these CTE PSEO students transition to college and beyond will be analyzed. Broadly speaking, the presentation makes the case for the value-added contribution of CTE towards improving student achievement.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Meeting the Challenge of Nursing Shortage (509)**

YING LING (Author), Senior Research Coordinator, University of Colorado at Denver and Health Science Center

Data from the Bureau of Labor Statistics consistently predicted shortage of registered nurses in all states in the country. The quality of life for the citizens would be negatively impacted by such a shortage. How a public education institution respond to the shortage would require sound analyses, strategic planning and strong public support. This analytical report, using data from internal as well as external sources, investigates how an institution can rise up to the challenge. The purpose is to demonstrate how the IR Office can facilitate academic program planning and the institution's relationships with outside agencies.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Good Intentions Aren't Enough - A Case Study of Institutional Impact as a Result of a Policy Decision Based on Insufficient Data (521)**

DONNA J. KRILE (Author), Project Analyst, Sinclair Community College  
 JOAN E. PATTEN (Author), Assistant Director, IPR, Sinclair Community College

Institutional research (IR) data is sometimes used inappropriately in college/university decision-making. This case study demonstrates lessons learned at a large, urban community college where a high level committee charged with improving distance learning used IR data with good intentions but generated bad policy results.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Improving Institutional Research Through Collaboration: Six Components to Effective Initiatives (549)**

RIGOBERTO RINCONES (Author), Director of Institutional Research and Assessment, Lake Michigan College  
 LILIANA RODRIGUEZ (Author), Western Michigan University

This paper provides concepts and effective tools to help master the mechanics of collaboration. The authors explain a collaboration model, and wish to share their experiences after implementing it within the institutional research area. The goals of this paper are: (a) to review and summarize the factors that influence the success of collaborations, (b) to make available practical tools that bridge the gap between theory and practice of collaborations, (c) to learn how to capitalize on others' strengths to encourage feedback and clear up misunderstandings, and (d) to learn processes for selecting appropriate collaboration methods in order to minimize resistance.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Higher Education Mergers and Acquisitions (554)**

RICHARD HANNAH (Author), Professor of Economics, Middle Tennessee State University  
 K. WATSON HANNAH (Author), Director of Academic Technology Planning and Projects, Middle Tennessee State University

Mergers and acquisitions in the private sector are viewed as an adaptation to market changes. Unlike private sector markets, higher education will adapt with its own nuances. This presentation proposes alternative analytic lenses through which to view the changing structure of higher education. This study incorporates a literature review, data analysis, and case studies.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**The Student Rating of Teaching Effectiveness: A User Guide from Administration to Statistics (603)**

FRANK K. ABOU-SAYF (Author), Director, Planning and Institutional Research, Kapiolani Community College  
 SAMIR MIARI (Author), Associate Vice President of Institutional Research and Academic Evaluation, Chicago State University  
 GARTH LENGEL (Author), Associate Director, Institutional Research and Academic Evaluation, Chicago State University

In this presentation, a guide for the entire process of the Student Rating of Teaching Effectiveness (SRTE) is presented. The guide deals with Instrument Construction; Instrument Administration; Statistical Analyses and Faculty Use.

This guide is based on the perspective derived from two institutions with very different approaches in using SRTEs.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Response Rates for an Online Course Evaluation System: Pilot Test Results Across Three Quarters (606)**

KEVIN HYNES (Author), Director Institutional Research, Midwestern University

This research presentation focuses on steps taken to improve the response rate for an Online Course Evaluation (OCE) system across three quarters of pilot testing. Results to date suggest that when the same large enrollment courses and instructors are compared from one year to the next, the OCE yields mean ratings that are similar to those observed the prior year with paper surveys. However, in the third pilot test, when smaller enrollment courses were included, low response rates increased mean variability to an unacceptable level. Future options for increasing the response rate will be discussed.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Enrollment Patterns, Academic Performance, and Financial Aid in First Year Retention - A Data Mining Study (608)**

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

Freshmen and their first year retention are studied by their enrollment patterns, academic performances, and financial aid supports. Enrollment patterns including participation in freshmen programs, regular or remedial courses, along with financial aid patterns are explored and described through clustering analyses. Student academic performances with, if any, the established enrollment and financial aid patterns will be applied through predictive modeling on freshmen first year retention.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Analysis of Aid to Education by Institutional Type (612)**

CHARLYN S. FISHER (Author), Director of Institutional Research and Assessment, York College of Pennsylvania

The research examines differences in endowment, alumnae/ni giving and board giving by institutional type. Using the Small College Database to classify colleges into five types, then philanthropic data were obtained through a subscription to the Council for Aid to Education's Data Miner. Institutional data are not individually reported but are grouped by type and then types are rank ordered to compare one-year and ten-year results.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Continuous Improvement: Tools to Choose and Use (615)**

JENNIFER L. DUNSEATH (Author), Director of Institutional Effectiveness, Kettering University  
CRAIG D. ANDRES (Author), Assistant Director of Institutional Effectiveness, Kettering University

Several quality tools were examined for their potential use in a self-assessment of our campus. Specifically, Baldrige, State Quality Awards, ISO9000, Six/Sigma and TQM were compared. The results of the comparison will be presented as well as the reason we chose the tool we did.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Cohort 99: Tracking Students First Entering the College in Fall 1999 (619)**

JAMES KOSTECKI (Author), Manager, Research and Assessment, Oakton Community College

The objective of the study was to increase our understanding of the ways in which students move through a community college. Instead of conventional reporting of snapshots in time, we began to look at records of 3,210 students who first entered the College in fall 1999. With this cohort, we were able to track these students for five years and provide a greater understanding of how our students attend, earn credits, and move on from the College.

5:00-6:00 p.m. POSTER San Diego Ballroom

**Overcoming Non-Response: Lessons Learned Migrating to a Web-Based Platform (639)**

ELLEN A. SAWTELL (Author), Associate Director for Data and Reporting, College Board

This presentation will demonstrate the difference found in response rates between the same survey administered on the Web and in paper. As our organization has moved from paper only registration/survey to Web or paper registration/survey, we noticed an increase in non-response for many demographic questions on our Web-based survey. This presentation will also address what we have done to increase Web response rates to questions found to have more non-response than those same questions asked on paper and provide ideas for the IR who faces the same dilemma.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Excel-Based Assessment System (EBAS) (667)**

ZHIJUN WANG (Author), Assessment Associate, Portland State University

The Excel-Based Assessment System (EBAS) is developed to help faculty assess student learning outcomes and can be easily applied to other IR functions. EBAS consists of a collection of Excel spreadsheets, including a table of contents, a crosswalk table, a data entry sheet, and several report sheets. It provides a user-friendly interface for entering student learning outcome data and automatically generates data summary reports. The reports include individual reports for each student, mean scores by cohort, response frequencies, and frequency of standardized comments.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**An Alternative Method for Retention Analysis: Discriminant Function Analysis (678)**

LI-SHYUNG HWANG (Author), Director of Assessment &amp; Institutional Research, Morehouse College

Logistic regression analysis is widely used as the statistical method in retention studies because the outcome variable examined is categorical. This study, originating in an assignment in support of enrollment management of the institution where the author works, explores other methods that can also be used in retention analysis. Discriminant function analysis was the method of interest. The presentation includes description of the method, SAS syntax and its outputs of the statistical analysis. Interpretations of the analytical findings, and discussion on the results in comparison with that of logistic regression analysis are also presented.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**How to Pull and Post Data: Simple, Effective Distribution of Information, with Special Reference to the Datatel Information System (680)**

MATTHEW BREINDEL (Author), Coordinator for Institutional Research, College of the Desert

The technique of "pull and post" is demonstrated by way of securing up-to-the-minute enrollment listings from the Datatel Information System: colleges with Datatel ([www.datatel.com](http://www.datatel.com)) will be especially interested in this practical and useful technique. Although this demonstration is specific to Datatel, the steps of pull data / process data / post data are applicable in almost all data processing environments. The technique has wider applications with all types of datasets including placement scores, grades, student characteristics, degrees.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**The Institutional Research Friday Factoid Contest (684)**WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University  
CONRAD D. MCROBERTS (Author), Senior Research Associate, Bowling Green State University

The Contest was designed as a way to highlight institutional research findings to the campus community and increase the visibility of the office. Word search puzzles were developed during Summer 2003 using information available on the IR Web site; campus constituents were invited to complete the puzzles after which winners have their names posted on the Web site and are given an IR coffee mug. The Summer 2004 Contest used an answer and question format similar to the Jeopardy television show. Stop by to pick up sample contest materials. Give us good ideas for future contests and win a prize!

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**The Role of Institutional Research in Course and General Education Assessment and Program Review (691)**LANETTE RAYMOND (Author), Research Associate, Suffolk County Community College  
ANTHONY R. NAPOLI (Author), Associate Dean of Institutional Research and Assessment, Suffolk County Community College

Institutional Research involvement is advantageous at every step of the assessment and review processes. However, too few people are aware of all the ways IR can enhance assessment practice.

To facilitate such involvement, IR needs to reframe its image. Faculty commonly perceive the role of IR in assessment as adversarial—quality control & policing. We propose that the role of IR in assessment be one of advocacy: IR advocates "best practices," providing technical expertise to faculty & administration.

The presentation focuses on how IR—the advocate and technical expert—facilitates and enhances specific phases of the assessment process.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**Development of an Academic Program Profile to Support Program Improvement (699)**

SARAH B. LINDQUIST (Author), Assistant Dean of the Graduate College, Arizona State University-Main  
 MELINDA A. GEBEL (Author), Assistant Director, Arizona State University-Main  
 STEVEN S. MILLER (Author), Interim Director, University Evaluation, Arizona State University-Main

The Academic Program Profile (APP) is a Web-based application maintained by the institutional research office that is designed to provide a comprehensive set of program-level data on students, staff, and finance. The primary purpose of the APP is to enhance the accessibility of critical information for academic units for program improvement by integrating data from many sources into one location. The APP also supports the academic program review process mandated by the state's governing board. This presentation will provide an overview of the development of the APP and demonstrate its features and contents.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**FSU IR Certificate Program (757)**

ROBERT A. SCHWARTZ (Author), Associate Professor, Florida State University  
 GAYLE L. MCLAUGHLIN (Author), Program Coordinator, Florida State University  
 KRISTINA M. GOODWIN (Author), Graduate Student, Florida State University

The Post Master's Certificate in Institutional Research at FSU is one of only five IR certificate programs in the US, which have been funded through AIR and NCES. These new programs are designed to provide academic and professional development opportunities for institutional researchers, administrators, doctoral students, and faculty from all higher education institutions. The program goals are as follows:

- 1) To enhance knowledge and understanding of the core principles of institutional research and the relevant issues of current practice.
- 2) To increase capacity to carry out policy-oriented research or other forms of institutional research.
- 3) To stimulate interest in using national databases to address research issues in education.
- 4) To promote the use of institutional research to improve administrative and policy development processes at educational institutions.
- 5) The 18-credit hour curriculum focuses on institutional research theory, institutional administration, quantitative research methods, utilization of national databases, and institutional research practice.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**The Pennsylvania State University Graduate Certificate in Institutional Research (763)**

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University  
 JOHN R. COSGROVE (Author), Doctoral Recipient, Penn State University  
 BIRUTE V. MOCKIENE (Author), Research Assistant, Penn State University  
 KYLE V. SWEITZER (Author), Graduate Research Assistant, Penn State University

Information about the Graduate Certificate Program in Institutional Research at the Pennsylvania State University. The poster session presents the unique features of the program, illuminates the content of the online courses, and describes the student profile.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**University of Missouri Institutional Research Certificate Program (764)**

PATRICIA SOMERS (Author), Associate Professor of Higher Education, University of Missouri-Saint Louis  
 JENNIFER MCCLUSKEY (Author), Director of Retention Initiatives, Maryville University of Saint Louis  
 CHRISTINE M. RETHLAKE (Author), Financial Aid Coordinator and Doctoral Student, University of Missouri-St. Louis

University of Missouri Certificate Program in Institutional Research - learn about the successful, online IR certificate program offered through the University of Missouri - St. Louis and University of Missouri at Columbia.

5:00-6:00 p.m.

POSTER

San Diego Ballroom

**The Post-Master's Certificate in Institutional Research at Indiana University: Gateway to Academic and Professional Development (765)**

RACHEL DYKSTRA BOON (Author), Graduate Assistant, Indiana University  
 AMY GARVER (Author), Graduate Assistant, Indiana University Purdue University Indianapolis  
 PAUL JACOB GROSS (Author), Graduate Assistant, Indiana University  
 CAMILLE KANDIKO (Author), Project Associate, Indiana University

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

6:15-7:20 p.m.

PLENARY SPEAKER

Marriott Hall 3 &amp; 4, NT, Lobby Level


**Presidential Plenary - Learning from Our History of Paradigms in EuroWestern Higher Education (017)**

MARTIN CARROLL (Plenary Speaker), Audit Director and Business Development Manager, Australian Universities Quality Agency

DENISE P. SOKOL (Moderator), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center

Institutional research has been described as empirical inquiry shaped by paradigm commitments and by the recurring questions that any given paradigm, or interpretive perspective, asks about human experience. The challenge for institutional researchers, therefore, is to recognize the current paradigm and its impact on data collection, analysis, interpretation and reporting methods. It is difficult to see the dimensions of a paradigm from an inside position. Therefore, this presentation will take you on a fascinating, image-rich journey through the history of previous paradigms in Euro-western higher education. Fourteen paradigms are considered, with their characteristics unpacked and the implications discussed. One salient conclusion is that each paradigm made the mistake of assuming it was superior to its predecessor, to the point of assuming its concept of knowledge was correct. Do we make that mistake today?

Sunday afternoon time 12

7:30 p.m. - Until

SPECIAL EVENT

Marriott Hall 1 &amp; 2, NT, Lobby Level


**Forum Reception (002) Sponsored by Runzheimer International**

STEPHEN L. CHAMBERS (Host), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

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

Sunday afternoon time 13

# Monday, May 30, 2005

---



---

7:30-8:20 a.m.	COMMITTEE MEETING	Atlanta and Chicago, NT, Lobby Level
----------------	-------------------	--------------------------------------

## COFHE AIR Breakfast (071)

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

Invitational Event for COFHE members.

---



---

7:30-8:20 a.m.	SPECIAL EVENT	Columbia 1, NT, Lobby Level
----------------	---------------	-----------------------------

## AIR Past President's Breakfast Meeting (097)

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

This is an invitation only session for AIR Past Presidents.

---



---

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Newport Beach, ST, Level 4
----------------	------------------------	----------------------------

## 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	Marriott Hall 5, NT, Lobby Level, Internet
----------------	------------------------	--

## Electronic Factbooks (S21)

TOD R. MASSA (Convener), Director of Policy Research and Data Warehousing, 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	Columbia 2, NT, Lobby Level
----------------	------------------------	-----------------------------

## Southern Association for Institutional Research (SAIR) (S54)

ROSS A. GRIFFITH (Convener), Director of Institutional Research and Academic Administration, Wake Forest University

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	Del Mar, ST, Level 3
----------------	------------------------	----------------------

## Tennessee Association for Institutional Research (TennAIR) (S65)

SHARON L. YARBROUGH (Convener), Director of Institutional Effectiveness, Research and Planning, Pellissippi State Technical Community College

Issues of interest to Tennessee institutional researchers will be discussed.

---



---

7:30-8:20 a.m.	SPECIAL INTEREST GROUP	Cardiff, ST, Level 3
----------------	------------------------	----------------------

## Systems Office Institutional Researchers (S91)

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

Meeting for those in system-level institutional research offices.

8:30-9:30 am

PLENARY SPEAKER

Marriott Hall 3 &amp; 4, NT, Lobby Level



**Monday Plenary: How Does American Higher Education Measure Up? Lessons From the National Report Card (012)**

PATRICK M. CALLAN (Plenary Speaker), President, National Center for Public Policy and Higher Education

STEPHEN L. CHAMBERS (Moderator), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

The National Center for Public Policy and Higher Education has published three biennial report cards on American Higher Education, Measuring Up 2000, 2002 and 2004. The report cards evaluated, compared and graded the states on their performance in several key aspects of higher education performance, including preparation of young people for college, higher education participation of young and older adults, retention and completion, and college affordability. The latest report, Measuring Up 2004, included a 10-year retrospective on higher education progress of the states and the nation. This presentation will discuss what has been learned from the higher education report cards and the implications for public policy.

9:40-10:20 a.m.

AIR GRANT PAPER

Mission Hills, ST, Level 3

**AIR GRANT PAPER: Association Between Motivation and General Education Standardized Test Scores (714)**

DAVID BERGIN (Author), Associate Professor, University of Missouri-Columbia

TIMOTHY H. PARSHALL (Author), Assistant Director, Assessment Resource Center University of Missouri-Columbia

ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

The assessment of student learning has proved to be one of the major challenges for any institution for a number of reasons, including student motivation to perform well on general education tests. This project worked closely with six institutions to collect student motivation data and their scores from College BASE, a criterion-referenced academic achievement examination. This presentation will provide guidance as to the appropriate use of standardized testing as part of an assessment program. We hope this paper will shed some light on the relationship of test-taking motivation and test performance and provide a basis for future research and lively discussion.

9:40-10:20 a.m.

BEST PAPER/PRESENTATION

Balboa, ST, Level 3

**SAIR BEST PAPER: The Dependability of NSSE Scalelets for College- and Department-Level Assessment (747)**

GARY R. PIKE (Author), Director of Institutional Research, Mississippi State University

ROSS A. GRIFFITH (Facilitator), Director of Institutional Research and Academic Administration, Wake Forest University

College and university administrators, as well as faculty members, are more likely to take responsibility for student learning if they believe that the assessment data represent their students and suggest specific actions for improvement. This study examined whether it is feasible to develop scalelets (i.e., focused measures, usually consisting of four or five items) that provide dependable metrics for assessing student learning at the college or department level. A generalizability analysis of 12 scalelets from the National Survey of Student Engagement (NSSE) indicated that the scalelets provided dependable measures of educational effectiveness with 25 to 50 respondents.

9:40-10:20 a.m.

DEMONSTRATION

Marriott Hall 5, NT, Lobby Level, Internet

**A Demonstration of an Undergraduate Student Recruitment Tool that Integrates Institutional and External Data with GIS Technology into One Powerful Interactive Environment (463)**

VICTOR J. MORA (Author), Associate Director of Enrollment Management, The Ohio State University

SUMI GAUCHAN (Author), System Developer, The Ohio State University

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

The in-house developed software application integrates external environment and student attribute data from admissions, national testing services, financial aid, predictive models and geographic information systems (GIS) technology to effectively manage a pool of approximately 150,000 prospective students throughout the recruitment process. The goal is to enroll the right mix of approximately 6,000 new freshmen at a large research university. This market segmentation and analysis tool empowers users to identify, classify, and analyze students according to academic background, interests, geodemographic characteristics, estimated financial need, and probability to enroll. This approach helps the university meet its multi-criteria enrollment goals while minimizing costs.



9:40-10:20 a.m.

INVITED PAPER

Green Room, ST, Level 3

**Institutional Research in South East Asia (724)**

GAN CHENG (Author), Principal, Australasian Consultants

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

ZORAINI ABAS (Author), President SEAAIR, Open University Malaysia

SIEW Y. SZETHO (Facilitator), Program and Policy Analyst, University of Illinois at Urbana-Champaign

Higher education institutions are increasingly challenged. Quality issues are more significant. The Institutional Research office's functions and activities in South East Asia will also need to expand to incorporate a broader role. The latter however, pre-supposes that much is known about IR within the region. However, there is a severe dearth of information on what exactly institutional researchers do in South East Asia universities. This study reports the findings of a survey of institutional researchers in Thailand and Malaysia. The perceptions of IR professionals are presented on current and future importance of IR activities and the satisfaction with such activities.

9:40-10:20 a.m.

INVITED PAPER

Del Mar, ST, Level 3

**Predictors of Academic Achievement of CAS Students at the University of the East-Manila: Implications for Changes in Recruitment, Admission, and Retention Policies (727)**

JUSTINA M. EVANGELISTA (Author), Associate Dean, University of the East-Manila

RAQUEL A. DUSZYNSKI (Facilitator), Assistant Director, Institutional Research &amp; Planning, Moraine Valley Community College

This study sought to establish the correlation between GPA and selected predictors of academic achievement of CAS students as well as the correlation of the predictors themselves. It also aimed to determine the best predictors of GPA and to formulate a regression model that forecasts the student's GPA. The study was inspired by the philosophy of W. Edwards Deming whose keystone is continuous improvement of all processes which produce the goods and services. The researcher wishes to help students predict their academic achievement reflected by their GPAs through a linear regression model.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Atlanta and Chicago, NT, Lobby Level

**Adjustment to College as a Predictor of First-Year Retention (104)**

MELINDA TAYLOR (Author), Doctoral Student, James Madison University

DENA PASTOR (Author), Assistant Assessment Specialist and Assistant Professor of Psychology, James Madison University

With so much emphasis on retention, it is imperative that colleges be able to identify those students needing help during their transition into college. The Student Adaptation to College Questionnaire has been marketed for such a use. However, conflicting results have been found regarding the utility of this instrument. This study examines the ability of the SACQ to identify students who have dropped out after their first year. It is hoped that the results will help resolve conflicting findings regarding the predictive validity of the SACQ and help administrators determine if the SACQ can help them target at-risk students.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Marina Ballroom Salon G, ST, Level 3, Internet

**What Are the Key Drivers of Graduate Students' Satisfaction? Findings from a Comprehensive Graduate and Professional Student Survey (137)**

JIALI LUO (Author), Higher Education Analyst, Duke University

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

The primary purpose for conducting this study is to examine graduate students' educational experiences in an array of areas and to identify key factors that are likely to influence student satisfaction. The secondary purpose is to explore the impact of major field, gender, race/ethnicity, and year of study on student satisfaction. It is hoped that the results of this study will help institutional leaders make decisions to improve graduate students' educational experiences and enhance their educational satisfaction.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Columbia 2, NT, Lobby Level

**Pre-Assessment in Diagnosing Student Readiness In a Beginning Java Programming Course (212)**

DEBRA L. BANKS (Author), Director of Assessment and Evaluation, Arizona State University

FAYE NAVABI (Author), Arizona State University

MARY ANDERSON-ROWLAND (Author), Arizona State University

DANA L. DALTON (Facilitator), Director of Institutional Research, Winston-Salem State University

This study addresses student readiness and learning in a college-level Java programming course. The sample site is from a University Research I institution enrolling about 400 new undergraduate students in computer engineering programs each Fall. Case study analysis of diagnosing student readiness and student tracking student were used guided by the following questions: What is involved in developing a statistically reliable instrument? Has pre-assessment and other interventions made a difference in student success? How often do students follow the advice of taking an alternative course? Methodologies include instrument reliability and validity testing and historical analysis of student tracking.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Columbia 1, NT, Lobby Level

**Considerable Congruence: Perceptions of Graduating Seniors and their Parents on the Undergraduate Experience (221)**

HEATHER KIM (Author), Director of Institutional Research, New School University  
 MICHAEL W. MATIER (Author), Director of Institutional Research and Planning, Cornell University  
 NOELLE CHESLEY (Author), University of Minnesota  
 JON C. ACKER (Facilitator), Coordinator of Student Assessment, The University of Alabama

This study is based on results from the analyses of two campuses' matched parent-senior survey data. This study allows for a unique opportunity to better understand the relationship between seniors' undergraduate experiences, expectations, and plans and the perceptions and expectations of their parents by examining the following:

1. Are seniors good reporters of parents' income and educational levels?
2. How do parents and seniors compare in ratings of satisfaction in various aspects of college experience?
3. What is the relationship between seniors' college experiences and parents' experiences and how those various factors are related to seniors' satisfaction with college?

9:40-10:20 a.m.

RESEARCH PRESENTATION

Laguna, ST, Level 1

**Improving Student Learning and Retention: the Impact of Tutoring Services (247)**

JEFFREY H. CHEN (Author), Director of Institutional Research and Analysis, Cleveland State University  
 MOHSEN MANOUCHEHRI (Author), Cleveland State University  
 LARRY D. MAYES (Facilitator), Director of Assessment, University of North Carolina at Chapel Hill

Using logistical regression and data mining techniques, this study examined the relationships between the tutoring services and student successes at a public 4-year university. A decision-tree model was developed aimed at optimizing the impact of the services to students' learning outcomes. The model is applied (cross validated) with current tutees. The research findings and their implications are discussed. The study can be generalized for those who are working to improve the quality of academic support services.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Torrey 3, NT, Lobby Level

**Examining Four Outcomes of College Honors Programs: Academic Performance, Retention, Degree Completion, Time to Degree (306)**

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University  
 JOHN R. COSGROVE (Author), Doctoral Recipient, Penn State University  
 MARNE K. EINARSON (Facilitator), Senior Research and Planning Associate, Cornell University

This study compares the academic performance, retention, time-to-degree, and degree-completion behavior of three groups of students: honors program completers, partial honors students (who started but did not complete all honors requirements), and high-ability non-honors students (who had comparable pre-college academic credentials as the honors students). The analysis suggests that partial exposure to the honors program experience does not significantly enhance academic performance, graduation rates, time to degree, nor length of enrollment beyond what is achieved by other high-ability students who were never part of these programs. These findings control for the effects of student, institutional, and honors program characteristics.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Cardiff, ST, Level 3

**Are Health Benefits Making Us Sick? Faculty and Staff Tell Us Their Story (409)**

DIANE N. MUNTAL (Author), Senior Analyst, University of Nevada-Las Vegas  
 DENISE A. KRALLMAN (Facilitator), Assistant Director of Institutional Research, Miami University Oxford

Universities are not immune to the consequences of the rising cost of health insurance. Deteriorating health benefits negatively impact the ability of universities to retain and recruit qualified faculty and staff. It is critical that institutions provide advocacy for health plans that are reasonably priced and offer the kind of coverage employees need. To this end, the president of this university asked the Faculty Senate to convene an ad hoc Health Plan Study Committee to develop a means to evaluate the impact of the state health plan on faculty and staff and make recommendations for improvement.

9:40-10:20 a.m.

RESEARCH PRESENTATION

New York, NT, Lobby Level, Internet

**Linking Evaluation, Planning and Budgeting: A Case Study of Process, Measures and Outcomes (441)**

ANDREEA M. SERBAN (Author), Associate Vice President of Information Resources, Santa Barbara City College  
 JOHN B. ROMO (Author), Superintendent/President, Santa Barbara City College  
 SARAH MATTINGLY (Facilitator), Research Analyst Office of Planning and Budget, University of Louisville

Finding effective ways to tie evaluation, planning and budgeting has been an area of attention for many decades in higher education. Such efforts may fall short as factors such as high fixed costs, limited discretionary funds, contractual obligations, annual budgeting cycles, difficulty in gaining institutional consensus often render such initiatives ineffective. This presentation reports the journey of a college engaged in an institution-wide effort of aligning its evaluation, planning and budgeting processes. The emphasis is on discussing quantitative and qualitative measures utilized, the analysis of the information, and the outcomes of this effort.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Carlsbad, ST, Level 3

**Data that Informs Policy: Understanding Student Progress Toward a Degree (444)**

MICHELLE S. APPEL (Author), Senior Research and Policy Analyst, University of Maryland  
 CHRIS GIORDANO (Author), Data Warehouse Administrator, University of Maryland University College  
 SHEILA D. CRAFT (Facilitator), Strategic Planning Analyst, The Ohio State University

This session will describe the involvement of an IR office in the process to develop a new policy on student progress toward a degree at a public research university. IR became involved as staff to a task force established by the President to examine graduation rates. The IR office developed data to describe the salient issues as well as to understand who would be adversely impacted by the policy. These data assisted the committee in shaping the policy and in understanding which students would need exceptions from it.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Leucadia, ST, Level 1

**Changes in Tuition Policy: Natural Policy Experiments in Five Countries (520)**

WATSON SCOTT SWAIL (Author), President, Educational Policy Institute  
 ALEX USHER (Author), Educational Policy Institute  
 DONALD E. HELLER (Author), Associate Professor and Senior Research Associate, Penn State University

This presentation will present information from a recent study of the relationship between tuition pricing and enrollment trends in various regions around the world. To study these impacts, 10 jurisdictions in 5 countries were identified, including Canada (Quebec, British Columbia, Manitoba, and Newfoundland), the US (California, Virginia, and Massachusetts), Ireland, Australia, and Britain.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Marina Ballroom Salon E, ST, Level 3

**Impacts of Survey Modes and Incentive: A Comparative Analysis of Parallel Mail, Telephone, and Web Surveys (607)**

DANNY R. OLSEN (Author), Director of Institutional Assessment and Analysis, Brigham Young University  
 VAUGHN CALL (Author), Professor of Sociology, Brigham Young University  
 STEVE WYGANT (Author), Assessment Consultant, Brigham Young University  
 JOSEPH A. CURTIN (Author), Assessment Consultant, Brigham Young University  
 MELINDA A. GEBEL (Facilitator), Assistant Director, Arizona State University-Main

This study focuses on differential impacts of survey mode and incentives on responses to surveys in higher education. Resulting data from parallel mail, telephone, and Web administrations of a student advisement survey will be presented with a view toward the following research questions in a survey of college students (N=4000): 1) Do the modes yield the same results? 2) How do the modes compare on logistical matters such as turnaround time, cost, efficiency, and response rates? 3) What impact do incentives have? The content of the survey developed around academic/career advising attitudes and experiences of students will be made available.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Marriott Hall 2, NT, Lobby Level

**Predicting At Risk Students Based on Cross Industry Standard Process for Data Mining (CRISP-DM) Model (618)**

TIMOTHY K. C. CHOW (Author), Director of Institutional Research, Rose-Hulman Institute of Technology  
 MARCEL NZEUKOU (Facilitator), Research Specialist, Principal, University of Arizona

This case study will proceed by following the CRISP-DM model to identify steps involved in conducting data mining. The case study is utilizing data from a university campus to develop a model for predicting end of first year performance of freshmen and identifying at risk students who might leave the university due to low grade point average. Neural net and decision trees algorithms will be applied to score and identify the best model based on validation result. Interpretation of significant results will be shared.

9:40-10:20 a.m.

RESEARCH PRESENTATION

Solana, ST, Level 1

**Sharing the Mission: Coordinating the Creation of a Common Language and Shared Conceptual Framework When Nobody Seems to Agree on Anything (630)**

MATTHEW FULLER (Author), Texas A & M University  
 MARILEE J. BRESCIANI (Author), Assistant Vice President for Institutional Assessment, Texas A & M University  
 JAMES A. ANDERSON (Author), Vice President and Associate Provost Institutional Assessment and Diversity, Texas A & M University  
 CHARLYN S. FISHER (Facilitator), Director of Institutional Research and Assessment, York College of Pennsylvania

Your mission, should you choose to accept it, is to improve higher education using the most effective assessment processes. Your task will be difficult, as your team is comprised of faculty and staff with differing levels of exposure and enthusiasm for assessment. Your first step is to establish a shared language and conceptual framework for assessment. Attend this highly interactive presentation to gain an understanding of others' definitions of assessment, understand the process of developing a shared language and framework for assessment, and discover ways to promote your work to the campus and professional community.

9:40-10:20 a.m.

SCHOLARLY PAPER

Marriott Hall 1, NT, Lobby Level

**Voices from around the World: International Undergraduate Student Experiences (123)**

DAWN GERONIMO TERKLA (Author), Executive Director, Institutional Research, Tufts University  
 HEATHER ROSCOE (Author), Assistant Director, Tufts University  
 MARJORIE E. WISEMAN (Author), Director of Institutional Research, Northeastern University  
 MARGARET K. COHEN (Author), Assistant Vice President of Institutional Research, George Washington University  
 PETER J.P. HOEKSTRA (Author), Director of Institutional Research, University of Amsterdam  
 UULKJE DE JONG (Author), Senior Researcher, University of Amsterdam  
 ANGELO J. CALDERON (Author), Head, Institutional Research Consultancy Group, RMIT University  
 KELLI J. ARMSTRONG (Author), Director of Institutional Research, Boston College  
 LISA S. O'LEARY (Author), Research Analyst, Tufts University  
 J. PATRICK MIZAK (Facilitator), Director of Institutional Research, Canisius College

This paper explores how students adjust to life at universities outside their home countries. Much of the current body of research was conducted prior to the 9/11 tragedy and focuses primarily on studies within a single U.S. institution. This project expands the boundaries by including multiple institutions from around the globe post-9/11. The authors describe international undergraduates' educational experiences, as well as explore differences between those students attending U.S. and non-U.S. institutions and differences among those who hail from different regions of the world.

9:40-10:20 a.m.

SCHOLARLY PAPER

Point Loma, ST, Level 1

**An Evaluation of a Higher Education Service Organization: Assessing Satisfaction and Productivity (154)**

MESUT AKDERE (Author), Assistant Professor, University of Wisconsin-Milwaukee  
 STEVEN R. HOAGLAND (Facilitator), Director of Institutional Research & Assessment, Myers University

Using survey research method, the paper will examine, evaluate, and assess the services and programs provided by a graduate and professional student organization in a Big-10 University in the US. The organization provides services to over fifteen thousand graduate and professional students and has a significant role in enhancing and improving student life on campus. The purpose of this paper is to evaluate and assess the level of satisfaction and productivity as they relate to student life experience during graduate education. This paper contributes to our understanding of how student support services and programs impact student life in higher education.

9:40-10:20 a.m.

SCHOLARLY PAPER

Torrey 1 &amp; 2, NT, Lobby Level

**Chinese Students' Adaptation to Learning in an American University: A Multiple Case Study (246)**

JUAN XU (Author), Research Analyst, Brock University  
 ELIZABETH A. JONES (Facilitator), Associate Professor, West Virginia University

Students from different cultures have experienced different teaching/learning systems in their home countries. The Chinese teaching/learning system is particularly different from the US system because of the great cultural distinctions between the two nations. This study was designed to describe the process eleven Chinese international graduate students enrolled in an American Midwest university went through in adapting to the US teaching and learning system and to identify the coping strategies they utilized in the adaptation, by adopting a qualitative multiple case study method.

9:40-10:20 a.m.

SCHOLARLY PAPER

Marina Ballroom Salon D, ST, Level 3, Internet

**Student Engagement in Deep Learning and its Relationship to Educational Outcomes: Comparisons by Disciplinary Area (268)**

THOMAS F. NELSON LAIRD (Author), Research Analyst, Indiana University Bloomington  
 GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington  
 T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington  
 PATRICK T. TEREZINI (Facilitator), Distinguished Professor, Penn State University

Students have more learning potential than traditional pedagogical methods often tap. To more fully develop student talents, many campuses are shifting from a passive, instructor-dominated pedagogy to active, learner-centered activities. This study uses data from the National Survey of Student Engagement to assess deep learning behavior and examine the relationships between deep learning and selected educational outcomes. The results indicate that many students report engaging in deep learning activities and students who engage more frequently in these behaviors report greater educational gains and are more satisfied with college. However, these results vary by disciplinary area.

9:40-10:20 a.m.

SCHOLARLY PAPER

Marriott Hall 6, NT, Lobby Level, Internet

**Out-of-Classroom Faculty Activity Study: A Look at Two Data Collection Cycles and a Verification Study (308)**

HEATHER KELLY ISAACS (Author), Assistant Director, University of Delaware

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

LAURA A. SCHATMAN (Facilitator), Director of Institutional Research and Assessment, Oakland University

This paper will discuss the results of the 2002 and 2003 Faculty Activity Study. The importance of establishing reliable benchmarking data to successfully plan and assess academic programs will be emphasized. Results of a verification study will also be discussed. Based on the findings of the verification study, users of the Faculty Activity Study will receive guidance on how to interpret the Study results. Finally, assessing the validity of the data collection materials will allow recommendations to be made that will help strengthen the utility of the Study.

9:40-10:20 a.m.

SCHOLARLY PAPER

Marina Ballroom Salon F, ST, Level 3

**In the Beginning: The Historical Foundations for The Association for Institutional Research (689)**

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

AMY R. BALLAGH (Facilitator), Director of Institutional Research and Evaluation, Ogeechee Technical College

The concept of institutional research as a viable management and research tool in the operation of colleges and universities was still developing when the first National Institutional Research Forum was held in Chicago in 1961. This paper examines the underlying issues, events and activities leading to the development of institutional research as a management tool and identifies the people, institutions and organizations and motivation responsible for the creation of the Association for Institutional Research.

9:40-10:20 a.m.

SCHOLARLY PAPER

Santa Rosa, ST, Level 1

**An Analysis of Institutional Commitment and Goal Commitment on a Community College Sample (717)**

CATHERINE WYNNE (Author), Senior Research Analyst, Suffolk County Community College

MARYANN S. RUDDOCK (Facilitator), Associate Vice President and Director, Office of Institutional Research, University of Texas at Austin

This is a preliminary study to determine the extent to which findings from Nora and Cabrera's 1993 analysis of the construct Institutional Commitment and Allen and Nora's 1995 analysis of the construct Goal Commitment (the focal studies) are generalizable to a 2-year community college population. Predictive validity is an aspect of construct validity. The focal studies are an empirical examination of the construct validity of commitment in the persistence process. Both short-term (term-to-term) and long-term (4-term) persistence will be measured. The conflicting evidence regarding the relation of IC and GC to persistence prompted the initial studies.

9:40-10:20 a.m.

TABLE TOPIC

Newport Beach, ST, Level 4

**Electronic Mentoring: Implementation and Implications for a Field-Based Teacher Education Program (T01)**

DAVID HOLLIER (Author), Assistant Professor, Secondary Education, Stephen F. Austin State University

Finding meaningful field experiences for students in teacher education programs is a challenge for some universities and especially difficult for those universities located in rural areas with limited access to schools, classrooms, and programs in public, private, and parochial institutions. There appears to be a "disconnect" between theory and practice. The implementation of an electronic-mentoring partnership between secondary teacher education seniors (about to student teach) and high school students is fully explored. Program design issues, technology approaches and use, impact on field experience requirements, and perceptions about the program are discussed. Survey data and findings are reported.

9:40-10:20 a.m.

TABLE TOPIC

Encinitas, ST, Level 3

**IPEDS First Professional Degree Programs: A Policy Update (T10)**

EDWARD L. DELANEY (Author), President, Strategic Analyses: Organizational Planning and Research

This session will review current issues and proposed recommendations for improving IPEDS data collected on First Professional Degree awards and enrollments. Comments and suggestions are sought on proposed changes to the definition of first professional programs, as well as specific criteria for post-baccalaureate programs to be included and excluded in reporting and using such data.

9:40-10:20 a.m.

VENDOR DEMONSTRATION

Anaheim, NT, Lobby Level

**SPSS Dimensions: A Complete Platform for Your Survey Research Needs (E01)**

JAMES PARRY (Presenter), Systems Engineer, SPSS Inc.

This demonstration is specifically designed for higher education administrators and institutional researchers wanting to gain more insights faster from their survey research data on student and alumni populations using SPSS survey research and reporting software. Attendees will see Survey Design and Data collection: automating data entry, creating re-usable online surveys, and collecting more accurate data in less time. Attendees will also see Reporting: accessing consolidated survey data with a Web-browser, assigning differential access to analysts and consumers, creating powerful tables for online storage, and exporting results directly to software packages. Demonstration attendees will learn about SPSS Dimensions: mrInterview for authoring surveys and mrTables for creating and disseminating tables

10:30-11:00 a.m.

MORNING COFFEE BREAK

San Diego Ballroom

**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.

11:10-11:50 a.m.

BEST PAPER/PRESENTATION

Marriott Hall 4, NT, Lobby Level

**NEAIR Best Paper: The Guidebook Ratings Game: The Influences on Institutional Prestige and Reputation (753)**

KYLE V. SWEITZER (Author), Graduate Research Assistant, Penn State University  
J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University

This study examines institutional characteristics and college guidebook ratings and their component measures to determine which variables ~~are the greatest influence on ranking in guidebooks and~~ *U.S. News & World Report*.

11:10-11:50 a.m.

BEST PAPER/PRESENTATION

Marina Ballroom Salon F, ST, Level 3

**CAIR Best Paper: Use Data Mining Techniques to Develop NSSE Institutional Typologies (755)**

JING LUAN (Author), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College  
JOHN C. HAYEK (Author), Senior Associate Director, National Survey of Student Engagement  
CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation for the Advancement of Teaching  
THULASI KUMAR (Facilitator), Director Information Management and Analysis, University of Northern Iowa

The purpose of this study is to define the process by which data mining techniques were used as a tool in developing an institution typology based upon data from the National Survey of Student Engagement (NSSE). Factor dimensions capturing student behaviors were established prior to cluster modeling. This resulted in an institutional typology describing 4-year institutions from a new conceptual angle.

11:10-11:50 a.m.

DEMONSTRATION

Leucadia, ST, Level 1

**The Role of Institutional Research Offices in Data-Driven Management: Presentation and Dissemination (461)**

LAWRENCE J. REDLINGER (Author), Executive Director, University of Texas at Dallas  
SHARON F. ETHEREDGE (Author), Institutional Research Associate, University of Texas at Dallas  
RUTH V. SALTER (Facilitator), Assistant Director of Institutional Research and Policy Analysis, Valdosta State University

This presentation focuses on the role of institutional research offices in the timely provision and dissemination of key information to relevant groups who make operational decisions. We focus on how relevant data can be presented and disseminated in a timely and useable manner to drive informed management decisions.

We provide illustrations of and discuss how we present data and information to the wider university community. We will provide template examples of the types of data that is disseminated such as enrollment and semester credit hour tracking by program, class specific enrollments, and faculty workload.

11:10-11:50 a.m.

DEMONSTRATION

Marriott Hall 5, NT, Lobby Level, Internet

**A Web-Based Tool for Collecting Faculty "Non-Classroom" Productivity Data (740)**

RICHARD D. HOWARD (Author), Professor, Montana State University-Bozeman  
JAMES B. RIMPAU (Author), Executive Director for Planning and Analysis, Montana State University-Bozeman

During the past decade the "Delaware Study" has become a primary source of comparative data for many colleges and universities. Recently, this study has been expanded to collect "non-classroom" faculty productivity data. Data are collected that document the scholarship activities of faculty in the areas of instruction, research, and service/outreach. Unlike the earlier data, these data must be collected each year directly from the faculty and then summarized in an institutional report. In this demonstration, a Web-based tool developed to collect these data from the faculty is presented. In addition, multiple institutional concerns that guided its development will be discussed.

11:10-11:50 a.m.

INVITED PAPER

Mission Hills, ST, Level 3

**A New Approach to Accountability Using the National Information Center for Higher Education Policymaking and Analysis (736)**

THOMAS H. WICKENDEN (Author), Executive Director, National Postsecondary Education Cooperative  
 FRED LILLIBRIDGE (Facilitator), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College

Accountability systems in higher education have failed to provide effective incentives for improving performance. Unlike the “bottom line” that imposes discipline on private enterprise, public attempts to create accountability have generally been complex, fragmented and ephemeral. The National Information Center for Higher Education Policymaking and Analysis provides data on the educational pipeline with which states can model comprehensive yet integrated accountability systems for legislative programs and public institutions. The accountability systems can be directly tied to common, enduring goals such as economic development, while the models provide surprising insights into missing data, misleading assumptions and the mathematics of the pipeline.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Columbia 1, NT, Lobby Level

**Case Study of Math Performance at the Community College (159)**

GEORGIA I. GUDYKUNST (Author), Director of Institutional Effectiveness, Maricopa Community College District  
 MARY A. DAY (Author), Director of Research, Planning and Development, Chandler/Gilbert Community College  
 GARY W. GRAFF (Facilitator), Director of Institutional Research, Northern Kentucky University

The purpose of this presentation is to describe the development of a cohort tracking process to better understand how community college students enroll and perform in mathematics after the first year of college. This study examines three student cohorts. College placement scores, first college math courses, subsequent enrollment in math courses and performance within courses will be presented.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Marriott Hall 2, NT, Lobby Level

**Researchers Beware: Comparing FSSE with NSSE Can Be Messy (217)**

EDWIN A. RUGG (Author), Director of the Center for Institutional Effectiveness, Kennesaw State University  
 JULIANA R. BREY (Facilitator), Director of Institutional Research and Assessment, Cardinal Stritch University

The growing popularity of institutional participation in the National Survey of Student Engagement (NSSE) and the advent of the Faculty Survey of Student Engagement (FSSE) have created a wave of interest in comparing student and faculty perspectives on student engagement in the collegiate experience. However, researchers should exercise caution when making such comparisons since the “parallel” items from both survey instruments are often not comparable in their design, wording, or response context. Potentially confounding differences exist and will be explored in this case study. Convergent as well as comparative analysis strategies are suggested.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Columbia 2, NT, Lobby Level

**Measuring the Impact of Remediation in Community Colleges: Grades and Mathematics Sequence for Traditional-Age Students (219)**

CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education

Using the transcript-based NELS:88\2000, the paper illustrates the virtues and limitations of two approaches to determining the success of community college students enrolled in remedial courses. The first tests hypotheses related to no-penalty withdrawal and no-credit repeat grades in three sub-populations defined by summative earned credits and transfer status. The second follows the “math paths” from where students enrolled in remedial math “topped out” in high school math to identify the factors that bring those students through the gateway of college-level math, a key metric in improving community college outcomes.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Laguna, ST, Level 1

**Evaluating Student Self/Peer Evaluations in Team Projects (251)**

RUSSELL WALKER (Author), DeVry University, Long Beach  
 TIMOTHY K. C. CHOW (Facilitator), Director of Institutional Research, Rose-Hulman Institute of Technology

Self/peer evaluations are increasingly used as part of student assessment in higher education. This study analyzes data collected from self/peer evaluations of team projects in undergraduate business and information systems courses taught by the author over the last four years. Issues examined include consistency and reliability of student evaluations; correlations between peer, self, and third-party ratings; correlations to other assessment measures, such as course grades; and evidence of collusion or other problems. An on-line application for collecting and analyzing student evaluations will also be demonstrated.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Marina Ballroom Salon G, ST, Level 3, Internet

**Can e-Learning Revolutionize Quality Assessment? (252)**

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

KAREN GAGE (Author), Vice President of Marketing, WebCT

DONALD C. BOECKMAN (Facilitator ) Research Associate, Southeastern Louisiana University

As the use of e-learning systems becomes increasingly pervasive, institutional researchers have access to detailed quantitative data about student activity during the learning process. Institutions can capitalize on this asset by developing processes for a regular cycle of measurement, analysis and change that are designed to continuously improve educational quality. In this session, learn how new e-learning technology is allowing institutions to collect and analyze learning data that was previously unavailable — potentially revolutionizing methods for assessing learning outcomes and academic program quality. Data will be presented from an analysis of online activity by students enrolled in fully online undergraduate courses.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Cardiff, ST, Level 3

**Undergraduate Research Opportunities in the Life Sciences (264)**

NIDA DENSON (Author), Research Analyst, University of California-Los Angeles

MARC R. LEVIS-FITZGERALD (Author), Director, University of California-Los Angeles

KELLI J. ARMSTRONG (Facilitator), Director of Institutional Research, Boston College

Scholars have criticized large research universities for failing to provide undergraduate students with the skills and abilities needed to succeed both in life and in the workforce. One strategy, taken at a large public research university, is to use its strength as a research institution as the foundation of curricular reform by bringing research experience into science general education. Students participate in a research project in the context of their undergraduate coursework. This paper presents the experience of the students and faculty who participated in this novel course. Outcome measures include science learning, skill development, and future plans for research.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Carlsbad, ST, Level 3

**Preventing Dust Collection: Transforming Student Affairs Strategic Planning into Action and Tangible Results (450)**

SIMONE HIMBEAULT-TAYLOR (Author), Associate Vice President for Student Affairs, University of Michigan Ann Arbor

MALINDA M. MATNEY (Author), Senior Research Associate, University of Michigan-Ann Arbor

WILLIAM F. RITCHIE (Facilitator), Vice President of Institutional Research, Planning and Assessment, Keiser Collegiate System

The Division of Student Affairs at the University of Michigan engaged in a strategic planning process to create a set of long range goals (meant to inform the next five to seven years of Divisional work). The UM Division of Student Affairs used qualitative research to incorporate the voices and concerns of students, faculty, and Divisional staff. During the past year, the strategic planning and long range goals have translated into specific interunit assessment efforts. This presentation will describe this assessment work, and the interunit goal-related initiatives flowing from this assessment.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Point Loma, ST, Level 1

**Using Institutional Database to Identify Influential Factors of Applicant's Enrollment Decision and Compute Enrollment Probabilities (609)**

BIN NING (Author), Director of Institutional Research and Assessment, Marygrove College

PRUDENCE A. WIDLAK (Facilitator), Research Associate, College of DuPage

This study uses existing application data for undergraduate freshmen from a single institution to examine the factors that have an influence on an applicant's enrollment decision. Examples on how to compute enrollment probabilities for individual applicants are presented. Research methods include the use of correlation analysis, binary logistic regression analysis, and probability computation. The study intends to assist admissions counselors to focus their limited resources on a highly targeted prospective student market and thus improve the efficacy of their recruitment efforts. The study also presents a research method that can be applied to any institutional setting by individual institutional researchers.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Marina Ballroom Salon D, ST, Level 3, Internet

**Effective Uses of "Effect Sizes" in Interpreting Outcomes and Setting Benchmarks (624)**

CRISTI CARSON (Author), Director of Institutional Research, Keene State College

CAROL J. BERNHARD (Facilitator), Data Analyst, University of New Mexico

After reviewing the historical debates surrounding the use of statistical significance tests, the author will demonstrate the relationships between significant tests, effect sizes and power. This will be followed by practical examples that will illustrate the usefulness of effect sizes in interpreting student outcomes for faculty and staff, and establishing benchmarks for performance indicators.



---



---

11:10-11:50 a.m.	RESEARCH PRESENTATION	Santa Rosa, ST, Level 1
------------------	-----------------------	-------------------------

**Data warehousing for Institutional Research: Experiences, Challenges and Goals. (627)**

LEO O. VELEZ-RAMOS (Author), Auxiliary Researcher, University of Puerto Rico, Mayaguez

The purpose of this presentation is to describe the process of developing a data warehouse to support institutional research efforts in our university. It summarizes all the efforts that have been carried out, and lays the ground for future work. Most of the tasks that have been carried out so far are related to the development of the data warehouse and the data-migration process, but some work has begun on developing the tools that will be used to interact with the data warehouse. We believe this system will greatly enhance the university's decision making process.

---



---

11:10-11:50 a.m.	RESEARCH PRESENTATION	Marriott Hall 1, NT, Lobby Level
------------------	-----------------------	----------------------------------

**US News Rankings: A Systematical Method for an Institution to Predict its Rank under Various Scenarios (629)**

ZHAO YANG (Author), Research Statistician, Old Dominion University  
ANGELA DETLEV (Facilitator), Research Analyst, University of Richmond

An innovative model is designed to address the request from senior administration to improve on certain categories gauged by US News in its rating formula given institution's limited resources. Data is solely from US News Web site without external sources. It demonstrates how an institution may perform in the ranking ladder under various scenarios which the institution can assume based on its resources. Researchers can gain insights on how much effort is needed to jump to the higher tier or avoid slipping. The project can be accomplished in a week, and Excel spreadsheet is the only implementing tool, ensuring wide applications.

---



---

11:10-11:50 a.m.	RESEARCH PRESENTATION	Solana, ST, Level 1
------------------	-----------------------	---------------------

**Assessment, Zero to 120 MPH: IR "Lessons Learned" at a Small College (632)**

KATHRYNE M. DREZEK (Author), Assistant Director for Planning and Institutional Research, Stonehill College

Accountability, performance, measurement – assessment "buzzwords" permeate higher education, from the revision of accreditation standards and the reauthorization of the Higher Education Act to individual campus conversations. As campus constituencies become more data-savvy, the demand for meaningful assessments of the student curricular and co-curricular experience will increase. This can be especially challenging to institutional researchers at small institutions asked to spearhead assessment initiatives. This session addresses recent IR trends related to assessment and the pros and cons of IR involvement in assessment, offering first-hand "lessons learned" while navigating the role of IR in assessment activities at a small college.

---



---

11:10-11:50 a.m.	SCHOLARLY PAPER	Atlanta and Chicago, NT, Lobby Level
------------------	-----------------	--------------------------------------

**An Assessment of Relationships between Entering Characteristics, College Experiences, and Student Satisfaction with General Education and Major Field Courses (117)**

JAMES DANIEL HOUSE (Author), Director of Institutional Research, Northern Illinois University  
GERARD A. DIZINNO (Facilitator), Director of Institutional Research, University of Texas at San Antonio

The purpose of this project was to assess the effects of student characteristics and college experiences on satisfaction with general education courses and courses in the major field. The I-E-O assessment model was used and several college experiences were significantly related to both outcomes. For instance, students who more frequently worked on group projects during class and had more frequent opportunities to work on research projects had more positive ratings of their general education courses. Students who worked more during college were less satisfied with their general education courses. An overview of the methods used and complete results will be presented.

---



---

11:10-11:50 a.m.	SCHOLARLY PAPER	Torrey 1 & 2, NT, Lobby Level
------------------	-----------------	-------------------------------

**Our Graduates; Where Do They Destine? (275)**

ONALENNA SILAS (Author), Assistant Director Institutional Research, University of Botswana  
LESEGO GABAITIRI (Author), Lecturer, Statistics, University of Botswana  
SAMUEL BALDWIN (Facilitator), Research Associate, Jarvis Christian College

In many developing countries, higher institutions play an important role in training of skilled manpower. The development of highly skilled manpower is one of the key requirements for social, political and economic development of any country. It is therefore very crucial for higher education institutions to develop curricula that best suits the environment where its graduates would work. The information collected would be used for planning purposes by the University and its stakeholders. The data analysis would comprise descriptive and inferential statistics together with summary tables and pie-charts and further make conclusions/recommendations.

11:10-11:50 a.m.

SCHOLARLY PAPER

Torrey 3, NT, Lobby Level

**Enhancing the Role of Cooperation Between the European Community, Russia and the United States of America: Credit Systems and Transfer Models (304)**

SERGEY GROMOV (Author), Associate Vice Rector for Information and Technology, Moscow State Institute for Steel & Alloys  
PATRICK T. TERENZINI (Facilitator), Distinguished Professor, Penn State University

The purpose of this study is to explore the link between different credit systems and their role in the programmes of cooperation in higher education and vocational education and training between the European Community, Russia and the United States of America. This paper describes the methodologies employed to convert information from a national system to the standard credit system.

11:10-11:50 a.m.

SCHOLARLY PAPER

Marriott Hall 6, NT, Lobby Level, Internet

**Emphasizing Diversity: The Impact Faculty Use of Diversity-Related Activities on Student Learning and Engagement (323)**

PAUL D. UMBACH (Author), Assistant Professor, University of Iowa  
THOMAS F. NELSON LAIRD (Author), Research Analyst, Indiana University Bloomington  
MATTHEW R. WAWRZYNSKI (Author), Assistant Professor of Higher, Adult and Lifelong Education, Michigan State University  
GURVINDER K. KHANEJA (Facilitator), Associate Director of Institutional Research, Montclair State University

The purpose of this study is to examine the impact of faculty use of diversity related activities on average institutional student engagement and gains in student learning. We find that students on campuses where faculty use diversity in their classroom instruction report greater educational gains and are more engaged in their learning.

11:10-11:50 a.m.

SCHOLARLY PAPER

Balboa, ST, Level 3

**Program Reviews: Making the Most of a Process to Improve Academic Programs (345)**

GITA W. PITTEP (Author), Associate Vice President of Academic Affairs, Florida A & M University  
HEATHER KELLY ISAACS (Facilitator), Assistant Director, University of Delaware

Program reviews became widely used as quality assurance activities in the United States beginning in the 1970s. Since then, they have become an essential component in demonstrating institutional effectiveness to accrediting bodies. The paper will discuss various approaches to reviews with a focus on a recently reengineered institutional program review process. The new process incorporates the traditional features of academic quality assurance as well as more recent accountability and assessment issues. An important feature of the reengineered program review is an increased emphasis on follow-up to ensure outcomes from the review that are designed to improve the academic programs.

11:10-11:50 a.m.

SCHOLARLY PAPER

Marriott Hall 3, NT, Lobby Level

**Developing Institutional Indicators: The Role of Institutional Research (482)**

GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University  
JOSETTA S. MCLAUGHLIN (Author), Director of the School of Management and Marketing, Associate Professor of Management, Roosevelt University  
LANCE KENNEDY-PHILLIPS (Author), Research Associate, DePaul University  
JULIE P. NOBLE (Facilitator), Principal Research Associate, ACT, Inc.

Universities are coming under increasing pressure to increase efficiency and accountability and enroll more students. Institutional researchers are responding by working to provide strategic data-driven decision support. While tools such as Key Performance Indicators and the Balanced Scorecard are useful tools, they lack the flexibility to describe the diverse, complex data requirements of successful universities. Institutional managers must make critical decisions based on data about learning processes, management of academic programs, and success of administrative support. This work shows how critical success factors can be identified and measured to derive Institutional Indicators within these three key decision domains.

11:10-11:50 a.m.

SCHOLARLY PAPER

Del Mar, ST, Level 3

**Quality Improvement: Contrasting 1999 and 2004 Faculty Views and Practices (485)**

GERRIE J. JACOBS (Author), Head: Office for Institutional Effectiveness, University of Johannesburg  
ANCI DU TOIT (Author), Coordinator of Quality Care, Rand Afrikaans University  
JACQUELYN STIRN (Facilitator), Retired

The purpose of this study is to explore and interpret possible changes in their views of quality and their implementation of certain quality care practices of the six faculties of a university in South Africa over a period of five years. The research focuses on the 2004-findings in comparison with corresponding 1999-findings. Meaningful conclusions could be made pertaining to the extent to which the quality care committees of the six faculties, five years since their constitution, perceive: (a) quality care as an important indicator of effectiveness and (b) themselves as the "true owners" of quality care-related activities

---



---

11:10-11:50 a.m.	SCHOLARLY PAPER	Green Room, ST, Level 3
------------------	-----------------	-------------------------

---



---

**Modeling Institutional Similarities: A Study That Explores Why Peers are Peers and The Validity of The Us News Framework for Assessing Quality (660)**

MIKE ROGERS (Author), Assistant Director for Institutional Research, University of the Pacific  
 ROBERT J. BRODNICK (Author), Director, Planning and Research and Assistant Professor, University of the Pacific  
 MARGARET K. COHEN (Facilitator), Assistant Vice President of Institutional Research, George Washington University

This study explored institutional similarities using modeling techniques in the national university population. Measures of proximity in national datasets shed light on the dynamics of peer group construction. Factors were identified that provide the foundation for peer similarities. Structural equation modeling yielded robust model fit; researchers choose to test the fit of the factors and weightings used in national rankings. Applications for higher education are: 1) the methods provide institutions with options to determine their own peers; 2) the framework aids the application of strategic indicators to institutional strategy; and 3) the validity of the US News framework is tested.

---



---

11:10-11:50 a.m.	SPECIAL EVENT	New York, NT, Lobby Level, Internet
------------------	---------------	-------------------------------------

---



---

**AIR Technology Institute Focus Group (761)**

MARY ANN COUGHLIN (Convener), Assistant Vice President for Academic Affairs and Associate Professor of Research and Statistics, Springfield College  
 ANTHONY BICHEL (Convener), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

This is an invitational event for the Technology Institute faculty to gain insightful information about enhancing the design and delivery of this professional development opportunity.

---



---

11:10-11:50 a.m.	SPECIAL INTEREST GROUP	Boardroom, ST, Level 3
------------------	------------------------	------------------------

---



---

**EAIR/AIR Seminar Planning Meeting (088)**

VICTOR M.H. BORDEN (Convener), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis  
 SANDRA K. JOHNSON (Convener), Associate Dean, Princeton University  
 ELLA KRUZINGA (Convener), Secretariat, European Association for Institutional Research  
 DENISE A. KRALLMAN (Convener), Assistant Director of Institutional Research, Miami University Oxford  
 ANDREEA M. SERBAN (Convener), Associate Vice President of Information Resources, Santa Barbara City College  
 TERRENCE R. RUSSELL (Convener), Executive Director, Association for Institutional Research

By Invitation Only: A joint EAIR/AIR planning meeting to consider and plan a joint EAIR/AIR seminar.

---



---

11:10-11:50 a.m.	VENDOR DEMONSTRATION	Anaheim, NT, Lobby Level
------------------	----------------------	--------------------------

---



---

**Assessment Resource Center (ARC): College BASE-General Education Assessment (E02)**

TIMOTHY H. PARSHALL (Presenter), Assistant Director, Assessment Resource Center University of Missouri-Columbia

College BASE, a criterion-referenced academic achievement examination, evaluates students' knowledge and skills in English, mathematics, science, and social studies, usually after a student completes a college-level core curriculum. Developed to provide colleges with an accurate assessment of academic progress, College BASE emphasizes concepts and principles derived from course materials.

Session participants will review the development of College BASE, the subjects and skills tested by the exam, and the testing formats. In addition, examples of institutional summary data and individual student reports will be provided. This session is of special interest to representatives seeking an instrument to assess institutional effectiveness.

---



---

12:00-12:50 p.m.	COMMITTEE MEETING	Newport Beach, ST, Level 4
------------------	-------------------	----------------------------

---



---

**Professional File Editorial Board Meeting (075)**

GERALD W. MCLAUGHLIN (Committee Chair), Director of the Office of Institutional Planning and Research, DePaul University  
 JESSICA S. KORN (Associate Committee Chair), Associate Director of Institutional Research, Loyola University of Chicago

Meeting for the members of the Professional File Editorial Board.

---



---

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Boardroom, ST, Level 3

**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, Your First College Year (YFCY), 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, YFCY, 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

New York, NT, Lobby Level, Internet

**Common Data Set Exchange (CDSX) Meeting (S39)**

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

The Common Data Set Exchange (CDSX) is a 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, an open meeting will be held to discuss the project. This session provides time for questions, comments, and ideas about the CDSX and how it can best serve institutions.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Leucadia, ST, Level 1

**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

Columbia 2, NT, Lobby Level

**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

Torrey 3, NT, Lobby Level

**SPSS Users (S60)**

ROBERT VALENCIC (Convener), Account Executive, SPSS Inc.

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

Torrey 1 &amp; 2, NT, Lobby Level

**SUNY Association for Institutional Research and Planning Officers (S62)**

KELLI A. PARMLEY (Convener), Director of Institutional Research, State University of New York at New Paltz

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

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Marriott Hall 5, NT, Lobby Level, Internet

**A Demonstration of Web Development for New SACS Process (S82)**

WILLIAM R. FENDLEY (Convener), Executive Director of Institutional Research and Assessment, The University of Alabama

The conveners plan to demonstrate a Web site recently developed by The University of Alabama for the purpose of complying with the new SACS reaffirmation process. The conveners would hope to get feedback and reaction to the development. There will be time for Q&A's, and if time is available, the audience will be asked to share their recent experiences or plans concerning the new SACS process.

Monday afternoon time 6

---



---

12:00-12:50 p.m. SPECIAL INTEREST GROUP Carlsbad, ST, Level 3
**Arab Americans (S92)**

EMAD M. WAJEEH (Convener), Director of Institutional Research, Planning and Assessment, Lynn University

This SIG includes Arab-American IR and Arab IR officers in Arabic universities. Anyone interested is encouraged to attend.

---



---

Monday afternoon time 6 - 7

---



---

12:00-1:40 p.m. SPECIAL EVENT Marina Ballroom Salon E, ST, Level 3
**Affiliated Groups Luncheon (Invitational Event) (006)**

DENISE A. KRALLMAN (Host), Assistant Director of Institutional Research, Miami University Oxford

---



---

1:00-1:40 p.m. AIR GRANT PAPER Mission Hills, ST, Level 3
**AIR GRANT PAPER: Factors Affecting the Retention, Persistence, and Attainment of Undergraduate Students at Public Urban Four Year Higher Education Institutions (716)**

KEVIN B. MURPHY (Author), Research Analyst, University of Massachusetts Boston

ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

Preliminary research into the populations of public urban four year higher education institutions indicates that race/ethnicity and Verbal SAT scores may be acting as proxies for immigration status and the use of a home language other than English. There are indications of differences in the behavior of immigrant/other language students that may impact retention, persistence, and attainment. This paper uses data from national surveys to construct and test models of these measures for large city institution populations compared to other public four year institutions, with a focus on immigration and language issues.

---



---



---



---

1:00-1:40 p.m. DEMONSTRATION Columbia 1, NT, Lobby Level
**Creating Assessors of Learning Outcomes in Student Affairs (164)**

KELLY E. WAHL (Author), Institutional Information Coordinator, University of California-Los Angeles

ELIZABETH STODDARD (Author), Assistant Vice President of Student Affairs, Loyola Marymount University

LINDA L. THOMAS (Facilitator), Administrative Aide, Illinois State University

Student affairs professionals engaged in best management practices 1) define learning outcomes that should be attained by the students they serve, and 2) participate in the assessment of those outcomes. Without these professionals' investment in and understanding of the assessment process and its value, learning outcomes cannot be measured effectively, and the use of assessment research in decision making becomes less likely. Diverse backgrounds of student affairs professionals may not include training in learning outcomes assessment; this demonstration session reenacts a successful method for developing the potential of student affairs professionals to assess their areas' learning outcomes.

---



---

Monday afternoon time 7

---



---

1:00-1:40 p.m. INVITED PAPER Marriott Hall 2, NT, Lobby Level
**The Research and Teaching Profile of Catalan-University Academics (728)**

MARINA TOMAS FOLCH (Author), Professor, Universitat Autònoma de Barcelona

We present the results of research aimed at studying the organizational and academic culture of universities in Catalonia (Spain) and their readiness to confront the upcoming challenges within the knowledge society. The research project examines different aspects of university culture such as: universities' aims, government and management, academics' research and teaching profiles, students' profiles, ICT integration, universities' innovations and establishment of university-society partnerships. To gather information on how universities are adjusting to continuous changes we developed a questionnaire, analysed documents, did some observations and interviewed experts. This particular paper is related to the academics' research and teaching profile.

---



---



---



---

1:00-1:40 p.m. INVITED PAPER Marriott Hall 4, NT, Lobby Level
**The Finnish Management by Results System on the Institutional Level (730)**

KARI KUOPPALA (Author), Researcher, University of Tampere

In this study it is analysed how the management by results strategy has changed the management together with the administrative system inside the universities in Finland. Empirically the study is based on the material collected from four comprehensive universities during the self evaluation of their internal administration. Theoretically it is based on higher education research. The reactive role of universities is explained by the conceptual framework of Burton Clark dealing with the entrepreneurial universities. Attention is paid to the strategic management of universities and to the practice of management by results.

---



---

1:00-1:40 p.m.

RESEARCH PRESENTATION

Atlanta and Chicago, NT, Lobby Level

**Affective College Adjustment Issues of Traditional and Non-Traditional Freshman Students (126)**

DORIS C. WITHERS (Author), Vice President of Institutional Assessment, Planning and Accountability, City University of New York  
Medgar Evers College

JUOLLIE CARROLL (Author), Director of Counseling Services, City University of New York Medgar Evers College

MITCHELL S. NESLER (Facilitator), Assistant Vice President for Academic Affairs, State University of New York Empire State College

This presentation will describe the purpose, method used, and the results of a study that assessed the affective issues of students who attend an urban commuter public college. The survey instrument, College Adjustment Scales (CAS), which provided a rapid method of screening college students for common developmental and psychological problems, was used. The resulting affective profiles of traditional and non-traditional freshman students based on age, sex, and time of class attendance will be presented. How the findings were used to inform students, enhance counseling, modify curriculum, improve student services and provide for additional assessment and research will be described.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Green Room, ST, Level 3

**Student Satisfaction Inventory: Understanding Demographic Factors that Affect Student Overall Satisfaction Ratings (134)**

PIYAPORN NAWARAT (Author), Assistant Director of Assessment, St. John's University

YUXIANG LIU (Author), Director of Institutional Assessment, St. John's University

SHEILA D. CRAFT (Facilitator), Strategic Planning Analyst, The Ohio State University

This study is designed to identify demographic factors that affect student overall satisfaction ratings and properly interpret these factors in the context of importance and satisfaction ratings. The data used in this study are the Student Satisfaction Inventory (SSI) data from a doctoral university. The sample size was 946. Identified as significant factors were choice of college when students were admitted, ethnicity, and gender. However, the same performance gaps for female and male made it difficult to draw the conclusion that female were more satisfied than male students although the overall satisfaction rating by female was higher than by male.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Laguna, ST, Level 1

**Persistence and Performance of Community College Students Transferring to a Private Research University (255)**

JOACHIM W. KNOP (Author), Associate Director for Institutional Research, George Washington University

KIM DAM (Author), Assistant Director of Academic Planning and Assessment, George Washington University

LINDA S. HAGEDORN (Facilitator), Associate Professor, University of Southern California

In this case study a private research university presents the academic outcomes of former community college students who were accepted as transfer students. Time to degree, institutional GPA, level of satisfaction with the educational experience, and level of intellectual challenge will be compared to the traditional first-time freshmen population and to the student population who transferred from four-year colleges and universities.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Carlsbad, ST, Level 3

**A Study on Withdrawn and Lapsed Doctoral Students (413)**

XUELUN LIANG (Author), Graduate Education Research Officer, University of Toronto

Findings of recent studies on time-to-degree at doctoral level often suggest that doctoral student attrition also deserves close attention from researchers. A survey was designed and conducted among withdrawn doctoral students from 1992 entering cohort with the intention of understanding why student withdrew from their programs and what caused withdrawals at different stages of Ph.D. studies. Approximately, 32% of the cohort withdrew or lapsed from programs as of Winter 2001 and about two thirds of them departed two or more years later after starting programs. Reasons for withdrawing varied considerably among students who departed at different stages of program.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Cardiff, ST, Level 3

**Benchmarking vs. Carnegie Classification vs. Aspiration Peers: A Model Utilizing Institutional Characteristics (418)**

R. STEPHEN RICARDE (Author), Director of Institutional Research, Planning, and Assessment, University of Richmond

ANGELA DETLEV (Author), Research Analyst, University of Richmond

CHARLYN S. FISHER (Facilitator), Director of Institutional Research and Assessment, York College of Pennsylvania

Institutions of higher education use peers for a variety of purposes and in a variety of ways. Institutions generally establish a "realistic" peer group, then select a group of so-called "aspiration peers" against which to measure progress. Peers are critical in providing these anchors for institutional benchmarking, analysis, and strategic planning. Choosing a list often becomes a very subjective task based upon reputation and anecdotal evidence. In order to build a group of peers for appropriate benchmarking, one institution developed an algorithm based upon institutional characteristic data available through IPEDS, U.S. News, HEDS, and Common Data Set.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Marriott Hall 6, NT, Lobby Level, Internet

**Transfer Student Success, Retention, and Graduation Metrics (420)**

LAWRENCE W. WESTERMEYER (Author), Director of Institutional Research, University of Missouri-Saint Louis  
 DONNA HAWLEY (Author), Director of Institutional Research and Professor, Wichita State University  
 JENNY LIU (Author), Assistant Director of Institutional Research, University of Nebraska at Omaha

Historically, most required federal and state reporting, as well as the vast majority of educational research, has focused on first-time, full-time, degree-seeking freshmen. However, at an increasing number of four-year institutions, transfers constitute the majority of students. There are no widely-accepted metrics for measuring progress of transfer students. The purpose of this session is to discuss work done by participants on this issue and start to examine appropriate metrics. Of particular interest is how to deal with the number of hours accepted by the four-year institution and its impact on calculating graduation rates.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Point Loma, ST, Level 1

**Administering Course Evaluations On-Line via Blackboard: Results So Far ... (613)**

JENNIFER L. DUNSEATH (Author), Director of Institutional Effectiveness, Kettering University  
 DONNA WICKS (Author), Kettering University

Blackboard has been in use on our campus since 2001. For reasons such as potential cost savings, error reduction and greater efficiency, a decision was made to pilot test Blackboard as a tool to administer undergraduate course evaluations on-line. Eighteen faculty volunteered to try it. Results of our first pilot test were favorable overall – both students and faculty preferred this method to the paper and pencil version. Results of all pilot tests as well as pros, cons and “how to’s” will be presented.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Marriott Hall 5, NT, Lobby Level, Internet

**How to Win Friends and Influence People: Perspectives, Lessons, and Suggestions from IR Newcomers (614)**

LISA S. O'LEARY (Author), Research Analyst, Tufts University  
 JESSICA SHARKNESS (Author), Research Analyst, Tufts University  
 ALAN J. STURTZ (Facilitator), Director of Institutional Research and Planning, Connecticut State University System

The evolving nature of the Institutional Research field has resulted in an influx of IR professionals that have been in the field for five years or less. Little is known about the experiences of such newcomers, as this topic is unexplored thus far in the IR research. This presentation will describe the results of a survey designed to better understand the experiences and perspectives of IR newcomers. The findings will be placed in the context of professional development issues and will provide guidance on how supervisors and peers alike can make new employees' transitions to IR as smooth as possible.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Solana, ST, Level 1

**The Care and Feeding of Standardized Test Scores (635)**

AMY E. SCHMIDT (Author), Executive Director, Higher Education Research, College Board  
 JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.

Learn how to apply the Standards for Educational and Psychological Testing to your own practice by attending this informative session, which will provide an overview of the appropriate use standardized test scores, the rights and responsibilities of test takers and test score users, and the ways in which institutional research professionals can participate in test score validation. Real-life examples will be used in the presentation, and attendees will have the opportunity to brainstorm solutions to their own validation challenges.

1:00-1:40 p.m.

SCHOLARLY PAPER

Columbia 2, NT, Lobby Level

**Big Can Be Great: Enhancing Undergraduate Education at Research-Extensive Universities (223)**

JOHN RYAN (Author), Coordinator of Academic Program Review, The Ohio State University  
 ROY D. IKENBERRY (Facilitator), Director of Institutional Research, Belmont University

This study examines the relationship between student engagement and students' reports of learning and development, likelihood of persistence, and ratings of their overall educational experience based on NSSE responses from over 1,500 first-year and senior students at a large, research-extensive university. Results from four regression models representing these dimensions of academic quality suggest that greater academic challenge, institutional emphasis on academic work and studying, and frequent, prompt feedback on academic performance may be the best strategies for enhancing undergraduate education at large, research-extensive universities. Findings and potential implications are discussed.

1:00-1:40 p.m.

SCHOLARLY PAPER

New York, NT, Lobby Level, Internet

**Variation in Student Survey Response Rates Across Institutions: Implications for Understanding Institutional Differences (273)**

STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University

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

JOHN A. MUFFO (Facilitator), Director of Academic Assessment, Virginia Polytechnic Institute and State University

This study explores the characteristics of colleges and universities that relate to student survey response rates. Using hierarchical linear modeling, we analyze survey data from 437 institutions that participated in the National Survey of Student Engagement in 2003 to understand why some schools have high student survey response rates, while others have low response rates.

1:00-1:40 p.m.

SCHOLARLY PAPER

Torrey 1 &amp; 2, NT, Lobby Level

**A Cross-Sectional Examination of the Effects of Student Engagement on Retention in Minority and Developmental Students (291)**

C. NATHAN MARTI (Author), Senior Research Associate, Community College Survey of Student Engagement

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

Cross-sectional examination of data obtained from the Community College Survey of Student Engagement (CCSSE) consistently indicates that there are disproportionate numbers of developmental and minority students with 15 credit hours or less. The possibility that student engagement in educationally meaningful activities explained this gap was examined. Results indicated that developmental and minority students and higher credit hour students were consistently more engaged than their counterparts. However, a lack of consistent interactions between student characteristics and credit hours suggest that the student characteristics examined and engagement have a consistently opposite relationship to persistence in college, but are orthogonal predictors of retention.

1:00-1:40 p.m.

SCHOLARLY PAPER

Torrey 3, NT, Lobby Level

**Gender Effect on Productivity: A Comparison Analysis of Part-time Faculty in Higher Education from NSOPF: 99 (318)**

WENFAN YAN (Author), Professor, Indiana University of Pennsylvania

YI GONG (Author), Teaching Associate, Indiana University of Pennsylvania

Decreasing budget forced higher education institutions to hire more part-time faculty, while increasing accountability for higher education raises the concern of their productivity. However, women are overrepresented in these part-time positions. This study will use the 1999 National Study of Postsecondary Faculty (NSOPF: 99) to examine the difference between female and male part-time faculty in terms of their productivities. Different predictive models of faculty productivity for female and male part-time faculty will be established. Findings of this study will provide policy implications for higher education institutions to take actions to increase the productivity for both female and male part-time faculty.

1:00-1:40 p.m.

SCHOLARLY PAPER

Balboa, ST, Level 3

**Departmental Support Implications for Technology Integration in the Community College Classroom (403)**

MARIETTA DEL FAVERO (Author), Assistant Professor, Louisiana State University

JAN HINSON (Author), Louisiana State University

MARGARET L. DALRYMPLE (Facilitator), Senior Institutional Research Analyst, Purdue University

Using data from a 2003-04 program to develop a replicable professional development model for technology integration in community and technical college (CTC) classrooms, this paper explores the departmental support structures implicated by the model. While student learning resulting from faculty instructional technology training was reported by 71% of the students to have increased, department chair support is required for sustainability of these practices in the newly developing CTC system in this southern state. The CBAM adoption model (Hall et al., 1975) is used to assess the kinds of department chair support required at each stage of the technology adoption process.

1:00-1:40 p.m.

SCHOLARLY PAPER

Leucadia, ST, Level 1

**Differences in Educational Attainment, Income, and Labor Force Participation among African and Afro-Caribbean Immigrants and Native-Born African-Americans (558)**

DANIEL TEODORESCU (Author), Director of Institutional Research, Emory University

VINCENT CARTER (Author), Information Analyst II, Emory University

JACQUELYN STIRN (Facilitator), Retired

This paper examines indicators of educational attainment, income, geographical mobility, and occupational status for black immigrants in the U.S. and native-born African-Americans. We will use data from the 2000 census and draw from the literature on immigration, assimilation, and educational attainment to explain our findings.



1:00-1:40 p.m. SPECIAL EVENT Marina Ballroom Salon E, ST, Level 3

**Affiliated Groups Luncheon (Invitational Event) (006)**

Continued from previous time period

1:00-1:40 p.m. TABLE TOPIC Del Mar, ST, Level 3

**Achieving the Dream: Community Colleges Count (T07)**

MARY BETH WORLEY (Author), Coordinator for Institutional Research, Dona Ana Branch Community College  
 FRED LILLIBRIDGE (Author), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch Community College  
 DAWN R. KENNEY (Author), Senior Research Analyst, Albuquerque Technical Vocational Institute

Achieving the Dream is a long term effort to improve the success rates of low-income and minority community college students by strengthening "certain institutional policies, practices and commitments." This session will provide an opportunity for participant to discuss the Lumina Foundation for Education's Achieving the Dream initiative. Panel members will share their experiences of their first year as recipients of this initiative.

1:00-1:40 p.m. VENDOR DEMONSTRATION Anaheim, NT, Lobby Level

**Runzheimer International: Purchasing Power Parity – Issues and Solutions (E03)**

KAYLYNN H. BURD (Presenter), Director of Business Development, Runzheimer International

Kay has worked with a number of universities to provide resources to researchers and administrators striving to address living-cost issues. This session will introduce you to the research methods and data bases offered by Runzheimer International, and their applications to faculty and staff salaries, student financial issues, and economic research.

1:00-2:30 p.m. PANEL Marriott Hall 1, NT, Lobby Level

**U.S. News & World Report's America's Best Graduate Schools Rankings: An Overview (111)**

SAMUEL M. FLANIGAN (Author), Deputy Director of Data Research, *U. S. News & World Report*  
 ROBERT J. MORSE (Author), Director of Data Research, *U.S. News & World Report*

The methodology used in the Medical, Law, Engineering, Education, Business, Ph.D. and the many other graduate degree rankings done by U.S. News. The history of the U.S. News Best Graduate Schools' rankings. A discussion of the various U.S. News graduate school publications and online resources where the graduate school rankings and school profiles appear.

1:00-2:30 p.m. PANEL Marriott Hall 3, NT, Lobby Level

**The CIRP Freshman Survey, YFCY, & CSS: Using Longitudinal Data to Assess Student Change and Development in College (269)**

LETICIA OSEGUERA (Author), Post Doctoral Scholar, University of California-Los Angeles  
 MARK L. GUNTY (Author), Assistant Director of Institutional Research, University of Notre Dame  
 SANDRA MARQUEZ HALL (Author), Manager, Assessment and Student Life Research, Texas Tech University  
 STEPHANIE R. WERNIG (Author), Director of Institutional Research, Creighton University  
 KIT MAHONEY (Facilitator), Business Manager, University of California-Los Angeles Higher Education Research Institution

This panel discusses the theory and application of longitudinal research in general and three CIRP surveys in particular: the Freshman Survey, Your First College Year (YFCY) Survey, and College Student Survey (CSS). These surveys collect valuable institutional and comparative data on a broad range of academic and co-curricular measures upon college entry, after the first year, and among upper division students, thereby generating valuable longitudinal data. Representatives from participating institutions will discuss their administration strategies and application of these longitudinal data to strengthen student assessment efforts and to enhance programs, policies, and pedagogies designed to meet the needs of students.

1:00-2:30 p.m. PANEL Marina Ballroom Salon F, ST, Level 3

**IPEDS on the Move: New Directions for Improvement (456)**

SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics  
 JANICE A. PLOTCHYK (Author), Team Leader, IPEDS Data Collection, National Center for Education Statistics  
 JANICE E. KELLY-REID (Author), Senior Survey Director, RTI International

This session will look at upcoming changes to the IPEDS program including the data collections, data dissemination tools, compliance, and any new regulations that will impact the work of institutional respondents and researchers. Panelists will cover various topics of interest to IRs as they relate to IPEDS, especially the new projects that have been undertaken this year. This panel discussion relates directly to several other sessions that are being presented throughout the Forum.

Monday afternoon time 7

Monday afternoon time 7 - 8

1:00-2:30 p.m.

PANEL

Marina Ballroom Salon G, ST, Level 3, Internet

**The National Community College Benchmark Project: Year One From Multiple Perspectives (543)**

JEFFREY A. SEYBERT (Author), Director of Institutional Research, Johnson County Community College  
 LARRY W. BUNCE (Author), Market and Survey Research Analyst, Johnson County Community College  
 TERRI M. MANNING (Author), Associate Vice President for Institutional Research, Central Piedmont Community College  
 JOHN D. PORTER (Author), Associate Provost for Institutional Research and Analysis, State University of New York System Administration

Community colleges have never had access to comprehensive national data for peer comparisons and benchmarking. The National Community College Benchmark project (NCCBP) was created to fill this important data/information gap. The NCCBP collects and reports a wide array of instructional, outcomes, workforce development, faculty, human resources, and finance variables, and allows live, real-time peer selection and benchmarking. This panel will review the project's first full year implementation. Specifically, the project's background and history will be described, aggregate national data presented, and participant experience and uses of results provided from both individual institution and large state system perspectives.

1:00-2:30 p.m.

PANEL

Santa Rosa, ST, Level 1

**Predicting and Optimizing for Success: Tips and Wits from Predictive Model Developers (644)**

TOM R. BOHANNON (Author), Assistant Vice President, Baylor University  
 WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University  
 DONALD A. GILLESPIE (Author), Associate Vice President for Institutional Research, Fordham University  
 MEIHUA ZHAI (Author), Director of Institutional Research and Reporting, George Mason University  
 SHUQIN GUO (Author), Education Research and Evaluation Consultant, California Department of Education

Five institutional researchers will discuss their experience developing predictive models. Specific topics are: (1) building cost-saving enrollment management models, (2) predicting degree attainment, (3) constructing models when data are available from only the admissions and student information systems and using these models to develop optimal policies and programs, (4) statistical and technology issues in forecasting, and (5) the need for multi-step approach in predicting student matriculation and academic performance success from recruiting through completion of the first year.

1:00-2:30 p.m.

PANEL

Marina Ballroom Salon D, ST, Level 3, Internet

**Data Mining - Concepts, Myths and Case Studies (650)**

JING LUAN (Author), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College  
 THULASI KUMAR (Author), Director Information Management and Analysis, University of Northern Iowa  
 LIN CHANG (Author), Director of Institutional Research and Analysis, Colorado State University - Pueblo  
 PAUL W. EYKAMP (Author), Coordinator of Long Range Enrollment and Analysis, University of California  
 SUTEE SUJITPARAPITAYA (Author), Director of the Office of Institutional Research, California State University-Sacramento  
 MICHAEL E. WILLIAMS (Author), President, The Austen Group  
 LYNNE M. STAMOULIS (Author), Director of Institutional Research, University of Hawaii at Hilo

Six panelists from across the county will start from data mining overview to individual case studies. Each case study addresses the data mining task, algorithms and methods utilized, results and lessons learned. They help to show how IR can benefit from this new technology. The case study topics vary from retention, prediction, to segmentation. Data used in the studies include both cross-sectional and longitudinal data. Practical steps for conducting data mining are illustrated. The panelists define data mining as a collection of techniques (both traditional statistics and data visualization and clustering), not by any particular software application or vendor.

1:50-2:30 p.m.

AIR GRANT PAPER

Mission Hills, ST, Level 3

**AIR GRANT PAPER: Experiences of Black Students at a Selective College (706)**

AUDREY ALFORQUE THOMAS (Author), Doctoral Student, Harvard University  
 ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

This study explores the experiences of low-income black students in a selective college where the majority of students are white. This is a pilot study for a larger research project. It is an analysis of three groups of data: in-depth interviews with students who are African American or second-generation black immigrant, interviews with student support services staff, and participant observation on campus. The paper looks at issues of discrimination and integration, and how these issues differ by family immigration history. The results point to a need for continued research in this area.

1:50-2:30 p.m.

BEST PAPER/PRESENTATION

Laguna, ST, Level 1

**ALAIR Best Paper - Designing a Blueprint for Program Evaluation: A Theoretical Approach to Evaluating a Retention Program (715)**

MIMI E. JOHNSON (Author), Director of Institutional Research, Strategic Planning and Institutional Effectiveness, Trenholm State Technical College

ANDREA C. AGNEW (Author), Director of Special Student Services, University of South Alabama

KRIS REED MASCETTI (Facilitator), Director of Institutional Research, Auburn University at Montgomery

This paper examines four basic types of evaluation approaches as they relate to collegiate retention programs. Approaches studied include: a) objectives-oriented, b) management-oriented, c) expertise-oriented, and d) participant-oriented. This paper also discusses common myths concerning evaluation and helps to answer the following questions: What is program evaluation? What can program evaluation accomplish in relation to retention programs? What questions should be considered when designing an evaluation for retention programs? Additionally, attention is given to planning, organizing, and collecting information, analysis of data, and interpretation of findings.

1:50-2:30 p.m.

COMMITTEE MEETING

Boardroom, ST, Level 3

**Nominating Committee (080)**

DENISE P. SOKOL (Committee Chair), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center

Meeting of the current members of the Nominating Committee.

1:50-2:30 p.m.

DEMONSTRATION

Marriott Hall 5, NT, Lobby Level, Internet

**The Role of IR in the Accreditation Self-Study: a Tale of Survival (672)**

ELENA V. BUBNOVA (Author), Director of Institutional Research, Truckee Meadows Community College

CHERYL SCOTT (Author), Research Analyst, Truckee Meadows Community College

“The Role of IR in the Accreditation Self-study: a Tale of Survival” is a demonstration session featuring the on-line self-study data inventory that helped a community college IR office support the data needs of the campus with maximum effect, minimum resources and without losing its sanity. The presentation outlines the approach taken by the IR staff from the initial assessment of prospective data needs to organizing the data into an on-line inventory. This presentation will be of interest to any IR professional, especially from those institutions who are preparing to begin the self-study process.

1:50-2:30 p.m.

INVITED PAPER

Carlsbad, ST, Level 3

**Community Universities and the Idea of Sustainability (721)**

MARILIA COSTA MOROSINI (Author), Professor, Pontificia Catholic University of Rio Grande do Sul

MARIA-ESTELA FRANCO (Author), Doctor and Professor/ Researcher, Federal University of Rio Grande do Sul - Brazil

This study analyses characteristics of the model of a sustainable university present in the community university – CU (a regionally-oriented non-public school of higher education), according to its managers. Its purpose is to identify institutional policies and establish perspectives. The concept of sustaining change and documental analysis is the basis for discussions. The results show expansion, diversification of knowledge areas and funding and stimulation of academic activities. The differences are the strengthening of the steering core and entrepreneurial culture. The challenge is to establish sustainable change and maintain the community character in spite of competition and resources.

1:50-2:30 p.m.

INVITED PAPER

Columbia 1, NT, Lobby Level

**Learning to Work, Working to Learn: Integrating Employability into the Curriculum (725)**

GAIL THOMPSON (Author), Principal Lecturer and Learning Development Manager, University of Sunderland Business School

This paper will discuss an innovative new course designed to attract workers in the North-East of England to part-time study in Business and Management. Key features of the course are:

- It is almost entirely work-based
- The programme is process-driven
- Students are able to complete their degree part-time in three years

The paper will cover the research that led to this initiative, discuss the structure and delivery of the programme, present findings from a detailed evaluation of the first cohort, and discuss how lessons learned from this initiative can support regional development objectives.

---



---

1:50-2:30 p.m.	OPEN HEARINGS	Marriott Hall 2, NT, Lobby Level
----------------	---------------	----------------------------------

**AIR Budget Briefing (036)**

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

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

---



---

1:50-2:30 p.m.	PANEL	Marriott Hall 1, NT, Lobby Level
----------------	-------	----------------------------------

**U.S. News & World Report's America's Best Graduate Schools Rankings: An Overview (111)**

Continued from previous time period.

---



---

1:50-2:30 p.m.	PANEL	Marriott Hall 3, NT, Lobby Level
----------------	-------	----------------------------------

**The CIRP Freshman Survey, YFCY, & CSS: Using Longitudinal Data to Assess Student Change and Development in College (269)**

Continued from previous time period.

---



---

1:50-2:30 p.m.	PANEL	Marina Ballroom Salon F, ST, Level 3
----------------	-------	--------------------------------------

**IPEDS on the Move: New Directions for Improvement (456)**

Continued from previous time period.

---



---

1:50-2:30 p.m.	PANEL	Marina Ballroom Salon G, ST, Level 3, Internet
----------------	-------	--

**The National Community College Benchmark Project: Year One From Multiple Perspectives (543)**

Continued from previous time period.

---



---

1:50-2:30 p.m.	PANEL	Santa Rosa, ST, Level 1
----------------	-------	-------------------------

**Predicting and Optimizing for Success: Tips and Wits from Predictive Model Developers (644)**

Continued from previous time period.

---



---

1:50-2:30 p.m.	PANEL	Marina Ballroom Salon D, ST, Level 3, Internet
----------------	-------	--

**Data Mining - Concepts, Myths and Case Studies (650)**

Continued from previous time period.

---



---

1:50-2:30 p.m.	RESEARCH PRESENTATION	Atlanta and Chicago, NT, Lobby Level
----------------	-----------------------	--------------------------------------

**Immigrant Students and Students from Immigrant Families: Their Aspiration, Retention and Academic Success during the Freshman Year (133)**

YING ZHOU (Author), Assistant Director, George Mason University

ZHAO ZHANG (Facilitator), Senior Enrollment Analyst, Purdue University

This research compares the entering characteristics, retention and academic success of native-born students and foreign-born students during their first-year of college. It uses the student enrollment data and freshmen survey data of a large, public, metropolitan university. Three groups of students are identified: native-born students whose parents were also native-born, native-born students whose parents were foreign-born, and foreign-born students. This research found differences among three groups regarding their educational aspirations, college expectations, and attitudes and goals. Although the difference of average GPA is not statistically significant, children of immigrants have the highest first-year retention rate.

---



---

1:50-2:30 p.m.	RESEARCH PRESENTATION	Columbia 2, NT, Lobby Level
----------------	-----------------------	-----------------------------

**Exploring The Relationship between Students' Spatial Ability and Their Performance in the Introductory Graphical Communications Course (232)**

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

KAREN WEBBER BAUER (Facilitator), Director of Institutional Research and Associate Professor, The University of Georgia

The Institutional Research office was contacted by a professor who serves as the coordinator for a required course on graphical communications about three years ago. The professor is interested in using a standardized spatial ability test to gather baseline information on incoming students' spatial ability. With three years worth of data in hand, the professor has requested the IR office to probe the relationship between students' spatial ability and their performance in the required course and identify opportunity for improving spatial ability of students. This presentation will briefly examine the literature on the concept and review the results of research.

1:50-2:30 p.m.

RESEARCH PRESENTATION

New York, NT, Lobby Level, Internet

**Academic Performance Awards: Rewarding Faculty for Student Success (314)**

FAY S. PARHAM (Author), Executive Director, Middle Tennessee State University

The purpose of this project was to improve the institution's current system for rewarding, via Academic Performance Awards, academic departments whose graduating seniors performed well on their major field exit exams. The calculation method used since 1997-98 produced inconsistent and, at times, unfair results. The committee established to address the problem faced the rejection of its first proposal and the need to quickly put together a new, and acceptable, proposal in just a few weeks so awards could be announced at the fall convocation. Tables will be presented to illustrate the different approaches considered by the committee.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Torrey 3, NT, Lobby Level

**Faculty Course Evaluations: Implementation and Implications for Assessment (324)**

ELAINE W. KUO (Author), Research Analyst, University of California-Los Angeles

NIDA DENSON (Author), Research Analyst, University of California-Los Angeles

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

Course evaluations can be a crucial part of any assessment effort because they can provide useful feedback. When our institution launched a new curricular effort, our office thought about ways to make course evaluations useful and relevant, especially for participating faculty. Our decision to expand beyond student course evaluations and implement faculty course evaluations was prompted by the belief that both sets of perspectives provides a more complete reflection of the seminar experience. In our presentation, we share the process of creating, implementing, and analyzing these faculty course evaluation surveys. We also discuss how this information is being disseminated.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Cardiff, ST, Level 3

**Characteristics of Non-Returning Students from The University of Alabama: 2002 and 2003 Freshmen Cohorts (425)**

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

WILLIAM W. HUGHES (Author), Senior Programmer Analyst, The University of Alabama

WILLIAM R. FENDLEY (Author), Executive Director of Institutional Research and Assessment, University of Alabama

SAM TROTHER (Author)

In an effort to better understand some of the dynamics of attrition from the University students in two freshmen cohorts were studied. The EnrollmentSearch® Service of the National Student Clearinghouse was utilized to determine subsequent enrollment by former students. Some of the findings were that departing students that enrolled elsewhere were more inclined to transfer to an institution close to their hometown. Also, a student's academic performance at the University impacted their path after their departure. Students that performed more poorly were more apt to completely dropout rather than continue their education at another institution.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Marriott Hall 6, NT, Lobby Level, Internet

**The Different Experiences of Transfer Students: Problems and Successes in Transferring to a Four Year Institution (447)**

ANTHONY RESTAR (Author), Evaluator, University of Arizona

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

This presentation will highlight the varying experiences and performance of community college transfer students, as well as university students who take community college courses. Since there are many types of transfer students, with a multiplicity of credentials and backgrounds, their performance upon transfer also differ greatly. This presentation will discuss methodological challenges that face analysts in researching these students; more important, it will sort specific factors that enable success upon transfer and those that do not. This presentation will use a course articulation assessment process to highlight potential problems and successes that may be responsible for grade variations.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Point Loma, ST, Level 1

**Seamless Survey Research Using Scannable Surveys and SPSS Tables (621)**

EDWARD V. CHAPEL (Author), Associate Vice President Information Technology, Montclair State University

GURVINDER K. KHANEJA (Author), Associate Director of Institutional Research, Montclair State University

Survey research is an integral function within any IR office. Montclair State University standardized the survey research process in order to answer the high demand for survey research services. Specifically, we fine-tuned the survey research process to minimize handling while still providing professional quality results. Using Remark OMR software and the Tables module of SPSS resulted in a presentation or publication ready report that was timely, easy-to-generate and accurate. Plus, it required no manual editing, which increased the effectiveness and efficiency of the office. Challenges and directions for Survey research will be discussed in detail.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Solana, ST, Level 1

**Exploring an Institution's Character through its Students: Using CIRP Data, Peer Groupings, and Innovative Graphics (637)**

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

ROBERT J. BRODNICK (Author), Director of Planning and Research and Assistant Professor, University of the Pacific

LISA G. CHUCK (Facilitator), Assistant Director, Accreditation, Assessment and Data Administration, University of Central Florida

Students and faculty help define an institution. By better understanding the nature of its students, a university can better understand itself. Seeking to employ the richness of the CIRP data, researchers at a California university constructed multiple peer groupings based on institutional characteristics, then compared the responses of freshmen across these groups. An innovative technique using graphics and internet hyperlinks was employed to present the highly complex results. The visual presentation technique showed success in campus presentations as audience members easily understood the complex comparison data and quickly absorbed the meaning. The result was a deepening of institutional understanding.

1:50-2:30 p.m.

SCHOLARLY PAPER

Marriott Hall 4, NT, Lobby Level

**Qualitative Assessment and Ethical Guidelines (282)**

KATHY K. FRANKLIN (Author), Associate Professor of Higher Education, University of Alabama

JEAN CHI-JEN CHEN (Facilitator), Assistant Director for Institutional Research, University of North Dakota

Qualitative assessment tools offer institutional researchers with another method for collecting learning outcomes data that is information-rich, authentic and performance-based. Each tool provides researchers with a different perspective on the achievement of student cognitive, affective, and skills-based learning outcomes. Because qualitative assessment tools place the researcher with the researched in the same space at the same time, there are a myriad of ethical considerations that go beyond the scope of traditional quantitative assessment tools. The purpose of this presentation is to explore the use of qualitative assessment of student learning and the ethical protocol necessary to protect students.

1:50-2:30 p.m.

SCHOLARLY PAPER

Torrey 1 &amp; 2, NT, Lobby Level

**The Pre-college Characteristics and Experiences of Minority Students Committed to the Biomedical and Behavioral Sciences (296)**

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

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

LETICIA OSEGUERA (Author), Post Doctoral Scholar, University of California-Los Angeles

VICTOR AENZ (Author), Research Analyst, University of California-Los Angeles

JUNE CHANG (Author), Research Analyst, University of California - Los Angeles

NIDA DENSON (Author), Research Analyst, University of California-Los Angeles

OSCAR CERNA (Author), Research Analyst, University of California-Los Angeles

CYNTHIA MOSQUEDA (Author), Research Analyst, University of California-Los Angeles

LINA LOPEZ (Author), Research Analyst, University of California-Los Angeles

GORDON J. HEWITT (Facilitator), Director of Institutional Research, Hamilton College

Using data from the Cooperative Institutional Research Program (CIRP), this study examined the characteristics and pre-college experiences of underrepresented minority students who show a commitment to the biological or behavioral sciences. Key characteristics included high degree aspirations and a drive to achieve, strong study habits in high school, and attending college to prepare for graduate school. While underrepresented minority students' responses on these items exceeded those of their peers, they also report additional barriers. These findings have implications for institutional practice on how to build upon underrepresented students' entering dispositions to ensure their long-term retention and success in these fields.

1:50-2:30 p.m.

SCHOLARLY PAPER

Balboa, ST, Level 3

**Revisiting the H.S. Core Curriculum in Admitting Probationary Students (405)**

TARA R. WARNE (Author), Associate Research Analyst, University of Missouri-Columbia

TOYCEE HAGUE-PALMER (Facilitator), Program Review Coordinator, The Ohio State University

This study examines the characteristics of students admitted on academic probation at a large public Midwestern university. Ordinary least squares and logistic regression techniques were used to analyze the impact of high school preparation and performance on the retention and success rates of students admitted on academic probation from 1999-2002. The findings at this stage of the project suggest that high school course-taking patterns and performance in the high school core curriculum need to be given greater weight than do standardized test scores in making admissions decisions for academically at-risk students.

1:50-2:30 p.m.

SCHOLARLY PAPER

Del Mar, ST, Level 3

**An Examination of Higher Education and Community Partnerships: Implications for Institutional Research (501)**

MESUT AKDERE (Author), Assistant Professor, University of Wisconsin-Milwaukee  
TOBY MARSHALL EGAN (Author), Associate Professor, Texas A&M University  
HAROLD V. HARTLEY (Facilitator), Director of Research, Council of Independent Colleges

Using survey research, the paper examines two different dimensions of higher education-community partnerships. First, it identifies the challenges, problems, and the role of higher education and community partnerships in higher education. Second, considering graduate students as integral part of such partnerships, the paper explores the expectation of conducting research and assesses graduate students' challenges, problems, and overall the contribution of research to the graduate school experience. This paper contributes to our understanding of how partnerships interact and what solutions the higher education may offer to advance collaborative efforts and how institutional research and practice interact at the graduate school level.

1:50-2:30 p.m.

SCHOLARLY PAPER

Leucadia, ST, Level 1

**The First Cohort of Tennessee Merit-Based Scholarship Recipients (562)**

RICHARD TUCKER (Author), Associate Director of Assessment and Evaluation, Tennessee Higher Education Commission  
ERIK C. NESS (Author), Graduate Student, Tennessee Higher Education Commission

Our project is the first systematic effort to conduct a comprehensive data-based analysis of the country's newest merit-based aid scholarship program, Tennessee Education Lottery Scholarship (TELS), on college access and college choice. We have been granted complete access to the student-level fall enrollment data obtained from every public and private institution in the State of Tennessee. Moreover, we will simultaneously be provided with student-level data regarding the college choices of every merit-based recipient. This will allow us to provide a descriptive/exploratory overview of the demographic composition, and college location choices, of the first cohort of Tennessee's merit-based aid recipients.

1:50-2:30 p.m.

TABLE TOPIC

Newport Beach, ST, Level 4

**College Student Experiences among Asian International Graduate Students at a Four-Year Private University (T02)**

YEH HUEICHEN (Author), Doctoral Student, University of Denver

This study was designed to study the college student experience among the Asian international graduate students at a private university in the winter of 2003. The study survey included the fourth edition of the College Student Experience Questionnaire (CSEQ) and a list of additional twenty questions. A total of 70.2 percent response rate was done in the study, which 205 valid surveys were collected. Three hypotheses were examined in the study. Correlation and ANOVA were appropriately used to analyze the data and answered the hypotheses and research questions.

1:50-2:30 p.m.

VENDOR DEMONSTRATION

Anaheim, NT, Lobby Level

**Collegiate Learning Assessment: New Measures For Benchmarking Undergraduate Student Development (E04)**

MARC CHUN (Presenter), Research Fellow, RAND Council for Aid to Education

A new set of assessment tools are now available for measuring institutional contributions to undergraduate student learning. RAND's Collegiate Learning Assessment (CLA) project presents measures that are performance-based, administered wholly online, and chart growth in critical thinking, analytic reasoning and written communication skills. The measures simulate real-world scenarios and through open-ended responses assess students' demonstrated ability. The discussion will focus on ways the CLA can be used in institutional self-assessment and inter-institutional comparisons as a means to support curricular reform and academic program improvement (including studies of the retention and academic success of minority students).

2:40-3:10 p.m.

AFTERNOON TEA BREAKS

San Diego Ballroom

**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.

Monday afternoon time 8

Monday afternoon time 9

3:20-4:00 p.m.

AIR GRANT PAPER

Mission Hills, ST, Level 3

**AIR GRANT PAPER: The Effect of Socioeconomic Status on Year-to-Year Persistence of First-Generation and Continuing-Generation College Students at Two-Year and Four-Year Institutions (705)**

JIM S. SETTLE (Author), Director of Residence Life, Texas State University  
 VINAYKUMAR RAMACHANDRA (Facilitator), Database Coordinator, Southeastern Louisiana University

Predicting the persistence of first-time, full-time students through their first year of college to the second year of college is a growing social and financial concern for postsecondary education. This study will use data collected through the Beginning Postsecondary Students (BPS) 96/98 survey to examine the persistence of college students from the first-year to the second-year at both two-year and four-year institutions. This study will also examine the impact of socioeconomic status and other factors on the year-to-year persistence of first-time entering college students.

3:20-4:00 p.m.

BEST PAPER/PRESENTATION

Carlsbad, ST, Level 3

**MDAIR Best Presentation: Converting Data into Decisions: A Data-Fueled Architecture (745)**

ALAN J. HARMON (Author), Technical Director for Institutional Research, United States Naval Academy

Every organization has the components for success: people, processes, and technology. This case study illustrates an implementation of a structured model approach in developing information delivery for decision-making. The goal of an IR office is to provide assistance in creating "actionable intelligence" and not just reports. This presentation shows the methodology used in the maturation of data from databases, a data warehouse, predictive analysis, to decisions. Integration of data and predictive capability allows leveraging technical solutions with a minimum of resources. Data, a corporate asset, is the fuel that feeds the knowledge engine to turn data into measurable actions.

3:20-4:00 p.m.

BEST PAPER/PRESENTATION

New York, NT, Lobby Level, Internet

**TENNAIR BEST PAPER: Using Scholarship Management Research to Optimize the Impact of Scholarship Funds: An Introduction to Scholarship Yield Analysis (746)**

GLENN W. JAMES (Author), Director of Institutional Research, Tennessee Technological University  
 CHRISTOPHER J. MAXWELL (Facilitator), Research and Planning Analyst, Purdue University

Scholarship aid continues to be crucially important in attracting and retaining students in higher education institutions. Institutional researchers can help their institutions to maximize the impact of available scholarship funds, helping both the students and the institution overall in the most effective way. An ongoing study of scholarship offers and matriculation at a public university revealed notable results, with implications for immediate adjustment of scholarship policy and practice, and helping the institution to begin to improve the management of its vitally important scholarship funds. Scholarship management research, an introduction to scholarship yield analysis, and the role of interdisciplinary teams and institutional researchers are addressed.

3:20-4:00 p.m.

INVITED PAPER

Marriott Hall 4, NT, Lobby Level

**Collaboration/Competition Crossroads: National/Supranational Higher Education Policies on a Collision Course (732)**

GLENYS PATTERSON (Author), Senior Lecturer, Massey University

In the context of higher education, the paper explores the nature of the General Agreement on Trade in Services (GATS) negotiation process and obligation framework, with examples, considers whether GATS is needed to support a country's 'export education' and what a country could do to protect its higher education system from the impact of a GATS involvement. Various nations' effects of participation are discussed, including the illustrative case of New Zealand where, due to an early locked-in GATS involvement and subsequent changes of government and direction, higher education operates along disparate national (collaborative) and supranational (competitive) policy roadways. How can, or should, the tension be resolved?

3:20-4:00 p.m.

INVITED PAPER

Marina Ballroom Salon F, ST, Level 3

**Globalization and Graduate School: Analyzing New Data on International Graduate Student Flows (751)**

HEATH A. BROWN (Author), Director of Research and Policy Analysis, Council of Graduate Schools  
 MARIA A. DOULIS (Author), Council of Graduate Schools  
 HELEN S. FRASIER (Author), Council of Graduate Schools  
 KENNETH A. SMITH (Facilitator), Research Associate, Southeastern Louisiana University

Globalization in graduate education once meant educating international students largely at U.S. colleges and universities; however, the ability of American graduate schools to attract international students has been affected by the growth of international graduate programs, post-911 visa and immigration policy changes and altered international perceptions of the U.S. This paper uses survey data on international graduate student applications, admissions and enrollments to assess recent changes in international graduate student enrollments and consequent responses by graduate schools. This paper will also pose broader questions about interpreting the importance of these changes for the future of American graduate schools.



3:20-4:00 p.m.

RESEARCH PRESENTATION

Columbia 1, NT, Lobby Level

**General Education Gains for Graduates of One State's Largest Community College (203)**

LAURA JENSEN (Author), Research Analyst, Front Range Community College

PATRICIA A. MEADE (Author), Registrar/Director of Institutional Research, Front Range Community College

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

This state has experienced multiple evolutions of accountability reporting. The current study attempts to respond to these demands by demonstrating graduates' general education gains at the state's largest community college. By utilizing the ACT and the CAAP, the current study offers a performance indicator of relative general education gains. Results indicate that compared to the national reference group, a significantly higher proportion of this college's graduates demonstrate expected/higher than expected gains.

3:20-4:00 p.m.

RESEARCH PRESENTATION

Marriott Hall 1, NT, Lobby Level

**Transfer Students' Persistence and Contribution to College Graduation Rate (229)**

LILLIAN Y. ZHU (Author), Director of Institutional Research, State University of New York College at Brockport

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

As the majority of the graduation class, transfer students are neither being counted into the college graduation rate nor giving entrant institutions positive effect on retention. The study examines 1500 students of 2000-01 transfer cohorts in a public four-year institution. From the institution point of view, the study tries to answer: (1) Who are the transfer students in our institution, their pre-college preparation, college performance, and their persistence; (2) What are the differences between transfers from two-year colleges and other four-year institutions; (3) What factors determine transfer students' degree attainment? Implication and discussion follow the results reporting.

3:20-4:00 p.m.

RESEARCH PRESENTATION

Columbia 2, NT, Lobby Level

**Predicting Student Retention at Community Colleges: Developing a Causal Model (235)**

LIJUAN A. ZHAI (Author), Research Analyst, San Diego Community College District

REYNALDO I. MONZON (Author), Manager of Institutional Research, San Diego State University

WILLIAM GRIMES (Author), Manager of Institutional Research and Planning, San Diego Community College District

MARGARET A. DRAIN (Facilitator), Research Associate II, Houston Community College System

The purpose of this study is to develop a causal model to predict community college student retention. Bean and Metzner's (1985) model of non-traditional undergraduate student attrition serves as the theoretical framework for this study. Based on Bean and Metzner's model, a path model is proposed which includes 6 composites of variables as the predictors of retention. To examine the relationships among variables, structural equation modeling (SEM) statistics are performed. It is hoped that this model can be used to explain the phenomenon of student attrition at community colleges and identify variables that are associated with student retention.

3:20-4:00 p.m.

RESEARCH PRESENTATION

Laguna, ST, Level 1

**Assessing Mission at a Religious Based Institution- Challenges and Response (271)**

ERIN R. NEWBERG (Author), Director of Institutional Research, Alvernia College

VALI HEIST (Author), Director of Policy, Planning and Accreditation, Alvernia College

One of the greatest challenges of an Office of Institutional Research at any religiously-based institution is how to assess the needs of its' students in relation to the mission of the college. To do this, colleges need to determine both what students need and how the college can meet these needs. This requires assessing the spirituality of students—where they are, where they want to go, and how the institution can assist in those goals. This presentation will share the on-going struggle and innovative steps one institution has taken to meet this daunting task.

3:20-4:00 p.m.

RESEARCH PRESENTATION

Torrey 1 &amp; 2, NT, Lobby Level

**Essential Planning Factors in Creating New or Expanding Existing Health Professions Programs (301)**

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

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

RACHEL DYKSTRA BOON (Facilitator), Graduate Assistant, Indiana University

Health professions programs, particularly those in the allied health professions and nursing, find themselves in an environment of increasing workforce demand for graduates and, as a result, frequent pressure to create new or expand existing programs.

Covered will be a set of critical factors that any institution should consider prior to making program changes. Economic, geographic and related factors will be addressed from the perspective of the individual discipline, institution, and state. Best practice responses will be covered, as well as current and anticipated trends in health care that impact the need for programs and graduates.

3:20-4:00 p.m.

RESEARCH PRESENTATION

Torrey 3, NT, Lobby Level

**Teacher as Scholar and Scholar as Teacher: Assessing Quality in an Undifferentiated Higher Education System (329)**

SUJATA N. GAMAGE (Author), Director of Education Applications, LIRNEasia  
 KATHY MARLOCK (Facilitator), Director of Academic Assessment, Webster University

The higher education system in Sri Lanka presents an undifferentiated system where 13 higher education institutions of varying size and maturity coexist without a clear identification of the mission for each. All are undergraduate institutions with research capacity and graduate education concentrated in some departments that are spread across several institutions. A critical review of the concepts of scholarship found in the literature, a simplified approach to assessing quality of education in an undifferentiated system, and an application of the approach is presented.

3:20-4:00 p.m.

RESEARCH PRESENTATION

Balboa, ST, Level 3

**Promoting Student Success: Using Data to Connect and Inform Admissions, Advising, and Retention Practices (407)**

MARTHA L.A. STASSEN (Author), Director of Assessment, University of Massachusetts  
 MARILYN H. BLAUSTEIN (Author), Director of Institutional Research, University of Massachusetts Amherst  
 BRYAN C. HARVEY (Author), Associate Provost for Planning and Assessment, University of Massachusetts Amherst

At our large public research-intensive university we are developing intentional and productive data-driven linkages across the various enrollment management elements on our campus (i.e., admissions goals and decisions, retention prediction, student support, orientation, and advising), using a number of separate databases to inform institutional practice and facilitate bridges between academic and student affairs.

3:20-4:00 p.m.

RESEARCH PRESENTATION

Green Room, ST, Level 3

**The SHEEO State Higher Education Finance Report for FY 2003-04 (529)**

DAVID L. WRIGHT (Author), Senior Research Analyst, State Higher Education Executive Officers  
 HANS P. L'ORANGE (Author), Director of Data and Information Management, State Higher Education Executive Office  
 ROBERT K. TOUTKOUSHIAN (Facilitator), Associate Professor, Indiana University Bloomington

Comparative state or institutional finance data have become more central to assessing the effectiveness, efficiency, and adequacy of higher education funding policies. This session will present findings from the SHEEO State Higher Education Finance (SHEF) study, an annual analysis of enrollment and finance data collected from the fifty states. The presentation will explain the rationale for and development of cost adjustments and common metrics that allow for valid comparisons of finance data over time and across states. Interactive Web-based analysis tools will also be introduced.

3:20-4:00 p.m.

RESEARCH PRESENTATION

Solana, ST, Level 1

**Using The Action Research Model to Assess First-Year Experience Programs (642)**

MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University Purdue University Indianapolis  
 SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis

Implementing comprehensive assessment methodologies to assess the first-year of college a large, public university has many challenges given the complexity and diversity of programs. This presentation will describe the development of strategies that result in genuine commitment and support for on-going program and institutional improvements. We propose that the action research model enhances effective communication of assessment findings, on-going learning and change, and understanding of progress toward achieving critical learning outcomes and unit goals. During this session we will explain the main tenets of this paradigm and provide examples of how we have used action research to assess learning outcomes.

3:20-4:00 p.m.

SCHOLARLY PAPER

Atlanta and Chicago, NT, Lobby Level

**Understanding the Construction and Experiences of Diversity of Asian American Students (139)**

AMANDA KIM (Author), Post-Doctoral Fellow, The University of Michigan  
 SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, University of California-Los Angeles  
 TERRA SCHEHR (Facilitator), Director of Institutional Research and Planning, Mills College

Diversity is considered to be imperative to the role of institutions of higher education in shaping the development of young adults (Smith & Schonfeld, 2000). Asian Americans represent a significant portion of the structural diversity on many campuses of higher education. However, despite their numeric representation, the rhetoric of "model minority" and the conditional nature of their status as "Americans" in this country, continue to shape the reality and the development of Asian American college students. Consequently, Asian American student focus groups across five institutions were asked to share their thoughts on the construction and experiences of diversity.

3:20-4:00 p.m.

SCHOLARLY PAPER

Cardiff, ST, Level 3

**Merging Institutional Research, Strategic Planning, and Campus Space Planning (435)**

ROBERT J. THOMPSON (Author), Director of Institutional Planning, Research and Effectiveness, East Carolina University  
 BRUCE FLYE (Author), Director of Campus Space Planning, East Carolina University  
 CLIFFORD ADELMAN (Facilitator), Senior Research Analyst, United States Department of Education

In 2002, ECU combined two traditionally separate planning functions together in one office. Traditionally compiling detailed student, enrollment, and faculty data is the responsibility of the IR unit, while campus space analyses and planning are the responsibility of other units in a university. This presentation describes how ECU has combined those functions and how the subsequent integration has improved the campus' ability to conduct space analyses and planning, improved the IR unit's understanding of potential uses for the data, and is leading to a broader campus involvement in the planning and management of an expensive limited resource.

3:20-4:00 p.m.

SCHOLARLY PAPER

Marriott Hall 6, NT, Lobby Level, Internet

**Becoming a Changemaster: The Role of Institutional Research in Educational Change (489)**

RUTH V. SALTER (Author), Assistant Director of Institutional Research and Policy Analysis, Valdosta State University  
 ROBERT F. DALY (Facilitator), Assistant Vice Chancellor, Institutional Planning, University of California-Riverside

Change is the only constant in today's higher education environment. During this transformational period characterized by declining state support, increased accountability and pressure for more new and creative ways to approach challenges, institutional research professionals have the option to react to change or drive and inform change. This presentation will summarize and discuss current literature on institutional change from leaders in both the public and private sectors and apply them to the context of institutional research. The presenter will distill these leadership concepts into concrete approaches institutional researchers can use to take a proactive role in transforming the university

3:20-4:00 p.m.

SCHOLARLY PAPER

Del Mar, ST, Level 3

**Peer Group Analysis: For Administrators Only? (502)**

TARA R. WARNE (Author), Associate Research Analyst, University of Missouri-Columbia  
 KATHRYN M. SCHMIDTKE (Author), Graduate Research Assistant, University of Missouri-Columbia  
 D. LANETTE VAUGHN (Author), Associate Analyst for Institutional Research, University of Missouri System  
~~M. KATHLEEN LEONARD-GETTY (Author), Institutional Research Assistant, University of Missouri-Columbia~~  
 CHRISTOPHER M. ANTONS (Facilitator), Director of Institutional Research and Planning Support, Willamette University

Using new institutionalist and political theoretical frames we ask, do we expect peer analyses to contribute to organizational learning? If so, how does this learning occur? More specifically, what do we want comparative data to tell us? Do peer analyses drive institutional change processes? Should they? With these theoretical questions in mind we explore the practices of a large Midwestern public research university regarding the uses of peer analyses and information flow throughout the institution. We examine the kinds of peer analyses conducted, and the decision situations in which they are deployed.

3:20-4:00 p.m.

SCHOLARLY PAPER

Leucadia, ST, Level 1

**The Influence of Multiple Institution Transfer Patterns on Undergraduate Degree Attainment and Time-to-Degree (565)**

CELINA SIMA (Author), Associate Dean for Academic Affairs, University of Illinois at Chicago  
 PATRICIA S. INMAN (Author), Assistant to the Vice Chancellor, University of Illinois at Chicago  
 EDITH H. CARTER (Facilitator), Assistant Professor of Educational Research, Radford University

Students are moving among postsecondary institutions with increased fluidity. Due to increasing numbers of transfer students, and the more varied and complex progression of students through higher education, transfer and articulation concerns have become more prominent issues in higher education policy discussions. This study focuses on one aspect of the increased complexity of transfer patterns and degree attainment. The purpose of this study is to examine how multiple institution attendance patterns influence degree attainment and time-to-degree within one state.

3:20-4:00 p.m.

TABLE TOPIC

Newport Beach, ST, Level 4

**Assessment of Student Learning and the Institutional Self-Study for the Higher Learning Commission of the North Central Association (T03)**

ROBERT B. WILKINSON (Author), Director of Analysis, Planning and Assessment, Pittsburg State University

The focus of this round-table discussion will be to focus on issues pertaining to assessment and the HLC-NCA self-study process. This will be an opportunity for participants to explore ways of assessing and reporting institutional assessment activities in the self-study.

3:20-4:00 p.m.

VENDOR DEMONSTRATION

Anaheim, NT, Lobby Level

**WEAVEonline<sup>SM</sup> Web-Based Assessment Management Can Make All the Difference! (E05)**

JEAN M. YERIAN (Presenter), Director of Assessment, Virginia Commonwealth University

Seeking a Web-based tool to support assessment, regional and disciplinary accreditation, annual reporting, program review, and external reporting? Virginia Commonwealth University is licensing institutions for its WEAVEonline<sup>SM</sup> subscription service. WEAVE is an assessment cycle for programs to: **Write** expected outcomes/objectives; **Establish** criteria for success; **Assess** performance against criteria; **View** assessment results; and **Effect** improvements through actions. Academic programs align student learning outcomes in the major and general education, via both annual assessment and curriculum mapping. Academic and administrative programs relate contributions to institutional priorities and strategic planning. WEAVEonline's <sup>SM</sup> powerful administrative workspace facilitates aggregated reporting and other high-level functions. Come critique!

3:20-4:50 p.m.

PANEL

Marina Ballroom Salon D, ST, Level 3, Internet

**U.S. News & World Report's America's Best Colleges Rankings-What's New for 2005? A Review of Key Methodology Changes From 2004 and a discussion of What's Ahead for 2005 (110)**

ROBERT J. MORSE (Author), Director of Data Research, *U.S. News & World Report*  
SAMUEL M. FLANIGAN (Author), Deputy Director of Data Research, *U.S. News & World Report*

The presentation will cover key methodology changes from the America's Best Colleges rankings published in August 2004. A discussion of methodology and presentation issues being contemplated for 2005. Details on the various U.S. News publications and U.S. News efforts to communicate with AIR members. Overview of usnews.com Web site and how it could be useful to AIR members.

3:20-4:50 p.m.

PANEL

Marina Ballroom Salon E, ST, Level 3

**An Action Inquiry Approach to Institutional Research for Student Retention and Institutional Change (430)**

EDWARD P. ST. JOHN (Author), Professor, University of Michigan  
GLENDA DROOGSMA MUSOBA (Author), Policy Analyst/Associate Director, Indiana University Bloomington  
JOHN M. BRAXTON (Author), Associate Professor, Vanderbilt University  
VICTOR M.H. BORDEN (Author), Associate Vice Chancellor and Associate Professor, Indiana University Purdue University Indianapolis  
DONALD R. HOSSLER (Author), Acting Vice Chancellor of Enrollment Services, Indiana University Bloomington  
JEFFERY S. MCKINNEY (Author), Associate Director, Indiana University  
JAIME L. PHILLIPS (Facilitator), Strategic Planning Analyst, The Ohio State University

This panel presents an inquiry, evidence-based approach to campus change for IR. They attempt to bridge the gap between scholarly research for journals and applied research techniques for institutional needs. We summarize the published research on student retention and persistence and an examination of applied research from campus IR offices. We introduce a way that action inquiry can be used in institutional planning and change. We will discuss the campus support process, including campus specific examples of data analysis, the inquiry process on campuses, and the ways in which IPAS helps to facilitate the inquiry process on campuses.

3:20-4:50 p.m.

PANEL

Marina Ballroom Salon G, ST, Level 3, Internet

**Benchmarking Community College Instructional Costs and Productivity: The Kansas Study (535)**

JEFFREY A. SEYBERT (Author), Director of Institutional Research, Johnson County Community College  
K. PATRICIA SUMNER (Author), Information Analyst, Johnson County Community College  
CHARLES L. VAN MIDDLESWORTH (Author), Director of Research and Assessment, Metropolitan Community Colleges Administrative System Office  
GEORGE E. MALO (Author), Assistant Vice Chancellor of Research and Assessment, Tennessee Board of Regents

In fall 2002, the Institutional Research Office at a large, mid-western comprehensive community college received a grant of more than \$282,000 from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education to create a national community college instructional cost and productivity data system. This project, the Kansas Study, collects and reports cost and productivity data at the discipline level, and allows live, real-time peer selection and benchmarking. The panelists will review the project's background and history, present first-year national aggregate data, and describe participant experiences and uses of results from both individual institution and large state system perspectives.

3:20-4:50 p.m. PANEL Marriott Hall 2, NT, Lobby Level

**Using National Student Clearinghouse Data in Institutional Research: Opportunities, Applications, and Strengths/Limitations (643)**

GILLIAN BUTLER (Author), Administrative Analyst, University of California-Davis  
PATRICK C. PERRY (Author), Vice Chancellor of Technology, Research and Information Services, California Community Colleges  
VINCENT A. NOVACK (Author), Director Institutional Research, California State University-Long Beach  
STEVEN P. CHATMAN (Author), Director, University of California-Davis  
JEFF TANNER (Author), Vice President, National Student Clearinghouse

In an era of resource constraints and falling response rates, the National Student Clearinghouse provides a low-cost, non-obtrusive source of third-party data about student enrollments that has exciting applications for institutional research. The panel presents an overview of Clearinghouse offerings, examples of various applications of the data in specific research efforts, and an examination of the strengths and weaknesses of using this data source.

3:20-4:50 p.m. PANEL Point Loma, ST, Level 1

**Lessons Learned: Educating Three Generations of Institutional Researchers (731)**

ROBERT H. FENSKE (Author), Professor, Arizona State University-Main  
LARRY G. JONES (Author), Senior Public Service Associate, University of Georgia  
GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington  
MARVIN W. PETERSON (Author), Professor of Higher Education, University of Michigan  
JOAN S. STARK (Author), Professor Emerita and Dean Emerita, University of Michigan  
PATRICK T. TERENZINI (Author), Distinguished Professor, Penn State University  
J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University  
CAMERON L. FINCHER (Author), Regents Professor of Higher Education and Psychology, University of Georgia  
STEPHEN L. CHAMBERS (Facilitator), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs  
WILLIAM E. KNIGHT (Facilitator), Director of Planning and Institutional Research, Bowling Green State University

The panelists comprise distinguished AIR members who have dedicated a good part of their individual careers in preparing institutional researchers in formal higher education settings. Collectively, the panel has helped produce some of the leading institutional research professionals. The panelists will provide their own insights into the essential components of a proper education in institutional research, how these components have changed, and how the future education of institutional researchers may be different from the present day.

3:20-4:50 p.m. PANEL Santa Rosa, ST, Level 1

**Organizational Development of State Affiliates (748)**

VERNA L. DEWEES (Author), Assistant Vice Chancellor of Academic & Student Affairs, Texas A & M University System  
MARYANN S. RUDDOCK (Author), Associate Vice President and Director, Office of Institutional Research, University of Texas at Austin  
JAMES R. MONTGOMERY (Author)  
JAMES F. TRAINER (Author), Director of Planning and Assessment, Villanova University

The organizational development of state-level AIR affiliates is the focus of this panel. With a number of AIR's affiliates reaching the 30 year mark in their history (SAIR, TAIR, etc.), organizational theory concerning the maturity of organizations has a lot to offer our state affiliates. State affiliates all face a number of common issues: non-profit status, managing of finances, size and scope of professional development activities, etc., which will be addressed. State-level affiliates can learn from one another in "how to run an organization" - this panel will facilitate that exchange of information.

3:30-4:10 p.m. VENDOR DEMONSTRATION Marriott Hall 5, NT, Lobby Level, Internet

**NSF's WebCASPAR Integrated Science and Engineering Resources Data System (E14)**

JAMES W. FIRNBERG (Presenter), Consultant,  
LAURA WILLIAMS (Presenter), WebCASPAR Data Manager, QRC Division of Macro International Inc.

This presentation will demonstrate NSF's WebCASPAR Integrated Science and Engineering Resources Data System, which provides access to NSF and NCES survey data useful to institutional researchers. WebCASPAR emphasizes science and engineering (S&E) data for U.S. institutions, but its data resources also provide information on non-S&E fields and higher education in general. Several sample tables will be created to demonstrate the data available, the steps involved in creating a table, and the features of the system. Recent improvements to the system will be highlighted, and plans for future improvements will be described.

Monday afternoon time10 - 11

Monday afternoon time 11

4:10-4:50 p.m.

AIR GRANT PAPER

Mission Hills, ST, Level 3

**AIR GRANT PAPER: Language, High School Sports Teams and Clubs and the Educational Outcomes of Hispanic Students (712)**

FERNANDO LOZANO (Author), Doctoral Student, University of California

This paper analyzes the role that participation in high school clubs and sports teams have on the future educational outcomes of Hispanic students. Using a nationally representative sample of high school students, this analysis differentiates outcomes between Hispanic students whose primary home language is English, and those whose primary home language is not English. It is hypothesized that, while there are benefits from participation in high school clubs and sports for all ethnic groups, the latter group accrues greater benefits from these activities since they empower Non-English speaking students to assimilate faster into an English speaking culture.

4:10-4:50 p.m.

BEST PAPER/PRESENTATION

New York, NT, Lobby Level, Internet

**SEAAIR Best Paper: TBD (767)**

PETRINA FAUSTINE (Author), Researcher, Widyatama University

4:10-4:50 p.m.

INVITED PAPER

Carlsbad, ST, Level 3

**Learn More about the AIR Grant Programs and How to Obtain Funding (762)**

KAREN WEBBER BAUER (Author), Director of Institutional Research and Associate Professor, The University of Georgia  
 ANTHONY BICHEL (Author), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

Participants will discuss the AIR Grant Programs.

4:10-4:50 p.m.

PANEL

Marina Ballroom Salon D, ST, Level 3, Internet

**U.S. News & World Report's America's Best Colleges Rankings-What's New for 2005? A Review of Key Methodology Changes From 2004 and a discussion of What's Ahead for 2005 (110)**

Continued from previous time period.

4:10-4:50 p.m.

PANEL

Marina Ballroom Salon E, ST, Level 3

**An Action Inquiry Approach to Institutional Research for Student Retention and Institutional Change (430)**

Continued from previous time period.

4:10-4:50 p.m.

PANEL

Marina Ballroom Salon G, ST, Level 3, Internet

**Benchmarking Community College Instructional Costs and Productivity: The Kansas Study (535)**

Continued from previous time period.

4:10-4:50 p.m.

PANEL

Marriott Hall 2, NT, Lobby Level

**Using National Student Clearinghouse Data in Institutional Research: Opportunities, Applications, and Strengths/Limitations (643)**

Continued from previous time period.

4:10-4:50 p.m.

PANEL

Point Loma, ST, Level 1

**Lessons Learned: Educating Three Generations of Institutional Researchers (731)**

Continued from previous time period.

4:10-4:50 p.m.

PANEL

Santa Rosa, ST, Level 1

**Organizational Development of State Affiliates (748)**

Continued from previous time period.

4:10-4:50 p.m.

RESEARCH PRESENTATION

Columbia 1, NT, Lobby Level

**Do Learning Outcomes Make a Difference: An Empirical Study of How Knowledge and Attitudes Toward the Learning Environment are Affected by Course-Level Student Learning Outcomes (266)**

PATRICIA MARSH (Author), Interim Assistant Director of Assessment and Program Review, Kansas State University  
 JULIE C. FULGHAM (Facilitator), Associate Director of Planning, Evaluation and Institutional Effectiveness, Mississippi State University

Empirical research on the impact of student learning outcomes on knowledge, attitudes, and utilization by students is rare. This study examined how student learning outcomes at the course level impacted students. Two instructors teaching multiple sections of introductory psychology provided their students with either course-specific student learning outcomes or topics covered in the course. Comparisons were made between the two groups on their knowledge of psychology; attitudes toward the discipline, course and instructor; and their self-assessments of progress achieved throughout the semester. Regression analyses indicated that learning outcomes significantly predict students' knowledge, attitudes, and progress within the introductory course.

4:10-4:50 p.m.

RESEARCH PRESENTATION

Torrey 1 &amp; 2, NT, Lobby Level

**The Push and Pull Factor Effect: What Motivates Doctoral Students to Choose the Faculty Career Path? (303)**

CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation for the Advancement of Teaching  
 CHRIS GOLDE (Author), Senior Scholar, The Carnegie Foundation for the Advancement of Teaching  
 ALEXANDER C. MCCORMICK (Author), Senior Scholar, Carnegie Foundation for the Advancement of Teaching

The study is an exploratory effort to investigate how doctoral students' perceptions and interests vary on the common facets of faculty career and how their perceptions influence their career options. The study developed a natural grouping of doctoral students based on selected factors perceived as pulls or pushes associated with faculty career. Five distinct types of doctoral students are found—Strivers, Onlookers, Teachers, Family Oriented, and Researchers. This study revealed that students differ in their goals and experiences in a doctoral program and understanding these differences is crucial to the success of doctoral education.

4:10-4:50 p.m.

RESEARCH PRESENTATION

Marriott Hall 6, NT, Lobby Level, Internet

**Developing and Using a Faculty Flow Model (340)**

WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University  
 ROBERT W. ZHANG (Author), Associate Director of Institutional Research, Bowling Green State University

Systematically tracking retention, tenure, and promotion rates of faculty members is an important management and IR issue at institutions of all types. This presentation highlights the development and use of a faculty flow model that tracks these employment outcomes for multiple faculty cohorts and summarizes the results. Use of the data for an analytic study of significant effects on these variables will also be highlighted. A discussion of pragmatic issues of obtaining the necessary data, resolving data anomalies, and dealing with associated campus politics will also be included.

4:10-4:50 p.m.

RESEARCH PRESENTATION

Cardiff, ST, Level 3

**Financial Aid and Student Persistence in a Large Public University System (438)**

DAVID BLOUGH (Author), Institutional Planner, University of Wisconsin System  
 JOHN RYAN (Facilitator), Coordinator of Academic Program Review, The Ohio State University

As public colleges and universities raise tuition in response to state budget cuts, financial aid assumes ever-increasing importance. One concern: is there sufficient aid to remove economic barriers to student persistence? Statistical analysis of a large public university system shows that students who rely solely on need-based financial aid have higher unmet need and are less likely to persist, even when differences in demographics and high school achievement are controlled for. This finding, along with analysis of differences in the type of aid available to different groups, yields policy implications relevant to advocacy for increased state-funded need-based aid.

4:10-4:50 p.m.

RESEARCH PRESENTATION

Del Mar, ST, Level 3

**Comparing Transfer Students' Performance at a Four-Year University by Types of Associate Degrees and Delivery Methods (506)**

ZHAO YANG (Author), Research Statistician, Old Dominion University  
 MARTHA SMITH SHARPE (Author), Director of University Planning and Institutional Research, Old Dominion University

Most research on transfers has focused on comparisons with native students in traditional classroom settings. The popularity of distance education programs makes it important to track student success. This study investigates transfer students' academic performance at a four-year university. Analyses are prepared by campus of enrollment (main vs. sites) and by associate degree status (AA/AS, AAS, no degree). GPA, retention and graduation rates are analyzed. Results show different patterns for those finishing degree at sites. In general, students transferred with AA/AS degrees show higher retention and graduation rates, while AAS group falls behind. Implications of findings are discussed.

4:10-4:50 p.m.

RESEARCH PRESENTATION

Leucadia, ST, Level 1

**Quantitative Models of Accountability: Theory and Application (602)**

NANCY P. GOLDSCHMIDT (Author), Associate Vice Provost, Oregon Health and Science University

DENNIS HOCEVAR (Author), Clinical Professor, University of Southern California

VIKTOR BRENNER (Facilitator), Research Analyst, Waukesha County Technical College

There are five quantitative models of institutional accountability currently in use. These are:

- Criterion Referenced Status Models
- Normative Status Models
- Efficiency Models
- Growth Models
- Value-added Models

In this proposed “workshare” session, we will provide an expository presentation on each of the aforementioned quantitative models that will help the audience:

- Understand the statistical or psychometric assumptions that underlie each approach.
- Understand when each approach can be appropriately applied.
- Apply each approach at their home institution.

4:10-4:50 p.m.

RESEARCH PRESENTATION

Marriott Hall 1, NT, Lobby Level

**NCAA Reporting for Division III Schools (750)**

ERIC M. HARTUNG (Author), Associate Director of Research, National Collegiate Athletic Association

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

This session will review the NCAA reporting requirements of Division III schools. It will cover financial aid reporting and a presentation of the newly developed NCAA Data Management System that will be available this year.

4:10-4:50 p.m.

SCHOLARLY PAPER

Atlanta and Chicago, NT, Lobby Level

**Arizona Minority Access, Affordability, and Success in a Changing Higher Education Marketplace (143)**

JOSE LUIS SANTOS (Author), Director, Latina/o Policy Research Initiative, University of Arizona

TOM RHODES (Author), Research Specialist, University of Arizona

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

In 2004 the Arizona Legislature commissioned a study on postsecondary access and success for minority students in Arizona. The report, titled “Arizona Minority Access, Affordability, and Success in a Changing Higher Education Marketplace” utilizes a mixed-method approach, including document analysis of state policies, descriptive statistics of enrollment patterns and degree attainment by race/ethnicity at various state institutions, and provides a detailed analysis of the “college affordability gap” for Arizona’s low-income families. Preliminary results from the study were available in Fall 2004, with the final report to be released in January of 2005. This presentation highlights the findings of that research.

4:10-4:50 p.m.

SCHOLARLY PAPER

Columbia 2, NT, Lobby Level

**Toward Improving the Assessment of the Validity of Test Score Interpretations and Portfolio Assessments (242)**

CHARLES SECOLSKY (Author), Director of Institutional Research and Planning, County College of Morris

LINDA J. SAX (Facilitator), Associate Professor and Associate Director of HERI, University of California-Los Angeles

Validity refers to the adequacy and appropriateness of test score interpretations. This conception of validity represents a paradigm shift from the traditional divisions of validity: content, criterion-related and construct. Yet, interpretations of test results for tests containing flawed items may be of lesser value. Hierarchical testlets in the form of testlet item pairs were used to help identify potentially defective items. Four indices are proposed to indicate the extent to which the items and the total scores on a test are associated with validity. A high value of one of the indices means that test score interpretations can be considered more meaningful. Portfolio assessments are also discussed.

4:10-4:50 p.m.

SCHOLARLY PAPER

Laguna, ST, Level 1

**The Relationship Between Personal and Social Growth and Involvement in College and Subsequent Alumni Giving (276)**

JAMES THOMAS (Author), Director of Institutional Research, Freed-Hardeman University

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

MARSHA V. KROTSSENG (Facilitator), Chief Planning Officer, Valdosta State University

This longitudinal study investigated 2 factors to determine their relationship to alumni giving at a small religiously-affiliated university. The college’s contribution to one’s personal and social growth was measured using the ACT College Outcomes Survey. Level of involvement in extracurricular activities was obtained from university records. Giving records were examined for approximately 1800 students who graduated over a period of 10 years. Discriminant analysis and multiple regression were used to see if either variable (college’s contribution to growth or involvement) could distinguish donors from nondonors and high donors from low donors. There are implications for student affairs and university advancement personnel.



4:10-4:50 p.m.

SCHOLARLY PAPER

Torrey 3, NT, Lobby Level

**The Importance of Teacher Job Satisfaction and its Implications (334)**

TONY FONG (Author), Teachers College, Columbia University

KATHY MARLOCK (Facilitator), Director of Academic Assessment, Webster University

In this paper I analyze how job satisfaction affects the economic productivity of the teacher, measured by the amount of time the teacher works outside of school hours. I then use a two-layered model to decompose teacher satisfaction into four domain satisfactions regarding personal growth, student misbehavior, outside responsibilities, and administrative support. The datasets used in these analyses come from the School and Staffing Survey and the Early Childhood Longitudinal Survey. The results show that 1.) job satisfaction positively affects teacher effort and 2.) job satisfaction is determined by such factors as professional development, administrative paperwork, and school size.

4:10-4:50 p.m.

SCHOLARLY PAPER

Green Room, ST, Level 3

**The Effects of Performance Indicators on Research Quality in Colleges and Universities (547)**

JUNG-CHEOL SHIN (Author), Assistant Minister, South Korea Ministry of Education

SANDE D. MILTON (Author), Professor, Florida State University

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

The purpose of this study is to explore the effects of performance indicators (PIs) in relation to research quality in colleges and universities nationwide using longitudinal data from the IPEDS, the WebCaspar, Web of Science. To measure institutional research quality, this study will use number of publications in SCI, SSCI, and A&HCI journals. In order to explore the effects of PIs, the institutional performance of states with research quality indicators will be compared to the institutional research quality of states without research quality indicators. For the statistical analysis on the changes of research quality, HLM growth analysis will be applied

4:10-4:50 p.m.

SCHOLARLY PAPER

Solana, ST, Level 1

**Calculating GPAs to Account for Differing Grading Stringency and Special Talents in Specific Fields (646)**

MICHAEL K. TAMADA (Author), Director of Institutional Research, Occidental College

A. SRIKANTA RAO (Facilitator), Director of Institutional Analysis, Assessment and Evaluation, Tuskegee University

Many researchers have discovered differing GPAs across fields, with natural science courses typically having the lowest grades and humanities courses the highest. We have an "identification problem" in explaining this pattern: are high grades due to better quality students? Or to easier grading, or easier material? This paper describes a regression-based technique that not only measures the stringency of grading across fields and permits us to estimate students' "true" GPAs, but also measures special talents, wherein certain types of students may do well in certain subjects but not in others.

4:10-4:50 p.m.

SPECIAL INTEREST GROUP

Newport Beach, ST, Level 4

**Illinois Association for Institutional Research (IAIR) (S26)**

MARILYN MURPHY (Convener), Vice President of Planning and Assessment, Menlo College

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

4:10-4:50 p.m.

TABLE TOPIC

Marriott Hall 3, NT, Lobby Level

**Let's Talk About Dashboards (T11)**

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

ROBERT SCHULTZ (Author), Director of Institutional Analysis, University of Saskatchewan

Currently there are a variety of strategic management reporting tools available to institutional researchers: 1) Balanced Scorecard, 2) Baldrige Seven Quality Criteria, 3) Strategic Performance Measures, 4) Six Sigma, 5) Performance Indicators and 6) Dashboard Indicators. This Table Topic will focus on one method — institutional dashboard indicators. Simply described, a dashboard is a one- to two-page document that presents critical information (indicators) in a succinct, easily understood, visually appealing format. This will be an opportunity for participants to share their current work, to discuss the range of approaches that have been taken, and share experiences regarding implementation.

4:10-4:50 p.m.

VENDOR DEMONSTRATION

Anaheim, NT, Lobby Level

**SAS Made Easy: An Introduction to Enterprise Guide (E06)**

JERRY OGLESBY (Presenter), Director of Higher Education Consulting, SAS Institute Inc.  
SUE WALSH (Presenter), Higher Education Consultant, SAS Institute Inc.

The purpose of this presentation is to show you how SAS Enterprise Guide (EG) can be used for all your teaching and research needs - whether you are an experienced SAS user or have never used SAS before. EG is a thin client interface to the SAS System that provides you transparent access to data, point-and-click usability, a customizable user interface, and easy export of your results to other software applications. This demonstration will introduce you to EG to explore and analyze data and then use the output to write reports and give presentations about your findings.

4:10-4:50 p.m.

VENDOR DEMONSTRATION

Marriott Hall 5, NT, Lobby Level, Internet

**Scantron: Class Climate is Scantron's Ultimate Tool for Survey-Based Evaluation in Education (E15)**

JANET WOO (Presenter), Account Executive, Scantron Corporation

Class Climate's Web-based architecture makes it easy to roll out. It allows you to conduct hundreds of surveys using a mixed online and paper/pencil approach through a central server. Distributed scanning and a Web-based form designer add additional functionality for distributed campus environments. The Class Climate solution handles questionnaires for programs of study, student services, course lectures, seminars, lab exercises, alumni surveys and more. Class Climate provides professional reporting and powerful benchmarking features. The integrated norm and benchmarking options, PDF feedback reports, and quality management views give you all you need for the implementation of enterprise wide feedback reporting.

4:10-4:50 p.m.

INVITED PAPER

Marriott Hall 4, NT, Lobby Level

**Examination as an Enacted View of Knowledge: Internal Development Versus External Demands (733)**

ASA LINDBERG-SAND (Author), Senior Lecturer and Assistant Professor, Lund University

A shift in the perspectives of knowledge in society is noted, concerning epistemological questions, inherent in reflective modernity. Knowledge is seen more relative to human circumstances. Swedish HE assessment has undergone a similar shift, supported by a grading-system with the option of awarding students only pass/fail. Simultaneously teaching is affected by massification and quality-systems, exerting new coordination demands of evidence of learning. Assessments were studied to understand social and formal conditions on their design. Examination appears as expanding and formally invisible webs of assignments, loosely coupled to formal systems. Assessment design develops detached from external demands, such as the Bologna process.

4:10-5:40 p.m.

SPECIAL INTEREST GROUP

Balboa, ST, Level 3

**Foundations Institute Focus Group (Invitational Event) (S78)**

The PDS Committee will be holding a Foundations Institute focus group to enhance this professional development offering for AIR members.

5:00-5:40 p.m.

OPEN HEARING

Marriott Hall 2, NT, Lobby Level

**AIR Executive Director Transition Committee Seeks Your Comments (768)**

DENISE P. SOKOL (Convener), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center  
SANDRA K. JOHNSON (Convener, Associate Dean, Princeton University  
DAWN GERONIMO TERKLA (Convener), Executive Director of Institutional Research, Tufts University

AIR Executive Director Terry Russell will be retiring from his position in January 2008 and the AIR Board is beginning the process of identifying a new executive director. The Transition Committee has arranged for this session to solicit membership comments, recommendations and other input concerning the functions, characteristics, experience, and qualifications that AIR should look for in its search for the new executive director.

5:00-5:40 p.m.

POSTER

San Diego Ballroom

**All AIR Poster Session (repeat presentation of Sunday AIR Poster Sessions) (749)**

- 107 - Fulfillment of Student Expectations at a Senior Public University: The CIRP – CSS Surveys Connection
- 112 - A Comparison of Student Satisfaction Among White Students and Students of Color at a Metropolitan Public University
- 114 - Getting in and Getting out: How Different Are Transfer Students from Native Students in Pursuing a Degree at a Metropolitan University?

Monday afternoon time 11

Monday afternoon time 11 - 12

Monday afternoon time 12

- 116 - Distinguishing Traditional from Nontraditional Undergraduates: Simplistic Methods May Mask Modern Trends
- 120 - Exploring Undergraduate Retention at a Research Extensive Institution Using CIRP, YFCY, and Institutional Data
- 122 - Why Do Students Leave Online Courses? Attrition in Community College Distance Learning Programs
- 129 - Student Roles in Assessment: Informants...But Also Users and Collaborators
- 130 - A Qualitative Assessment of a Summer Bridge Program's Contribution to the Persistence and Development of Underrepresented Students of Color at a Selective, Predominantly White Institution
- 138 - Extracurricular Reading Habits of College Freshmen in Taiwan - A National Survey
- 141 - The Influences of Institute Types and College Majors on College Freshmen's Psychosocial Development and adjustment in Taiwan
- 144 - Volunteer and Community Service Engagement and Diversity Competence: The Dynamic Linkage
- 145 - Examining School Pride and Student Success
- 151 - A Qualitative Study of the Social Construction of Ethnic Identity as a Critical Student Development Outcome in Higher Education
- 152 - Using Technology to Track and Demonstrate Student Participation and Success in a Large Freshman Orientation Program
- 153 - Research on College Choice and Persistence Using National Databases
- 155 - A Look at the Class of 2004: Are Today's Students Unique?
- 158 - Using NSSE Data to Study Student Engagement Patterns by Retention and Graduation Rates
- 201 - Building a Bridge from Mission to Student Outcomes
- 214 - Conducting General Education Outcomes Assessment Through A Capstone Course: A Case Study at a University
- 216 - Nuggets from NSSE: Evidence for the Assurance of Learning
- 224 - "Negative Retention" – About the Unwanted Side-Effects of Remedial Education and Organizational Opportunities to Improve Governance and Advising
- 227 - An Admissions Outcomes Study: A Report on a Work-In-Progress
- 228 - Best Practices in Diversity: Analyzing and Benchmarking Data on Students with Disabilities
- 231 - General Education Achievement of Adult and Traditional Age Students
- 239 - Does Location Matter? A Comparison of Third-Year Medical Student Performance in Two Cohorts
- 240 - Assessing Broad Affective Student Outcomes: Using Surveys and Focus Groups to Define and Understand the Ineffable
- 243 - A Longitudinal Approach to Examine the Association between NSSE Data and Persistence
- 245 - Evaluation of a New General Education Assessment: The Collegiate Learning Assessment (CLA)
- 267 - Predicting General Education Outcomes: Factors That Impact Student Performance on the Academic Profile Test
- 278 - Student Teaching and Classroom Diversity
- 289 - Examining the Promise of Summer Bridge Programs: Participants' Academic Success Utilizing Control Group Comparisons
- 292 - Student Perspectives on the Impact of Study Abroad
- 298 - Measuring Student Experiential and Academic Assimilation in a First-Year Seminar Course
- 305 - Four Years Later: Student Perceptions of a Freshman Experience Program at the End of Their Undergraduate Careers
- 307 - Tracking Faculty Uses of Online Learning Tools: A Statewide Perspective
- 315 - Student Evaluation of Faculty: Does Faculty Rank Really Matter?
- 316 - Two Years into It: Working to Put a Tiered Course Evaluation System Online

- 330 - Preparing Community College Faculty for Teaching Excellence: A Model Graduate Certificate Program
- 332 - Factor Analysis in the Development of Online Course Evaluation Instrument
- 335 - Programme Improvement Through Alumni Research (PITAR): A Collaborative Project Between Three UK Higher Education Institutions
- 341 - Implementation of the Academic Curriculum Review and Evaluation System
- 408 - College Choice: So Why Did You Choose to Attend This Institution?
- 410 - Degree Completion of Vocational Education Graduates in Public Higher Education
- 412 - The Impact of Late Registration on Community College Students
- 423 - Mission Possible?: Mission Statement Analysis
- 427 - Hidden Roles of Information in Planning: A Tool for the Commonweal or Deception?
- 455 - Staff and Faculty Commuting Behaviors at a Research University
- 467 - Students on the Move
- 474 - Setting and Evaluating Minority Enrollment Goals: How Do We Constructively Use Mortenson's Underrepresented Minority Equity Index?
- 475 - The Organic Environmental Scan: Adding Outside Perspective to Planning
- 476 - The Missing Link: Evaluating a Strategic Plan Initiative
- 480 - Connections between College Student Eagerness to Participate in Orientation Programming and Registration for First-Year Coursework and Their Persistence to The Second Year
- 488 - Institutional Costs by Mission Type
- 504 - The Minnesota Post-Secondary Enrollment Options Program: Career and Technical Education as a Focus for Promoting High School to College Transitions
- 509 - Meeting the Challenge of Nursing Shortage
- 521 - Good Intentions Aren't Enough - A Case Study of Institutional Impact as a Result of a Policy Decision Based on Insufficient Data
- 532 - The Road to Continuous Improvement: Is it paved with AQIP?
- 536 - Student Transfer from Private Postsecondary Institutions to Florida's Public Universities
- 549 - Improving Institutional Research Through Collaboration: Six Components to Effective Initiatives
- 554 - Higher Education Mergers and Acquisitions
- 603 - Student Rating of Teaching Effectiveness: A User Guide from Administration to Statistics
- 606 - Response Rates for an Online Course Evaluation System: Pilot Test Results Across Three Quarters
- 608 - Enrollment Patterns, Academic Performance, and Financial Aid in First Year Retention - A Data Mining Study
- 612 - Analysis of Aid to Education by Institutional Type
- 615 - Continuous Improvement: Tools to Choose and Use
- 616 - A Practical Guide to Using Logistic Regression to Locate Optimal Cutoff Scores for Admissions and Placement
- 619 - Cohort 99: Tracking Students First Entering the College in Fall 1999
- 639 - Overcoming Non-Response: Lessons Learned Migrating to a Web-Based Platform
- 667 - Excel-Based Assessment System (EBAS)
- 678 - An Alternative Method for Retention Analysis: Discriminant Function Analysis
- 680 - How to Pull and Post Data: Simple, Effective Distribution of Information, with Special Reference to the Datatel Information System

684 - The Institutional Research Friday Factoid Contest

691 - The Role of Institutional Research in Course and General Education Assessment and Program Review

699 - Development of an Academic Program Profile to Support Program Improvement

757 - FSU IR Certificate Program

763 - The Pennsylvania State University Graduate Certificate in Institutional Research

764 - University of Missouri Institutional Research Certificate Program

765 - The Post-Master's Certificate in Institutional Research at Indiana University: Gateway to Academic and Professional Development

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Newport Beach, ST, Level 4

**Ohio Association for Institutional Research and Planning (S03)**

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

Meet your colleagues from Ohio.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Columbia 2, NT, Lobby Level

**Iowa Community College Association of Institutional Research (S04)**

JOSEPH C. DEHART (Convener), Executive Director of Planning and Research, Des Moines Area Community College

A discussion of issues involving institutional research practitioners in Iowa Community Colleges.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Leucadia, ST, Level 1

**Indiana Association for Institutional Research (INAIR) (S27)**

WILLIAM TOBIN (Convener), Director of Institutional Research, DePauw 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.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Torrey 1 & 2, NT, Lobby Level

**Kentucky Association for Institutional Research (KAIR) (S31)**

TUESDI HELBIG (Convener), Western Kentucky University

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.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Santa Rosa, ST, Level 1

**Community College Institutional Researchers (Invitational Event) (S32)**

DEREK V. PRICE (Convener), Consultant, DVP-Praxis

Community college institutional researchers focus group.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Columbia 1, NT, Lobby Level

**Mississippi Association for Institutional Research (MAIR) (S33)**

JULIE C. FULGHAM (Convener), Associate Director of Planning, Evaluation and Institutional Effectiveness, Mississippi State University

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.

Monday afternoon time 12

5:00-5:40 p.m. SPECIAL INTEREST GROUP Encinitas, ST, Level 3

**Louisiana Association for Institutional Research (S35)**

KIMBERLY KIRKPATRICK (Convener), Louisiana Board of Regents

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

5:00-5:40 p.m. SPECIAL INTEREST GROUP Cardiff, ST, Level 3

**Michigan Association for Institutional Research (MIAIR) (S36)**

JENNIFER L. DUNSEATH (Convener), Director of Institutional Effectiveness, Kettering 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.

5:00-5:40 p.m. SPECIAL INTEREST GROUP Carlsbad, ST, Level 3

**Northeast Association for Institutional Research (NEAIR) (S42)**

MICHELLE S. APPEL (Convener), Senior Research and Policy Analyst, University of Maryland

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

5:00-5:40 p.m. SPECIAL INTEREST GROUP Del Mar, ST, Level 3

**Pacific Northwest Association for Institutional Researchers and Planners (PNAIRP) (S47)**

CHRISTOPHER M. ANTONS (Convener), Director of Institutional Research and Planning Support, Willamette University

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.

5:00-5:40 p.m. SPECIAL INTEREST GROUP Boardroom, ST, Level 3

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

GLORIA DAVILA-CASASNOVAS (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.

5:00-5:40 p.m. SPECIAL INTEREST GROUP Torrey 3, NT, Lobby Level

**Rocky Mountain Association for Institutional Research (RMAIR) (S51)**

BRIAN L. SHUPPY (Convener), Manager of Institutional Research, Weber State University

Members of RMAIR will conduct a business meeting and review plans for the next annual meeting.

5:00-5:40 p.m. SPECIAL INTEREST GROUP Marina Ballroom Salon D, ST, Level 3, Internet

**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.

5:00-5:40 p.m. SPECIAL INTEREST GROUP Balboa, ST, Level 3

**Foundations Institute Focus Group (Invitational Event) (S78)**

Continued from previous time period.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Atlanta and Chicago, NT, Lobby Level

**Expanded Delaware Study (S79)**

HEATHER KELLY ISAACS (Convener), Assistant Director, 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.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Marriott Hall 1, NT, Lobby Level

**National Survey of Student Engagement (NSSE) Users (S97)**

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

Colleges and universities that have used or plan to use the National Survey of Student Engagement (NSSE) are invited to this informal meeting to learn more about new survey developments, discuss experiences with FSSE, BSSE and other surveys, share feedback and ideas, and meet NSSE staff and other users.

5:00-5:40 p.m.

SPECIAL INTEREST GROUP

Point Loma, ST, Level 1

**FSSE User Discussion (Invitational Event) (S98)**

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

This session will be to solicit specific feedback from FSSE users.

7:30 p.m. - Until

SPECIAL EVENT

Bayside Pavilion

**Bayside Pavilion Gathering (003)**

STEPHEN L. CHAMBERS (Host), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

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

Monday night is your opportunity to explore San Diego! You can walk to the Gaslamp District and enjoy the historic quarter's marvelous restaurants and trendy bars. Or you can get an AIR trolley pass and ride to Old Town for Mexican food, Little Italy for Italian, or--for those who prefer a little shopping with their eating--Fashion Valley Mall. Or you can watch the San Diego Padres bash the Milwaukee Brewers in San Diego's new Petco Park and graze your way through the park's concessions.

After dinner, return to the Marriott and meet your fellow wanderers at an informal gathering in the Bayside Pavilion. You can buy a drink (soft or otherwise), chat with friends (old and new), and dance to the enticing music of AIR's own Windbreakers! Did you miss the Saturday night reception? Catch the Windbreakers on Monday night! Thrill to their new lyrics and dance to the familiar tunes we all know and love. Or break out your kazoo and accompany them as they play old favorites.

Monday afternoon time 12

Monday afternoon time 13

Tuesday morning time 2

# Tuesday, May 31, 2005

---

---

7:30-8:20 a.m. SPECIAL EVENT Marriott Hall 2, NT, Lobby Level

**AIR Annual Business Meeting (016)**

DENISE P. SOKOL (Committee Chair), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center  
SANDRA K. JOHNSON (Associate Committee Chair), Associate Dean, Princeton University

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.

---

---

8:30-9:10 a.m. DEMONSTRATION Marina Ballroom Salon G, ST, Level 3, Internet

**The Midwest PERL: An Online Tool for Policy Makers, Postsecondary Leaders and Researchers (537)**

JENNIFER DAHLQUIST (Author), Director of Student Initiatives/Policy Research Associate, Midwestern Higher Education Compact  
BRIAN L. SHUPPY (Facilitator), Manager of Institutional Research, Weber State University

The Midwest PERL, developed with support by Lumina Foundation for Education, is an online, interactive tool created to meet the resource needs of postsecondary leaders, researchers and policymakers in the Midwestern region through two complementary databases: 1) a "fact book" of state-level data for ten states searchable by a variety of indicators including preparation, participation and completion; and 2) a resource library providing users with links to quality reports and articles searchable by postsecondary issue. Presenters from a regional compact will demonstrate this tool highlighting its dual database design and facilitating dialogue about its use and further improvement.

---

---

8:30-9:10 a.m. DEMONSTRATION Marriott Hall 6, NT, Lobby Level, Internet

**IPEDS Peer Analysis — For Executives and the Rest of Us (681)**

JANICE A. PLOTCHYK (Author), Team Leader, IPEDS Data Collection, National Center for Education Statistics  
MOHAMAD A. SAKR (Author), Chief Architect, Innovative Solutions  
MARK L. GUNTY (Facilitator), Assistant Director of Institutional Research, University of Notre Dame

This session will spotlight the on-line tools available for IPEDS peer analysis. First we'll demonstrate use of the new Executive Peer Tool (ExPT), a simplified version of the IPEDS Peer Analysis System (PAS) that allows access to the data presented in the NPEC IPEDS Data Feedback Report. Then we'll show how to extend and expand this analysis by using the powerful capabilities within the PAS, or by preparing a download file for use in an external statistical software package. We'll also show off some new features in the system: frequently used and derived variables, report templates, forms facsimiles.

---

---

8:30-9:10 a.m. INVITED PAPER Santa Rosa, ST, Level 1

**Becoming a Published Author: Options, Requirements and Strategies (743)**

ANDREEA M. SERBAN (Author), Associate Vice President of Information Resources, Santa Barbara City College  
J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University  
GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University  
RICHARD D. HOWARD (Author), Professor, Montana State University-Bozeman  
JOHN C. SMART (Author), Professor, The University of Memphis  
ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College

This session provides an overview of AIR publications, the emphasis and desired submission format for each publication, the review and selection processes used by each and shares suggestions for preparing papers to be submitted for consideration. All colleagues interested in being published, whether new or veterans in the profession, will benefit from attending this session with the AIR publication editors and the chair of the AIR Publications Committee.

---

---

8:30-9:10 a.m. OPEN HEARING Leucadia, ST, Level 1

**AIR Executive Director Transition Committee Seeks Your Comments (769)**

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

AIR Executive Director Terry Russell will be retiring from his position in January 2008 and the AIR Board is beginning the process of identifying a new executive director. The Transition Committee has arranged for this session to solicit membership comments, recommendations and other input concerning the functions, characteristics, experience, and qualifications that AIR should look for in its search for the new executive director.

Tuesday morning time 1

Tuesday morning time 2



8:30-9:10 a.m.

RESEARCH PRESENTATION

Solana, ST, Level 1

**Exploring Correlates of Postsecondary Graduation Rates: A Case for Consumer Education (101)**

STEVEN R. HOAGLAND (Author), Director of Institutional Research and Assessment, Myers University  
ROSE AUSTIN (Facilitator), Dean for Institutional Effectiveness, Kingwood College

Postsecondary institution graduation rates are receiving attention on Capitol Hill these days. The degree to which college-bound high school students focus on those rates, retention rates, and other important statistics remains questionable however. At issue is whether consumer education would be instrumental to increasing first-year student retention, to promoting timely graduation, and to advancing institutional, societal, and national interests. Strong correlations were found among variables including institutional entrance test scores and graduation rates. Findings from this correlation design research project suggest widely-published institutional rates of retention, graduation, and alumni giving deserve greater attention from prospective college students and their sponsors.

8:30-9:10 a.m.

RESEARCH PRESENTATION

Point Loma, ST, Level 1

**Underrepresented Engineering College Student Academic Achievement Through Self-Regulated Learning Behaviors (211)**

DENISE R. HAYMAN (Author), Assistant Dean, University of Illinois at Chicago  
HEATHER ROSCOE (Facilitator), Assistant Director, Tufts University

This investigation examined whether high and low achieving minority engineering college students used self-regulated learning strategies while studying science, engineering, and mathematics. Thirty students were interviewed and responded to learning contexts related to these subjects. The research design was modeled after Zimmerman's and Martinez-Pons' 1986 structured interview format. High achievers reported use of more self-regulated learning strategies than low achievers when taking chemistry tests, writing chemistry lab procedures, completing mathematics homework, and taking calculus tests. This study suggests that engineering students use self-regulated learning strategies and that high achievers use more learning strategies than low achievers.

8:30-9:10 a.m.

RESEARCH PRESENTATION

Green Room, ST, Level 3

**Assessing International Learning Goals for Study Abroad in an Urban University (249)**

KATHI A. KETCHESON (Author), Director of the Office of Institutional Research and Planning, Portland State University  
LINA LU (Author), Research Analyst, Portland State University  
DONNA E. MILLER (Facilitator), Director of Institutional Research, Abraham Baldwin College

International learning is recognized an increasingly important part of the undergraduate curriculum in most colleges and universities. Institutions that do not offer a common study abroad experience for students face unique challenges in assessing institution-wide learning goals for these programs. In one urban university, a presidential initiative to internationalize the campus has led to the identification of international learning goals for undergraduates. A pilot project to assess these goals in study abroad has contributed to wider campus conversations about international learning across the curriculum.

8:30-9:10 a.m.

RESEARCH PRESENTATION

Mission Hills, ST, Level 3

**Assessment in General Education: A Case Study in Scientific and Quantitative Reasoning (254)**

B. J. MILLER (Author), Doctoral Student, James Madison University  
DONNA SUNDRE (Author), Executive Director of the Center for Assessment and Research Studies and Professor of Psychology, James Madison University  
DARIUS J. CONGER (Facilitator), Assistant Professor of Economics, Ithaca College

The purpose of this presentation is to describe the general education assessment program at a mid-sized university. Specifically, assessment results in one content area of our general education program – science and mathematics – will be presented. University faculty, in consultation with their assessment liaison, developed a test to assess learning in 12 of the 17 learning objectives for science and math. Results from two administrations of this test will be presented, including: pre-test to post-test score comparison, the impact of the number of subject area courses taken between pre-test and post-test, and the impact of examinee motivation on post-test scores.

8:30-9:10 a.m.

RESEARCH PRESENTATION

Marriott Hall 2, NT, Lobby Level

**Faculty Salary Equity – Does Merit Matter? (313)**

LUCY DWIGHT (Author), Senior Research Coordinator, University of Colorado at Denver and Health Sciences Center  
DENISE P. SOKOL (Facilitator), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center

Salary equity analyses assess whether women and ethnic minority faculty are paid equitably relative to non-minority faculty. Our university has recently begun to include merit scores in our analysis. These data have presented some methodological challenges, however, including problems with missing data and variations in ratings across academic units. This presentation will discuss how we dealt with these challenges and what we have found about the role of merit in determining salaries. Interestingly, we find that merit is a moderate predictor of faculty salaries but is less important than a market index of academic disciplines along with faculty's rank.

8:30-9:10 a.m.

RESEARCH PRESENTATION

Del Mar, ST, Level 3

**Using Zip Code Data in Community College Enrollment Analysis (406)**

TERRENCE R. WILLETT (Author), Director of Research, Gavilan College  
 WILLARD C. HOM (Author), Administrator for Research and Planning, Chancellor's Office California Community College  
 ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

This talk discusses (a) the benefits of using zip code data from the system office for enrollment analysis at community colleges and (b) some quantitative analyses that could exploit such data. The presentation includes a case study. The content will include the strengths and weaknesses of this model as well as ways that this model can be extended. Analysis techniques include GIS and statistical approaches. Attendees will learn about a basic model for exploiting existing data to help planning in curriculum offerings, course scheduling, enrollment capacity, community needs assessment, student services, outreach, and institutional marketing.

8:30-9:10 a.m.

RESEARCH PRESENTATION

Marriott Hall 3, NT, Lobby Level

**Developing Predictive Models for Matriculation and Academic Success with Enterprise Miner (611)**

MEIHUA ZHAI (Author), Director of Institutional Research and Reporting, George Mason University  
 TERRY M. MCCONATHY (Facilitator), Executive Vice President and Dean of the Graduate School, Louisiana Tech University

With scanty resources, increasing competition for viable applicants and demands to improve college persistence rates, institutions are turning their attention from recruiting to recruiting for success. This research will present a case of applying predictive modeling to identify the likely-to-succeed candidates at the recruiting point. It will describe the development of predictive modeling with SAS Enterprise Miner and the model assessment process. Predictive modeling techniques such as logistic regression, tree-analysis and neural network will be discussed. The accuracy of prediction, misclassification tolerance and robustness of various models will be compared.

8:30-9:10 a.m.

SCHOLARLY PAPER

Marriott Hall 1, NT, Lobby Level

**Characteristics that Influence Community College Student Transfer and Baccalaureate Degree Attainment (105)**

MELISSA L. FREEMAN (Author), Doctoral Student, Ohio University  
 VALERIE M. CONLEY (Author), Assistant Professor of Higher Education Counseling and Higher Education, Ohio University  
 GORDON P. BROOKS (Author), Assistant Professor, Ohio University  
 BOB ADEBAYO (Facilitator), Director of Institutional Research, Armstrong Atlantic State University

This study builds on existing knowledge of community college students, particularly regarding transfer from a two-year to a four-year institution and the successful completion of a baccalaureate degree. We use the National Center for Education Statistics (NCES) 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01) to examine risk factors, age, gender, race, urbanicity, proximity of the institutions, personal goals, and type of financial assistance received and how these impact transfer from a two-year to a four-year institution and the completion of a baccalaureate degree.

8:30-9:10 a.m.

SCHOLARLY PAPER

Balboa, ST, Level 3

**Goal-Setting Conditions of First-Time Full-Time Community College Freshmen as Differentiated by Initial Goal Choices and Subsequent Retention (108)**

CHARLES SECOLSKY (Author), Director of Institutional Research and Planning, County College of Morris  
 BETTE M. SIMMONS (Author), Dean of Student Development, County College of Morris  
 NANCY L. KINSEY (Facilitator), Director of Institutional Research and Planning, Kaskaskia College

Facilitating the achievement of students' goals is challenging for many community colleges. What is the best goal-setting strategy to use with community college students so that they achieve their highest levels of accomplishment? Using canonical discriminant analysis, this study differentiated four randomly assigned conditions for students as they completed a goals questionnaire: difficult, realistic, easy and no instruction and a comparison group. The group that did best on the combination of initial goal choices and retention outcomes was the realistic group. Initially, ten variables were used in the model with a significant Wilks' Lambda ( $p=.0272$ ). Mahalanobis distances indicated some instruction on goals is better than none. Subsequently, additional variables were incorporated into the analysis.

8:30-9:10 a.m.

SCHOLARLY PAPER

New York, NT, Lobby Level, Internet

**Mission: Recognizing and Serving Student Inequities (118)**

EDITH H. CARTER (Author), Assistant Professor of Educational Research, Radford University  
 CHRISTINA E. WHITFIELD (Facilitator), Director of Research and Policy Analysis, Kentucky Community and Technical College System

While college enrollment rates have risen for all income groups and races over the past three decades, progress for closing the gap for low income and minorities (underrepresented groups) remains a dilemma for higher education. Recent changes in tuition and financial aid have prevented hundreds of thousands of students from entering college. The questions surrounding the issues of access, retention and excellence as they relate to the underrepresented, non-traditional student population will be the focus of this study. Institutional Research must play a more active roll in providing an in-depth analysis of service to these underrepresented populations.

8:30-9:10 a.m.

SCHOLARLY PAPER

Cardiff, ST, Level 3

**Origins of the Gender Gap: Pre-College and College Influences on the Differences between Men and Women (272)**

LINDA J. SAX (Author), Associate Professor and Associate Director of HERI, University of California-Los Angeles  
 CASANDRA E. HARPER (Author), Research Analyst, University of California-Los Angeles  
 DAWN GERONIMO TERKLA (Facilitator), Executive Director of Institutional Research, Tufts University

This study examines differences between college women and men on 41 student outcomes and assesses the extent to which those differences are attributable to gender gaps that existed prior to college or to men's and women's differential college experiences. The data were drawn from a national longitudinal sample of college students (N = 17,637) attending 204 four-year colleges and universities who were surveyed upon entry to college in 1994 and four years later in 1998.

8:30-9:10 a.m.

SCHOLARLY PAPER

Marriott Hall 5, NT, Lobby Level, Internet

**First Things First: Developing Academic Competence in the First Year of College (283)**

ROBERT D. REASON (Author), Assistant Professor, Penn State University  
 PATRICK T. TERENCEZINI (Author), Distinguished Professor, Penn State University  
 ROBERT JAYMES DOMINGO (Author), Graduate Research Assistant and Doctoral Candidate, Penn State University  
 RANDY L. SWING (Facilitator), Co-Director and Senior Scholar, Policy Center on the First Year of College

A significant proportion of students entering college never make it to their second year at that same institution. Moreover, most knowledge and cognitive skill gains occur in the first two years of college. The Foundations of Excellence Project is a national effort to transform how colleges and universities think about, package, and present the first year of college. Using data from nearly 6,700 students, 5,000 faculty members, and senior academic and student affairs officers at 35 institutions, this study identifies the individual, organizational, environmental, programmatic, and policy factors that individually and collectively shape first-year students' academic success.

8:30-9:10 a.m.

SCHOLARLY PAPER

Carlsbad, ST, Level 3

**Faculty Perceptions of Institutional Research and its Utility to Academics (310)**

GARY SKOLITS (Author), Senior Research Associate, University of Tennessee  
 BRIAN NOLAND (Author), Associate Executive Director, Tennessee Higher Education Commission  
 SUSAN E. GRAYBEAL (Author), Dean Institutional Effectiveness, Northeast State Technical Community College  
 JIM VANDER PUTTEN (Facilitator), Assistant Professor, University of Arkansas-Little Rock

As institutional expectations for effectiveness encompass academic functions and instruction, the literature identifies the challenges and opportunities for enhancing the role of institutional research beyond administrative and reporting requirements. There is a lack of research regarding faculty perceptions of the utility of institutional research and its applicability to academic outcomes and student learning. This scholarly paper session identifies how community college faculty perceive and respond to institutional research processes and products as they fulfill their academic effectiveness responsibilities. The presentation also addresses study conclusions and their implications for institutional researchers and community college faculty and staff.

8:30-9:10 a.m.

SCHOLARLY PAPER

Marina Ballroom Salon E, ST, Level 3

**One College's Experience with Optional Submission of SAT Scores: An Analysis of the First Four Years (548)**

CATE ROWEN (Author), Director of Special Research Projects, Mount Holyoke College  
 MICHAEL D. ROBINSON (Author), Mount Holyoke College  
 JANE B. BROWN (Author), Mount Holyoke College  
 DIANE ANCI (Author), Mount Holyoke College  
 JAN W. LYDDON (Facilitator), Director of Institutional Research and Planning, Jackson Community College

This paper examines the decision by One College to make SAT scores optional. We examine a number of implications and consequences of the policy. We investigate both the students' decision of whether or not to submit her scores and the impact of that decision on the admissions outcome for the student. There is evidence supporting both the claim that SAT scores can be highly useful in making admissions decisions as well as the counter argument that at least for a small college where admissions is driven by time intensive reading of folders SATs are not necessary.

8:30-9:10 a.m.

TABLE TOPIC

Newport Beach, ST, Level 4

**Challenges in Studying Doctoral Student Persistence to Degree (T04)**

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

ARNOLD L. HOOK (Author), Institutional Research Analyst, University of Louisville

ROBERT S. GOLDSTEIN (Author), Director of the Office of Planning, Institutional Research, and Data Management, University of Louisville

A persistence-to-degree analysis at a metropolitan research university explored advancement to candidacy and subsequent time to degree for doctoral students entering since 1985. This project generated baseline data by program, gender and ethnicity for the evaluation of interventions to improve degree attainment. Although similar to comparable studies of undergraduates, unique characteristics of graduate education posed challenges in the design and interpretation of the analysis. The analytic strategy will be described as will the challenges encountered in its completion. Participants will share their experiences and lessons learned in similar analyses.

8:30-9:10 a.m.

VENDOR DEMONSTRATION

Marriott Hall 4, NT, Lobby Level

**eCollege: Comprehensive Web-Based Options for Your Institution's Course and Instructor Evaluation Process (E13)**

KEVIN HOFFMAN (Presenter), Director of Evaluation Services, eCollege

Tired of distributing and scanning evaluation forms after every term? Interested in learning more about how to easily put your entire course evaluation process online for both on-ground and online courses? Or, would you just like to put your evaluation reporting to faculty and administrators online and keep your existing paper-based collection process? If so, please attend this session to hear more about eCollege's robust turnkey online course evaluation products. Additionally, if you are looking for a quality course evaluation instrument come to this session and find out how Educational Testing Service (ETS) and eCollege have partnered to provide institutions with the acclaimed and extensively researched SIR II instruments, all online.

9:40-10:10 a.m.

MORNING COFFEE BREAK

San Diego Ballroom

**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 a.m.

AIR GRANT PAPER

New York, NT, Lobby Level, Internet

**AIR GRANT PAPER: Faculty Labor Market Disparities by Race/Ethnicity and Family Status: Evidence from NSOPF:99 (702)**

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

JOHN MOORE (Author), Project Associate, National Survey of Student Engagement (NSSE) at Indiana University

ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

In this study, we use data from the 1999 National Study of Postsecondary Faculty (NSOPF:99) to examine labor market differences for faculty based on their race/ethnicity and family status. We focus more specifically on whether the race/ethnicity and family status of an individual influences his/her compensation, rank, and nature of employment in academe.

10:20-11:00 a.m.

BEST PAPER/PRESENTATION

Del Mar, ST, Level 3

**RMAIR Best Paper: Does High School Attended Matter in Measuring the Risk Propensity of Student Departure? (737)**

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

Given the mounting number of college freshmen with insufficient academic preparation (and thus in need of remediation), student persistence at the college level may be influenced significantly by the type of high school attended. Using hierarchical, nested linear and logit models, the study examines eleven high school attributes (e.g., expenditure-per-pupil, teacher level of education/experience, student composition) and measures their relative impact on student academic preparation and college retention vis-à-vis twenty student demographic, college experience, and financial aid variables. The findings are relevant to both student recruitment and retention in weighing the influence of high school origin.

10:20-11:00 a.m.

DEMONSTRATION

Marriott Hall 6, NT, Lobby Level, Internet

**SAS Techniques Applied in Creating the Fixed Length Files for Uploading IPEDS Survey Data (654)**

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

Tired of manually keying in the calculated data on the screen for IPEDS Web-based data collection? The solution is to adopt the method of uploading the fixed length text file, which would save Institutional Researcher's tremendous time. This presentation will help audience understand and make use of SAS techniques in manipulating and/or calculating raw data and generating a fixed length text file according to the IPEDS import file layout specifications. The SAS techniques involved in this project, such as SAS macro, SAS array, SAS Summary and SQL procedures, and SAS data \_null\_ statement, will be presented in details.

Tuesday morning time 2

Tuesday morning time 3

Tuesday morning time 4

---



---

10:20-11:00 a.m. DEMONSTRATION Marina Ballroom Salon G, ST, Level 3, Internet

**New NCES Tools and Data: the IPEDS Data Analysis System (DAS), the IPEDS Executive Peer Tool (ExPT), and Derived Variables (657)**

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

SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics

This session will demonstrate two new NCES online data tools - the IPEDS Data Analysis System (DAS) and the IPEDS Executive Peer Tool (ExPT). The IPEDS DAS allows users to dynamically generate summary tables for one year of IPEDS data, including sums, counts, and percentage estimates. Users may select and regroup categorical variables for producing estimates and identify ranges of values to form subgroups and estimates. The ExPT is designed to "whet the appetite" of users for IPEDS data and the Peer Analysis System (PAS), with a simple, step-by-step process. Users can pick up to 100 schools at a time with different options. A limited set of data are available, those provided as part of the new NPEC IPEDS Data Feedback Reports to institutions, and dynamic graphing is provided. Additional derived variables that are newly available in IPEDS will also be discussed.

---



---

10:20-11:00 a.m. DEMONSTRATION Santa Rosa, ST, Level 1

**A Voice Crying in the Wilderness: Effectively Communicating Data and Information to Campus Communities (683)**

GLENDIA DROOGSMA MUSOBA (Author), Policy Analyst/Associate Director, Indiana University Bloomington

TINA TUTTLE (Author), Research Associate, Indiana University

Communicating complex data and information in ways to allow administrators and practitioners to make decisions and adjust programs is a serious challenge. Inferential statistics in particular can be perceived by practitioners and administrators as hazardous to the mental health at worst, undecipherable at best. This presentation discusses the lessons learned from a statewide project to share data from regression models on persistence and transfer with campuses with the intent of facilitating campus planning. Focusing primarily on how data is presented, including graphics, briefs, and tables, it will offer real examples of analyses reports and ideas for improvement.

---



---

10:20-11:00 a.m. RESEARCH PRESENTATION Balboa, ST, Level 3

**Assessing Student Outcomes in Study Abroad Programs: Are Students Gaining Intercultural Skills? (233)**

JOY R. EVANS (Author), Research Analyst, Saint Mary's College

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

A. SRIKANTA RAO (Facilitator), Director of Institutional Analysis, Assessment and Evaluation, Tuskegee University

Few externally validated, quantitative measurements exist to assess the development of intercultural skills. As educators seek ways of preparing their students for study abroad in the new global reality, institutions require new tools to evaluate the effectiveness of international programs. Focusing on one institution with more than 10 different study abroad programs, this presentation will describe a multi-pronged approach to assessing students' development of intercultural "competence." The discussion will include a review of results to date, a preliminary evaluation of the assessment tools used, and a conversation on the potential contribution of this research to international program planning and assessment.

---



---

10:20-11:00 a.m. RESEARCH PRESENTATION Carlsbad, ST, Level 3

**The Transition from High School to Higher Education – Using The Student Clearinghouse to Explore Market Share of Washington State High School Graduates (415)**

PAUL STERN (Author), Senior Research Associate, SESRC/Washington State University

JEFFREY C. SUN (Facilitator), Assistant Professor of Educational Leadership and Affiliate Professor of Law, University of North Dakota

Researchers will discuss results of a match of recent high school graduates against National Student Clearinghouse data. The research explores higher education enrollment patterns across demographic groups and institutions of higher education in the year following graduation from high school. The presentation will also compare the student record matching system used for Clearinghouse records with other graduate follow-up protocols currently used in Washington State.

---



---

10:20-11:00 a.m. RESEARCH PRESENTATION Marina Ballroom Salon D, ST, Level 3, Internet

**Effective Resource Allocation and planning using GIS Mapping Software (422)**

EDWARD V. CHAPEL (Author), Associate Vice President Information Technology, Montclair State University

GURVINDER K. KHANEJA (Author), Associate Director of Institutional Research, Montclair State University

JACOB JASIN (Facilitator), Statistical Assistant, Southeastern Louisiana University

Mapping software produces visual analyses of data that are valuable for planning and lobbying efforts. Since most of Montclair state University's incoming freshman (95%) and transfer students (92%) are from New Jersey, the university is able to allocate resources and attract resources with precise references to smaller political/geographical units. The current session explores the relationship between the state and the institution, using ArcInfo software. Three different scenarios will be presented to depict how mapping has helped MSU to better serve its educational mission and that of the State's legislators.

10:20-11:00 a.m.

RESEARCH PRESENTATION

Green Room, ST, Level 3

**Programme Improvement Through Alumni Research (PITAR): Our Students in the Workplace and Curriculum Enhancement – Unlocking the Potential (446)**

PATRICIA A. HOPKIN (Author), Project Officer, University College Northampton  
 SHERYL Y. RANDALL (Author), Director of Information and Planning Unit, University College Northampton  
 DAVID T. DAVIES (Author), Project Manager, Anglia Polytechnic University  
 IAN BUCHANAN (Author), The Open University  
 BRIAN RAMSDEN (Author)  
 MICHEL F. SCHEXNAYDER (Facilitator), Program Manager, Louisiana State University

The three-year PITAR project surveyed alumni from three UK HEIs to identify any skill gaps between acquisition on graduation and requirements of the workplace. The current research has examined more closely any resultant curriculum improvement.

Detailed investigation has attempted to pinpoint the best ways of ensuring that feedback from former students are used to inform curriculum design, and so make certain that HE programmes are meeting the needs of students and employers.

The research relied upon the concept of “subject champions” to alter the curriculum, but exactly how effective have they been as agents for change? Are there any alternatives?

10:20-11:00 a.m.

RESEARCH PRESENTATION

Marina Ballroom Salon F, ST, Level 3

**The Impact That Tuition Increases and Price Subsidy have on Matriculation and Retention at a large Midwestern University: Testing an Alternative Approach to Net Price Theory (617)**

MARK A. BYRD (Author), Executive Director of Institutional Research and Information Management, Eastern Michigan University  
 SONG YAN (Author), Senior Research Analyst, Eastern Michigan University  
 RAOUF HANNA (Author), Head of Economics Department, Eastern Michigan University  
 C. ANTHONY BROH (Facilitator), Director of Research, Consortium on Financing Higher Education

The purpose of this study is to test the “emergent alternative approach” to net price theory. We examine the impact that tuition increases and different financial aid sources have on first-time enrollment and the persistence of students at a large metropolitan university in the Midwest. Elements identified within the literature as being limitations to existing net price theory are factored into models and presented in scenario format for practical application.

10:20-11:00 a.m.

SCHOLARLY PAPER

Marriott Hall 4, NT, Lobby Level

**Service and Diverse Interactions in College as Predictors of Civic Engagement in the Post-college Years: Differences Across Institutional Types (161)**

NIDA DENSON (Author), Research Analyst, University of California-Los Angeles  
 ERICA YAMAMURA (Author), Research Analyst, University of California-Los Angeles  
 WILLIAM W. HUGHES (Facilitator), Senior Programmer Analyst, The University of Alabama

While there are a growing number of studies on college students’ civic engagement (Colby and Ehrlich, 2003; Sax, 2000; Vogelgesang, 2001), little research has been conducted on the civic engagement of college students in the post-college years (Astin, Sax, Avalos, 1999). In addition, even less is known about differences in post-college civic engagement for students who attended various institutional types (public, private, religious, HBCU’s). The purpose of this paper is to discuss how students’ college experiences in service and with diversity impact civic engagement in the post-college years, and if these relationships differ for students attending different institutional types.

10:20-11:00 a.m.

SCHOLARLY PAPER

Cardiff, ST, Level 3

**Diversity-Related Outcomes: Exploring the Effect of Course-Based and other Educational Experiences (277)**

MARTHA L.A. STASSEN (Author), Director of Assessment, University of Massachusetts

As a part of this large public research university’s assessment of its climate for community, diversity, and social justice, we have conducted a series of surveys that focus on undergraduate students’ educational experiences with diversity. These surveys place a particular emphasis on learning outcomes related to racial and ethnic diversity and the individual and institutional factors that enhance students’ development. This diversity-related focus on teaching and learning contributes to our understanding of the role the University curriculum and pedagogy plays in facilitating students’ preparation for living and working in a diverse world.

---



---

10:20-11:00 a.m. SCHOLARLY PAPER Leucadia, ST, Level 1

**Detecting Group Salary Inequity: A Statistical Unifying Approach (491)**

MARCEL NZEUKOU (Author), Research Specialist, Principal, University of Arizona  
 ROBYN MARSCHKE (Facilitator), Institutional Research Analyst, University of Colorado at Colorado Springs

When faced with the problem of testing for salary equity, analysts are confronted with the choice of an estimation method ranging from simple mean comparison to sophisticated multi-equation econometrics models. Beyond the outcome differences due to the choice of variables included in the analysis, different quantitative methods typically produce different outcomes for the same data set. This problem is particularly acute when two methods produce two opposite outcomes. This motivated our attempt to generate a unified approach to salary equity testing that can reconcile the outcome differences, and hopefully prioritize these methods according to their robustness.

---



---

10:20-11:00 a.m. TABLE TOPIC Newport Beach, ST, Level 4

**The AAUP Faculty Compensation Survey (T05)**

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

An informal session to learn more about the annual AAUP Faculty Compensation Survey, including both participating as an institution and receiving comparative data. The session will also describe a new Gender Equity Index based on survey data. Participants from all types of institutions are encouraged to attend.

---



---

10:20-11:00 a.m. VENDOR DEMONSTRATION Warner Center, ST, Level 4

**The National Resource Center for The First-Year Experience and Students in Transition: Assessing the Educational Experiences of College Students in Transition (E19)**

BARBARA F. TOBOLOWSKY (Presenter), Associate Director, National Resource Center for the First-Year Experience and Students in Transition  
 BRADLEY E. COX (Presenter), Coordinator of Research and Public Information, National Resource Center for the First Year Experience and Students in Transition

The National Resource Center for The First-Year Experience and Students in Transition seeks to build and sustain vibrant, campus-based educational communities committed to the success of all students in transition. To that end, the Center has developed a number of publications, Web resources, and a summer institute dedicated to collegiate assessment.

Our presentation will highlight the Center's assessment resources and introduce a new opportunity for institutional researchers to publish their work in an upcoming monograph on educational initiatives for sophomore students. Participants will also have the opportunity to win a free copy of one of our most recent monographs.

---



---

10:20-11:50 a.m. COMMITTEE MEETING Mission Hills, ST, Level 3

**Association 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

Meeting for current members of the AAUP Advisory Committee.

---



---

10:20-11:50 a.m. PANEL Solana, ST, Level 1

**Improving Higher Education Planning: IR's Integral Connection to the Campus Master Plan (459)**

MARSHA V. KROTSSENG (Author), Chief Planning Officer, Valdosta State University  
 RUTH V. SALTER (Author), Assistant Director of Institutional Research and Policy Analysis, Valdosta State University  
 AMIR PIRANI (Author), Director for Pre-Design and Programming Services, John Portman & Associates

With the number of high school graduates estimated to reach a peak of 3.2 million in 2009 and remain at a high level through 2018, campuses across the country are preparing to accommodate increased enrollments. Many institutions face critical shortages of classroom, laboratory, and office space along with the perennial parking issue. Development of a physical Master Plan enables a campus to systematically explore alternatives for growth to meet projected demands. Current, accurate, and readily available data are fundamental to creation of the Master Plan. Panelists representing three unique perspectives on the process will address the implications for institutional researchers.

Tuesday morning time 5

Tuesday morning time 4 - 5

10:20-11:50 a.m.

PANEL

Marriott Hall 1, NT, Lobby Level

**NCAA Reporting Requirements for Division I and II Schools (540)**

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

This session will cover the new NCAA Graduation Rates Data Collection System and the Academic Performance Program (APP) reporting requirements and how they will be used.

10:20-11:50 a.m.

PANEL

Marriott Hall 5, NT, Lobby Level, Internet

**Exploring the Benefits at the State and Institutional Levels from a Collaboration between the Ohio Board of Regents Higher Education Information System and the National Student Clearinghouse (542)**

DAVID SMITH (Author), Analyst, HEI, Ohio Board of Regents-HEI

DARRELL E. GLENN (Author), Assistant Director, Higher Education Policy Commission

ROBERT STUART (Author), Director of Institutional Research, Cuyahoga Community College

JEFFREY H. CHEN (Author), Director of Institutional Research and Analysis, Cleveland State University

A state run information system entered into an agreement with a national loan guarantor to research where students from that state attend nationally. As a result of this collaboration, the state information system makes the retrieved data available to all state institutions for their internal research purposes. Information derived from this data has also been utilized by the state for internal reports as well as public reporting purposes.

10:20-11:50 a.m.

PANEL

Marina Ballroom Salon E, ST, Level 3

**Skits Depicting Ethical Dilemmas, Focusing on Best Management Practices. (648)**

SUSAN B. JONES (Author), Senior Analyst (Retired), University of Wyoming

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

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

MARY M. SAPP (Author), Assistant Vice President of Planning and Institutional Research, University of Miami

MICHAEL WILLIFORD (Author), Director of Institutional Research, Ohio University

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

SANDRA J. PRICE (Author), United Medical Associates

AIR's Code of Ethics, adopted in 1992, has been revised by the Task Force on Ethics. In addition, there is a new preamble and appendices. The Task Force has been working on guidelines for avoiding ethical dilemmas and will present skits depicting situations on this topic, focusing on the relationship between best management practices and ethics. The skits will be followed by discussion 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.

10:20-11:50 a.m.

PANEL

Point Loma, ST, Level 1

**Living through Change: From Punchcards to Integrated Databases (649)**

MELODIE E. CHRISTAL (Author), Director of Institutional Research, Washburn University

ELIZABETH L. CRICKARD (Author), Data Analyst, Butler County Community College

DIANNE GRAVES (Author), Research Analyst, Washburn University

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

K. PATRICIA SUMNER (Author), Information Analyst, Johnson County Community College

The evolution of data management has evolved from the mainframe to integrated data management systems intended to make institutional reporting easier. While these systems are very powerful transactional tools, the data reporting sometimes seems like an afterthought. This presentation describes the processes four institutions used to develop new reporting strategies and the challenges they faced. The panelists will address how to access data and create meaningful, accurate reports using different reporting tools. This session will be most useful to those beginning the process of reporting from a relational database.



Tuesday morning time 4 - 5

10:20-11:50 a.m. PANEL Marriott Hall 3, NT, Lobby Level

**Chief Executive Perspectives on IR's Role in Institutional Improvement and Increasing Effectiveness (723)**

RUFUS GLASPER (Author), Chancellor, Maricopa Community College District  
 MARY E. LYONS (Author), President, University of San Diego  
 ALBERT K. KARNIG (Author), President, California State University, San Bernardino  
 JOHN B. ROMO (Author), Superintendent/President, Santa Barbara City College  
 ELLEN EARLE CHAFFEE (Author), President, Valley City State University  
 STEPHEN L. CHAMBERS (Facilitator), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs  
 WILLIAM E. KNIGHT (Facilitator), Director of Planning and Institutional Research, Bowling Green State University

In keeping with the Forum Theme, Mission: Improve Higher Education, the panel of college presidents will respond to questions concerning ways that institutional researchers can and should promote institutional improvement and assist the Chief Executive Officer (CEO) and others in increasing institutional effectiveness. These CEO's will assist institutional researchers with examples and advice concerning forging measures of performance and institutional effectiveness, processes for decision support and many other contributions, and carrying out roles to better inform higher education policy makers.

10:20-11:50 a.m. SPECIAL EVENT Marriott Hall 2, NT, Lobby Level

**International Gathering (004)**

DENISE A. KRALLMAN (Convener), Assistant Director of Institutional Research, Miami University 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 New York, NT, Lobby Level, Internet

**AIR GRANT PAPER: Enhancing Student Success Through Electronic Portfolios: A Report on an AIR/NPEC Grant (703)**

SUSAN KAHN (Author), Director of Institutional Effectiveness, Indiana University-Purdue University Indianapolis  
 SHARON HAMILTON (Author), Associate Dean of the Faculties, Indiana University Purdue University Indianapolis  
 ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

This AIR/NPEC-funded project is studying the impact of a student electronic portfolio on first-year student success. Using a quasi-experimental project design, we are examining the effect of our portfolio on retention, grades, student engagement, and student learning outcomes. In this session, we will introduce our e-portfolio model, summarize our findings to date, and describe aspects of our project design that worked best and ways of adapting the design to other institutional settings. Most important, we will discuss what we have learned about strategies for using e-portfolios to help first-generation, commuter students make the transition to college-level learning.

11:10-11:50 a.m. COMMITTEE MEETING Mission Hills, ST, Level 3

**Association for Institutional Research and American Association of University Professors Advisory Meeting (077)**

Continued from previous time period.

11:10-11:50 a.m. PANEL Solana, ST, Level 1

**Improving Higher Education Planning: IR's Integral Connection to the Campus Master Plan (459)**

Continued from previous time period.

11:10-11:50 a.m. PANEL Marriott Hall 1, NT, Lobby Level

**NCAA Reporting Requirements for Division I and II Schools (540)**

Continued from previous time period.

11:10-11:50 a.m. PANEL Marriott Hall 5, NT, Lobby Level, Internet

**Exploring the Benefits at the State and Institutional Levels from a Collaboration between the Ohio Board of Regents Higher Education Information System and the National Student Clearinghouse (542)**

Continued from previous time period.

Tuesday afternoon time 5

11:10-11:50 a.m.

PANEL

Marina Ballroom Salon E, ST, Level 3

**Skits Depicting Ethical Dilemmas, Focusing on Best Management Practices. (648)**

Continued from previous time period.

11:10-11:50 a.m.

PANEL

Point Loma, ST, Level 1

**Living through Change: From Punchcards to Integrated Databases (649)**

Continued from previous time period.

11:10-11:50 a.m.

PANEL

Marriott Hall 3, NT, Lobby Level

**Chief Executive Perspectives on IR's Role in Institutional Improvement and Increasing Effectiveness (723)**

Continued from previous time period.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Marriott Hall 4, NT, Lobby Level

**Causes and Correlates of College Student Financial Literacy: Institutional Implications and Student Financial Outcomes (165)**

LYSSA L. THADEN (Author), Teaching Assistant, Washington State University

BRYAN ROOKEY (Author), Graduate Student, Washington State University

Researchers and practitioners alike acknowledge that there is a growing problem with student loan and credit card indebtedness. However, little research has focused on financial literacy and how prepared students are to make financial decisions. Is the financial literacy of college students problematic? If so, who is at risk and what are the consequences? Results from a Web-based survey of college students are analyzed and implications for institutional retention and persistence policy are discussed, along with long-term individual outcomes.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Del Mar, ST, Level 3

**Latino Youth and the Pathway to College (180)**

CHUL LEE (Author), University of Wisconsin

ALBERTO F. CABRERA (Author), Associate Professor and Senior Associate, Penn State University

WATSON SCOTT SWAIL (Author), President, Educational Policy Institute

This session will present information recently published by the Educational Policy Institute and the Pew Hispanic Center that analyzes Latino achievement through postsecondary education. The presentation utilizes the latest installment of the National Educational Longitudinal Study (NELS), which includes transcript data from postsecondary institutions, thus eliminating self-reported information on academic performance, type of postsecondary education attended, and type of postsecondary degree attained.

11:10-11:50 a.m.

RESEARCH PRESENTATION

Balboa, ST, Level 3

**Assessment of Online Courses: A Three-Step Approach (236)**

JANET E. ROEHL (Author), Professor, Eastern New Mexico University

SUE STRICKLER (Author), Professor, Eastern New Mexico University

TRISH MAGUIRE (Author), Instructor, Eastern New Mexico University

LISA S. O'LEARY (Facilitator), Research Analyst, Tufts University

With the growth and popularity of online courses, assessment is critical. These assessment efforts can be categorized into three categories: preassessment, performance based, and overall course assessment. Preassessment refers to online course readiness. The second type is performance-based assessment and the use of rubrics. The third is overall course evaluation.

This session will discuss assessment at each level and explore options for providers and instructors of online courses. It will include detailing the efforts and data being collected at one university and review findings from other universities. Specific data will be shared on rubrics and overall course assessment.

11:10-11:50 a.m.

RESEARCH PRESENTATION C

ardiff, ST, Level 3

---



---

**Examining the Effects of Regional Accreditation on Student Outcomes at American Colleges and Universities by Using IPEDS, NSSE, and CSEQ (250)**

BIRUTE V. MOCKIENE (Author), Research Assistant, Penn State University  
 J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University  
 ROBERT H. FENSKE (Facilitator), Professor, Arizona State University-Main

Regional accrediting policies in the United States encourage higher education institutions to improve student learning, which becomes important evidence of accountability. This presentation analyses differences in accrediting standards in six different regions, and relates those standards to differences in student outcomes. A conceptual 2X2 analytical framework predicts that variable levels of specificity in accrediting standards will produce variable student outcomes, as measured by NSSE and CSEQ self-reported gains.

---



---

11:10-11:50 a.m.

RESEARCH PRESENTATION

Carlsbad, ST, Level 3

---



---

**A New Role for Institutional Research in Academic Program Evaluation: Focus on Creativity (320)**

ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College  
 LAURA R. CRANE (Facilitator), Director of the Office of Research, William Rainey Harper College

The purpose of this presentation is to demonstrate how institutional researchers can enhance their role through collaboration with faculty in the evaluation of academic programs. The research presentation is based on an evaluation designed and conducted by the author in cooperation with the Director of a Creativity Stream module in a two-year MBA program. The presentation will describe the collaborative process, the evaluation design, preliminary results, and implications for higher education and the institutional research profession.

---



---

11:10-11:50 a.m.

RESEARCH PRESENTATION

Marriott Hall 6, NT, Lobby Level, Internet

---



---

**Accessible Retention Reporting: The Process, Problems, and Potential (449)**

BRENT M. DRAKE (Author), Enrollment Analyst, Purdue University  
 SARAH B. BAUER (Author), Associate Director of Admissions, Marketing and Operational Analysis, Purdue University  
 ZHAO ZHANG (Author), Enrollment Analyst, Purdue University

This presentation will examine the efforts of one research 1 institution's efforts to create an in-house retention reporting tool. For over two decades the institution relied on flat data files created by the RAMIS software package to complete its retention reporting. When the RAMIS software was phased out the university moved to place its retention data in an Oracle database that is accessible to the campus community at large through a BI tool. Policy decisions, design, validation, and implementation roll out will be discussed. The presentation will be beneficial to anyone examining potential tools and issues associate with retention reporting.

---



---

11:10-11:50 a.m.

RESEARCH PRESENTATION

Marina Ballroom Salon D, ST, Level 3, Internet

---



---

**Who Decides: If, When, How, and Why, to Build a New Public University (505)**

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

Enrollment pressures, economic devastation, and electoral politics in one mid-Atlantic state have conspired together to force the state to tackle an issue it has not dealt with in well over a hundred years: creating a new public college from the ground up. This presentation will explore the process of determining the need for a new public institution and how that process was developed. Attention will be paid to historical precedents, existing legislation, politics, and the players involved. The state in question, in its entire history, has created only two of its 15 public four-year institutions from scratch, the second of which was created in the 1880s.

---



---

11:10-11:50 a.m.

RESEARCH PRESENTATION

Marina Ballroom Salon F, ST, Level 3

---



---

**Making Meaning Out of Data: Providing a Context for Institutional Information (622)**

KAY SCHNEIDER (Author), Director of Assessment and Institutional Research, Concordia College  
 GEORGIA I. GUDYKUNST (Facilitator), Director of Institutional Effectiveness, Maricopa Community College District

The presenter will describe the use of conceptual models as frameworks for communicating institutional information. These frameworks transform data into information that faculty and administrators use to improve student learning, thus avoiding the "another IR report on the shelf" syndrome.

Attendees will consider various conceptual models/frameworks (such as "The Seven Principles for Good Practice In Undergraduate Education") that institutional researchers can utilize when communicating institutional information. By providing a framework for information, institutional researchers engage the campus community in discussions about how to use information to improve student learning and development.

---



---

11:10-11:50 a.m.

SCHOLARLY PAPER

Marina Ballroom Salon G, ST, Level 3, Internet

**Using Qualitative Methods to Assess Student Learning Outcomes and Measure Program Effectiveness (281)**

CECILIA LEMON (Author), University of Alabama

KATHY K. FRANKLIN (Author), Associate Professor of Higher Education, University of Alabama

HARRIOTT D. CALHOUN (Facilitator), Director of Institutional Research, Jefferson State Community College

Assessing student learning outcomes serves an important function in measuring the effectiveness of academic programs within higher education institutions. With the use of competency-based assessment “gates”, faculty can gauge the effectiveness of the program on the development of student competencies within the discipline. For a valid link between assessment and effectiveness, faculty must choose the most appropriate tool to measure student competency. Qualitative assessment tools provide faculty with an assessment process that is authentic and in-depth. This presentation explores the use of assessment gates to link student learning to program effectiveness and benefits of qualitative assessment in making that connection.

11:10-11:50 a.m.

SCHOLARLY PAPER

Leucadia, ST, Level 1

**The Status of Race Equity in Public Higher Education in The South (553)**

LAURA W. PERNA (Author), Assistant Professor, University of Maryland

JEFFREY F. MILEM (Author), University of Maryland

DANETTE GERALD (Author), University of Maryland

HEATHER ROWAN (Author), Graduate Student, University of Maryland

DARBY L. HILLER (Facilitator), Coordinator of Institutional Research, Northwestern Michigan College

This study describes the status of race equity in public higher education in the 19 southern and southern-border states by reviewing trends in the representation of Blacks and Hispanics among higher education enrollments, degree recipients, faculty, and administrators.

11:10-11:50 a.m.

SCHOLARLY PAPER

Santa Rosa, ST, Level 1

**An Emerging Theory of Knowledge Sharing as a Social Process (686)**

MARTIN CARROLL (Author), Audit Director and Business Development Manager, Australian Universities Quality Agency

YVONNE KIRBY (Facilitator), Assistant Director for Institutional Research, University of Arkansas at Fayetteville

Institutional research is concerned with the creation and dissemination of knowledge that contributes to the over-arching purpose of organisational advancement. Increasingly, the knowledge derives from competitive sources, raising critical questions like ‘why should I share this information with you if it will make you stronger?’ This paper draws upon the author’s grounded theory research to outline an emerging theory of the social process of knowledge sharing. The theory is based on a taxonomy of three higher-order categories, namely whether knowledge ‘can be’, ‘should be’, and ‘is being’ protected. The surprising results will help institutional researchers maximize knowledge value.

11:10-11:50 a.m.

SCHOLARLY PAPER

Green Room, ST, Level 3

**Do Intervention Programs Assist Students to Succeed in College? A Multilevel Longitudinal Study (694)**

SHUQIN GUO (Author), Education Research and Evaluation Consultant, California Department of Education

WEI PAN (Author), University of Cincinnati

BARBARA MCNEICE-STALLARD (Facilitator), Director of Research and Institutional Effectiveness, Mt San Antonio College

This study, using the hierarchical linear modeling method, examines effects of the intervention programs and student demographic factors and college preparedness on retention and college cumulative GPA. Program efforts on a three-year trend were also explored. Results show that the intervention programs had significant effects on retention and college cumulative GPA, and worked better for the first year. Interactions between programs and student characteristics were also discussed.

11:10-11:50 a.m.

SPECIAL EVENT

Marriott Hall 2, NT, Lobby Level

**International Gathering (004)**

Continued from previous time period.

Tuesday morning time 5

11:10-11:50 a.m. TABLE TOPIC Newport Beach, ST, Level 4

**Setting Policy within the Framework of Mandates and Measures (T06)**

DANIEL J. KRATOCHVIL (Author), Director of Research, Scholarship Coordination Office

Administrators at public universities and colleges are increasingly being forced to develop policies framed by statistical measures of retention and graduation rates as a result of state governments' writing these "performance indicators" into funding legislation. This discussion will explore the repercussions of government mandates and institutional policies with regard to admissions, retention, and graduation rates. The question is whether these statistics will ultimately pressure schools to compromise their academic standards in order to improve scores on these measures in the absence of alternate constructs that would more accurately depict the services that these institutions provide.

11:10-11:50 a.m. VENDOR DEMONSTRATION Warner Center, ST, Level 4

**National Student Clearinghouse: Mission Is Possible - Tracking Your Students (E21)**

MELANIE BELL (Presenter), Director, Western Region, National Student Clearinghouse  
 JEFF TANNER (Presenter), Vice President, National Student Clearinghouse

Discover how to track prospective, current and former students using the data provided through the 60+ million student database of the National Student Clearinghouse. Learn how to strengthen recruitment and retention strategies not only in admission and registrar offices but also in the academic enterprise, and how to track students through degree completion at other collegiate institutions. The Clearinghouse database contains 91% of the nation's enrollment from 2800+ colleges and universities.

12:00-12:50 p.m. SPECIAL INTEREST GROUP Newport Beach, ST, Level 4

**Australasian & South East Asia Associations for Institutional Research (AAIR & SEAAIR) (S01)**

ZORAINI ABAS (Convener), President SEAAIR, Open University Malaysia

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 Marina Ballroom Salon D, ST, Level 3, Internet

**American Association of Universities Data Exchange (AAUDE) (S02)**

REBECCA E. CARR (Convener), National Coordinator, AAU Data Exchange

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.

Tuesday afternoon time 6

12:00-12:50 p.m. SPECIAL INTEREST GROUP Cardiff, ST, Level 3

**Alabama Association for Institutional Research (ALAIR) (S06)**

KRIS REED MASCETTI (Convener), Director of Institutional Research, Auburn University at Montgomery

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 Boardroom, ST, Level 3

**European Association for Institutional Research (EAIR) (S20)**

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 Carlsbad, ST, Level 3

**Georgia Association for Institutional Research Planning Assessment and Quality (GAIRPQ) (S24)**

SANDRA L. KINNEY (Convener), Student, Georgia Department of Technical and Adult Education

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

Del Mar, ST, Level 3

**Higher Education and Institutional Research Faculty: Who Are We and What Are We Doing? (S28)**

LARRY G. JONES (Convener), Senior 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

Green Room, ST, Level 3

**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

Balboa, ST, Level 3

**Mid-America Association of Institutional Research (MidAIR)(S38)**

CHRISTINE M. KELLER (Convener), Senior Policy Analyst, University of Kansas

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

Leucadia, ST, Level 1

**The Kansas Study of Community College Instructional Costs and Productivity (S72)**

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

Participants and anyone interested in the FIPSE funded Kansas Study of Community College Instructional Costs and Productivity are encouraged to join in this discussion of the project's current status, pilot results, progress of Year 1 national implementation, and future plans. Opportunity will be provided to enroll as a project participant.

12:00-12:50 p.m.

SPECIAL INTEREST GROUP

Marriott Hall 5, NT, Lobby Level, Internet

**Data Mining (S76)**

JING LUAN (Convener), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College

This session will provide an open forum for those interested in discussing Data Mining.

12:00-5:00 p.m.

COMMITTEE MEETING

Laguna, ST, Level 1

**2005-2006 Board of Directors (085)**

SANDRA K. JOHNSON (AIR President), Associate Dean, Princeton University

FRED LILLIBRIDGE (AIR Vice President), Campus Institutional Effectiveness and Planning Officer, Dona Ana Branch  
Community College

Meeting of the 2005-2006 Board of Directors.

1:00-1:40 p.m.

AIR GRANT PAPER

Mission Hills, ST, Level 3

**AIR GRANT PAPER: Educational Attainment of Community College Students: Examining Combined Effects of State, School, and Student Characteristics (711)**

JOSIPA ROKSA (Author), Doctoral Student, New York University

ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for  
Institutional Research

The majority of previous studies have explained low educational attainment of community college students by examining their individual characteristics, ranging from family background and high school preparation to attendance patterns in higher education. I shift the focus from individuals to school characteristics and state environments. Building on recent findings regarding the effects of context on student outcomes, I explore how different characteristics of community colleges and state higher education systems influence educational attainment of students who begin their postsecondary education in community colleges. Theoretical and policy implications are discussed.

1:00-1:40 p.m.

COMMITTEE MEETING

Laguna, ST, Level 1

**2005-2006 Board of Directors (085)**

Continued from previous time period.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Balboa, ST, Level 3

**Student Engagement and Mission Effectiveness: Looking for Links between Outcomes and Institutional Goals (244)**

ELLEN BOYLAN (Author), Assistant Director of Institutional Research, Marywood University

TRUDY H. BERS (Facilitator), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College

In 2004, a consortium of private universities administered a version of the National Survey of Student Engagement (NSSE) that had 20 unique questions attached on mission-related items. This presentation describes the design of the study and the methodology, and examines some preliminary results. Different approaches to analyzing the data and their suitability are compared. Conclusions are drawn about whether student engagement and learning environment are related to institutional mission and goals. The discussion is useful to institutions of higher education looking to measure mission effectiveness, particularly before an accreditation visit or a restructuring.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Cardiff, ST, Level 3

**Exploring Learning Strategies from Capstone Experiences: Reading, Writing and Use of Technology (260)**

SUTEE SUJITPARAPITAYA (Author), Director of the Office of Institutional Research, California State University-Sacramento

GUIHUA LI (Facilitator), Director of Institutional Studies and Planning, St. Cloud State University

Today's students may be less motivated to study, their academic drive may be lower, and a mismatch may occur between instructional practices and learning styles. The study consists of two primary phases. The findings from Phase 1 argued that students tend to study less because they have less competence in deploying a range of learning strategies and structuring its study activities, and less capacity to regulate effort. For further examination, Phase 2 addressed the role of academic literacy (reading, writing, use of technology); and studying factors related to learning difficulties, influences on effort, and awareness and use of campus resources.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Carlsbad, ST, Level 3

**Assessing the Processes and Outcomes of a Summer Bridge Program (326)**

MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University Purdue University Indianapolis

BARBARA JACKSON (Author), Associate Dean, Indiana University Purdue University Indianapolis

GAYLE ANN WILLIAMS (Author), Assistant Dean, Indiana University Purdue University Indianapolis

This presentation describes the methodologies employed to assess the impacts of a summer bridge program at a large, urban, public university. The summer bridge program is an intensive two-week program designed to introduce first-year students to collegiate-level expectations for writing, mathematics, communications, critical inquiry, technology, library resources, and study skills. The authors report how qualitative and quantitative program evaluation methods have been employed to assess how effective the summer bridge program has been in helping first-year students make successful transitions to college.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Del Mar, ST, Level 3

**Managing to Uncertainty, "The Prototype" (411)**

MARTIN B. FORTNER (Author), Institutional Researcher, Southern University at New Orleans

Our Institutional Research program has evolved into an essential organizational component responsible for operational efficiency and institutional effectiveness. Unit success is attributed to qualitative planning, collaboration, evaluation and reporting. In addition to strategic planning, IR's role has been expanded to include performance based budgeting. In support, IR has implemented an "entry to exit" data reporting system designed to assess university effectiveness and ultimate impact on educational quality and economic development. IR's developed system facilitates opportunities for teamwork through communication, cooperation, trust and mutual respect. This paper will discuss our prototype system and its affect on academic quality and organizational change.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Marriott Hall 5, NT, Lobby Level, Internet

**Using the Campus Portal to Facilitate Accreditation (429)**

CRAIG BLAHA (Author), The College of New Jersey

RAYMOND D. BARCLAY (Author), Director of Institutional Research, The College of New Jersey

The College of New Jersey has developed an application that allows us to tie our campus wide planning process to our accreditation review process through campus portal. The presentation offers a brief overview of our planning and accreditation process, and a walk through of the functionality built into the portal.

1:00-1:40 p.m.

RESEARCH PRESENTATION

New York, NT, Lobby Level, Internet

**From Survey Data to Strategic Plan: The Impact of Findings of Campus Climate Survey for Women Faculty and Staff (439)**

JEAN CHI-JEN CHEN (Author), Assistant Director for Institutional Research, University of North Dakota

The President's Advisory Council on Women Issues at a Midwest university conducted research to assess the institution's climate for 1,800 full-time and part-time female employees. Close and open-ended Campus Climate Survey answers suggested a mixed assessment by respondents of the campus climate for women employees. Subsequent university policies and programs were implemented to improve the campus climate which is one of seven priority action areas in the University Strategic Plan and to enforce a zero-tolerance policy on harassment and discrimination.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Leucadia, ST, Level 1

**Improving Lives: A National Project on Ensuring Success for Low-income Adult Students (448)**

JACQUELINE E. KING (Author), Director of the Center for Policy Analysis, American Council on Education

RACHEL DYKSTRA BOON (Facilitator), Graduate Assistant, Indiana University

The Improving Lives project has three goals: To make the case that low-income adults are a vital part of the student population; to identify proven policies and programs that help these students meet their educational goals and barriers that impede their progress; and to prompt action to improve their academic success. This session will feature a review of national data on low-income adult students and results of a national survey of institutions on programs and policies for adult students. The session will conclude with an interactive discussion of how institutions can better understand and serve this population.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Green Room, ST, Level 3

**Planning Database Version 3.0: What We Learned from Versions 1 and 2 (460)**

FRANK J. DOHERTY (Author), Director of Institutional Research, James Madison University

AL MENARD (Author), Assistant Vice President, University Planning, James Madison University

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

In 2001-02 James Madison University developed a planning database for departments to record annual objectives and accomplishments. In 2002-03 James Madison University's IT department rewrote the planning database to closely align its functions with PeopleSoft. In 2003-04 IT completely revised the planning database to provide an easier interface. In this session we will explain what we learned to make Version 3.0 a success.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon D, ST, Level 3, Internet

**Connecting the Dots: Tracking Students from K-12, Community College and Universities. The California Partnership for Achieving Student Success (Cal-PASS) Project (530)**

BRAD C. PHILLIPS (Author), Senior Director of Institutional Research and Planning, Grossmont-Cuyamaca Community College District

BILL PILAND (Author), Professor Emeritus, San Diego State University

It is well documented that K-12, community college and university segments often function independently and consequently are challenged to align curriculum to best prepare students for the next level of learning. In an effort to address this problem, a number of data sharing consortium in California have been developed to bring the segments together to improve student successful transition through the segments. Named Cal-PASS, it is a simple and practical approach helping educators understand student performance, including transitions; improving instruction; and, tracking increases in student success. Results of these collaborations will be presented along with lessons learned along the way.

1:00-1:40 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon F, ST, Level 3

**An Innovative Idea for Processing the Admissions of College Students (625)**

YOUN SAN KIM (Author), Assistant Manager of Equipment Management Section, Hanyang University

THULASI KUMAR (Facilitator), Director Information Management and Analysis, University of Northern Iowa

In South Korea Students are allowed to submit entrance applications to numerous Colleges at the same time, just as it is in America. When this occurs, students must then give up admission to the non-preferred college(s). These situations cause colleges to exhort extensive amounts of administrative man hours to refund initial tuition payments and to fill newly created vacancies. This presentation will give all those who attend the opportunity to share an innovative idea which has increased the speed of filling new vacancies and refunding student tuition costs of Korean college students.



1:00-1:40 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon G, ST, Level 3, Internet

**Is There an Earnings Payoff to Timely Degree Completion? Wages and Work Before and After the Undergraduate Degree (645)**

DARIUS J. CONGER (Author), Assistant Professor of Economics, Ithaca College  
 MEIHUA ZHAI (Facilitator), Director of Institutional Research and Reporting, George Mason University

Time-to-degree-completion is an important area of focus for higher education stakeholders. College officials, legislators, potential enrollees/parents and college ranking surveys share a common perception that degree completion time is an important choice variable. This study extends the work of economists and institutional researchers by examining the role time-to-degree plays in wage/earnings outcomes. Using a longitudinal survey, I follow graduates through college and into the labor market, testing whether employers find time to degree completion a quality signal rewarded with higher wages or whether working students acquire additional marketable skills yielding wages above than with only classroom knowledge.

1:00-1:40 p.m.

SCHOLARLY PAPER

Marriott Hall 4, NT, Lobby Level

**Alcohol Use and Student Engagement: Does Drinking Matter? (181)**

JOHN H. PRYOR (Author), Director of Student Affairs, Planning, Evaluation and Research, Dartmouth College  
 STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University  
 JENNIFER L. DUNSEATH (Facilitator), Director of Institutional Effectiveness, Kettering University

The literature demonstrates the positive relationship between student engagement and gains students make from attending college. In addition, one of the most problematic aspects of college-student life is alcohol use and the related negative consequences. We know little, however, about how alcohol use impacts collegiate involvement. This study uses survey data from 48,572 undergraduate students at 28 highly selective, four-year, private institutions to examine the connection between engagement in college and alcohol use. We use a hierarchical linear model to estimate the impact of alcohol use on engagement and discuss the implications of the findings linking heavy episodic alcohol use.

1:00-1:40 p.m.

SCHOLARLY PAPER

Marriott Hall 2, NT, Lobby Level

**Engineering Learning: Multiple Influences on the Development of Analytical and Group Skills (284)**

LINDA C. STRAUSS (Author), Senior Project Associate, Penn State University  
 PATRICK T. TEREZINI (Author), Distinguished Professor, Penn State University  
 J. JOSEPH HOEY (Facilitator), Director of Assessment, Georgia Institute of Technology

This paper reports the results of a study exploring the unique and joint contributions of engineering students' classroom and out-of-class experiences on the development of problem-solving and analytical skills and the development of students' group skills. Multiple regression analyses using data from more than 4,500 graduating engineering students on 40 campuses nationwide indicate that, after controlling an array of students' precollege characteristics, both students' classroom and out-of-class experiences make statistically significant and unique contributions to student learning in each of these areas.

1:00-1:40 p.m.

SCHOLARLY PAPER

Marina Ballroom Salon E, ST, Level 3

**Compliance or Quality?: American and British Approaches to the Accreditation of Higher Education Institutions (552)**

GEOFFREY ALDERMAN (Author), Senior Vice President, American InterContinental University  
 JESSICA SHEDD (Facilitator), Director, Research and Policy Analysis, National Association of College and University Business Officers

The globalisation of higher education has resulted in a number of British institutions applying for American accreditation. In 2002 the UK Quality Assurance Agency for Higher Education admitted its first American member. All these institutions must therefore confront the need to satisfy two very different approaches to the assurance of quality and the maintenance of academic standards. This paper explores these two systems, and the very different philosophies that underpin them. Can these two approaches be reconciled? Can they be merged into one system embracing higher-education institutions in both countries?

1:00-1:40 p.m.

TABLE TOPIC

Newport Beach, ST, Level 4

**Institutional Research Workloads: Variations on Multiple Themes (T08)**

JAMES C. ECK (Author), Assistant Provost for Institutional Research and Assessment, Rollins College  
 ELISABETH STOWE (Author), Research Associate, Rollins College

Having worked in multiple research environments our session will discuss the roles institutional offices play and how to best meet the needs of our customers. The facilitators of this session work at a small comprehensive liberal arts college and have experienced increased workloads that often result from a high quality work product and excellence in customer service. Our session will enable institutional research professionals to discuss strategies for meeting competing demands in an efficient manner. Although we expect some degree of overlap between institutional research offices, we suspect that most of our colleagues have assigned tasks that are relatively unique.

1:00-1:40 p.m.

VENDOR DEMONSTRATION

Solana, ST, Level 1

**Noel-Levitz: Know more, No Less (E09)**

RICHARD A MILLER (Presenter), Research Consultant, Noel-Levitz

How important are student motivation and student satisfaction to student retention? According to our research, these three elements are critically related. The Noel-Levitz vendor session will discuss findings from studies that utilize our motivational and student satisfaction assessment tools. Join us and see why motivation matters, and satisfaction begets success

1:00-1:40 p.m.

VENDOR DEMONSTRATION

Warner Center, ST, Level 4

**College Student Experiences and Expectations Questionnaire (E16)**

JULIE M. WILLIAMS (Presenter), Project Associate, The College Student Experiences Questionnaire (CSEQ) at Indiana University

This session provides an overview of the College Student Experiences Questionnaire (CSEQ) and College Student Expectations Questionnaire (CSXQ) instruments. The CSEQ measures student progress and the quality of students' experiences inside and outside the classroom. Over 285,000 students at more than 550 different colleges and universities have completed the CSEQ since its origination in 1979. The CSXQ is adapted from the CSEQ to measure new students' expectations for their college experience. Online versions for both instruments are available.

1:00-2:30 p.m.

PANEL

Santa Rosa, ST, Level 1

**The Many Dimensions of Credit-Transfer Problems (349)**

CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education  
 RICHARD J. KROC (Author), Assistant Vice President for Enrollment Research and Operations, University of Arizona  
 TERRI M. MANNING (Author), Associate Vice President for Institutional Research, Central Piedmont Community College  
 JENNIFER L. MCCLURE (Author), Director of Licensing and Government Relations, DeVry University

Both the volume and dynamics of multi-institutional attendance have brought considerable attention to and pressure on credit-transfer. The swirling surface hides deeper complexities of credits earned in concurrent enrollment and by examination, lack of formal agreements involving inter-state transfer, and transfer to/from degree-granting for-profit institutions. This panel will explore a range of cases in the current credit-transfer landscape, including transfer of science and applied science course credits, transportability of concurrent enrollment credits, 4-year to 4-year transfer problems, when credits become additive, etc. Audience discussion will seek solutions to tractable problems, and screen out the "intractables."

1:00-2:30 p.m.

PANEL

Marriott Hall 6, NT, Lobby Level, Internet

**Academic Space Management: Implementing Change to Improve Utilization of Facilities Information (457)**

CATHERINE E. WATT (Author), 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  
 NANCY TIERNEY (Author), Stanford University School of Medicine

Obtaining facilities information related to faculty and academic programs is essential for improved institutional planning and space allocation methodologies. Academic Space Management (ASM) refers to collating a variety of facility data with faculty and academic program data to provide space-related information useful for planning and establishing expectations/accountability metrics. This panel presentation will discuss the various aspects of establishing ASM including some existing methodologies to merge disparate university databases, e.g., program/faculty allocated space data with enrollment, personnel, and/or sponsored research data. The SPACE Consortium has collaborated with several institutions to share information and methodologies of ASM.

1:00-2:30 p.m.

PANEL

Marriott Hall 3, NT, Lobby Level

**A Common Data Set Update: Get the Lowdown on the Year Ahead (541)**

RENEE L. GERNAND (Author), Senior Director of Guidance Services, College Board  
 MARK A. ZIDZIK (Author), Director of Research Development, Peterson's  
 STEVE SAUERMECH (Author), Director, Research Operations, Thomson Peterson's  
 ROBERT J. MORSE (Author), Director of Data Research, *U.S. News & World Report*

The Common Data Set publishers will describe changes to the Common Data Set for Fall 2005. The admissions section has undergone significant review, so come and learn what that means for your institution. The publishers will also ask for feedback about all Common Data Set items and allow for an extensive question and answer period. Newcomers to AIR, the Common Data Set, or those that have adopted the Common Data Set are strongly urged to attend.

Tuesday afternoon time 7 - 8

1:00-2:30 p.m. PANEL Marriott Hall 1, NT, Lobby Level

**The Life Span of Academic Partnerships: Partnerships or Mergers, a Preliminary Discussion (566)**

PJ BOONE-EDGERTON LONGONI (Author), Senior Planning Analyst, Arizona State University-East  
DELMAS E. DAWLEY (Author), Senior Research Analyst, Arizona Western College  
MARCEL NZEUKOU (Author), Research Specialist, Principal, University of Arizona  
CHRISTINE ARAZAN (Author), Planning and Policy Analyst, Northern Arizona University  
TOM L. FOSTER (Author), Business Faculty/Instructional Technologist, Chandler/Gilbert Community College  
SCOTT E. EVENBECK (Author), Dean, Indiana University Purdue University Indianapolis

In May 2002, the Chronicle of Higher Education reported that far more college and university partnerships and strategic alliances than mergers took place in 20 years of observation and that "strategic alliances will outnumber mergers by at least 20 to 1." Given this scenario, questions arise: what types of academic partnerships exist, what criteria can be used to judge its success, and what is the evolutionary process of a partnership and is success determined by the type of alliances. It is hoped that the panel discussion will help to find some answers and create new and appropriate questions for further study.

1:00-2:30 p.m. PANEL Point Loma, ST, Level 1

**Using Entering Student Data to Estimate Campus Retention Rates: Perspectives from the Field (647)**

LINDA J. SAX (Author), Associate Professor and Associate Director of HERI, University of California-Los Angeles  
MARISOL RREDONDO (Author), Director of Institutional Research, Chapman University  
TAMELA H. HAWLEY (Author), Dean of Planning and Institutional Research, Prince George's Community College  
JAMES DANIEL HOUSE (Author), Director of Institutional Research, Northern Illinois University

This panel will offer institutional perspectives on how students' pre-college characteristics can be useful in assessing and estimating campus retention and transfer rates. Retention prediction equations generated by the nationwide CIRP Freshman Survey as well as other campus data sources will be shared and their usefulness assessed. The panelists represent a variety of affiliations: a community college, a large public university, a small private college, and a national research institute.

1:50-2:30 p.m. AIR GRANT PAPER Mission Hills, ST, Level 3

**AIR GRANT PAPER: College Financing and College Completion: Using Ecological Inference to Investigate How Types of Aid Received Affects Retention and Graduation Outcomes (704)**

TRACY PATTOK (Author), Data Analyst for Academic Planning and Institutional Data, Western Michigan University  
KEVIN CORDER (Author), Associate Professor, Western Michigan University  
KATHRYN CORDER (Author), Director of Institutional Research, Western Michigan University  
ANTHONY BICHEL (Facilitator), Assistant Director for Professional Development and Grant Administration, Association for Institutional Research

This project investigates retention and graduation rates of students receiving various types of financial assistance. We use aggregate data and new methods of ecological inference to uncover individual-level relationships between financial aid and student outcomes. We use data on the proportion of students receiving various types of aid and data on graduation rates reported in the Integrated Post Secondary Education Data System [IPEDS], as well as information about first-year retention rates collected by the Consortium for Student Retention Data Exchange. The project offers insights into the link between financing and performance and highlights recent advances in aggregate data analysis.

Tuesday afternoon time 8

1:50-2:30 p.m. BEST PAPER/PRESENTATION Marina Ballroom Salon G, ST, Level 3, Internet

**VAMAP Best Paper: WEAVEonline<sup>SM</sup>— Web-Based Assessment Management Can Make All the Difference! (766)**

JEAN M. YERIAN (Author), Director of Assessment, Virginia Commonwealth University  
JACKIE BOURQUE (Facilitator), Director of Office of Institutional Effectiveness, J Sargeant Reynolds Community College

WEAVE is an assessment cycle for a program to: **W**rite expected outcomes/objectives; **E**stablish criteria for success; **A**ssess performance against criteria; **V**iew assessment results; and **E**ffect improvements through actions. Virginia Commonwealth University developed WEAVEonline<sup>SM</sup>, which successfully presented VCU assessment information to SACS. WEAVEonline<sup>SM</sup> Argument is of the wrong user input shaped this valued tool for regional and disciplinary accreditation, annual reporting, program review, and external reporting.

1:50-2:30 p.m. COMMITTEE MEETING Laguna, ST, Level 1

**2005-2006 Board of Directors (085)**

Continued from previous time period.

1:50-2:30 p.m.

DEMONSTRATION

Marriott Hall 5, NT, Lobby Level, Internet

**Use of IPEDS Finance and Enrollment Data and the Executive Peer Tool to Interpret IPEDS Data Feedback Reports (470)**

CATHY A. STATHAM (Author), IPEDS Finance Survey Director, National Center for Education Statistics  
 JANICE E. KELLY-REID (Facilitator), Senior Survey Director, RTI International

IPEDS Data Feedback Reports compare data submitted by the institution to that of selected peers. The Executive Peer Tool is a new feature that makes it easier for the new or casual IPEDS data user to access data used in the IPEDS Data Feedback Report. It also allows the institution to reproduce the reports, changing the peer group as the user deems appropriate. Understanding underlying finance and enrollment data is necessary to interpret certain indicators in the reports. The Executive Peer Tool will be demonstrated and the effects of data entered during IPEDS collections will be discussed.

1:50-2:30 p.m.

PANEL

Santa Rosa, ST, Level 1

**The Many Dimensions of Credit-Transfer Problems (349)**

Continued from previous time period.

1:50-2:30 p.m.

PANEL

Marriott Hall 6, NT, Lobby Level, Internet

**Academic Space Management: Implementing Change to Improve Utilization of Facilities Information (457)**

Continued from previous time period.

1:50-2:30 p.m.

PANEL

Marriott Hall 3, NT, Lobby Level

**A Common Data Set Update: Get the Lowdown on the Year Ahead (541)**

Continued from previous time period.

1:50-2:30 p.m.

PANEL

Marriott Hall 1, NT, Lobby Level

**The Life Span of Academic Partnerships: Partnerships or Mergers, a Preliminary Discussion (566)**

Continued from previous time period.

1:50-2:30 p.m.

PANEL

Point Loma, ST, Level 1

**Using Entering Student Data to Estimate Campus Retention Rates: Perspectives from the Field (647)**

Continued from previous time period.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Marriott Hall 4, NT, Lobby Level

**Coordinating an Institutional Assessment Program: Best Practices and Examples (206)**

MELINDA MAHER (Author), Director of Institutional Research and Effectiveness, Bluefield State College  
 GARY R. PIKE (Facilitator), Director of Institutional Research, Mississippi State University

Coordinating an effective assessment program relies on 1) planning and organizing, 2) building a shared culture, and 3) evaluating efficacy. An assessment coordinator with experience at both 2-year and 4-year colleges will share best practices on these three issues and will empty her toolbox by providing an abundance of examples and resources.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Newport Beach, ST, Level 4

**Multiple Methods for Assessing Learning Community Outcomes (220)**

SHANDA L. DIEHL (Author), Institutional Researcher, Spokane Falls Community College  
 MAUREEN A. PETTITT (Author), Director of Institutional Research, Skagit Valley College  
 DONALD R. WHITAKER (Facilitator), Director of Institutional Research and Academic Assessment, Ball State University

This session will describe how two Washington State community colleges have implemented and assessed curricular learning communities—thematic, interdisciplinary courses. The rationale for implementing learning communities was different for the two colleges, but with theoretical and evidentiary foundations. The subsequent assessment efforts at the two reflect those differences. The session will examine in depth the multiple methods—both qualitative and quantitative—both colleges have utilized to assess outcomes.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Balboa, ST, Level 3

**Who Are the Students That Left? Answers from AnswerTree -A First-Year Retention Study from a Private 4-year College (248)**

HONG GAO (Author), Director of Institutional Research and Assessment, Loras College  
 MARY WECK (Author), Associate Vice President for Enrollment Management, Loras College  
 LORNE KUFFEL (Facilitator), Associate Provost for Institutional Research, College of William and Mary

A plenty of studies have attempted to explain college student retention. However, most of the studies have focused on public institutions and very few have examined the issue in private institutions. It is unknown what is important to retain private college students. This study intends to explore the factors contributing to first-year retention in private institutions. It develops a comprehensive model to identify the students who are at-risk of dropping out by using predictive modeling in data mining. The interrelationships among those factors are also examined.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Marriott Hall 2, NT, Lobby Level

**Factors Relating to Job Satisfaction and their Effects on Faculty Retention (311)**

LARRY D. MAYES (Author), Director of Assessment, University of North Carolina at Chapel Hill  
 LYNN E. WILLIFORD (Author), Assistant Provost, University of North Carolina at Chapel Hill  
 CAROL R. HIMELHOCH (Facilitator), Associate Professor, Cleary University

The purpose of this research is to provide an overview of the processes utilized by a large research university to ascertain the level and extent of faculty job satisfaction and to assess the degree to which it impacts faculty retention. Also provided will be a discussion of factors that promote job satisfaction among faculty. Various recommendations will be offered for creating a positive work environment that will promote improved outcomes for the entire campus community.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Del Mar, ST, Level 3

**Faculty Commitment to Performance-Based Funding for Academic Programs (416)**

JANICE R. SANDIFORD (Author), Florida International University  
 ROLANDO MONTOYA (Author), Miami-Dade College

Higher education institutions receiving public financial support are accountable to the governmental bodies providing their funding. A new accountability movement has generated demands for greater effectiveness and efficiency from public higher education institutions. A recent manifestation of this movement is performance-based funding that links budgetary allocations to the attainment of certain indicators.

Using a survey, this study explored intrinsic and extrinsic faculty motivators for compliance with performance-based funding indicators. Indicators closely related to the traditional mission of community colleges showed higher level of faculty commitment. Indicators more oriented to State priorities showed lower level of faculty commitment.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Leucadia, ST, Level 1

**Naval Postgraduate School Community Impact Study (512)**

CHRISTINE M. CERMAK (Author), Associate Provost, Naval Postgraduate School

The Monterey Peninsula is home to many higher education and research institutions. University X, a graduate university offering masters and doctoral degrees, was interested in assessing its impact on the local community and the impact of the community on the university. What resulted was a study that began as a traditional economic impact study and quickly evolved into qualitative documentation of the multiplier effect of collaboration among higher education and research organizations. University X Community Impact Study demonstrates how one institution contributes to its local partners and how it benefits from collaborations uniquely available in this region.

1:50-2:30 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon F, ST, Level 3

**Experimental Design in Institutional Research: A Folder-Reading Experiment at a Selective Liberal Arts College (628)**

CATE ROWEN (Author), Director of Special Research Projects, Mount Holyoke College  
 MICHAEL D. ROBINSON (Author), Mount Holyoke College  
 JANE B. BROWN (Author), Mount Holyoke College  
 DIANE ANCI (Author), Mount Holyoke College

To assess whether applicants were advantaged or disadvantaged by not submitting their scores at A College, we designed an experiment in which two teams of admission directors evaluate a stratified, randomly selected sample of applicants from a prior admission cycle. We discuss the ways in which the experimental approach allows us to improve our understanding of the results of non-experimental research. We will explore the process and results of this experiment and discuss other, more practical applications of experimental design in enrollment management.

Tuesday afternoon time 8

1:50-2:30 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon D, ST, Level 3, Internet

**A Predictive Model for Benchmarking Academic Programs (pBAP) using the US News Rankings for Engineering (641)**

LISA G. CHUCK (Author), Assistant Director, Accreditation, Assessment and Data Administration, University of Central Florida  
TROY VERMEER (Facilitator), Institutional Research Specialist, Iowa Western Community College

A predictive rank model (pBAP) for engineering colleges offering graduate programs data was developed. The US News data for 2005 were used to create a four-tier model to predict what changes in values would cause a college to move up or down a tier in ranking over time. The US News methodology was also replicated to predict discrete changes in ranking from year to year. A Web, interactive ranking calculator was developed using the tier (pBAP) and discrete (US News replication) models. The methodology used to develop the predictive models and a demonstration of the Web rank calculator will be presented.

1:50-2:30 p.m.

SCHOLARLY PAPER

Cardiff, ST, Level 3

**Latino College Student Success at Hispanic-Serving Institutions: NSSE as a Tool to Understand Seniors' Experiences and Perceptions (287)**

SALLY J. ANDRADE (Author), Adjunct Professor, Andrade & Associates  
T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington  
REGINA N. GIBBONS (Facilitator), Director, Institutional Research, Hampton University

Hispanic-Serving Institutions (HSIs), defined by their Latino college student enrollment, contribute a significant percentage of Latinos earning the baccalaureate degree, but the role of HSIs has been minimally examined. This paper outlines federal and state policy concerns and addresses selected studies, accountability projects, and research analyses of relevance for the growing debate about which measures of success are valid and reliable indicators of academic progress for Latino students. Illustrative data from a national survey of college seniors at HSIs about their educational experiences will be used to highlight alternative approaches to assessing undergraduate education and Latino college student success.

1:50-2:30 p.m.

SCHOLARLY PAPER

Carlsbad, ST, Level 3

**Community College Faculty Attitudes Toward Teaching African American Learners (331)**

KELLEY L. COSTNER (Author), Senior Research Associate, Morgan State University  
CHRISTINE MCPHAIL (Author), Professor and Director, Morgan State University  
MARVIN BRIGHT (Author), Dean of Students, Community College of Philadelphia  
JAIME L. PHILLIPS (Facilitator), Strategic Planning Analyst, The Ohio State University

The purpose of this study was to assess community college faculty attitudes toward teaching African American students. This study utilized the [modified] Teaching African American Students Survey (TAASS) to obtain community college faculty's responses to 21 items pertaining to their willingness to teach African American students, their openness to using culture as a resource in the classroom, and their recognition of African Americans as a distinct cultural group.

1:50-2:30 p.m.

SCHOLARLY PAPER

Green Room, ST, Level 3

**Strategies for Containing Costs in Higher Education (483)**

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

Congress, among others, has criticized higher education for failing to contain "costs." The flashpoint for this criticism is escalating tuitions, which reflect sticker price, not cost. This paper examines direct expenditures for instruction in 24 academic disciplines over a five year period to determine rates of growth. The paper also examines growth rates over the same time frame for selected non-instructional functions. The result of this analysis is a clearer description of cost (as opposed to price) drivers in colleges and universities, and a fuller understanding of the relationship (or lack thereof) between cost and price of a college education.

1:50-2:30 p.m.

SCHOLARLY PAPER

Marina Ballroom Salon E, ST, Level 3

**From Closed-Door to Open-Door Enrollment: Current Practices, Issues, and Strategies of Undergraduate Education in Chinese Higher Education (556)**

JENNY LIU (Author), Assistant Director of Institutional Research, University of Nebraska at Omaha  
XUE XIN YANG (Author), Dean, Hebei University

This scholarly paper discusses changes in undergraduate admission policies and practices among the universities and colleges in China. Historically, Chinese higher education has followed a model of elite (close-door) education which has highly selective admission, highly structured programs, and guaranteed 4-year graduation regardless students' academic performance. Now a new model of mass (open-door) education is taken on by more and more universities and colleges in China. Chinese higher education is experiencing a new transition period marked by diverse reforming practice and issues. Some reforming strategies and trouble-shooting solutions are discussed in comparison the old and new models.

Tuesday afternoon time 8

1:50-2:30 p.m.

VENDOR DEMONSTRATION

Solana, ST, Level 1

**Pearson NCS: Is scanning accuracy important in survey software? (E10)**

JOHN FALATIC (Presenter), Product Manager, Pearson NCS

If the data you collect is important, you should attend this session. We will discuss the differences in scanning technologies used in today's popular survey software and demonstrate some of the key differentiators.

SurveyTracker Plus(r) from Pearson NCS integrates the most precise scanning technology available with intuitive software that allows you to create and distribute surveys using several media including scannable forms, Web, e-mail and kiosk.

We will be demonstrating SurveyTracker Plus and demo copies of the software will be available.

1:50-2:30 p.m.

VENDOR DEMONSTRATION

Warner Center, ST, Level 4

**Do you see what I see? Using the WebCT Vista PowerSight Kit in Institutional Research (E17)**

KAREN GAGE (Presenter), Vice President of Marketing, WebCT

The WebCT Vista PowerSight Kit allows institutions to access a whole new set of data about students' learning interactions. Analyzing this data can improve the understanding of student behavior and ultimately improve learning outcomes. Come learn more about how institutions can use the PowerSight Kit to aggregate student data for management reporting and research purposes, including assessment and institutional research.

Tuesday afternoon time 8 - 9

1:50-3:20 p.m.

PANEL

New York, NT, Lobby Level, Internet

**Expanding Institutional Capacity Without Increasing Budgets: Are Merger, Consolidation or Cooperative Systems Viable Approaches? (742)**

SAMUEL S. PENG (Author), Professor, Center for Higher Education Research, National Tsing Hua University, Taiwan  
 JOSEPH C. BECKHAM (Author), Allen Tucker Professor of Educational Leadership and Policy Studies, Florida State University  
 DAVID BLEAZARD (Author), Strategic Planning and Management Information, Peninsula Technikon  
 ELLEN EARLE CHAFFEE (Author), President, Valley City State University  
 JOHN D. PORTER (Author), Associate Provost for Institutional Research and Analysis, State University of New York System Administration

The purpose of this panel discussion is to explore various approaches, mainly merging, consolidation and cooperative system, for solving resource problems or expanding institutional capability for excellence in instruction and research. The rationale for these approaches is that physical and human resources could be shared and effectively and efficiently utilized. This panel will closely examine the rationale and ask whether these approaches actually work and under what conditions these approaches would work. Each panelist would present an actual case and share its successful or failure experience. It is hoped that some general strategic guidance could be drawn from the discussion for institutions or nations that are already applying, or contemplating the use of, these approaches.

Tuesday afternoon time 9

2:40-3:20 p.m.

AIR GRANT PAPER

Mission Hills, ST, Level 3

**AIR GRANT PAPER: Predicting College Attainment of Hispanic Students: Individual, Institutional, and Environmental Factors (713)**

CONSUELO ARBONA (Author), Professor, University of Houston  
 AMAURY NORA (Author), Associate for Research, University of Houston  
 SERGE B. HERZOG (Facilitator), Director of Institutional Analysis, University of Nevada-Reno

The purpose of this study is to examine a model of college persistence and attainment among Hispanic students who graduated from high school in 1992 and enrolled in post-secondary education in 1992 or 1993, using the NELS 1988-2000 data files. The model examines pre-college, institutional, and environmental factors expected to predict outcomes at different points in the college pathway, including: (a) type of college first enrolled in (two-year versus four-year institution), (b) college persistence in 1994, (c) transfer from two-year to four-year institution, and (d) degree attainment by 2000.

2:40-3:20 p.m.

BEST PAPER/PRESENTATION

Marina Ballroom Salon G, ST, Level 3, Internet

**PNAIRP Best Paper: Conducting Online Focus Groups with Web Conferencing Software (754)**

MARIA ANTIDORMI (Author), Research Analyst, British Columbia Institute of Technology  
 DAVID T. DAVIES (Facilitator), Project Manager, Anglia Polytechnic University

This session will discuss the results from an online focus group study of British Columbia Institute of Technology's Bachelor of Technology in Management program. The presentation will include results from the research areas of: 1) the use of technology in distance learning, 2) the importance of student interaction, 3) the role of the workplace advisor, and 4) student satisfaction with the program in general. A demonstration of Elluminate Live software and tips on conducting successful online focus groups will also be shared.

2:40-3:20 p.m.

COMMITTEE MEETING

Laguna, ST, Level 1

**2005-2006 Board of Directors (085)**

Continued from previous time period.

2:40-3:20 p.m.

DEMONSTRATION

Green Room, ST, Level 3

**Building a Strategic Reporting Tool: Dashboard Development and Implementation (469)**

JAN W. LYDDON (Author), Director of Institutional Research and Planning, Jackson Community College

Dashboards and Balanced Scorecards are among the tools increasingly being requested by top leaders in higher education. The task of building one can be daunting, including selecting the items to display, establishing their values, identifying the signal values (also called control limits) and choosing the technology. This demonstration explains how one institution created its dashboard and is using it widely throughout the institution to improve strategic and systems thinking. The results of the effort thus far are showing increasing transformation of the institution's decision-making and alignment of individual unit goals and strategies with overall institutional goals.

2:40-3:20 p.m.

DEMONSTRATION

Marina Ballroom Salon D, ST, Level 3, Internet

**Demonstration of Using Olap Cubes in SPSS Smartviewer to Display Interactive Data on the Web (655)**

LINDA BRUNSON (Author), Institutional Research Analyst, University of Nevada-Reno

Data reporting has become increasingly complex for Institutional Analysis offices. As a result, we rely increasingly on technology to deliver data efficiently and effectively. Using Olap cubes delivered with SPSS Smartviewer, we can provide online interactive data display for general institutional data or data very specific to the needs of departments and colleges. Forum participants will have an opportunity to observe the process of importing data, creating an Olap cube, and publication of that cube to the Smartviewer Web Server. In addition, current data delivered interactively by the University will be demonstrated.

2:40-3:20 p.m.

INVITED PAPER

Point Loma, ST, Level 1

**Entrepreneurial University as a Catalyst In National Development: A Case Study of Open University Malaysia (Oum) (729)**

RAMLI BAHROOM (Author), Associate Professor, Open University Malaysia

ANSARY AHMED (Author), Senior Vice President, Open University Malaysia

SIEW Y. SZETHO (Facilitator), Program and Policy Analyst, University of Illinois at Urbana-Champaign

In August 2000, Open University Malaysia (OUM) was set up as Malaysia's seventh private university. Its primary role is to contribute towards the democratization of education and help the country in its national economic development. Since establishment, OUM's growth has been phenomenal. However, its unique business model has not gone completely unchallenged. This paper discusses the issues and challenges faced by OUM as the first and only Open University in Malaysia and outlines some of the measures that had been taken to resolve them.

2:40-3:20 p.m.

INVITED PAPER

Newport Beach, ST, Level 4

**Quality Development in an Irish University: QA/QI Strategies at Institutional and Departmental Levels (734)**

PATRICK A. CASHELL (Author), Associate Registrar, University of Limerick

KARL-AXEL NILSSON (Author), Director of the Office of Evaluation, Lund University

ELIZABETH NOONAN (Author), Assistant to the Registrar, University College

The University of Limerick (UL) in common with the other six universities in the Republic of Ireland, has Quality Assurance/Quality Improvement processes in line with widespread practice throughout Europe, and further afield. Ireland's universities utilise a uniform approach to QA/QI, which respects and accommodates each university's individual autonomy. At the institutional level, UL is currently undergoing quality review by European University Association review team. The PRGs are chaired by experienced international chairpersons, whose remits include 'fine-tuning' the QA/QI process. This paper critically examines the process, in terms of its effectiveness within UL's departments, and reviews the process itself.

2:40-3:20 p.m.

PANEL

New York, NT, Lobby Level, Internet

**Expanding Institutional Capacity Without Increasing Budgets: Are Merger, Consolidation or Cooperative Systems Viable Approaches? (742)**

Continued from previous time period.



2:40-3:20 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon F, ST, Level 3

**The Experiences of Korean Female Graduate Students in Academe: Raising Voice and Insight (127)**

DENISE O. GREEN (Author), Assistant Professor, Higher Education, University of Illinois, Urbana-Champaign  
 EUNYOUNG KIM (Author), Research Associate and Doctoral Student, University of Illinois at Urbana Champaign  
 ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

Experiences of South Korean women in American higher education have gone unnoticed due to the monolithic image of Asians as a model minority which has been pervasive in a society. This qualitative inquiry explores the experiences of South Korean female students who pursue a doctoral degree in the United States with respect to gender and racial stereotypes, their perceptions of gender equality, and the coping mechanisms they employ to overcome barriers.

2:40-3:20 p.m.

RESEARCH PRESENTATION

Marriott Hall 4, NT, Lobby Level

**Averting the Waste of Talent: Raising Graduation Rates of High-Achieving Students of Color through an Academic Enrichment Program (209)**

ALPHONSE KEASLEY (Author), University of Colorado, Boulder  
 ANGELA JOHNSON (Author), Assistant Professor of Educational Studies, St. Mary's College of Maryland  
 MARCUS S. BABAJOYE (Facilitator), Assistant Vice President for Assessment & Planning, Worcester State College

Black, Latino and American Indian students are graduating from college at lower rates than comparable white and Asian peers. This paper describes the longitudinal evaluation of a successful research-based retention program. Logistical regression using graduation data from 1988-2003 indicates that students who participate in this program graduate at higher rates than comparable Black, Latino and American Indian students and than white and Asian students. Graduation rates in science are similar. Program participants do not, however, graduate with higher grade point averages, suggesting that suppressed college graduation rates of high-achieving students of color is due to factors other than academics.

2:40-3:20 p.m.

RESEARCH PRESENTATION

Balboa, ST, Level 3

**Online Education: What Do College Students Think of Online Course Delivery? (253)**

MARTI LEA E. THIB (Author), Senior Analyst, BC CISO, Ministry of Management Services

Online course delivery has become a staple at many post-secondary institutions, and there is a recognized need to collect student feedback on this relatively new delivery system. This presentation will feature findings from a survey of some 1,800 former college students who took one or more online course as part of their regular college programs. They were asked why they chose the format, what they liked and didn't like, and how well the delivery method helped them learn. They also rated instructor support, student interaction, technical support, and satisfaction with the course.

2:40-3:20 p.m.

RESEARCH PRESENTATION

Carlsbad, ST, Level 3

**An Alternative Learning Community for Math and Science Success (337)**

MARC R. LEVIS-FITZGERALD (Author), Director, University of California-Los Angeles  
 CHARLES BUCHANAN (Author), Professor and Vice Chair, Physics and Astronomy, University of California-Los Angeles  
 CAROL KOZERACKI (Author), Postdoctoral Scholar, University of California-Los Angeles

This paper discusses a university-based academic support program for freshmen interested in majoring in math or science who show potential for success but enter college with a history of personal and academic challenges. The program components – required academic workshops, counseling, social events, and an opportunity to engage in research – create learning communities among the students, are intended to strengthen their academic engagement and performance, as well as their commitment to math and science. Assessments of students during the first year of the program revealed students' positive perceptions of the program; second year assessments focus on academic and affective outcomes.

2:40-3:20 p.m.

RESEARCH PRESENTATION

Del Mar, ST, Level 3

**Retention Analysis Without the "Big Three" Variables: What Else Accounts for Returning and Graduation? (421)**

LI-SHYUNG HWANG (Author), Director of Assessment and Institutional Research, Morehouse College  
 GARY A. RICE (Facilitator), Director of Institutional Planning, Research and Assessment, University of Alaska Anchorage

This study originated in an assignment in support of enrollment management of the institution where the author works. The general interest was to know what factors account for student's retention. Logistic regression analysis was adopted as the statistical method to examine the relationship between explanatory variables and outcome variable that is categorical. GPA of the first semester, among all effective predictors found in this study proved to be the strongest factor to influence student's retention. The practical implications of this knowledge can be made for enhancing first-year experience to improve the institution's retention.

2:40-3:20 p.m.

RESEARCH PRESENTATION

Marriott Hall 5, NT, Lobby Level, Internet

**Combined Impact of Federal, State, And Institutional Policies on Prospective Students' Opportunity for College (518)**

SCOTT L. THOMAS (Author), Associate Professor of Higher Education, University of Georgia

LAURA W. PERNA (Author), Assistant Professor, University of Maryland

ROB E. ANDERSON (Author), Graduate Student, University of Georgia

ANGELA BELL (Author), Graduate Student, University of Georgia

PATRICIA STEELE (Author), University of Maryland

HEATHER ROWAN (Author), Graduate Student, University of Maryland

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

Through this project we seek to understand the ways in which federal, state, and institutional policies interact to shape high school students' sense of opportunity for college. Of especial interest are interactions by race and class. The results from this project will suggest new strategies for targeting policies and programs aimed at strengthening students' orientation to college-going and encouraging the behaviors enabling college continuation and successful college experiences. Other recommendations will be aimed toward improving the implementation of policies and the more effective coordination of federal, state, and institutional policies at the K-12 and higher education levels.

2:40-3:20 p.m.

RESEARCH PRESENTATION

Leucadia, ST, Level 1

**NCCCRP Best Paper: Towards a New Student Attendance Paradigm (519)**

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

CHRISTINA E. WHITFIELD (Facilitator), Director of Research and Policy Analysis, Kentucky Community and Technical College System

The growth of multi-institutional attendance and discontinuous enrollment poses a challenge to the current linear approach to college retention and ultimately graduation rates. It has a level of failure built-in and may not measure institutional effectiveness. This paper will present an emerging paradigm of student-centered success based on multiple points of entry.

2:40-3:20 p.m.

SCHOLARLY PAPER

Marriott Hall 2, NT, Lobby Level

**All Retention all the Time: How Institutional Research Can Influence Retention Practices (162)**

MICHAEL WILLIFORD (Author), Director of Institutional Research, Ohio University

JONI Y. SCHALLER (Author), Assistant Director, Ohio University

This study reports how an institutional research office at a large public research university has taken the lead to call attention to retention problems, describe attrition/retention predictors, and influence policy. Building on existing retention study results, the institutional research office began coordinating several first-year study-based initiatives whose primary purpose was understanding and promoting first-year retention. Data on student characteristics, survey data on student involvement, NSSE data, leaver survey data, and data from various student engagement programs are being analyzed to better understand attrition and retention.

2:40-3:20 p.m.

SCHOLARLY PAPER

Marriott Hall 6, NT, Lobby Level, Internet

**The Spanish Translation of the MBTI® for PR and its Implications for Education, Counseling, and Institutional Research (288)**

IRMANNETTE TORRES-LUGO (Author), Assistant Researcher, University of Puerto Rico-Mayaguez Campus

PHILIP GARCIA (Facilitator), Director, California State University-Long Beach

The absence of studies regarding the adequacy of using the Myers-Briggs Type Indicator (MBTI®) with Puerto Ricans led to: (a) the translation of the MBTI®, (b) evaluation of its psychometric properties, (c) comparison of these properties with those documented, and (d) evaluation of its potential use for the benefit of educational and institutional research purposes. The resulting version of the MBTI's translation was administered to 366 students of the University of Puerto Rico at Mayagüez (UPRM). Internal consistency coefficients supporting the MBTI's reliability and adequate measures of the instrument's validity were obtained, as well as a student profile. This paper highlights the importance of carrying out an adaptation process, along with the translation of an instrument in order to guarantee the validity of the information gathered from them.

2:40-3:20 p.m.

SCHOLARLY PAPER

Cardiff, ST, Level 3

**Cultural Awareness and its Implications among Asian American Students (293)**

AMANDA KIM (Author), Post-Doctoral Fellow, The University of Michigan

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

YEH HUEICHEN (Facilitator), Doctoral Student, University of Denver

Despite the large presence of Asian Pacific Islander American (APA) students in higher education, we have a rather simplistic and homogeneous understanding of APA students which only reifies their invisibility. This study aims to look at the ways in cultural and social identity among APA students is related to their interest in social issues, pluralistic orientation, and support for institutional diversity and equity. The quantitative study of APA students across ten different campuses across the country and various types of institutions is an attempt to complicate and deepen our present understanding of APA students in higher education.

2:40-3:20 p.m.

SCHOLARLY PAPER

Marina Ballroom Salon E, ST, Level 3

**Measuring The Performance of State Public Higher Education Systems in Meeting The Needs of Hispanics (559)**

LAN HAO (Author), Research Assistant, University of Southern California

Public higher education, charged with the responsibility of meeting the needs of the community, faces increasing external demands (Zumeta, 1998). With the fast increasing Hispanic population, higher education no longer serves a homogeneous community. Yet, there are no existing accountability mechanisms to monitor the performance of state public higher education systems vis-à-vis meeting Hispanic students' needs due to the lack of systematic and consistent requirements of reporting data disaggregated by race/ethnicity. This paper provides a model, which includes a framework and a tool called the "Equity Index", and presents findings from examining California and Texas systems.

2:40-3:20 p.m.

VENDOR DEMONSTRATION

Santa Rosa, ST, Level 1

**The National Survey of Student Engagement (E07)**

CAMILLE KANDIKO (Presenter), Project Associate, Indiana University

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

Now in its sixth year, the National Survey of Student Engagement (NSSE-pronounced "nessie") is an assessment tool used by over 960 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 and institutions that have not participated in the past.

2:40-3:20 p.m.

VENDOR DEMONSTRATION

Solana, ST, Level 1

**Datatel: More Efficient and Accurate IR Reporting with Data Warehousing (E11)**

JOHN VAN WEEREN (Presenter), Product Manager, Datatel

Data is missing. The same data is represented differently in two systems. Data appears to be duplicated in a system, but is it really the same or different? Data is constantly changing as daily business transactions occur. Data is accessible in one system using one technology and accessible in another system using another incompatible technology — yet the data must be combined from both sources and analyzed together. The technologies and architectures of a data warehouse address these common challenges faced by the Institutional Researcher. Learn how data quality, data consistency, data latency, data model, and data knowledge issues can be resolved with an infrastructure for dramatically improved IR reporting. See how reporting solutions from Datatel are being designed and deployed in support of this approach.

2:40-4:10 p.m.

PANEL

Marriott Hall 3, NT, Lobby Level

**Early Results from a National Initiative for Strengthening the Use of Institutional Research to Improve Student Outcomes at Community Colleges (601)**

THOMAS BAILEY (Author), Director, Community College Research Center, Columbia University

JOHN B. LEE (Author), President, JBL Associates

LINDA S. HAGEDORN (Author), Associate Professor, University of Southern California

DAVIS JENKINS (Author), Senior Research Associate, University of Illinois at Chicago

BARBARA J. GILL (Author), Director of Educational Research, Tallahassee Community College

DEREK V. PRICE (Author), Consultant, DVP-Praxis

This panel will report on preliminary results from the Lumina Foundation's Achieving the Dream: Community Colleges Count initiative. The initiative is designed to encourage community colleges to make better use of institutional research to improve student outcomes. In the process, it seeks to strengthen the IR function at community colleges. Participants on the panel will analyze the state of IR at the 27 participating colleges, discuss barriers to more effective use of IR, describe the strategies used by the initiative to enhance the student impacts of IR, and report on the early implementation of those strategies.

2:40-4:10 p.m.

PANEL

Marriott Hall 1, NT, Lobby Level

**Best Forum Visual Presentations: Designing and Creating Excellent Visual Presentations (701)**

MARTIN CARROLL (Author), Audit Director and Business Development Manager, Australian Universities Quality Agency

TRUDY H. BERS (Author), Senior Director of Institutional Research, Curriculum and Planning, Oakton Community College

ERIC L. DEY (Author), Associate Dean for Research, University of Michigan

SOHAM BHATT (Author), Data Warehouse Specialist, George Mason University

This panel is composed of the winners of the Best Visual Presentation Awards from the AIR 2003 and 2004 Forums and two members of the AIR Best Visual Presentations Committee. This award, initiated in 2003, recognizes an outstanding visual presentation of data/information in a format other than a traditional scholarly manuscript. Panelists will present parts of their award-winning presentations and discuss why and how they used design elements, formats, etc. Members of the audience will then be invited to participate in a general discussion of what makes a good visual presentation.

3:30-4:10 p.m.

AIR GRANT PAPER

Mission Hills, ST, Level 3

---



---

**AIR GRANT PAPER: Analysis of Institutionally-Specific Retention Research Methods: A Comparison Between Survey and Institutional Database Approaches (707)**

AMY CAISON (Author), Coordinator for Planning and Comparative Studies, North Carolina State University at Raleigh  
 BECCA BAKER (Author), Graduate Student, North Carolina State University

This study will compare the predictive ability of a traditional survey-based retention study with that of a parallel study on the same student cohort using standard institutional variables available in student databases at a broad range of colleges and universities. A two-part research design will compare a set of candidate student retention models based on both survey data and on institutional data. Through the comparison of these models, this project will offer institutional researchers valuable guidance regarding the feasibility and predictive power of using more readily available institutional student databases for retention studies compared with the traditional resource-intensive survey-based approach.

---



---

 3:30-4:10 p.m.

COMMITTEE MEETING

Laguna, ST, Level 1

**2005-2006 Board of Directors (085)**

Continued from previous time period.

---



---

 3:30-4:10 p.m.

DEMONSTRATION

Marina Ballroom Salon D, ST, Level 3, Internet

**Retention, Progression, and Graduation Web Site (677)**

JACOB JASIN (Author), Statistical Assistant, Southeastern Louisiana University  
 VINAYKUMAR RAMACHANDRA (Author), Database Coordinator, Southeastern Louisiana University

This presentation is designed for institutional researchers who are interested in developing a Web site to show the retention, progression, and graduation rates of first-time, full-time, freshmen cohort. The Web site is database driven and is built using Active Server Pages, HTML, and Microsoft Access. It is designed as a tool to help university administrators, academic deans, department heads, and faculty members for assessing students and academic programs. The presentation discusses the methodology adopted, technologies used, database design and the programming logic used to develop the Web site.

---



---

 3:30-4:10 p.m.

PANEL

Marriott Hall 3, NT, Lobby Level

**Early Results from a National Initiative for Strengthening the Use of Institutional Research to Improve Student Outcomes at Community Colleges (601)**

Continued from previous time period.

---



---

 3:30-4:10 p.m.

PANEL

Marriott Hall 1, NT, Lobby Level

**Best Forum Visual Presentations: Designing and Creating Excellent Visual Presentations (701)**

Continued from previous time period.

---



---

 3:30-4:10 p.m.

RESEARCH PRESENTATION

Point Loma, ST, Level 1

**Comparing the Academic Transition of Freshmen and Transfer Students in the Research University (140)**

WILLIAM B. ARMSTRONG (Author), Director of Student Research, University of California-San Diego  
 HEIDI M. CARTY (Author), Assistant Director, University of California-San Diego  
 KRIS M. SMITH (Facilitator), Director of Institutional Research and Testing, East Carolina University

The academic, cognitive, and psychosocial adjustment of new students was measured using both "single-shot" and longitudinal survey data. A sample of incoming freshmen and community college transfer students were given the CIRP Freshman survey at entry and Your First College Year (YFCY) survey during spring quarter. Although the analysis suggested several similarities in adjustment factors, some differences in self-perception, academic engagement, and behavioral variables were found. Transfer students tended to indicate lower levels of self-rated cognitive development, writing ability, and use and satisfaction with student services while indicating higher levels of isolation from campus life and interaction with faculty.

---



---

3:30-4:10 p.m.

RESEARCH PRESENTATION

Marriott Hall 4, NT, Lobby Level

---



---

**Measuring for Accountability, Measuring for Continuous Improvement: One Community College's Ruler for Institutional Effectiveness (215)**

DARBY L. HILLER (Author), Coordinator of Institutional Research, Northwestern Michigan College

PATRICIA C. GORDIN (Facilitator), District Director of Institutional Effectiveness and Program Development, Edison Community College

Diverse learning goals of students at community colleges means community colleges cannot measure effectiveness solely with traditional measures such as graduation and retention rates. Instead, they have been forced to develop more creative ways of determining effectiveness as they are increasingly scrutinized to prove whether they are facilitating the learning they claim to provide and accomplishing their missions. This presentation describes a model of institutional effectiveness comprised of seven criteria linked to the Higher Learning Commission's AQIP accreditation model. With this model we assess the effectiveness of learning and the effectiveness of the organization that supports that learning.

---



---

 3:30-4:10 p.m.

RESEARCH PRESENTATION

Balboa, ST, Level 3

**Measuring Qualitative Attributes: Using a Multidimensional Approach to Measure University Learning Goals (258)**

MARTHA ALCOCK (Author), Endowed Professor of Education, Capital University

KEVIN W. SAYERS (Author), Director of Institutional Research and Effectiveness, Capital University

JULIA TODUTKA (Author), Associate Provost, Capital University

HEATHER KIM (Facilitator), Director of Institutional Research, New School University

One way of documenting student learning outcomes across academic disciplines is by focusing on university learning goals that transcend individual program requirements. An approach in capturing direct learning outcomes on these qualitative constructs is to establish common standards through the use of rubrics. We will share rubrics developed for measuring critical thinking, logical reasoning, oral communication, written communication, leadership, service potential, and using values in decision-making and the process for implementing these measurement tools. We will share ways the Office of Institutional Research has triangulated performance data with indirect measures of student perceptions.

---



---

 3:30-4:10 p.m.

RESEARCH PRESENTATION

Marriott Hall 6, NT, Lobby Level, Internet

**Using Commercially Available Web-Based Survey Software to Support Institutional Assessment for a Multi-College, Multi-Campus System of Institutions (309)**

WILLIAM F. RITCHIE (Author), Vice President of Institutional Research, Planning and Assessment, Keiser Collegiate System

This research presentation demonstrates how a multi-college, multi-campus system employs commercially available Web-based survey software to provide classroom evaluation data on faculty. Courses across the System generally run for one month, so creating a process that can work quickly and efficiently to provide information on faculty performance in the classroom was a paramount concern. Not only is it necessary to collect large amounts of data, it is also necessary to process and review this information with faculty in a timely manner. Accountability issues using this data are reviewed and discussed.

---



---

 3:30-4:10 p.m.

RESEARCH PRESENTATION

Carlsbad, ST, Level 3

**The Impact of Graduate Student Mentorship and Research Experiences on Educational Outcomes (342)**

CASANDRA E. HARPER (Author), Research Analyst, University of California-Los Angeles

PAMELA L. TAYLOR (Author), University of California-Los Angeles

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

This paper provides a program analysis of a summer research and mentorship program for graduate students in the humanities and social sciences at one large, public university. The study compared program participants to students who graduated at the same time from the same fields on a variety of educational outcomes. Results indicate that students who participated in the program were more likely to publish and present their own research and complete their degree faster than non-participants. An additional comparison of students who applied but were not accepted to the program is also offered, revealing further differences between participants and non-participants.

---



---

3:30-4:10 p.m.

RESEARCH PRESENTATION

Marriott Hall 2, NT, Lobby Level

**Accreditation in Flux: IR's Role in a Changing Environment (428)**

GREGORY J. SCHUTZ (Author), Director of Institutional Research and Effectiveness, Austin Peay State University  
 HOUSTON D. DAVIS (Author), Assistant Vice President for Academic Affairs, Austin Peay State University  
 PAUL A. GRILLOS (Facilitator), Graduate Coordinator, Arizona State University

Higher education is experiencing change in the accreditation environment. The public calls for more accountability, more openness, and more proof of student learning (Farrell 2003). The six regional accreditation bodies in the United States respond with changes in their accreditation requirements. For institutions in the South, the 2003-2004 academic year marked the first cohort of institutions under new standards. Perspectives from these cohort institutions as well as an in depth look from the eyes of one institution reveal how the changes affect IR. The study finds an increased role for Institutional Research in the accreditation process.

3:30-4:10 p.m.

RESEARCH PRESENTATION

Del Mar, ST, Level 3

**Senior-Level Administrators' Views of Higher Education Finance and Their Perceptions of Cost Containment Strategies (431)**

MARK D. GARRETT (Author), Graduate Student, University of Michigan  
 MARY-LOU A. D'ALLEGRO (Facilitator), Director of Institutional Research, West Chester University

Higher education, like many other non-profit organizations in the United States, is experiencing financial difficulties at the present time. Rather than just adopting what could be considered the typical management strategies, administrators are searching for and implementing unique strategies to cut costs. The purpose of this study was to determine what type of strategies administrators are implementing at a public research institution. Five senior-level administrators were interviewed. Results indicated that few unique or innovative strategies were being implemented at this institution. Furthermore, no type of task-force to seek out innovative strategies had been put in place.

3:30-4:10 p.m.

RESEARCH PRESENTATION

Leucadia, ST, Level 1

**Assessing a Financial Aid Outreach Program at a California Community College (523)**

ANDREW S. LAMANQUE (Author), Supervisor of Institutional Research, DeAnza College

This paper will propose a set of indicators for assessing the success of financial aid outreach programs in a California Community College. In California, significant resources have recently been devoted to helping students become aware of the availability of financial aid to offset tuition increases. Current indicators focus only on financial aid recipient participation and do not take into account economic variables that would suggest changes in participation independent of outreach efforts. This paper will present a methodology for a more robust assessment of financial aid outreach programs.

3:30-4:10 p.m.

RESEARCH PRESENTATION

Marriott Hall 5, NT, Lobby Level, Internet

**Building a Web-Based Reporting System: Lessons Learned (620)**

CHRISTOPHER J. MAXWELL (Author), Research and Planning Analyst, Purdue University  
 JACQUELYN L. FROST (Author), Director, Institutional Research, Purdue University

There is an increasing need for easy access to department level data as strategic planning and metric/benchmark comparisons down to the department level become more popular. Traditionally, IR offices have provided institution level data to upper management, but do not have the resources to do the same for individual departments. To enable departmental decision makers to extract official data, a project was undertaken to build a series of Web tools that enable users to drill to the level of interest using an intuitive, browser only interface. This non-technical presentation will focus on challenges faced and lessons learned during execution of this initiative.

3:30-4:10 p.m.

RESEARCH PRESENTATION

Santa Rosa, ST, Level 1

**Assessment Anxieties: Understanding Them, Overcoming Them, and Strategies for Sharing Assessment Success (634)**

MATTHEW FULLER (Author), Texas A & M University  
 MARILEE J. BRESCIANI (Author), Assistant Vice President for Institutional Assessment, Texas A & M University  
 JAMES A. ANDERSON (Author), Vice President and Associate Provost Institutional Assessment and Diversity, Texas A & M University  
 MICHAEL J. VALIGA (Facilitator), Director of Survey Research Services, ACT, Inc.

For many institutions, assessment is not a new idea, yet the implementation of it causes many to think that it is. Often faculty and staff with varying levels of involvement and motivation for assessment struggle with their differences and assessment professionals or those charged with assessment are caught right in the middle. Using interactive discussions and case studies, this session will help practitioners of all backgrounds understand some of the common misconceptions of assessment on campus and offer techniques for moving beyond misconception to informed enhancement of student learning and development

3:30-4:10 p.m.

SCHOLARLY PAPER

Cardiff, ST, Level 3

**The Implications of Diversity on Civic Engagement: How Institutions Can Engender Socially Responsible Citizenship (297)**

LETICIA OSEGUERA (Author), Post Doctoral Scholar, University of California-Los Angeles  
 UMA JAYAKUMAR (Author), University of California-Los Angeles

In recent years higher education has been faced with great scrutiny, as institutions have been challenged to be more socially responsible and to produce more socially responsible graduates. Using longitudinal data from the Diverse Democracy study, this study sought to understand how much agency students feel they have in really effecting social change, students' consciousness for social change, and students' attitudes about giving back to the community. Results of this study can assist colleges and universities in creating learning environments that capitalize on student experiences and encourage growth of civic minded and "conscious" citizens.

3:30-4:10 p.m.

SCHOLARLY PAPER

Green Room, ST, Level 3

**Institutional Grants: Investing in Retention and Graduation (477)**

JOHN H. SCHUH (Author), Professor and Chair, Education Leadership and Policy Studies, Iowa State University  
 ANN GANSEMER-TOPF (Author), Iowa State University  
 JULIA W. CARPENTER-HUBIN (Facilitator), Director of Institutional Research and Planning, The Ohio State University

Institutions of higher education increasingly are concerned with retention and graduation rates. Framed by Berger's theory of organizational behavior, this inquiry examined if expenditures devoted to institutional grants predicted retention and graduation rates at private, baccalaureate institutions between 1992 - 2002. This study also investigated how institutional selectivity affected the relationship between institutional grants and persistence rates. Institutional grants were found to predict retention and graduation rates. However, institutional grants did not significantly predict retention and graduation rates at highly selective institutions. Recommendations are suggested, including using the results to inform resource allocation strategies that can enhance retention and graduation.

3:30-4:10 p.m.

SCHOLARLY PAPER

Marina Ballroom Salon E, ST, Level 3

**A Methodology for Systems and States in Benchmarking Relative Differences in Resource Support in Higher Education (563)**

JOHN D. PORTER (Author), Associate Provost for Institutional Research and Analysis, State University of New York System Administration  
 GARY L. BLOSE (Author), Assistant Provost, State University of New York System Administration  
 LUCY DWIGHT (Facilitator), Senior Research Coordinator, University of Colorado at Denver and Health Sciences Center

One way to view system and state support of higher education is through the level of resource support. Funding allocated in support of the three fundamental missions of instruction, research, and public service offer insight into the decisions and priorities that define most public colleges or universities. These explorations are vital, yet challenging, because of differences in how states structure their support of higher education, and the type of academic programs their institutions offer. The authors will explore a methodology developed by SUNY that incorporates relative differences in academic cost by discipline with IPEDS financial and human resource data.

3:30-4:10 p.m.

VENDOR DEMONSTRATION

Solana, ST, Level 1

**Using the CIRP Student Surveys for Assessment (E12)**

KIT MAHONEY (Presenter), Business Manager, University of California-Los Angeles Higher Education Research Institution

The Higher Education Research Institute (HERI) conducts the three CIRP student surveys - the Freshman Survey and the two follow-up surveys: Your First College Year (YFCY) and the College Student Survey (CSS). Each survey collects information that can be used for accreditation activities; planning and resource allocation; and assessment and retention studies. Further, participating institutions receive their results broken out by gender and compared to those of similar institutions.

The CIRP student surveys are designed for different points in a student's college career, and are ideal for sequential use. The Freshman Survey gathers baseline data on over 300 items; 1/3 of the items on the YFCY and CSS are direct post-tests of Freshman Survey items. The YFCY and CSS institutional reports compare students' YFCY and CSS responses to their earlier responses on the Freshman Survey. Participating institutions can obtain merged longitudinal data files (i.e., Freshman Survey data linked to YFCY data) for further analyses.

3:30-4:10 p.m.

VENDOR DEMONSTRATION

Warner Center, ST, Level 4

**Collect and Analyze Data from Surveys, Tests, Assessments and Other Paper and Online forms with Software from Principia Products. Principia will Demonstrate Remark Office OMR v6.0 and Remark Web Survey (E18)**

STEVE JOSLIN (Presenter), Principia Products, Inc.

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. Remark Office OMR version 6 will be demonstrated.

3:30-5:00 p.m.

PANEL

Marina Ballroom Salon F, ST, Level 3

**Aligning Graduate School Surveys (402)**

JAIME GALINDO (Author), Data Resource Analyst, Michigan State University  
 ROBERT J. MORSE (Author), Director of Data Research, U.S. News & World Report  
 DAVID PAYNE (Author), GRE/ETS  
 EMILDA B. RIVERS (Author), Mathematical Statistician, National Science Foundation  
 MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami  
 HEATH A. BROWN (Author), Director of Research and Policy Analysis, Council of Graduate Schools  
 JAMES VOYTUK (Author), Senior Program Officer, National Academies  
 MARK A. ZIDZIK (Author), Director of Research Development, Peterson's  
 LAURA A. SCHATMAN (Author), Director of Institutional Research and Assessment, Oakland University

Following a panel and discussion that took place at the 43rd Annual AIR forum in 2003, a working group composed of representatives of the IR community as well the sponsors of a number of the surveys was created. The Working Group to Align Graduate School Surveys has undertaken analysis of the elements of a number of the surveys and begun to look at how the process of responding to them might be streamlined. At this session, members of the working group will present the results so far for discussion and feedback from interested parties.

3:30-5:00 p.m.

PANEL

New York, NT, Lobby Level, Internet

**IPEDS Student Unit Record Feasibility Study (534)**

JOHN H. MILAM (Author), Executive Director, HigherEd.org, Inc.  
 SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics  
 CATHY A. STATHAM (Author), IPEDS Finance Survey Director, National Center for Education Statistics

NCES is supporting a feasibility study about possibly redesigning the IPEDS collection of student-related data to incorporate individual, student unit records. If implemented, this system would replace the submission of institution-level data for the enrollment, completions, graduation rates, and student financial aid components; and parts of institutional characteristics related to net price. Unit records would allow for improved calculation of graduation rates, for reports on transfers across states or sectors, and for more detailed retention data. This session will discuss progress to date on this feasibility study.

3:30-5:00 p.m.

PANEL

Marina Ballroom Salon G, ST, Level 3, Internet

**The 2005 Revision of the Carnegie Classification: What Will It Mean for IR? (722)**

ALEXANDER C. MCCORMICK (Author), Senior Scholar, The Carnegie Foundation for the Advancement of Teaching  
 CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation for the Advancement of Teaching

A major revision to the Carnegie Classification will be released later this year. In addition to revising the traditional classification framework, several new classification schemes will be introduced, providing new perspectives on institutional comparison. An online tool permitting users to aggregate categories and examine intersections between the new classification schemes will accompany this revision. New measures addressing institutional commitments that aren't reflected in the national data are also being developed. This session will give IR practitioners an overview of the forthcoming changes, with an illustration of how they may permit more flexible and sophisticated peer comparison and analysis.

4:20-5:00 p.m.

COMMITTEE MEETING

Laguna, ST, Level 1

**2005-2006 Board of Directors (085)**

Continued from previous time period.

4:20-5:00 p.m.

DEMONSTRATION

Marriott Hall 6, NT, Lobby Level, Internet

**Using Web-Based Information to Improve Strategic Planning and Decision-Making (404)**

SALLY A. KANDEL (Author), Associate Vice President for Information Services, Kent State University  
 ZHENGXI LIU (Author), Kent State University  
 LYNN M. PAPPENFUS (Author), Organization Specialist, Kent State University

The goal of the Statistical Almanac is to provide university leaders with access to a Web-based academic portfolio for knowledge-based planning and decision-making purposes. The focus of data ownership is shifted from a centralized repository to a Web-based environment. This online access also provides the department access to information in a timely fashion while facilitating the transition of IR research efforts from mainly data-reporting to data interpretation and analysis. The components of the Statistical Almanac include the University Factbook, the Academic Profile Pages, and the Longitudinal Student Query System.



---



---

4:20-5:00 p.m. PANEL Marina Ballroom Salon F, ST, Level 3

**Aligning Graduate School Surveys (402)**

Continued from previous time period.

---



---

4:20-5:00 p.m. PANEL New York, NT, Lobby Level, Internet

**IPEDS Student Unit Record Feasibility Study (534)**

Continued from previous time period.

---



---

4:20-5:00 p.m. PANEL Marina Ballroom Salon G, ST, Level 3, Internet

**The 2005 Revision of the Carnegie Classification: What Will It Mean for IR? (722)**

Continued from previous time period.

---



---

4:20-5:00 p.m. RESEARCH PRESENTATION Marriott Hall 4, NT, Lobby Level

**Majoring in Success: Examining How Major Field of Study Affects Persistence (148)**

EUGENE L. ANDERSON (Author), Research Associate, American Council on Education  
 DONGBIN KIM (Author), Research and Policy Analyst, National Association of Independent Colleges and Universities  
 GIGI GOMEZ (Author), University of California-Los Angeles  
 ANNE MARIE DELANEY (Facilitator), Director of Institutional Research, Babson College

This presentation examines why persistence within racial/ethnic groups vary across differing fields of study. We will focus on the pre-college enrollment variables that are correlated with the selection of a major and the post-college enrollment variables that are correlated with persistence.

---



---

4:20-5:00 p.m. RESEARCH PRESENTATION Point Loma, ST, Level 1

**Examining the Current State of Outcomes Assessment (234)**

SUSAN L. ALOI (Author), Coordinator of Planning and Assessment for the College of Human Resources and Education, West Virginia University  
 ELIZABETH A. JONES (Author), Associate Professor, West Virginia University  
 ROBERT SMALLWOOD (Facilitator), Associate Vice President for Academic Affairs, Texas State University-San Marcos

Although numerous institutions are creating assessment plans, it is difficult to know whether these assessments are actually being designed and implemented within academic programs according to good practices. The purpose of this research study was to investigate the degree to which academic programs (in colleges and universities within four different states) follow principles of good practice in creating and implementing their assessment plans. The second purpose was to determine if there were significant differences by undergraduate program (biology, business, education, history, psychology, and math/computer science) in the degree to which good practices were followed.

---



---

4:20-5:00 p.m. RESEARCH PRESENTATION Balboa, ST, Level 3

**A Study on the Holistic Scoring of a College Upper-Division Writing Assessment: Investigating the Reliability and Consequential Validity of the Writing Proficiency Assessment (265)**

SUSAN MUN (Author), Graduate Student, San Diego State University  
 REYNALDO I. MONZON (Author), Manager of Institutional Research, San Diego State University  
 CARL FIELDEN (Author), Lecturer, San Diego State University  
 ELEANOR W. NAULT (Facilitator), Director of Assessment, Clemson University

This study is a quantitative analysis of test data from the Writing Proficiency Assessment (WPA). The WPA utilizes holistic scoring, controlled essay reading, and multiple independent scoring to assess the writing proficiency of upper-division college students at a large public university for the purpose of placement into English composition classes. Trends and patterns in the data collected between March and December of 2004 are identified. Reliability will be measured through intra- and inter-rater reliability and test score stability over time. Consequential validity will also be examined. Variables affecting reliability and validity shall be addressed by the presenters.

Tuesday afternoon time 11

4:20-5:00 p.m.

RESEARCH PRESENTATION

Del Mar, ST, Level 3

**Using Environmental Scanning and Space Planning Principles to Expand Service Delivery Throughout a Metropolitan Area Within a Single Community College Concept (436)**

DANIEL K. PAULIEN (Author), President, Paulien & Associates

ELENA V. BUBNOVA (Author), Director of Institutional Research, Truckee Meadows Community College

FRANKLIN A. MARKLEY (Author), Planning Associate, Paulien and Associates

PATRICIA A. MEADE (Facilitator), Registrar/Director of Institutional Research, Front Range Community College

A Community College has primarily been located on one campus with a separate technical education center and a continuing education center developed in the last decade. It is now adding two other geographically separated locations and rethinking the mission of the main campus and the two centers. This presentation will discuss the planning process used to determine the appropriate changes that should enhance TCC's educational delivery. Particularly noted will be an analysis of workforce requirements by program, environmental scanning and space utilization and space needs analysis to determine the best locations for program expansion or relocation.

4:20-5:00 p.m.

RESEARCH PRESENTATION

Marriott Hall 2, NT, Lobby Level

**Applying a Data Mining Model to Predict Admissions Yield: Conducting 'What-If' Scenarios Under Varying Financial Aid Conditions (454)**

CHRISTOPHER M. ANTONS (Author), Director of Institutional Research and Planning Support, Willamette University

ELLIOT MALTZ (Author), Associate Professor of Marketing, Willamette University

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

Private college revenue relies heavily on tuition income. Predicting expected yield of admitted students, given varied distributions of financial aid, is vital to successful fiscal planning. This research resulted in the application of a logistic regression model as a flexible enrollment management tool. Enrollment Management partnered with the MBA program and Institutional Research to develop an effective predictive model as well as a method for applying that model to produce desired enrollment goals. The model was used to aid admit rate and institutional aid decisions. The application resulted in successful achievement of both enrollment and revenue goals.

4:20-5:00 p.m.

RESEARCH PRESENTATION

Leucadia, ST, Level 1

**The Value-Added of a Performance-Driven Accountability Plan for the Pennsylvania State System of Higher Education (526)**

CORI J. MYERS (Author), Director Assessment and Planning, Lock Haven University of Pennsylvania

TOM ARMSTRONG (Author), Associate Director for Strategic Data Analysis and Reporting, Pennsylvania State System of Higher Education

LOUIS J. BOHL-FABIAN (Author), Director of System Research and Analysis, Pennsylvania State System of Higher Education

MICHAEL D. MCGUIRE (Facilitator), Executive Director, Office of Planning & Institutional Research, Georgetown University

Public pressures on state colleges and universities to show evidence of accountability continue to grow. In response, state governing boards are developing accountability measures and performance funding systems. This case study presentation will: \* provide background information about accountability measures and performance funding. \* describe the State System's current approach to a System Accountability Plan (SAP). \* acknowledge opportunities and challenges presented by underlying values and model for a SAP. \* address areas that require further development. The case study will be co-presented by two State System representatives and one University representative, on the development and implementation of the SAP.

4:20-5:00 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon D, ST, Level 3, Internet

**Effects of Social Capital on Hispanic Students' College Choices (533)**

NOGA ADMON (Author), Director of Institutional Research and Assessment, Monroe College

Even though Hispanic students hold high expectations for college completion, their over-representation in community colleges suggests that they do not translate these expectations into behaviors that will lead to BA-level attainment. My research addresses the question - why are college-qualified Hispanic students less likely to enroll in 4-year institutions than college-qualified White or Black students? My proposal theorizes that the over-representation of Hispanic students in community colleges may be attributed to lack of adequate information about higher education, lack of adequate financial aid information, and erroneous perceptions of college costs.

4:20-5:00 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon E, ST, Level 3

**The Evolution of A Faculty And Course Self-Evaluation: From Pilot to Established Program (605)**

H. HILLIARD GASTFRIEND (Author), Information Analyst, Board of Regents of the University System of Georgia  
CATHERINE L. FINNEGAN (Author), Associate Director of Assessment and Public Information, Board of Regents of the University System of Georgia  
ARCHIE A. GEORGE (Facilitator), Director, Institutional Research and Assessment, University of Idaho

Evaluations of any type must suit the needs and conditions of their environment, and issues necessary in the early stages of a program might not even be relevant in a mature program. This presentation charts the changes and evolution of a faculty and course evaluation during the five year period when a fully online program, designed to allow students to complete their first two years of higher education, developed from a pilot to an established program. Along with discussing the logic for changing the evaluation, samples of the questions used and aggregated data from the program will be presented.

4:20-5:00 p.m.

RESEARCH PRESENTATION

Marriott Hall 3, NT, Lobby Level

**Mission: Improving Higher Education One Person at a Time (AKA Chicken Soup for the IR Soul) (626)**

DAINA P. HENRY (Author), Associate Director Institutional Research, College of William and Mary  
KEVIN B. MURPHY (Facilitator), Research Analyst, University of Massachusetts Boston

Stress. Deadlines. Conflicting priorities. These are the status quo and modus operandi of IR daily operations. Efficient IR staff are asked to produce more, in less time. We strive to improve higher education through the delivery of information, but often neglect to improve ourselves. The author will integrate research on current educational business philosophy, anecdotal evidence, and "words of wisdom" from authors on professional leadership. This presentation will provide "chicken soup" for the IR soul through a synthesis of Covey's habits, Kuhn's paradigm shift, Carlson's "small stuff" along with ideas from Tolkien and Humphrey Bogart. Improving education begins with improving one-self.

4:20-5:00 p.m.

RESEARCH PRESENTATION

Santa Rosa, ST, Level 1

**May 2004 Graduates' Advice to New Freshmen and Faculty (636)**

FRANK J. DOHERTY (Author), Director of Institutional Research, James Madison University  
AL MENARD (Author), Assistant Vice President, University Planning, James Madison University  
MICHAEL E. WILLIAMS (Facilitator), President, The Austen Group

At the AIR Forum in Boston Dick Light shared the ongoing research that had been conducted with students at Harvard and other institutions. Based on his presentation, we asked the May 2004 our University graduates to answer two questions. What one piece of advice do you wish you had received as a freshman? What did a faculty member do that had an important impact on you? This presentation summarizes what we learned from the graduates and how we shared it with the university community.

4:20-5:00 p.m.

SCHOLARLY PAPER

Marriott Hall 1, NT, Lobby Level

**Exploring the Decision to Participate in Living-Learning Communities (125)**

CHERRY DANIELSON (Author), Research Fellow, Wabash College  
WENDY G. TROXEL (Facilitator), Assistant Professor, Educational Administration and Foundations, Illinois State University

In the present environment of accountability, living-learning communities are among the prominent programs in higher education that must tout their effectiveness in order to validate their existence. However, participation in these residence situations cannot be assumed to be random. As such, research and assessment methods necessitate controlling for potential selection bias. This study explores factors influencing the decision to participate in living-learning communities. Based on the theory of person-environment fit, results provide insight into self-selection characteristics of the living-learning student population. Astin's student types are among the variables used to differentiate between participants and non-participants.

4:20-5:00 p.m.

SCHOLARLY PAPER

Cardiff, ST, Level 3

**Faculty Salary: Issues in Multiple Regression (312)**

RICHARD LIU (Author), Director of Institutional Research, University of St. Thomas  
REBECCA LIU (Author), Graduate Student, Cornell University

Today, salary equity is one of several major issues facing higher education. Statistical analyses generally used in court have involved multiple regressions. Appropriate use of statistics is crucial when presenting cases for the faculty as well as the institutions to defend against the plaintiff's claim. The interpretations of standardized and un-standardized regression coefficients, as well as controversies of multicollinearity, which have long been debated in social sciences, will help clarify several faculty salary issues. The purpose of this paper is to discuss some major statistical issues involved in court, and potential solutions to these problems.

Tuesday afternoon time 11

4:20-5:00 p.m.

SCHOLARLY PAPER

Carlsbad, ST, Level 3

### Exploring Faculty's Out-of-Class Interactions with Undergraduate Students: Findings from a Faculty Survey at a Research University (348)

MARIN CLARKBERG (Author), Senior Research Associate, Cornell University  
 MARNE K. EINARSON (Author), Senior Research and Planning Associate, Cornell University  
 MICHAEL W. MATIER (Author), Director of Institutional Research and Planning, Cornell University  
 TOYCEE HAGUE-PALMER (Facilitator), Program Review Coordinator, The Ohio State University

Citing the benefits to students, many institutions seek to increase the extent of faculty-student interaction outside the classroom, but little is known about the factors that explain variability in the levels of such engagement among faculty. We report here on a faculty survey focusing on such interactions conducted at a large, highly selective, research-extensive university. Our findings provide a much-needed descriptive picture of the extent and forms of these interactions among faculty within a research university setting. In addition, we explore the correlates of such interactions, including personal and institutional influences, and highlight potential avenues for promoting faculty engagement.

4:20-5:00 p.m.

SCHOLARLY PAPER

Green Room, ST, Level 3

### From Inquiry to Enrollment: A Predictive Model (481)

CULLEN F. GOENNER (Author), Assistant Professor, University of North Dakota  
 KENTON PAULS (Author), Director of Enrollment Services, University of North Dakota

The purpose of this paper is to build a predictive model of enrollment that provides data driven analysis to improve undergraduate recruitment efforts. We utilize an inquiry model, which examines the enrollment decisions of students that have made contact with our institution, a medium sized public Doctoral I university. We find that combining characteristics of the student, as well as geographic and demographic data based on the student's zip code are significant predictors of enrollment. Accounting for uncertainty in our model's specification, we find that we are able to accurately predict the enrollment decision of 90% of student inquiries.

4:20-5:00 p.m.

TABLE TOPIC

Newport Beach, ST, Level 4

### Toward a Philosophy of Institutional Research (T09)

RACHEL DYKSTRA BOON (Author), Graduate Assistant, Indiana University  
 MELANIE A. RAGO (Author), Graduate Assistant, Indiana University

Toward a Philosophy of Institutional Research: Most people working in IR offices today arrived there through other disciplines and interests. Today, we are beginning to see a shift toward the professionalization of IR with programs such as the Post-Masters Certificate in Institutional Research (PM CIR). Looking toward the future of IR, and the further development of its pedagogy, what theoretical context do we feel is crucial to the education of IR professionals and scholars? Can we take a page from the evolution of student affairs, and other fields, in learning how to teach the theoretical constructs of IR?

4:20-5:00 p.m.

VENDOR DEMONSTRATION

Solana, ST, Level 1

### ACT, Inc.: Assessing General Education Outcomes with CAAP (E08)

DAVID CHADIMA (Presenter), Consultant, ACT

The effective assessment of general education outcomes is a major challenge faced by institutional researchers. The Collegiate Assessment of Academic Proficiency (CAAP) is the ACT program that enables postsecondary educational institutions to measure, evaluate, and optimize the outcomes of their general education programs. CAAP results can be used on a group basis to evaluate your program and identify opportunities to enhance student learning, and on an individual student basis to evaluate readiness for upper division studies. This session will highlight the features of CAAP, and demonstrate the benefits it has provided to specific programs.

4:20-5:00 p.m.

VENDOR DEMONSTRATION

Marriott Hall 5, NT, Lobby Level, Internet

### Data Blocks: Design Techniques for OMR versus Page Scanners (E20)

CARLI BURKE (Presenter), President, Data Blocks

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

5:10-5:50 p.m.

COMMITTEE MEETING

Marina Ballroom F, ST, 3Level

### Graduate CDS Working Group (092)

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

The Graduate CDS Working Group will hold its annual meeting.

5:10-5:50 p.m.

SPECIAL INTEREST GROUP

Newport Beach, ST, Level 4

**Arizona Association for Institutional Research (AZAIR) (S08)**

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

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.

5:10-5:50 p.m.

SPECIAL INTEREST GROUP

Encinitas, ST, Level 3

**California Association for Institutional Research (CAIR) (S11)**

STEVEN P. CHATMAN (Convener), Director, University of California-Davis

Current members and anyone interested 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

Green Room, ST, Level 3

**Canadian Institutional Research and Planning Association (CIRPA-ACPRI) (S15)**

ROBERT SCHULTZ (Convener), Director of 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

Boardroom, ST, Level 3

**Maryland AIR (MdAIR) (S34)**

LINDA MALLORY (Convener), Statistician, US Naval Academy

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

Marriott Hall 2, NT, Lobby Level

**Overseas Chinese Association of Institutional Research (OCAIR) (S46)**

YI-MIN M. WANG (Associate Committee Chair), Director of Planning and Institutional Research, Catholic University of America

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

Carlsbad, ST, Level 3

**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

Leucadia, ST, Level 1

**Texas Association for Institutional Research (TAIR) (S63)**

KAREN C. LALJIANI (Convener), Assistant Dean of Institutional Effectiveness and Research, El Centro College

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.

5:10-5:50 p.m.

SPECIAL INTEREST GROUP

Balboa, ST, Level 3

**Traditionally Black Colleges and Universities (TBCU) (S64)**

DOROTHY S. CHEAGLE (Convener), Director of Planning and Governmental Relations, Morris 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

New York, NT, Lobby Level, Internet

**The National Community College Benchmark Project (S73)**

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

Participants and anyone interested in the National Community College Benchmark Project (NCCBP) are encouraged to join in this discussion of the project's current status, pilot results, progress of Year 1 national implementation, and future plans. Opportunity will be provided to enroll as a project participant.

5:10-5:50 p.m.

SPECIAL INTEREST GROUP

Cardiff, ST, 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

Marina Ballroom Salon E, ST, Level 3

**Research and Planning Group for California Community Colleges (S96)**

ANDREEA M. SERBAN (Convener), Associate Vice President of Information Resources, Santa Barbara City College

Come join us to learn more about the Research and Planning Group for California Community Colleges and how you can become involved.

## Wednesday, June 1, 2005

---



---

7:30-8:20 a.m.	COMMITTEE MEETING	Balboa, ST, 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	Green Room, ST, Level 3
----------------	------------------------	-------------------------

### 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	Del Mar, ST, Level 3
----------------	------------------------	----------------------

### Environmental Scanning (S22)

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

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	Boardroom, ST, Level 3
----------------	------------------------	------------------------

### Intercollegiate Athletics (S30)

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

This SIG is intended as an opportunity to discuss issues related to intercollegiate athletics. Recent research will be discussed as well as new reporting requirements.

---



---

7:30-11:40 a.m.	COMMITTEE MEETING	Encinitas, ST, 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.

---



---

7:30-11:40 a.m.	COMMITTEE MEETING	Point Loma, ST, Level 1
-----------------	-------------------	-------------------------

### RHE Best Paper Committee (098)

The RHE Best Paper Committee meeting.

---



---

7:30-11:40 a.m.	SPECIAL EVENT	Newport Beach, ST, Level 4
-----------------	---------------	----------------------------

### Forum Evaluation Survey (Invitational Event) (086)

LLOYD H. BYRD (Committee Chair), Director of Institutional Research, Virginia Commonwealth University

Forum Evaluation Survey (Invitational Event) #2

---



---

7:30-11:40 a.m.	SPECIAL EVENT	Cardiff, ST, Level 3
-----------------	---------------	----------------------

### Forum Evaluation Survey (Invitational Event) (087)

LLOYD H. BYRD (Committee Chair), Director of Institutional Research, Virginia Commonwealth University

Forum Evaluation Survey (Invitational Event) #3

---



---

7:30-11:40 a.m.	SPECIAL EVENT	Carlsbad, ST, Level 3
-----------------	---------------	-----------------------

**Forum Evaluation Survey (Invitational Event) (091)**

LLOYD H. BYRD (Committee Chair), Director of Institutional Research, Virginia Commonwealth University

Forum Evaluation Survey (Invitational Event).

---



---

8:30-9:10 a.m.	AIR GRANT PAPER	Mission Hills, ST, Level 3
----------------	-----------------	----------------------------

**AIR GRANT PAPER: Institutional Characteristics and Student Success in Sub-Baccalaureate Education (709)**

ANN PERSON (Author), Doctoral Student, Northwestern University

Nearly half of all college students are enrolled in two-year schools, and low-income, ethnic minority, and first-generation students are over-represented at such institutions. Yet most research on persistence in postsecondary education has focused on students at four-year colleges. Furthermore, while research has shown that college persistence and attainment are influenced by individual characteristics, research on institutional characteristics and student success has been less conclusive. Using data from BPS and IPEDS, this study seeks to enhance understanding of different types of two-year colleges and to examine the direct and indirect influence of institutional characteristics on student outcomes.

---



---

8:30-9:10 a.m.	COMMITTEE MEETING	Encinitas, ST, Level 3
----------------	-------------------	------------------------

**Best Visual Presentations Committee Meeting (084)**

Continued from previous time period.

---



---

8:30-9:10 a.m.	COMMITTEE MEETING	Point Loma, ST, Level 1
----------------	-------------------	-------------------------

**RHE Best Paper Committee (098)**

Continued from previous time period.

---



---

8:30-9:10 a.m.	DEMONSTRATION	Santa Rosa, ST, Level 1
----------------	---------------	-------------------------

**Using Arc VIEW, PowerPoint and Census Data to Create Customized Maps for Tracking Population and Market Trends (466)**

JOSEPH C. DEHART (Author), Executive Director of Planning and Research, Des Moines Area Community College  
LORI A. WOLFF (Presenter)

This demonstration will show how to use Arc VIEW software, student information management systems, census data and PowerPoint to create customized maps to show market trends over time. Specifically this demonstration will look at market penetration and geocoding of student addresses.

---



---

8:30-9:10 a.m.	DEMONSTRATION	Marriott Hall 3, NT, Lobby Level
----------------	---------------	----------------------------------

**Reverse-Engineering US News: Using the Rankings for Benchmarking and Outcomes Assessment (656)**

DAVID R. MAJKA (Author), Director of Institutional Research, Robert Morris University

The US News college rankings provide a valuable framework that can be used for benchmarking against other institutions as well as to monitor year-to-year qualitative changes in a particular college. A full analysis requires delving deeply into the ranking results using both published and unpublished data supplied by US News. An analytical method will be demonstrated that captures important metrics in a concise format that permits senior managers to immediately focus upon important ranking criteria and significant changes in them.

---



---

8:30-9:10 a.m.	DEMONSTRATION	Marina Ballroom Salon G, ST, Level 3, Internet
----------------	---------------	--

**Migrating from Static to Dynamic IR Reports: Technical Tips and Strategies (665)**

DEBORAH J. HEAD (Author), Director of Institutional Research, Kennesaw State University  
JOSEPH A. RIVES (Facilitator), Assistant to the President for Planning and Budget, Western Illinois University

While many institutional research Web sites contain an abundance of static information, end users desiring ad hoc data reports must still make their requests directly to the IR office. We have migrated many of those ad hoc reporting mechanisms to drill-down tools in a self-service model delivered over the Web. This presentation will examine why and how we developed our own reporting tools. We will look at the technical challenges and corresponding solutions, and we will also explore the impact these reporting tools had on the business processes in our office and on how they delivered data to end users.



---



---

8:30-9:10 a.m. DEMONSTRATION Marina Ballroom Salon D, ST, Level 3, Internet

**Accessing and Using the Delaware Study Secure Server to Develop Customized Peer Analysis at your Institution (670)**

KAREN DEMONTE (Author), Institutional Research Analyst, University of Delaware  
 ALLISON M. OHME (Author), Institutional Research Analyst, University of Delaware  
 CHARLYN S. FISHER (Facilitator), Director of Institutional Research and Assessment, York College of Pennsylvania

In 2001, the University of Delaware enhanced the on-line Cost Study site to give participants the capability to download from our database a set of ratios for their peers similar to the customized study. With an increase in demand for institutions with multiple disciplines to develop different peer groups for those disciplines and a future limit on number of customized peer analysis requests, an understanding of the data set is necessary. This demonstration will review how to use the secure site and will also provide attendees with the tools and skills to develop their own peer analysis.

---



---

8:30-9:10 a.m. RESEARCH PRESENTATION Marriott Hall 1, NT, Lobby Level

**Educational Expenditures and Student Engagement: When Does Money Matter? (109)**

GARY R. PIKE (Author), Director of Institutional Research, Mississippi State University  
 JOHN C. SMART (Author), Professor, The University of Memphis  
 GEORGE D. KUH (Author), Chancellor's Professor of Higher Education, Indiana University at Bloomington  
 JOHN C. HAYEK (Author), Senior Associate Director, National Survey of Student Engagement  
 MICHELLE HALL (Facilitator), Director of the Office Institutional Research and Assessment, Southeastern Louisiana University

This study examined the relationship between higher education expenditures and a key determinant of student learning—engagement in educationally purposeful activities. The data for this study came from the 2001 administration of the National Survey of Student Engagement (NSSE) and the IPEDS 2002 financial data collection. Expenditures were significantly related to student engagement for first-year students and seniors attending both public and private institutions, though the patterns of relationships differed substantially.

---



---

8:30-9:10 a.m. RESEARCH PRESENTATION Marriott Hall 4, NT, Lobby Level

**“Triangulation or Strangulation” Using Multiple Data Sources to Assess Student Outcomes (166)**

JOSEPH A. CURTIN (Author), Assessment Consultant, Brigham Young University  
 DANNY R. OLSEN (Author), Director of Institutional Assessment and Analysis, Brigham Young University  
 STEVE WYGANT (Author), Assessment Consultant, Brigham Young University  
 CLARE L. HUHNN (Facilitator), Associate Policy and Planning Analyst, University of Wisconsin Madison

This study uses multiple sources of data to assess differences in the educational experience of distinct populations. This is accomplished by analyzing data regarding student experiences at the university. The populations studied include; current students, graduates (recent and alumni 3-years out), and non-returning students. Comparisons of these groups will be done using the responses to common items across multiple surveys. The surveys utilized consist of the Senior Survey, the Alumni Questionnaire, the Non-Returning Student Survey and the National Survey of Student Engagement®. The students surveyed were randomly selected from populations of non-returning students, graduating students, alumni and currently enrolled students

---



---

8:30-9:10 a.m. RESEARCH PRESENTATION Marriott Hall 6, NT, Lobby Level, Internet

**Getting Students Beyond Google: Promoting Information Literacy (361)**

AMANDA ROBERTS (Author), Florida Atlantic University  
 THOMAS PUSATERI (Author), Assessment Director, Florida Atlantic University  
 DEBRA Y. ATKINSON (Facilitator), Institutional Research Analyst, Ball State University

Are your students submitting papers that use Web sites indiscriminately or that rely more on secondary than primary sources? Do they know how to search for information and how to evaluate its quality? This workshop will present strategies for designing assignments that promote information literacy skills: selecting a researchable topic, maintaining a research journal, locating articles from reputable sources, writing an annotated bibliography, and summarizing articles appropriately without plagiarism. Assignments presented in this presentation were originally developed for a senior thesis course in business and a capstone course in psychology but may be adapted readily to other disciplines.

---



---

8:30-9:10 a.m. RESEARCH PRESENTATION Marriott Hall 2, NT, Lobby Level

**Defining Indicators of Institutional Diversity Scorecard (401)**

NAN BRIAN HU (Author), Director of Institutional Research, Loyola Marymount University  
 LOIS F. GRIESBAUM (Facilitator), Analyst Programmer, University of New Mexico

This presentation displays Loyola Marymount University's achievements in defining indicators for a joint Diversity Scorecard Project on equity issues in higher education. According to Astin's IEO assessment model, this study specifies three areas for diversity scorecard: Access, Success and Institutional Viability. The result of the data analysis reveals that equal access or equal opportunity to high education for ethnic diversity may not guarantee equal outcomes, if there is no institutional intervention programs designed to improve diversity. It gives an example of how to set up internal indicators for a diversity scorecard.

8:30-9:10 a.m.

RESEARCH PRESENTATION

Del Mar, ST, Level 3

**Investigating Relative Long-Term Revenue Worth & Potential of an Actual or Prospective Incoming Class that is Classified into Student Cohorts by Academic Preparation & Ability to Pay (424)**

SUSAN COIA-GAILEY (Author), Director of University Planning, Johnson & Wales University  
 JOLYNN NOE (Facilitator), Planning and Effectiveness Specialist, University of Kentucky

Predicting relative long-term revenue value, a "4 by 4" Academic Preparation - Ability to Pay model resolves ambiguity in balancing levels of Academic Preparation and Ability to Pay in making enrollment management decisions and in distributing institutional aid, need-based and merit. With four levels each of Academic Preparation and Ability to Pay, it incorporates institutional aid and expected attrition rates to illustrate relative long-term revenues. Institutions can illustrate the relative contributions to graduation rates and long-term revenues of incoming student cohorts in a prospective class that is defined by Academic Preparation and Ability to Pay in order to make informed marketing, enrollment and institutional aid decisions.

8:30-9:10 a.m.

RESEARCH PRESENTATION

Marriott Hall 5, NT, Lobby Level, Internet

**Enrollment Management and Net Tuition Revenue: Analyzing, Planning, and Forecasting Net Tuition Revenue in Support of Short and Long Term Institution Goals (445)**

RICHARD J. KROC (Author), Assistant Vice President for Enrollment Research and Operations, University of Arizona  
 RICK SEARS (Author), Assistant Director of Enrollment Research, University of Arizona  
 ANDREA B. SPARGO (Facilitator), Assistant Director of Institutional Research, Bryant College

Understanding, communicating, and accurately forecasting the effects and outcomes of current and future tuition and financial aid policies is of critical importance to university executives, secondary schools, government officials, and most importantly, the students and families being served by institutions of higher education. In an attempt to better understand and predict the outcomes of tuition and aid policies we have incorporated enrollment, aid, course, and organizational (academic and service) data elements into our analysis, planning, and forecasting activities centered around the concept of net tuition revenue.

8:30-9:10 a.m.

RESEARCH PRESENTATION

Marina Ballroom Salon F, ST, Level 3

**Policies on Virtual Universities: A Comparative Case Study (511)**

HAIXIA XU (Author), Doctoral Candidate, The University of Georgia  
 LIBBY V. MORRIS (Author), Associate Professor, The University of Georgia  
 SUSAN R. GRIFFITH (Facilitator), Executive Director of Institutional Research, Office of Institutional Effectiveness, University of Texas-Pan American

In response to the increasing integration of online education into postsecondary education institutions, almost every state has developed statewide virtual universities. Based on an extensive literature on virtual universities, this study focuses on four well-established statewide virtual universities through document analysis and interviews. In this presentation policies within these four institutions will be compared and current policy issues on virtual universities will be discussed.

8:30-9:10 a.m.

RESEARCH PRESENTATION

Leucadia, ST, Level 1

**When Agendas Collide: A Process for Assessing What your Faculty Value in General Education in Light of Competing State Board and Accrediting Agency Values (514)**

MATTHEW FULLER (Author), Texas A & M University  
 JAMES A. ANDERSON (Author), Vice President and Associate Provost Institutional Assessment and Diversity, Texas A & M University  
 MARILEE J. BRESCIANI (Author), Assistant Vice President for Institutional Assessment, Texas A & M University  
 JULIA W. CARPENTER-HUBIN (Facilitator), Director of Institutional Research and Planning, The Ohio State University

What would happen if your state board required you to provide evidence that your students have learned a set of outcomes which your faculty do not buy into? This question is not a hypothetical, but a real and daunting occurrence on America's campuses as the competing agendas of educators and legislators/accreditors collide. This conference workshop will offer a perspective on some of the typical rationale for state boards and accrediting agencies' actions and prescriptions. This presentation will also provide techniques for reaching synergy between faculty and influential external agencies to work toward improved general education outcomes from both perspectives.

---



---

8:30-9:10 a.m. SCHOLARLY PAPER Marina Ballroom Salon E, ST, Level 3

**Statewide Articulation Agreements as Policy Instruments: Do They Help Transfer Rates? (557)**

JEFFREY C. SUN (Author), Assistant Professor of Educational Leadership & Affiliate Professor of Law, University of North Dakota  
 TOD R. MASSA (Facilitator), Director of Policy Research and Data Warehousing, State Council of Higher Education for Virginia

The heuristic that articulation agreements are synonymous with actual improved transfer of students from two-year to four-year institutions became an accepted (or heavily relied on) proposition. With that being the case, it would only logically flow that a state mandated articulation policy would only further enhance the transfer rate over and above those of other states. Furthermore, in the absence of additional data and clearly defined goals, states relied on publications of best practices which have not been empirically tested for effectiveness, policy briefs with unanswered questions on issues of effectiveness.

---



---

8:30-9:10 a.m. SCHOLARLY PAPER Solana, ST, Level 1

**The Use of Metaevaluation as a Tool to Enhance The Role of The Institutional Research Office (692)**

LILIANA RODRIGUEZ (Author), Western Michigan University  
 RIGOBERTO RINCONES (Author), Director of Institutional Research and Assessment, Lake Michigan College  
 LARRY G. JONES (Facilitator), Senior Public Service Associate, University of Georgia

A metaevaluation is an evaluation of the evaluation itself. Because only a small amount of evaluations are metaevaluated, this paper addresses both the theory and practice of metaevaluation across a wide variety of settings. The authors blend theoretical grounding of metaevaluation with the checklists used to conduct metaevaluations. They present step-by-step how to delineate the questions to be answered by a metaevaluation and to publicly report the evaluation's strengths and weaknesses. Moreover, the authors wish to share their experiences and insights when planning, conducting, and reporting metaevaluation studies. They are currently implementing this tool in one higher education institution.

---



---

8:30-9:10 a.m. SPECIAL EVENT Newport Beach, ST, Level 4

**Forum Evaluation Survey (Invitational Event) (086)**

Continued from previous time period.

---



---

8:30-9:10 a.m. SPECIAL EVENT Cardiff, ST, Level 3

**Forum Evaluation Survey (Invitational Event) (087)**

Continued from previous time period.

---



---

8:30-9:10 a.m. SPECIAL EVENT Carlsbad, ST, Level 3

**Forum Evaluation Survey (Invitational Event) (091)**

Continued from previous time period.

---



---

8:30-10:00 a.m. PANEL Laguna, ST, Level 1

**Assessment of Externally Funded Projects (241)**

JOHN A. MUFFO (Author), Director of Academic Assessment, Virginia Polytechnic Institute and State University  
 J. JOSEPH HOEY (Author), Director of Assessment, Georgia Institute of Technology  
 BETHANY J. BODO (Author), Director of Academic Assessment, Radford University  
 SUSAN E. AKIN (Author), Senior Research Associate, QRC Division Macro International  
 WENDY G. TROXEL (Moderator), Assistant Professor, Educational Administration and Foundations, Illinois State University

An increasing number of institutional research and assessment professionals are finding themselves asked to be evaluators for externally funded projects, especially those involving student learning. This panel will consist of presentations by four seasoned professionals working in very different environments who have a wide range of experiences involving the assessment of externally funded projects. The theme of the panel will be the common challenges inherent in being an evaluator for externally funded projects regardless of the organizations or disciplines involved.

---



---

8:30- End COMMITTEE MEETING Green Room, ST, Level 3

**Forum Evaluation Committee Working Session (090)**

LLOYD H. BYRD (Committee Chair), Director of Institutional Research, Virginia Commonwealth University

Forum Evaluation Committee Working Session

---



---

Wednesday morning time 2

Wednesday morning time 2 - 3

Wednesday morning time 2 - 10

---



---

9:20-10:00 a.m.	COMMITTEE MEETING	Encinitas, ST, Level 3
-----------------	-------------------	------------------------

**Best Visual Presentations Committee Meeting (084)**

Continued from previous time period.

---



---

9:20-10:00 a.m.	COMMITTEE MEETING	Green Room, ST, Level 3
-----------------	-------------------	-------------------------

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

---



---

9:20-10:00 a.m.	COMMITTEE MEETING	Point Loma, ST, Level 1
-----------------	-------------------	-------------------------

**RHE Best Paper Committee (098)**

Continued from previous time period.

---



---

9:20-10:00 a.m.	DEMONSTRATION	Leucadia, ST, Level 1
-----------------	---------------	-----------------------

**Continuous Quality Improvement in Program Assessment: Using Student Learning Outcomes Effectively (238)**

PAULA S. KRIST (Author), Director Operational Excellence and Assessment Support, University of Central Florida  
 ROSS A. GRIFFITH (Facilitator), Director of Institutional Research and Academic Administration, Wake Forest University

Identifying clear student learning outcomes is critical to successful continuous quality improvement in the academic and support areas at a college or university. The role of the Institutional Researcher is pivotal to this effort. This session will demonstrate a model for the development of quality program level student learning outcomes. Participants who are interested in Institutional Effectiveness efforts will learn techniques for teaching faculty and support area directors to write targeted student learning outcomes. How to write direct and indirect measures for student learning outcome will be emphasized.

---



---

9:20-10:00 a.m.	DEMONSTRATION	Solana, ST, Level 1
-----------------	---------------	---------------------

**Applications of Hierarchical Regression Modeling in Institutional Research (651)**

JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.  
 JING LUAN (Facilitator), Chief Planning, Research and Knowledge Systems Officer, Cabrillo College

This presentation is a basic, applied overview of hierarchical modeling, including a discussion of the advantages and disadvantages of hierarchical modeling, specific examples of applications in institutional research, a comparison of three software packages, and a list of resources. Mathematical issues will be kept to a minimum. Examples of research questions and a sample data set will be used in the presentation to illustrate hierarchical regression.

---



---

9:20-10:00 a.m.	DEMONSTRATION	Marriott Hall 5, NT, Lobby Level, Internet
-----------------	---------------	--

**A Spread Sheet College Simulation Model Using IPEDS Data (659)**

GERALD W. MCLAUGHLIN (Author), Director of the Office of Institutional Planning and Research, DePaul University  
 JOSETTA S. MCLAUGHLIN (Author), Director, School of Management & Marketing, Associate Professor of Management, Roosevelt University  
 JANET L. NICKELS (Facilitator), Director of Institutional Research, Carroll Community College

Computer modeling supporting strategic decision-making process in higher education is demonstrated. The generally recognized limitations to computer modeling are addressed through use of a concise comprehensive flow model that can be modified by the user and through use of spreadsheet tools already familiar to decision makers. The model uses IPEDS public domain data. Three linked Excel spreadsheets are used to input data, set parameters, and make projections. The data represent three major components affecting decision making in an institution – student flow, faculty instructional activity, and financial indicators. The process for using the model and components affecting decision-making are described.

---



---

9:20-10:00 a.m.	DEMONSTRATION	Marina Ballroom Salon G, ST, Level 3, Internet
-----------------	---------------	--

**Creating and Using a Simple In-House Survey Tool (668)**

TOM L. FOSTER (Author), Business Faculty/Instructional Technologist, Chandler/Gilbert Community College  
 AUDREE THURMAN (Author), Manager of Enterprise Applications, Chandler-Gilbert Community College

We will demonstrate the survey tool written by our Applications Manager and talk about how the faculty, staff, and administration were all included in the design and implementation of the tool. This is a close look at process and product and how the school benefits by the collaborative effort.

9:20-10:00 a.m.

PANEL

Laguna, ST, Level 1

**Assessment of Externally Funded Projects (241)**

Continued from previous time period.

9:20-10:00 a.m.

RESEARCH PRESENTATION

Marriott Hall 1, NT, Lobby Level

**Retention Efforts at a Midwest Urban University (147)**

CAROLINE R. ALIKONIS (Author), Research Associate, University of Cincinnati  
 CAROLINE MILLER (Author), Associate Vice President of Enrollment Management, University of Cincinnati  
 SHUQIN GUO (Author), Education Research and Evaluation Consultant, California Department of Education  
 MICHAEL J. VALIGA (Facilitator), Director of Survey Research Services, ACT, Inc.

Retention research has revealed that approximately fifty percent of students enrolled in undergraduate programs in the U.S. will leave higher education without completing a four-year degree. Research conducted at a Midwest urban university has consistently supported the literature and the Success Challenge initiative is one of several strategies that have been implemented to manage this problem. The Success Challenge Grant funds a number of programs to provide students with a variety of experiences designed to aid in their academic and social integration. These programs seem to have a considerable impact on retention during a student's first year.

9:20-10:00 a.m.

RESEARCH PRESENTATION

Marriott Hall 4, NT, Lobby Level

**Are Students Really Rational? The Development of Rational Thought and its Application to Student Choice (182)**

ROBERT K. TOUTKOUSIAN (Author), Associate Professor, Indiana University Bloomington  
 STEPHEN L. DESJARDINS (Author), Associate Professor, University of Michigan  
 CHRISTINE M. KELLER (Facilitator), Senior Policy Analyst, University of Kansas

In this paper, we seek to provide a better understanding of the concept of rational behavior and what it implies about student choice. We examine the historical development of rationality, review the role of these concepts as used by economists, and highlight some of the common misperceptions that exist regarding rational behavior. We argue that cited examples of irrational behavior of students may be consistent with rational behavior. We further believe little can be inferred about whether a particular postsecondary choice of a student was rational or not.

9:20-10:00 a.m.

RESEARCH PRESENTATION

Marriott Hall 6, NT, Lobby Level, Internet

**Using "Milestones and Transitions" to Improve Student Learning Outcomes (362)**

BRAD C. PHILLIPS (Author), Senior Director of Institutional Research and Planning, Grossmont-Cuyamaca Community College District  
 CATHY MORRIS (Author), Director of Institutional Research, Miami-Dade College

This research presentation, which is based on two case studies, will discuss best practices for improving academic programs based on assessment of student learning. The cases inform understanding of faculty development processes and ways to involve faculty in assessment and data-driven decision-making about curriculum restructuring. The cases demonstrate how close examination of "stopping points" and "milestones and transitions" in the curriculum can serve as a foundation for curriculum design and faculty professional development. While the project in which we conducted our research is focused primarily on community colleges, our results are applicable to other sectors, particularly the four-year public sector.

9:20-10:00 a.m.

RESEARCH PRESENTATION

Marriott Hall 2, NT, Lobby Level

**Grade Inflation: Does Merit Matter? (432)**

CHARLES MATHIES (Author), Graduate Student, University of Georgia  
 KAREN WEBBER BAUER (Author), Director of Institutional Research and Associate Professor, The University of Georgia  
 MARSHA R. ALLEN (Author), Institutional Research Analyst II, University of Georgia

Concern over efficient use of resources in higher education has caused continued interest in grade inflation. Grade inflation refers to a rise in a grade or grade point average (GPA) without justification. This presentation presents findings from an analysis over a 30-year period at a large state research extensive university. Specific factors explored that may influence grade inflation include gender, college of enrollment, student ability (merit defined as student SAT score) and presence of merit-based financial aid. Study includes descriptive and linear regression analyses. Implications and factors that could contribute to changes in grades will be discussed.

9:20-10:00 a.m.

RESEARCH PRESENTATION

Marina Ballroom Salon D, ST, Level 3, Internet

---

---

**Comparison of Survey Return Rates, Return Patterns, and Responses to Survey Questions via Web Survey and Paper Survey Methods at a Mid-Size Community College (638)**

ROGER P. MOURAD (Author), Director of Institutional Research, Washtenaw Community College  
 WILLIAM J. EVERIN (Author), Research Analyst, Washtenaw Community College  
 ALLISON BELL (Author), Graduate Student, University of Michigan  
 KRISTINA M. GOODWIN (Facilitator), Graduate Student, Florida State University

This study is focused on analyzing results of Web-based and paper-based survey modes at Washtenaw Community College in Ann Arbor, Michigan. It describes and discusses differences in survey return rates, return patterns, and responses to survey questions by large samples of students using one of the two modes. The results of crosstabulation and logistic regression analysis involving numerous demographic and academic variables will be presented. Explanations for significant differences will be explored.

9:20-10:00 a.m.

SCHOLARLY PAPER

Del Mar, ST, Level 3

---

---

**Developing a Path Model to Predict Community College Student Satisfaction (163)**

LIJUAN A. ZHAI (Author), Research Analyst, San Diego Community College District  
 WILLIAM GRIMES (Author), Manager of Institutional Research and Planning, San Diego Community College District  
 GAYLE M. FINK (Facilitator), Director of Planning Research and Evaluation, The Community College of Baltimore County

This research intends to develop a causal model for predicting community college student satisfaction. Tinto's (1993) model of social and academic integration to predict student departure provides the theoretical framework for this study. Based on Tinto's model, a path model is proposed. Survey data were collected from 17,366 community college students during fall semesters of 2001 and 2003. Path analysis is performed to analyze relationships among variables. It is hoped that results will help community colleges better understand student satisfaction and to be more responsive to student needs and make informed decisions to improve and maintain quality of education.

9:20-10:00 a.m.

SCHOLARLY PAPER

Balboa, ST, Level 3

---

---

**Psychometric Analysis of Test Data in the Context of Medical Education (280)**

MARGARITA D. KOKINOVA (Author), Director, Academic Services, Northeastern Ohio Universities College of Medicine  
 YING LING (Facilitator), Senior Research Coordinator, University of Colorado at Denver and Health Science Center

The study analyzes test scores from a basic medical science examination administered in five successive academic years. The test score analysis employs Item Response Theory procedures without excluding the use of conventional statistics that have been helpful to both test developers and end-users. The psychometric analysis focuses on measurement situations with regard to (a) the stability of student performance across academic years, (b) differences in measurement characteristics of current test forms, (c) dependability of true domain scores used in assessment decisions, and (5) appropriateness of using domain scores for comparing student proficiency across academic years.

9:20-10:00 a.m.

SCHOLARLY PAPER

Santa Rosa, ST, Level 1

---

---

**Measuring and Reporting Institutional Sustainability (472)**

LARRY H. LITTEN (Author), Director of Research, Dartmouth College

Institutional and societal sustainability continue to be of increasing concern to institutional policy makers and managers, and to other stakeholders. Institutional researchers have key roles to play in addressing these concerns. This paper is a sequel to last year's Forum paper—Measure Today, Here Tomorrow: Exploring IR's Role in Producing Indicators that Will Help Assure Sustainable Institutions and a Sustainable Society. It examines exemplary corporate and university sustainability indicators and reports.

9:20-10:00 a.m.

SCHOLARLY PAPER

Marina Ballroom Salon E, ST, Level 3

---

---

**Measuring the Impact of State-Funded Merit Scholarship Programs on Student Access and Success: Evidence from the Nation's Fastest Growing State (560)**

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

The emergence of state-funded scholarship programs over the past ten years has prompted criticism that such programs limit college access for the needy and, instead, subsidize access for those most likely to afford a college education. Looking at the Nevada Millennium Scholarship program, the study examines the program's impact on the state's land-grant university, focusing on new freshmen characteristics before and after scholarship introduction, first-year academic experience, retention, and changes in financial burden. Covering eight years of freshmen enrollment, the study specifically addresses charges by critics of large-scale merit programs in other states.

9:20-10:00 a.m.

SCHOLARLY PAPER

Mission Hills, ST, Level 3

**Enhancing First-Year Assessment Practices: Exploring the Relationships Between On-Campus Administration Strategies and Response Rates (693)**

ELLEN B. STOLZENBERG (Author), Research Analyst, University of California-Los Angeles

This session presents the results of extensive descriptive and multivariate analyses conducted on data collected regarding administration strategies and response rates from 172 institutions that participated in the 2003 and 2004 national administrations of the Your First College Year (YFCY) survey. Findings from these analyses illustrate the impact of different types of survey administration (e.g., paper vs. Web), methods and timing of survey dissemination, and use of marketing and incentive programs on response rates to the survey. Further, this session will discuss the differential impact of these strategies by important characteristics of the college, including institutional size, type, and control.

9:20-10:00 a.m.

SCHOLARLY PAPER

Marriott Hall 3, NT, Lobby Level

**Survey Participation: A Study of Student Experiences and Response Tendencies (695)**

ALLISON M. OHME (Author), Institutional Research Analyst, University of Delaware

DALE W. TRUSHEIM (Author), Associate Director of Institutional Research and Planning, University of Delaware

HEATHER KELLY ISAACS (Author), Assistant Director, University of Delaware

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

Because there are a variety of factors that can contribute to lower than expected student survey response rates, researchers at a four-year public university developed a multi-method study to understand students' experiences and response tendencies with institutionally related surveys. This study utilized focus groups, telephone and in-person interviews of small sample sizes and sought to understand the number and type of surveys students received in an academic year, their reasons for either responding or not responding to a survey, and their suggestions to increase student response rates. This paper discusses the background, methodology, and findings of the study.

9:20-10:00 a.m.

SPECIAL EVENT

Newport Beach, ST, Level 4

**Forum Evaluation Survey (Invitational Event) (086)**

Continued from previous time period.

9:20-10:00 a.m.

SPECIAL EVENT

Cardiff, ST, Level 3

**Forum Evaluation Survey (Invitational Event) (087)**

Continued from previous time period.

9:20-10:00 a.m.

SPECIAL EVENT

Carlsbad, ST, Level 3

**Forum Evaluation Survey (Invitational Event) (091)**

Continued from previous time period.

10:10-10:50 a.m.

AIR GRANT PAPER

Mission Hills, ST, Level 3

**AIR GRANT PAPER: Factors Influencing Youngsters to Aspire to and Stay in Teaching Careers (708)**

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

YUN-HWA MAU (Author)

RANDY ELLSWORTH (Author), Associate Dean, College of Education, Wichita State University

DONNA HAWLEY (Author), Director of Institutional Research and Professor, Wichita State University

The present study longitudinally tracked 10th grade students who aspired to teaching careers through their college years and into the work force. Factors contributing to persistence in teaching careers were examined using logistic regression analysis. Specifically, students who persisted were compared to students who did not persist with regard to their self-concept, locus of control, parental involvement, SES, and academic achievement. Race and sex differences were also examined. Another focus of this study was to examine the relationship between teacher job satisfaction and persistence in staying in a teaching career. Results are discussed under the guide of Social Cognitive theory.

10:10-10:50 a.m.

BEST PAPER/PRESENTATION

Marriott Hall 2, NT, Lobby Level

**OCAIR Best Paper: Achieving Multicultural Competence: Student Participation in College Activities and Its Impact on Multicultural Learning (759)**

DAVID X. CHENG (Author), Assistant Dean for Research and Planning, Columbia University in the City of New York  
 CHUN-MEI ZHAO (Author), Research Scholar, The Carnegie Foundation for the Advancement of Teaching  
 SHUQIN GUO (Facilitator), Education Research and Evaluation Consultant, California Department of Education

This study explored the relevance of higher education institutions existing student activity programming and its effectiveness in promoting multicultural learning. Employing path analysis, this study examined level of undergraduates participation in selected college organizations and activities and its linkage to multicultural learning and found powerful educational effect of college activities with respect to multicultural learning. This study taps into a timely topic and has important implications on cultivating diversity friendly campus atmosphere and fostering student development in multicultural competence.

10:10-10:50 a.m.

COMMITTEE MEETING

Encinitas, ST, Level 3

**Best Visual Presentations Committee Meeting (084)**

Continued from previous time period.

10:10-10:50 a.m.

COMMITTEE MEETING

Green Room, ST, Level 3

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

10:10-10:50 a.m.

COMMITTEE MEETING P

oint Loma, ST, Level 1

**RHE Best Paper Committee (098)**

Continued from previous time period.

10:10-10:50 a.m.

DEMONSTRATION

Marina Ballroom Salon D, ST, Level 3, Internet

**Enhancing Transfer Preparation with Web-Based Advising Tools (538)**

BARBARA A. HOBLITZELL (Author), Director of Transfer Preparation Policy & Programs, University of California  
 ERIC TAGGART (Author), Director of ASSIST, University of California

Enhancing Transfer Preparation with Web-based Advising Tools will describe two Web-based tools designed and implemented to support the transfer preparation of students. While these tools were designed to augment the advising provided to students dually-admitted to a two-year community college and four-year university, the functionality of these Web sites is now being extended to support all community college students preparing for transfer to a state four-year campus.

10:10-10:50 a.m.

DEMONSTRATION

Marina Ballroom Salon G, ST, Level 3, Internet

**Factbook Extreme Makeover: Creating a 21st Century Factbook (669)**

PATRICK D. ALLES (Author), Director of Research and Information Technology, Independent Colleges of Indiana  
 CHRISTY J. JACKS (Facilitator), Assessment Analyst, University of Kentucky

This session takes the point of view that the medium is the message. Often institutional researchers get one chance to deliver a message, make a point, or tell your institution's story While many factbooks have moved from traditional print documents to more interactive efforts using internet technologies, this session will show how easy it can be to make a factbook look like a professional production. A variety of "learning object" software options will be presented with samples of each that can be used to transform factbook data into something lively, engaging, and effective in reaching your audience.

10:10-10:50 a.m.

DEMONSTRATION

Marriott Hall 5, NT, Lobby Level, Internet

**Working Smarter With IPEDS Data: Demonstration of the AGB Benchmarking Service (682)**

MERRILL P. SCHWARTZ (Author), Director of Special Projects, Association of Governing Boards of Universities and Colleges  
 ELLEN N. MCGREGOR (Facilitator), Research Advanced Analyst, Pima Community College

Participants will see an online demonstration of a new Web-based service featuring customized, benchmarking information using IPEDS and other selected data for multiple years for self-selected peer institutions. Interactive tools enable users to easily generate comparison groups, custom graphic reports, and pre-designed quick reports, print output from the Web, or copy output into other applications. Users can also save comparison groups and reports online, and have the option of sharing them with other users at their institution. All participants in the workshop will be given a temporary password to use the full service, online, on their own.



---



---

10:10-10:50 a.m.	RESEARCH PRESENTATION	Marriott Hall 3, NT, Lobby Level
------------------	-----------------------	----------------------------------

**Enhancing the Role of Institutional Researcher in Assessment: Connecting Student Pre-College Characteristics to College Development Outcomes (142)**

JEAN CHI-JEN CHEN (Author), Assistant Director for Institutional Research, University of North Dakota  
 BRUCE P. SZELEST (Facilitator), Assistant Vice President Strategic Planning and Assessment, State University of New York at Albany

This assessment study focuses on how a doctoral-intensive Midwestern university uses the longitudinal data from its participation in two national instruments, the Cooperative Institutional Research Program Freshman Survey and Noel-Levitz College Student Inventory. The purpose of this study is to weave together information from these two surveys and then explore the connections between students' characteristics upon entering college and their college development outcomes in various areas. The presentation, with a particular focus on student gender and level of parental education, will include how to measure the effects of freshman academic attrition and their subsequent level of academic success.

---



---

10:10-10:50 a.m.	RESEARCH PRESENTATION	Marriott Hall 6, NT, Lobby Level, Internet
------------------	-----------------------	--

**How More Selective Admissions Criteria for Non-local Students Are Creating a Bifurcated Student Body at a Large Public University (414)**

VINCENT A. NOVACK (Author), Director Institutional Research, California State University-Long Beach

Due to steadily increasing demand accompanied by budgetary and physical capacity limitations, a large public university found it necessary to severely limit enrollment of new freshmen. The resulting methodology which features a local guarantee has resulted in the majority of African American and Latino students originating from the local area while the majority of Caucasian students are non-local. Due to the relative admissions criteria, the Caucasian students are more qualified based on quantitative factors such as HSGPA and standardized tests. Data is presented regarding this phenomenon and observed impacts on graduation and retention are discussed as are possible future implications.

---



---

10:10-10:50 a.m.	RESEARCH PRESENTATION	Del Mar, ST, Level 3
------------------	-----------------------	----------------------

**The New Traditional Student: An Exploration of Part- Time Student Enrollment and Persistence in the State of Indiana (437)**

TINA TUTTLE (Author), Research Associate, Indiana University  
 GLENDA DROOGSMA MUSOBA (Author), Policy Analyst/Associate Director, Indiana University Bloomington

Part-time enrollment has become the tradition for many of America's undergraduates. In spite of their prevalence in higher education for three decades, part-time students are still regarded as "nontraditional". This study explored the prevalence of part-time students in a wide variety of 16 institutions in the state of Indiana, and, using logistic regression, examined 2-year persistence of part-time students, considering demographic, financial, and academic background. Part-time was broken into two categories; 6 hours or less, and 7-12 credit hours per semester. Study includes a literature review and 36 references.

---



---

10:10-10:50 a.m.	RESEARCH PRESENTATION	Marina Ballroom Salon F, ST, Level 3
------------------	-----------------------	--------------------------------------

**Vietnam Today: Education in Crisis? (522)**

B. KEITH INKSTER (Author), Lecturer, RMIT International University Vietnam

Soon after the 'American' war, Vietnam's higher education system was radically restructured throughout the country from the American model in the south to the northern Russian 'state' system. Education renewal undertaken since the 1980s is striving to enhance institutional capacity to deliver better educational quality to students who must increasingly compete in the global market economy. Teaching and staff observations from several Vietnamese institutions are discussed in this case study of Vietnam's higher education system.

---



---

10:10-10:50 a.m.	RESEARCH PRESENTATION	Leucadia, ST, Level 1
------------------	-----------------------	-----------------------

**Financial Aid Awards and Services to Graduate/Professional Students: Results from the 2003 Survey of Graduate Aid Policies, Practices, and Procedures (SOGAPPP) (524)**

KENNETH E. REDD (Author), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators  
 JESSICA SHEDD (Facilitator), Director, Research & Policy Analysis, National Association of College and University Business Officers

The 2003 SOGAPPP examines financial aid awards and services to graduate/professional students in 2002-2003. Topics discussed include: percentage of students who receive aid; distribution of aid through fellowship, assistantship, and loan programs; cumulative debt after graduation; loan repayment burdens after graduation; and consumer credit counseling and other financial services.

10:10-10:50 a.m.

SCHOLARLY PAPER

Laguna, ST, Level 1

**Predicting Adjustment from Resilience Characteristics and Background Variables (102)**

JING WANG (Author), Assistant Professor, Allegheny College

CHRISTINE M. GOODWIN (Facilitator), Associate Director of Institutional Research, St. John's University

This research centered on identifying resilience characteristics and background variables, which significantly predict adjustment. Multiple regression analyses revealed that Resilience characteristics were the strongest predictor for adjustment problem areas. Among resilience characteristics, the strong predictors were Organized and Flexible: Thoughts. Father's education and Country of Origin were strong predictors for some problem areas. Research findings indicate that resilience characteristics are central to the adjustment of international graduate students. International students should try to enhance their resilience and universities should provide help for them to do so.

10:10-10:50 a.m.

SCHOLARLY PAPER

Balboa, ST, Level 3

**Career and Technical Education Transition Program Evaluation (285)**

JACOB MARSZALEK (Author), University of Illinois at Urbana-Champaign

JANE LOEB (Author), University of Illinois at Urbana-Champaign

RONGCHUN ZHU (Author), University of Illinois at Urbana-Champaign

DEBRA BRAGG (Author), University of Illinois at Urbana-Champaign

MARGARET BROOKS-LARAVIERE (Author), University of Illinois at Urbana-Champaign

LOUIS C. ATTINASI (Facilitator), Executive Assistant to the President, Pima Community College District

In response to the demand for a highly skilled workforce, national interest in Career and Technical Education (CTE) transition programs is growing. A CTE transition program is a formal CTE partnership between institutions at the postsecondary and secondary level designed to support successful student transition from secondary to postsecondary education and to encourage successful completion of a degree program. This paper presents the findings from a mixed-method longitudinal study assessing the effects of participation in CTE transition programs on student outcomes. Specifically, it examines the differences in transition to college and academic achievement between program participants and nonparticipants.

10:10-10:50 a.m.

SCHOLARLY PAPER

Santa Rosa, ST, Level 1

**Studying Educational Attainment among First-Generation Students in the United States (478)**

TERRY ISHITANI (Author), Research Analyst, Indiana State University

ROMA HEANEY (Facilitator), Director of Institutional Research, University of Michigan-Dearborn

Although graduating from college may be viewed as a rite of passage for better social mobility in our society, first-generation students, whose parents never graduated from college, face unique challenges to achieve educational success in our country. The purpose of the proposed study is to investigate longitudinal educational attainments of first-generation students using the national data sets. This study tracks the same cohort of students over time, and illustrates their educational endeavors through multi-levels of analyses, from attrition behavior of 8th graders to the likelihood of college graduation.

10:10-10:50 a.m.

SCHOLARLY PAPER

Marina Ballroom Salon E, ST, Level 3

**Public Policy, Commercialization, Tertiary Education in Canada and The United Kingdom (564)**

PAUL J. MADGETT (Author), Graduate Student, Carleton University

CHARLES H. BELANGER (Author), Professor of Management, Laurentian University

REBECCA T. BARBER (Facilitator), Graduate Student, Arizona State University

Commercialization of research has become a very contentious and prominent issue in higher education in universities of the industrialized world. This paper focuses on the commercialization environment in Canada and the United Kingdom to compare their research funding structures, innovation systems, strategies, and outcomes. Over the last twenty years, the governments have in the most part reduced funding for higher education which enabled the growth commercialization. Both countries have created new government innovation strategies, further emphasizing research and development produced at Universities to help propel their economic performance, prosperity and to maintain their standard of living.

---



---

10:10-10:50 a.m.	SCHOLARLY PAPER	Solana, ST, Level 1
------------------	-----------------	---------------------

---



---

**Assessing Ourselves: Institutional Research Peer Review (696)**

SUSAN R. GRIFFITH (Author), Executive Director of Institutional Research, Office of Institutional Effectiveness, University of Texas-Pan American  
 MARSHA K. KELMAN (Author), Assistant Vice Chancellor, University of Texas System  
 DAN R. ANDERSON (Facilitator), Assistant Executive Director for Institutional Analysis, Arizona Board of Regents

While Institutional research offices routinely assess academic and administrative functions across campus, they sometimes fail to assess their own processes, leaving them like “the cobbler’s children without shoes.”

One IR office in Texas uses a peer review model that includes a self-assessment, and review by primary customers and an external peer reviewer. The executive director will present the model and results of recent review; the external peer reviewer will share her experiences while assessing this institution.

---



---

10:10-10:50 a.m.	SPECIAL EVENT	Newport Beach, ST, Level 4
------------------	---------------	----------------------------

---



---

**Forum Evaluation Survey (Invitational Event) (086)**

Continued from previous time period.

---



---

10:10-10:50 a.m.	SPECIAL EVENT	Cardiff, ST, Level 3
------------------	---------------	----------------------

---



---

**Forum Evaluation Survey (Invitational Event) (087)**

Continued from previous time period.

---



---

10:10-10:50 a.m.	SPECIAL EVENT	Carlsbad, ST, Level 3
------------------	---------------	-----------------------

---



---

**Forum Evaluation Survey (Invitational Event) (091)**

Continued from previous time period.

---



---

11:00-11:40 a.m.	AIR GRANT PAPER	Mission Hills, ST, Level 3
------------------	-----------------	----------------------------

---



---

**AIR GRANT PAPER: Allocating College Financial Aid on the Basis of Merit: Program Impact on Student Success in Terms of Whether and Where to Attend College (744)**

LORA COHEN-VOGEL (Author), Assistant Professor of Education Policy, Florida State University  
 PHILLIP H. HOFFMAN (Facilitator), Director, University of Washington

This study examines Florida’s Bright Futures program and whether merit-aid programs like Bright Futures differentially affect if and where students of varying races/ethnicities and abilities attend college and the implications for racial and ability stratification among institutions. In this analysis of all Florida high school graduates, college enrollment is modeled statistically as three related sets of decisions: a student’s application decisions, an institutions’ acceptance decisions, and a student’s final enrollment choice.

---



---

11:00-11:40 a.m.	COMMITTEE MEETING	Encinitas, ST, Level 3
------------------	-------------------	------------------------

---



---

**Best Visual Presentations Committee Meeting (084)**

Continued from previous time period.

---



---

11:00-11:40 a.m.	COMMITTEE MEETING	Green Room, ST, Level 3
------------------	-------------------	-------------------------

---



---

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

---



---

11:00-11:40 a.m.	COMMITTEE MEETING	Point Loma, ST, Level 1
------------------	-------------------	-------------------------

---



---

**RHE Best Paper Committee (098)**

Continued from previous time period.

11:00-11:40 a.m.

DEMONSTRATION

Marriott Hall 4, NT, Lobby Level

**A Dashboard Report with Value Added Through Peer Comparisons, Statistical Significance, and Drill-Downs (451)**

MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami

PETER C. LIU (Author), Research Analyst, University of Miami

JAN W. LYDDON (Facilitator), Director of Institutional Research and Planning, Jackson Community College

Many institutions find dashboard reports a useful way to share information with busy trustees and senior administrators. This session presents a dashboard report with three unique features. First, it reports both peer comparisons and five-year trends. Second, icons are generated by macros that use statistical analyses to measure trends and comparisons with peers. Third, the dashboard is produced from a spreadsheet that links to more detailed graphs and tables of trends and peer data. These "drill-down" links can be used during a presentation to provide additional detail about indicators of interest, while still maintaining the "at-a-glance" benefit of the dashboard.

11:00-11:40 a.m.

DEMONSTRATION

Marina Ballroom Salon D, ST, Level 3, Internet

**Create an On-Line Decision-Making Support System with SQL Server and ASP (653)**

YE JI (Author), Research Associate, Kean University

SHIJI SHEN (Author), Director of Institutional Research, Kean University

HERMAN I. BRANN (Facilitator), Associate Vice President for Institutional Research, Florida A &amp; M University

Decision-making support is one of the most important functions of Institutional Research. The presentation will demonstrate an on-line decision-making support system that makes available for the top administrators a variety of information regularly requested and used in their decision-making. The demonstration will focus on the information of faculty release time, faculty office hours, and teaching course FTE. The system is enabled by ASP technology and a self-developed IR data warehouse in SQL Server

11:00-11:40 a.m.

DEMONSTRATION

Marina Ballroom Salon G, ST, Level 3, Internet

**A Data Dictionary to Support an Evolving Data Warehouse (671)**

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

ARNOLD L. HOOK (Author), Institutional Research Analyst, University of Louisville

KENT H. THOMPSON (Author), University of Louisville

LES HANCOCK (Author), University of Louisville

SARAH MATTINGLY (Facilitator), Research Analyst Office of Planning and Budget, University of Louisville

A metropolitan research university is implementing PeopleSoft's Enterprise Management System (EPM) as its data warehouse solution to improve overall system performance and facilitate data access to authorized users. What the system does not provide is a vehicle for creating and maintaining a data dictionary. This demonstration will 1) describe the process followed to develop a mechanism with a PeopleSoft look and feel to collect metadata about the warehouse and through which users might access that information; 2) demonstrate the results of this on-going development effort; and 3) offer practical advice from lessons learned.

11:00-11:40 a.m.

RESEARCH PRESENTATION

Marriott Hall 1, NT, Lobby Level

**Designing Successful Alumni Surveys in Undergraduate and Graduate Programs (226)**

VICKI LYNN BAKER (Author), Graduate Student, Penn State University

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Penn State University

JAMES C. ECK (Facilitator), Assistant Provost for Institutional Research and Assessment, Rollins College

Alumni surveys are increasingly popular for collecting evidence of educational effectiveness. This paper describes and evaluates the existing inventory of leading alumni survey instruments by highlighting the dimensions and items contained in each. The project team at Penn State engaged in a useful instrument development process that can guide survey construction at other institutions. The psychometric properties of the Penn State instrument will be shared and compared.

11:00-11:40 a.m.

RESEARCH PRESENTATION

Del Mar, ST, Level 3

**Learner's Perceptions and Expectations of Service Quality in the Open and Distance Learning: The Malaysian Experience (442)**

HAIRUDIN HARUN (Author), Professor, Open University Malaysia

ZABIDABDUL RASHID (Author), Professor, Open University Malaysia

JANG WAN KO (Facilitator), Research Analyst, George Mason University

This paper examines the learner's perceptions of the service quality in an open and distance learning institution in Malaysia. Focus group sessions and structured questionnaires were used to collect the relevant information from the respondents. The results of the study showed that service quality in the open and distance learning has several characteristics different from traditional higher institutions. The results also showed that gender, ethnic groups, type of study programs, and distance between learning centers and home of the learners have an influence on the perceptions of service quality. The implications of the study are also discussed.

---



---

11:00-11:40 a.m. RESEARCH PRESENTATION Marriott Hall 2, NT, Lobby Level

**An Adjusted Performance Measure of Community College Transfer Rates (517)**

PATRICK C. PERRY (Author), Vice Chancellor of Technology, Research and Information Services, California Community Colleges  
 WILLARD C. HOM (Author), Administrator for Research and Planning, Chancellor's Office California Community College  
 PETER RILEY BAHR (Author), Assistant Professor, Wayne State University  
 SHUQIN GUO (Author), Education Research and Evaluation Consultant, California Department of Education  
 KENNETH A. MEEHAN (Author), Director of Institutional Research, Fullerton College  
 MARGARET A. DRAIN (Facilitator), Research Associate II, Houston Community College System

Pressure for accountability in higher education has prompted some developments in California. This state began a project to evaluate the performance of its 108 community colleges in the area of transfer. Three critical steps occurred during this project. These steps were (1) definition of a basic measure of transfer performance (a transfer rate), (2) formulation of a set of statistical adjustments to account for differences in environment at each community college, and (3) use of a robust approach to evaluating the need for administrative action. This presentation discusses these three steps as well some issues for future consideration.

---



---

11:00-11:40 a.m. RESEARCH PRESENTATION Leucadia, ST, Level 1

**What Does It Mean to Serve Latino College Students? An Inquiry Model Designed by and for Hispanic-Serving Institutions (528)**

SALLY J. ANDRADE (Author), Adjunct Professor, Andrade & Associates  
 DEBORAH A. SANTIAGO (Author), Irvine Fellow, University of Southern California  
 ANNE M. PRISCO (Author), Vice Provost for Academic Affairs, Hunter College  
 MRINAL MUGDH (Facilitator), Director of Institutional Research and Planning, The University of Texas at Brownsville

Six Hispanic-Serving Institutions from California, New York and Texas collaborated to explore Latino student success. Working with the project researchers, Presidents and campus teams (institutional research, academic and student affairs) addressed: a) definition of a college as "Hispanic serving;" b) components of Latino college student success; and c) indicators of institutional effectiveness for educating Latinos. The project tools include an Institutional Profile - Data on Latino Students and a Campus Comparison Chart. Presenters will outline the coalition development process and issues of public accountability for HSIs, as well as lessons learned about higher education collaboration for data exchange and analysis.

---



---

11:00-11:40 a.m. RESEARCH PRESENTATION Marina Ballroom Salon E, ST, Level 3

**Geographic Mobility Among the "Swirlers": Where Do They Come From? Where Do They Go? (531)**

CLIFFORD ADELMAN (Author), Senior Research Analyst, United States Department of Education  
 KEVIN B. MURPHY (Facilitator), Research Analyst, University of Massachusetts Boston

Using the NELS:88\2000 transcript files, this paper documents the post-matriculation geographic mobility of traditional-age students by 9 Census Divisions, and demonstrates the efficacy of key student attendance pattern variables for any future account of mobility. Given the terms of current policy deliberations concerning institutional and state system accountability for students' educational "fates," along with proposals for a national universal unified record-keeping, the explication should prove timely and appropriate.

---



---

11:00-11:40 a.m. RESEARCH PRESENTATION Solana, ST, Level 1

**Analysis for Insight: A Four-Step Process for Improving the Reliability and Usefulness of Performance Measures (640)**

JAMES P. MONROE (Author), Institutional Research Analyst, University of Oregon  
 SHERRI L. SAHS (Facilitator), Decision Support Systems Manager, Embry-Riddle Aeronautical University

Effective analysis is critical to making performance-based management work, yet it is sometimes neglected. The purpose of data analysis and review is to convert raw data into performance information and knowledge. The data are processed and synthesized so that post-secondary institutions can make informed decisions about what has happened, why things might vary from what was expected, and what action might be required. Put another way, the purpose of data analysis is insight. This paper delineates the role that data analysis plays in the creation, measurement, and communication of performance measures in higher education.

---



---

11:00-11:40 a.m. SCHOLARLY PAPER Laguna, ST, Level 1

**Enhancing the Freshman Year Experience: Focus on What Makes a Difference (115)**

ANNE MARIE DELANEY (Author), Director of Institutional Research, Babson College  
 TERRENCE R. WILLETT (Facilitator), Director of Research, Gavilan College

Based on a study of 268 freshmen attending a private, selective college in the northeast, this paper presents a model for studying students' experience and identifying predictors of growth and satisfaction in the first year of college. Results confirm the importance of social integration. Multiple regression identified satisfaction with a sense of community, success in developing close friendships, participation in student clubs, satisfaction with campus resources, and satisfaction with the quality and relevance of the education as statistically significant predictors of student satisfaction. The R<sup>2</sup> of .53 indicates that these variables explain 53 percent of the variance in student satisfaction.

11:00-11:40 a.m.

SCHOLARLY PAPER

Marriott Hall 5, NT, Lobby Level, Internet

**Student Success: Data Triangulation and Bold Intervention Proposals (131)**

DAVID A. BLAIR (Author), Director of Institutional Research, Southwestern University

JUDITH A. OUMET (Author), Assessment Coordinator, University of Nevada-Reno

M. JANET EASTERLING (Facilitator), Institutional Research Associate, Seton Hall University

Retention rates at this University slid from a high of almost 90% to the low 80's within three years. Subsequently, a task force was created to identify issues surrounding student success as a whole. Determination of those issues was accomplished by triangulating data from three sources; surveys, focus groups, and an external expert. Specifically, the CIRP, NSSE, and Alumni survey were utilized in concert with focus groups of 86 students, faculty, and staff, along with John Gardner's assessment. In the end, the "Student Success Task Force" submitted bold proposals to the senior administration, to which John Gardner gave flowing praise.

11:00-11:40 a.m.

SCHOLARLY PAPER

Marriott Hall 3, NT, Lobby Level

**College Choice Factors that Influence Collegial Expectations of College Students (146)**

SOKO S. STAROBIN (Author), Postdoctoral Research Associate for Educational Leadership and Policy Studies, Iowa State University

V. ALLEN CLARK (Author), Associate Director for Institutional Research, University of North Texas

FRANKIE SANTOS LAANAN (Author), Assistant Professor, Higher Education, Iowa State University

Despite having recognized racial and gender stereotype as conflicting factors for academic success, African American male students possess high expectation to graduate from college. Using the results from the Entering Student Survey, this study examined collegial expectations of African American males at a four-year public research university. Specifically, students' background characteristics and college choice reasons were examined as the influential factors on determining their collegiate expectations. To better understand the development of students' collegial expectations, Hossler and Gallapher's College Choice Model is applied. Suggestions and recommendations for institutional policy and practice as well as future research are discussed.

11:00-11:40 a.m.

SCHOLARLY PAPER

Balboa, ST, Level 3

**Comparative Analysis of Japanese and US First-Year Programs and Students: Based on the 2001 and 2002 Survey (290)**

REIKO YAMADA (Author), Associate Professor, Doshisha University

MARSHA HIRANO-NAKANISHI (Facilitator), Assistant Vice Chancellor for Academic Research, California State University System

Many Japanese universities have introduced first-year seminar programs in order to make students smoothly adjust to college life after late 1990s. The factors of new first-year programs are related to the massification of higher education. How are the reality of first-year students in Japanese universities and the structure of first-year programs? I conducted a national survey for Japanese four-year universities in 2001 and in order to compare the results with American cases, I conducted a same questionnaire survey for four-year US higher education institutions in 2002. The purpose of the paper is to compare and examine the results of two surveys.

11:00-11:40 a.m.

SCHOLARLY PAPER

Santa Rosa, ST, Level 1

**Analysis of Stopout Behavior at a Public Research University: The Multi-Spell Discrete-Time Approach (484)**

IRYNA JOHNSON (Author), Coordinator, Student Success Program, Indiana State University

KEVIN B. MURPHY (Facilitator), Research Analyst, University of Massachusetts Boston

Using multi-spell discrete time binary logistic regression, this study examined sequential occurrences of students' departures and returns over the period of six years. The model included time-invariant (gender, ethnicity, parents' educational attainment, family income, timing of matriculation, high school performance, and geographic origin) and time-varying (part-time attendance and college grade performance) predictors. The departure was strongly associated with poor college grade performance and part-time enrollment. Parents' educational attainment, SAT scores, and geographic origin predicted the probability of return. It was also shown that the duration of a spell affected the odds of departures and returns in a spell immediately following.

11:00-11:40 a.m.

SPECIAL EVENT

Newport Beach, ST, Level 4

**Forum Evaluation Survey (Invitational Event) (086)**

Continued from previous time period.

11:00-11:40 a.m.

SPECIAL EVENT

Cardiff, ST, Level 3

**Forum Evaluation Survey (Invitational Event) (087)**

Continued from previous time period.

Wednesday morning  
time 5

---



---

11:00-11:40 a.m. SPECIAL EVENT Carlsbad, ST, Level 3
**Forum Evaluation Survey (Invitational Event) (091)**

Continued from previous time period..

Wednesday afternoon time 6

---



---

12:00-2:00 p.m. COMMITTEE MEETING Green Room, ST, Level 3
**Forum Evaluation Committee Working Session (090)**

Continued from previous time period..

---



---

12:00-2:00 p.m. SPECIAL EVENT San Diego Ballroom, NT, Lobby Level
**Awards Luncheon (011)**

STEPHEN L. CHAMBERS (Convener), Director of Institutional Research and Assessment and Associate Professor of History,  
University of Colorado at Colorado Springs  
WILLIAM E. KNIGHT (Convener), Director of Planning and Institutional Research, Bowling Green State University

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.

Wednesday afternoon  
time 7 - 9

---



---

2:00-5:00 p.m. VENDOR DEMONSTRATION New York, NT, Lobby Level, Internet
**Data Blocks, Inc. Invitational Event (E99)**

CARLI BURKE (Author), President, Data Blocks

---



---

2:10-2:50 p.m. BEST PAPER/PRESENTATION Marriott Hall 5, NT, Lobby Level, Internet
**AIR Best Paper: Understanding Why Students Participate in Multiple Surveys: Who are The Hard-Core Responders? (738)**

STEPHEN R. PORTER (Author), Director of Institutional Research, Wesleyan University  
MICHAEL E. WHITCOMB (Author), Assistant Director, Wesleyan University  
ANNE MARIE DELANEY (Facilitator), Director of Institutional Research, Babson College

What causes a student to participate in a survey? This paper looks at survey response across multiple surveys to understand who the hard-core survey responders and non-responders are. Students at a selective liberal arts college were administered four different surveys throughout the 2002-2003 academic year, and we use the number of surveys participated in to understand how student characteristics such as demographics and personality affect cooperation.

---



---

2:10-2:50 p.m. BEST PAPER/PRESENTATION Marriott Hall 1, NT, Lobby Level
**Research and Planning Group for California Community Colleges Best Paper: Community College Pre-Collegiate Research Across California: Findings, Implications, and the Future (752)**

ROBERT M. JOHNSTONE (Author), Vice President of Instructional and Institutional Research, Foothill College  
ANDREEA M. SERBAN (Facilitator), Associate Vice President of Information Resources, Santa Barbara City College

Developing, evaluating, and improving pre-collegiate programs may be the single most difficult curricular issue facing the California Community College System. This paper looks at research on students in the pre-collegiate sequences in math and English from seven California community colleges. It also discusses the research on the impact of a variety of college programs upon success and completion in the pre-collegiate math and English sequences.

---



---

2:10-2:50 p.m. BEST PAPER/PRESENTATION Marriott Hall 3, NT, Lobby Level
**MidAIR Best Paper: Getting Your Arms Around This Thing Called Institutional Research (758)**

CHARLES L. VAN MIDDLESWORTH (Author), Director of Research and Assessment, Metropolitan Community Colleges  
Administrative System Office  
CHRISTINE M. KELLER (Facilitator), Senior Policy Analyst, University of Kansas

This paper focuses on the IR Office and its role within an institution, information needs of the organization, developing a research agenda, keeping the varying roles IR plays in perspective, and keeping focused on the "Big Picture". The crucial role the IR Director plays in institutional decision-making and its supporting roles in strategic planning and assessing student learning are examined. Topics and issues are presented for those professionals new to the field or for a newly appointed director. The paper provides sources for additional information that are associated with specific project needs.

Wednesday afternoon time 7

2:10-2:50 p.m.

COMMITTEE MEETING

Green Room, ST, Level 3

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

2:10-2:50 p.m.

DEMONSTRATION

Marriott Hall 6, NT, Lobby Level, Internet

**Federal Effort Reporting, Collective Bargaining, Faculty Scholarship and The Faculty Annual Report- There is a Connection (453)**

KEVIN FRENZEL (Author), Specialist, Faculty Research, University of South Florida

PHILIP SMITH (Author), University of South Florida

KUNAL GUPTA (Author), Programmer/Analyst, University of South Florida

We will demonstrate a production application that exploits the connections between federal effort reporting, collective bargaining requirements and quantitative information on faculty scholarship; which then culminate in the generation of a template Annual Report for use by the faculty. The Faculty Academic Information Reporting (FAIR) system is a knowledge management system (KMS) at full implementation which is designed to collect and assist with the scholarly and research efforts of its faculty, and this system additionally serves these needs and generates incentives through provision of bolt-on financial reporting from Peoplesoft Financials for PI's and other contract and grant managers.

2:10-2:50 p.m.

DEMONSTRATION

Marina Ballroom Salon D, ST, Level 3, Internet

**Embracing the Value of XML in Institutional Research (661)**

JAMES F. FEW (Author), Systems Analyst, Kennesaw State University

The utilization of the Internet as an information delivery medium has been of great value to institutional research offices in the past several years. A new technology has surfaced that promises to make life easier for both technical and non-technical institutional research professionals: the Extensible Markup Language (XML). As pervasive as XML has become in the information technology industry, it remains a source of confusion for many people. This presentation aims to clear the mysteries surrounding XML by showing why people should care, what they should know, and how to embrace the value of XML in their business processes.

2:10-2:50 p.m.

DEMONSTRATION

Solana, ST, Level 1

**Macro-Mizing Your Time: Using SPSS to Automate a Report Generation Process (673)**

SHIMON SARRAF (Author), Research Analyst, Indiana University at Bloomington

T. RICHARD SHOUP (Author), Research Analyst, Indiana University at Bloomington

WENDY L. MILEY (Facilitator), Research Specialist and Principal, University of Arizona

Understaffed institutional research offices are often forced to find ways to automate routine tasks. A typical request is the mass-production of a standard institutional report for various campus stakeholders (colleges, departments, programs). Although not difficult to produce, manual production of institutional reports can be a tremendous drain on limited staff resources. This demonstration will familiarize participants with several SPSS procedures that can be used to automate the report-generation process. The demonstration will provide specific examples of ways the procedures can be integrated with existing reporting practices.

2:10-2:50 p.m.

DEMONSTRATION

Marina Ballroom Salon G, ST, Level 3, Internet

**Has it Helped? Getting the Data into the Hands of Decision-Makers: Deployment of Custom Web Applications Powered by SPSS (674)**

SHERRI L. SAHS (Author), Decision Support Systems Manager, Embry-Riddle Aeronautical University

In order to provide university decision-makers with better access to IR data, an initiative was undertaken to move from static Web data views and hard copy reports to dynamic access to the actual data through a Web environment. This presentation shares knowledge gleaned from experiences over the past 18 months from implementation of SPSS Webapp to deployment and demonstrates custom built applications including summary data views and ad-hoc queries powered by SPSS analytics.

2:10-2:50 p.m.

RESEARCH PRESENTATION

Laguna, ST, Level 1

**A Confirmatory Factor Analysis of the Student Adaptation to College Questionnaire (119)**

MELINDA TAYLOR (Author), Doctoral Student, James Madison University

DENA PASTOR (Author), Assistant Assessment Specialist and Assistant Professor of Psychology, James Madison University

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

The Student Adaptation to College Questionnaire is used to measure students' adjustment to a college setting. The majority of validity studies for the SACQ have been external domain studies in which the hypothesized relationships of the subscales with other measures have been examined. To maximize the utility of such studies, internal domain studies are needed to show that the items are relating to each other in the manner in which the authors intended them to. This study's purpose is to employ confirmatory factor analysis to test the fit of the authors' proposed four-factor model using a sample of university students.



2:10-2:50 p.m.

RESEARCH PRESENTATION

Marriott Hall 2, NT, Lobby Level

**Creating Intentional Learners while Increasing Academic Success, Social Adjustment and Retention through a Comprehensive Learning Community for Undeclared Freshmen (160)**

JOANNE DAMMINGER (Author), Rowan University  
 NASREEN AHMAD (Facilitator), Research Analyst, Collin County Community College

This presentation will describe a comprehensive learning community designed for undeclared freshmen to increase student satisfaction, contribute to academic and social adjustment, and assist students in becoming intentional learners. The learning community program includes paired courses, faculty interaction, grouped housing, peer mentoring, assessment of students' learning preferences, interests, values, and abilities along with major and career exploration. This presentation will highlight action research over a two-year period that resulted in continual improvement of the learning community. Handouts will be provided for a learning preference inventory and other self-assessment tools used with students to create intentional learners and informed decision makers.

2:10-2:50 p.m.

RESEARCH PRESENTATION

Marriott Hall 4, NT, Lobby Level

**A New Examination of the 'Freshmen Seminar' at an Urban University: Persistence of Participants and Matched Controls (218)**

DONNA HAWLEY (Author), Director of Institutional Research and Professor, Wichita State University  
 DAVID WRIGHT (Author), Associate Professor, Wichita State University  
 MARTHA SHAWVER (Author), Associate Vice President for Academic Affairs and Research, Wichita State University  
 LARRY H. LITTEN (Facilitator), Director of Research, Dartmouth College

A freshmen seminar, based on Tinto's findings about the effects of student engagement/integration on persistence and graduation, was studied at a medium sized urban university for 12 continuous semesters. Participants were matched with controls for relevant academic and demographic characteristics. First and fourth semester retention rates averaged 10% and 7% higher for participants over controls respectively. Graduation rates varied from 3% to 14% higher for the participant group at five and six years. Multivariate logistic regression will be used to identify independent predictors of persistence and graduation controlling for time effects. Policy implications of the study will be discussed.

2:10-2:50 p.m.

RESEARCH PRESENTATION

Carlsbad, ST, Level 3

**Online Course Evaluations: A One-Year Pilot Study (344)**

MICHAEL D. MCGUIRE (Author), Executive Director, Office of Planning and Institutional Research, Georgetown University  
 ROLAND C. HALL (Author), Assistant Director, Institutional Research, Georgetown University  
 MEIHUA ZHAI (Facilitator), Director of Institutional Research and Reporting, George Mason University

College and universities have administered online faculty course evaluations with mixed success. Lower response rates are common with online administration, compared to the traditional in-class paper-and-pencil evaluations. This session will present the methods and results of one university's successful pilot of an online course evaluation.

2:10-2:50 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon F, ST, Level 3

**Making Achievement Possible...Moving a Survey Project beyond Institutional Boundaries (507)**

DONALD R. WHITAKER (Author), Director of Institutional Research and Academic Assessment, Ball State University  
 SHERRY A. WOOSLEY (Author), Senior Analyst, Ball State University  
 CHRIS CAPLINGER (Author), Georgia Southern University  
 MICHELLE S. APPEL (Facilitator), Senior Research and Policy Analyst, University of Maryland

An entering freshman survey project developed 15 years ago at a large Midwestern state university was implemented in Fall 2004 at another large university in the Southeast. A Unique feature of this project, which is titled Making Achievement Possible (MAP), is the set of individualized reports that are provided in a timely manner to first-year students, their academic advisors, and their residence hall directors. This session will provide an overview of the project and also discuss the issues involved in "transporting" an institution-specific initiative to another setting.

2:10-2:50 p.m.

RESEARCH PRESENTATION

Point Loma, ST, Level 1

**Transformation and Innovation in the Chinese Educational System (720)**

QIUHENG SHI (Author), Professor, Xiamen University  
 GUIYAN WANG (Author), Xiamen University

This paper investigates into three aspects of the Chinese educational system: The characteristics of the Chinese educational practices, shifts in research emphasis on the educational system, and the effects of educational innovations. The three aspects together provide fundamental threads of transformation and innovation in the Chinese educational system in the past 20 years.

2:10-2:50 p.m.

SCHOLARLY PAPER

Balboa, ST, Level 3

**Factors Influencing Positive Interactions Across Race for African American, Asian American, Latino and White College Students (295)**

VICTOR SAENZ (Author), Research Analyst, University of California-Los Angeles

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

HOI NING NGAI (Author), Research Analyst, University of California-Los Angeles

CYNTHIA MOSQUEDA (Author), Research Analyst, University of California-Los Angeles

A longitudinal survey was administered to all incoming students at ten public institutions (with a follow-up survey given at the end of their second year), examining activities related to cross-racial interaction and outcomes. This study explores the institutional factors that promote positive interactions across race for African American, Latino, Asian American and White students. This knowledge will be meaningful for college administrators, institutional researchers, and faculty as they prepare to meet the challenge of preparing students for a pluralistic society.

2:10-2:50 p.m.

SCHOLARLY PAPER

Cardiff, ST, Level 3

**Learner-Centered Assessment in First-Year Design Studios: Improving Teaching and Learning in a Potential Learner-Centered Environment (328)**

PATIENCE LUETH (Author), Iowa State University

This paper is part of an evaluation plan for a first-year design program at a college of design, at a Midwestern university, focusing on the success and improvement of the common first-year Design Studio/Learning Lab. Although the design studio in general, is seen as the common denominator in design disciplines and has been seen as a learner-centered educational model, the design studio still lags behind in the area of assessment (Anthony, 1998). By researching the successful ways that the design studio functions, learner-centered classrooms (or classrooms that aspire to be learner-centered) can benefit from information such as learner-centered assessment strategies.

2:10-2:50 p.m.

SCHOLARLY PAPER

Santa Rosa, ST, Level 1

**Tracking Non-Traditional Students Who Switched Between Full-Time/Part-Time Status: How Attendance Patterns Correlate with Progression and Performance (487)**

EVA Y. CHAN (Author), Director of Institutional Research, City University of New York Medgar Evers College

This study tracked the full-time/part-time attendance of first-time freshmen in an urban public college with a highly non-traditional population. Students who attended part-time for all or some of the first three semesters were classified into several subgroups according to their attendance patterns. The progression and persistence of these subgroups were compared with those who attended full-time only. Results showed that students who attended part-time first and switched between full-time/part-time status performed almost as strongly, and sometimes better than, the purely full-time students in terms of total credits accumulation, exiting remediation, cumulative GPA, retention and graduation.

2:10-2:50 p.m.

SCHOLARLY PAPER

Mission Hills, ST, Level 3

**Institutional Preparation for a Higher Education Institutional Quality Audit: A Case Study (490)**

LOUIS VAN DER WESTHUIZEN (Author), Head: Quality Assurance and Research, University of the Free State

The basis of the institutional evaluations of quality related audits should focus on the quality management of the core functions of teaching and learning, research and community engagement. The development and establishment of a comprehensive institutional quality assurance system are therefore an urgent priority in most higher education institutions in South Africa which include institutional quality assurance development and implementation, teaching and learning, research, service learning/community engagement and the support services. On the one hand the institution should address the challenges of its internal context and on the other hand comply with the requirements of the audit criteria.

2:10-2:50 p.m.

SCHOLARLY PAPER

Leucadia, ST, Level 1

**The Effects of Ability and Willingness to Pay on Preference and Choice of Private Institutions (545)**

TY CRUCE (Author), Research Analyst for NSSE, Indiana University-Bloomington

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

JULIE M. WILLIAMS (Author), Project Associate, The College Student Experiences Questionnaire (CSEQ) at Indiana University

JAMES E. MAXEY (Author), Senior Research Scientist, ACT, Inc.

ROBERT F. DALY (Facilitator), Assistant Vice Chancellor, Institutional Planning, University of California-Riverside

For a national sample of students who took the ACT, this study examined (a) the relationship between ability to pay, willingness to pay, and student preference for a private institution; and (b) among students who prefer a private institution, the relationship between ability to pay, willingness to pay, and student selection of a private institution as an initial first choice. Results suggest that both ability and willingness to pay are positively related to student preference for a private institution, while only willingness to pay is positively related to student choice of a private college as an initial first choice.

3:00-3:40 p.m.

BEST PAPER/PRESENTATION

Balboa, ST, Level 3

**AIRUM Best Paper: UW-Madison's New Freshman Class of 2018: Projections by Academic Preparation and Race/Ethnicity (756)**

CLARE L. HUHNS (Author), Associate Policy and Planning Analyst, University of Wisconsin Madison

How many state high school graduates are academically prepared for Wisconsin's flagship institution? Can the current size of the new freshman class be maintained? Is the goal of increasing the number of in-state minority students attainable? This study, using a combination of data sets from ACT and WICHE along with institutional admission data, seeks to provide answers to these questions. While the study results have specific institutional implications for enrollment management, diversity initiatives, and pre-college efforts, the methodology can be "borrowed" and used by anyone interested in replicating it. Study results and methodology will both be discussed in the presentation.

3:00-3:40 p.m.

BEST PAPER/PRESENTATION

Point Loma, ST, Level 1

**IAIR Best Paper: Streamlining and Enhancing Program Review (760)**

JOSEPH A. RIVES (Author), Assistant to the President for Planning and Budget, Western Illinois University

ROBIN K. GOULD (Author), Research Associate, Illinois State University

ANNA WELLS (Author), Research Associate, Illinois State University

LINDA L. THOMAS (Author), Administrative Aide, Illinois State University

MARILYN M. MARSHALL (Facilitator), Associate Director, University of Illinois

Illinois higher education's program review process assesses quality, viability, and productivity of academic programs. Illinois Commitment Goal Five dedicates higher education to continually improve academic quality. Institutional research data is central to this endeavor. This presentation — for institutional researchers, planners, and academic colleagues — identifies the challenges of and opportunities for blending long-term vision and daily operations, with IR data leading the way. Our streamlined process reduced program review questions by 50%, holds students to even higher expectations for learning, and makes academic programs accountable for program quality, assessment of learning, and high university priorities.

3:00-3:40 p.m.

COMMITTEE MEETING

Green Room, ST, Level 3

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

3:00-3:40 p.m.

DEMONSTRATION

Del Mar, ST, Level 3

**Assessing Effectiveness at Adult Learning Focused Institutions (ALFI) (452)**

THOMAS A. FLINT (Author), Vice President of Lifelong Learning, Council for Adult and Experiential Learning

A. CATHLEEN GREINER (Author), National University

LAURIE DODGE (Author), Assistant Dean, Assessment and Academic Publications, Chapman University

This session describes the first set of survey tools crafted specifically to measure institutional effectiveness in serving adult learners (age 25+). After a brief review of their development and scales, senior administrators from two adult-serving universities that helped to pilot-test the surveys will tell the story of the impact the 'ALFI Tools' at their campuses.

3:00-3:40 p.m.

DEMONSTRATION

Marriott Hall 6, NT, Lobby Level, Internet

**Institutional Research Interactive Information System (IRIIS): A Web-Based Interactive Information System Designed to Facilitate Decision Making Amongst Senior and College Level Administrators (462)**

KIMBRELY CLARK (Author), Institutional Research Programmer and Analyst, Oregon State University

GARY L. BEACH (Author), Director of Institutional Research, Oregon State University

The Institutional Research Interactive Information System (IRIIS) is a Web-based system designed to provide senior and college level administrators with quick and easy access to mission-critical student information as well as general student information. Users of IRIIS can detect patterns in student information by selecting multiple terms for inclusion in tables/charts. Detailed analyses can be performed by exporting tables to Microsoft Excel.

3:00-3:40 p.m.

DEMONSTRATION

Marina Ballroom Salon D, ST, Level 3, Internet

**A Better Tool to Use for Financial Aid Analysis – The FAR System (662)**

NICOLAS A. VALCIK (Author), Assistant Director for Strategic Planning and Analysis, University of Texas at Dallas

The Financial Aid Reporting (FAR) system was developed due to the current student information system being difficult to extract data from accurately or easily. The department developed FAR that would collect the financial aid data longitudinally for each student and allow for easy extraction of data. The FAR system allows for information to be easily updated from any student system, and allows for summary or detailed reports to be generated. This presentation will be a live demonstration of FAR's capabilities and will discuss the background behind developing FAR, and the pitfalls/positives of developing such a system.

3:00-3:40 p.m.

DEMONSTRATION

Marina Ballroom Salon G, ST, Level 3, Internet

**Building a Data Warehouse: You Get What You Pay For! (675)**

ROBERT SCHULTZ (Author), Director of Institutional Analysis, University of Saskatchewan  
 MARK G. LUCAS (Author), Senior Research Analyst, University of Saskatchewan

Faced with significant challenges to meet an increasing demand for timely information that spans the entire institution, combined with administrative system changes, the Office of Institutional Analysis is building a data warehouse. The result is a public interface that 'mirrors' traditional reporting, but the underlying technology allows the office to 'cube' the data for ad hoc requests and exploration purposes. This paper will discuss the environmental factors that lead to the development of the data warehouse, provide examples of the immediate return on investment and demonstrate the public and private interface into the data warehouse.

3:00-3:40 p.m.

RESEARCH PRESENTATION

Marriott Hall 3, NT, Lobby Level

**Experiences and Perspectives of Diversity on Campus: Interviews with First-Year Students (157)**

SHU-LING CHEN (Author), Director of Institutional Research, University of Massachusetts  
 STEPHEN L. DESJARDINS (Facilitator), Associate Professor, University of Michigan

This study sought to understand first-year students' experiences with ethnic diversity at a highly selective private residential university. Using qualitative research methods, this study was based on in-depth interviews with students. Participants in the study revealed how diversity on campus shaped their experiences both inside and outside the classroom, and what they thought the institution could do to enhance learning in a diverse educational environment. Findings and implications of the study will be discussed.

3:00-3:40 p.m.

RESEARCH PRESENTATION

Marriott Hall 5, NT, Lobby Level, Internet

**Evaluating the Efficacy of Automated Essay Grading Technology in Assessing Writing Skills (202)**

HOWARD R. MZUMARA (Author), Director of Testing Center, Indiana University Purdue University Indianapolis

This session describes efforts to use a mixed-method approach to evaluate the efficacy of automated essay grading (AEG) technology in assessing student learning outcomes related to written communication. The presentation includes a demonstration of Vantage Learning's Intellimetric™ scoring engine that was used as part of a FIPSE project on automated essay grading for electronic portfolio documents. Formative and summative evaluation activities addressed key evaluation issues concerning planning, implementation, and effectiveness of AEG technology in establishing norms that would allow colleges to examine the development of students' writing skills over time and/or to document other instructional uses of AEG technology.

3:00-3:40 p.m.

RESEARCH PRESENTATION

Marriott Hall 4, NT, Lobby Level

**If University Students are from Mercury, Community College Students Must be from Pluto (222)**

LINDA S. HAGEDORN (Author), Associate Professor, University of Southern California  
 GEORGE M. PRATHER (Author), Chief of the Office of Institutional Research and Information, Los Angeles Community College District  
 MARGARET SALLEE (Author), University of Southern California  
 CHUN-MEI ZHAO (Facilitator), Research Scholar, The Carnegie Foundation for the Advancement of Teaching,

Nearly half of all U.S. undergraduates are enrolled in community colleges; yet, there is a lack of research to describe the various types of students. The purpose of the proposed study is the creation of a contemporary typology that will accurately describe, categorize, and generally assist researchers and others to better understand the types of students attending community colleges. Drawing upon organization theory and transcript analyses, we propose a new framework, based on the Solar System, to type and better understand community college students.

3:00-3:40 p.m.

RESEARCH PRESENTATION

Cardiff, ST, Level 3

**Exploring Connections Between Grade Inflation and the Use of Formative Assessment Strategies in the Undergraduate Classroom (333)**

WENDY G. TROXEL (Author), Assistant Professor, Educational Administration and Foundations, Illinois State University  
 KAREN SAYLES (Facilitator), Director, Institutional Research and Assessment, Salem State College

The term "grade inflation" is used throughout higher education to describe the upward trend in grades awarded to undergraduate students, presumably without merit. Public conversations and research typically revolve around simple distributions and weighting systems, while few seem to be examining closely the most basic concept of grading in higher education today: the relationship between standards and learning as impacted by the pedagogical strategies of the instructor. This phenomenological study explored the use of formative assessment techniques by faculty as a tool to increase learning in students, and the impact on the summative evaluation practices and outcomes in those courses.

3:00-3:40 p.m.

RESEARCH PRESENTATION

Carlsbad, ST, Level 3

**The Effects of Institutional Aid on Persistence and Degree Attainment (458)**

OYEBANJO A. LAJUBUTU (Author), Director of Institutional Research, University System of Maryland  
DAWN R. KENNEY (Facilitator), Senior Research Analyst, Albuquerque Technical Vocational Institute

This study shows that students receiving institutional aid were 8% to 13% more likely to persist than non-aided students. Institutional aided students were 9 percentage points more likely to attain a bachelor's degree than non-aided students. Students who received institutional aid for three or more years were 25 percentage points more likely to graduate than students who never received aid.

Overall, the odds of persisting to second year for students receiving institutional aid are 1.13 times higher than for non-aided students. The odds of persisting to second year for students receiving institutional need-based aid increase 49% per \$1,000 in aid.

3:00-3:40 p.m.

RESEARCH PRESENTATION

Santa Rosa, ST, Level 1

**The Relationship between the Admission Index and the Student Success at a University in Puerto Rico (495)**

ANTONIO A. GONZALEZ-QUEVEDO (Author), Director of Institutional Research and Planning, University of Puerto Rico-Mayaguez Campus

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

JANET WARD (Facilitator), Associate Vice President for Information and Data Management, Seattle Pacific University

A student profile of the freshmen classes of a University in Puerto Rico is presented for the period from 1990-2003. The profile includes: gender, public or private school, geographical location, scores for five entrance examination tests, high school and freshmen GPA. Gender and school type comparisons regarding GPA, test scores and freshmen GPA. The freshmen profile data showed that 7% of the students with an average of 3.6 or greater in high school will have a GPA of less than 2.0 at the end of the freshmen year. Possible improvements to the admission index are presented.

3:00-3:40 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon F, ST, Level 3

**Addressing the Scarcity of Trained Institutional Researchers Using an On-going Training Model and Internships (631)**

LIJUAN A. ZHAI (Author), Research Analyst, San Diego Community College District

WILLIAM GRIMES (Author), Manager of Institutional Research and Planning, San Diego Community College District

JERI V. KURTZ (Facilitator), Senior Budget and Research Analyst, South Dakota State University

The institutional research function will continue to expand both as a central office/district service and as research activities on the campus. Turnover will continue to occur as these highly trained candidates move on into instructional and administrative positions. The Research function will need to evolve into a "training department" that will be open to new trainees and interns as an on-going part of its operation. This presentation will share an eight week training model that later evolved into the way the office now operates daily. The training information and practice databases have been recorded CD for attending participants.

3:00-3:40 p.m.

RESEARCH PRESENTATION

Marina Ballroom Salon E, ST, Level 3

**Institutional Research in Support of Enrollment Management (633)**

CONRAD D. MCROBERTS (Author), Senior Research Associate, Bowling Green State University

WILLIAM E. KNIGHT (Author), Director of Planning and Institutional Research, Bowling Green State University

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

KAREN FROSLID JONES (Facilitator), Director of Institutional Research, American University

Enrollment management (EM) is employed by many campuses to achieve enrollment goals. While each institution's EM efforts may differ, the use of "organizational intelligence" (Terenzini, 1993) to inform, implement, and assess EM processes and activities appears to serve as a common denominator. Considering potential institutional research (IR) contributions to "organizational intelligence," campus EM initiatives stand to benefit from IR office participation. This presentation focuses on a public, residential, university's IR office's EM contributions that will include the introduction of an IR EM planning and assessment tool, examples of actual IR EM deliverables, and explore various considerations for IR office involvement.

3:00-3:40 p.m.

SCHOLARLY PAPER

Marriott Hall 2, NT, Lobby Level

**A Detour to Success? Effect of Horizontal Transfer on College Degree Completion (103)**

PO YANG (Author), Doctoral Candidate, Teachers College, Columbia University

JOHN M. KALB (Facilitator), Director of Institutional Research, Southern Methodist University

The paper focuses on how horizontal transfer affects two- and four-year student's degree completion, controlling for student's self selection into transfer group. Using National Education Longitudinal Survey 1988-2000 (NELS:88/2000), the paper identifies negative effect of horizontal transfer on student's certificate, associate and bachelor's degree attainment given students and family characteristics, high school and college performance and characters of their first postsecondary institution. The empirical evidence seems to support the argument of horizontal transfer as institutional departure, rather than a rational choice which improves quality of matching between student and institution.

3:00-3:40 p.m.

SCHOLARLY PAPER

Laguna, ST, Level 1

**Punt, Pass, and Kick: What's Going on with College Athletes? (132)**

DEBORAH B. DAILEY (Author), Associate Director of Planning and Institutional Research, Georgetown University

MARK BISSONNETTE (Author), Research Associate, Georgetown University

College athletics has come under great scrutiny in recent years. It is commonplace to hear of a scandal involving student athletes, whether it is recruiting violations, altercations with the law or fellow students, poor graduation rates or any one of many other negative occurrences. But who are these young men and women who spend so much of their time running, catching, and throwing? Are they different from their peers in the institution who do not participate in intercollegiate athletics? This university looked at its athletes on a variety of issues through a survey of enrolled students.

3:00-3:40 p.m.

SCHOLARLY PAPER

Marriott Hall 1, NT, Lobby Level

**When I Was Young...An "A" was an "A": Grade Inflation in Higher Education (321)**

RONNA VANDERSLICE (Author), Southwestern Oklahoma State University

In 1999, Bradford Wilson published an article in National Forum called "The Phenomenon of Grade Inflation in Higher Education" where he examined the problem of grade inflation and possible solutions. Five years later, in the age of No Child Left Behind for public schools and increased standards and accountability for everyone, it may be time to examine this issue again. Institutions of higher education can't deny the statistics: only 10%- 20% of all college students receive grades lower than a B. Reasons for this trend and possible solutions will be explored.

3:00-3:40 p.m.

SCHOLARLY PAPER

Leucadia, ST, Level 1

**Setting the Governmental Agenda for State Scholarships to Higher Education (550)**

ROB E. ANDERSON (Author), Graduate Student, University of Georgia

ANGELA BELL (Author), Graduate Student, University of Georgia

In an effort to better understand the processes of higher education policy formation, this study analyzes three case studies of state higher education policy agenda setting. The dynamics of the formulation of state lottery-funded, merit scholarship programs are held up to three competing theories of the policy process (Rational-Comprehensive, Garbage Can, and Diffusion) to determine which has the most explanatory power. Data sources include documents, archival records and interviews with policy actors. The study attempts to further theory development in the field of higher education policy and provide practical information for researchers hoping to impact the policy process.

3:00-3:40 p.m.

SPECIAL INTEREST GROUP

Mission Hills, ST, Level 3

**Tracking Student Persistence: How Can A Comprehensive Computer Model be Used to Chart Student Behavior? (718)**

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

MARY BETH WORLEY (Author), Coordinator for Institutional Research, Dona Ana Branch Community College

DENISE P. SOKOL (Facilitator), Assistant Vice Chancellor for Institutional Research, Planning and Analysis, University of Colorado at Denver and Health Sciences Center

The presenter will explain how a comprehensive model to study the persistence of students at a Hispanic-serving community college. The SAS program used consists of more than 9,000 lines of code. It considers how students persist, stopout, complete degree or certificates or transfer to other colleges and later complete degrees at those institutions. The model is very flexible and can be used to calculate retention rates for almost any student cohort. The model will be explained and results presented for various student cohorts that show persistence patterns from Fall 1996 to present.

3:00-3:40 p.m.

VENDOR DEMONSTRATION

New York, NT, Lobby Level, Internet

**Data Blocks, Inc. Invitational Event (E99)**

Continued from previous time period.

3:50-4:30 p.m.

COMMITTEE MEETING

Green Room, ST, Level 3

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

3:50-4:30 p.m.

DEMONSTRATION

Solana, ST, Level 1

**Introducing The NSSE/FSSE Card Game for Fun and Analysis (347)**

ROBERT FAUBERT (Author), Institutional Research Analyst, South Dakota School of Mines and Technology

KATE ALLEY (Author), Director, South Dakota School of Mines and Technology

The authors have created a card game that involves administration and faculty in a creative, analytical, and dare we say, fun, process using your NSEE and/or FSSE data. This is NOT something for sale. The presenter/authors will teach you how to use equipment and materials you already have to implement this great and useful activity. The result is a faculty that has actually looked at and analyzed your NSSE/FSSE data in collaboration with your administrative staff.

3:50-4:30 p.m.

DEMONSTRATION

Marriott Hall 5, NT, Lobby Level, Internet

**Online Course Evaluations: One Institute's Success in Transitioning from a Paper Process to a Completely Electronic Process (360)**

MARK E. SCHAWITSCH (Author), Research and Assessment Analyst, Rose-Hulman Institute of Technology

"Online Course Evaluations: One Institute's Success in Transitioning from a Paper Process to a Completely Electronic Process" will present our Institute's successful efforts in moving from a completely paper-based course evaluation process to a completely electronic-based process. Items to be covered include a brief contextual background, the issues and concerns involved in the decision-making process to move to an electronic process, how we made it all happen technically, what our process is and how we conduct it, and what issues we now face being completely electronic.

3:50-4:30 p.m.

DEMONSTRATION

Marina Ballroom Salon D, ST, Level 3, Internet

**Microsoft Excel Pivot Tables and Pivot Charts (663)**

ELIZABETH P. MOEN (Author), Information Systems Specialist, Wayne State University

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

Microsoft Excel Pivot Tables and Pivot Charts are an extremely efficient and versatile way to summarize data on a spreadsheet. I have used them extensively to summarize information for faculty/staff, finance and enrollment data. However, I have found that people tend to be intimidated by the pivot table function and do not take advantage of it. I propose to demonstrate the tables and charts in such a manner that shows that not only are the tables and charts very useful - but also that they are not complicated or involved.

3:50-4:30 p.m.

DEMONSTRATION

Marina Ballroom Salon E, ST, Level 3

**Something Old, Something New, Something Borrowed...the End of the Data Extraction Blues (664)**

MARY-LOU A. D'ALLEGRO (Author), Director of Institutional Research, West Chester University

JOSEPH A. RIVES (Facilitator), Assistant to the President for Planning and Budget, Western Illinois University

Not all data is prepackaged to import nicely into Excel, Access, SPSS, SAS or other data manipulation applications. Aware of this dilemma, Monarch has developed data extraction software that will take old print, scanned text, or Web files and extract them into variables ready for statistical analysis or export into relational databases. This session will demonstrate how Monarch Pro software converts ugly green bar and other oddly formatted files into data that can be imported into normally statistical software, databases, and Excel spreadsheets.

3:50-4:30 p.m.

DEMONSTRATION

Marina Ballroom Salon G, ST, Level 3, Internet

**Creating and Administering On-Line Web Surveys (676)**

JOSEPH SCHLICHTING (Author), Director of Institutional Research and Effectiveness, Cy-Fair College

This demonstration will show the process of registering to use a free on-line software and how to place survey questions in creating an on-line instrument, launch survey onto the internet, and then report data findings in html format or retrieve data via spreadsheet for more detailed analysis. Also covered will be the pit falls/best practices in administering on-line surveys both in-class and via e-mail. Software is MarketTools Zoomerang product.

3:50-4:30 p.m.

RESEARCH PRESENTATION

Marriott Hall 4, NT, Lobby Level

**Transfer and Native Students' Academic Preparation and Enrollment Status, During Their Sophomore Year and Their Graduation Rate Five Years Later (230)**

LINA LU (Author), Research Analyst, Portland State University

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

The present study investigates transfer students' academic preparation before entering an urban university, their transfer adjustment to a senior academic setting, and their educational success in attaining a bachelor's degree. In particular, the present study compares transfer students to native students who began their studies as freshmen, and analyzes the relationship between enrollment status in the sophomore year and completion status within five years of gaining sophomore status. The results provide useful information to the administrators and faculty and may help to inform policies and programs geared toward supporting transfer students.

3:50-4:30 p.m.

RESEARCH PRESENTATION

Balboa, ST, Level 3

**Determining What It Costs to Teach a College Course (322)**

LAWRENCE J. REDLINGER (Author), Executive Director, The University of Texas at Dallas  
 STANLEY GORDON (Author), Assistant Director, The University of Texas at Dallas  
 MEIHUA ZHAI (Facilitator), Director of Institutional Research and Reporting, George Mason University

This paper presents a case study of the THECB University Cost Study for The University. The cost study was designed by the THECB to answer the question "What Does it Cost to Teach a College Course?" and subsequently update the state's formula funding matrix using hard data. The instructions and operations formula provides funding for faculty salaries and a variety of administrative expenses. These funds are distributed on a weighted semester credit hour basis. Multipliers increase this figure according to academic discipline and level-of-instruction.

3:50-4:30 p.m.

RESEARCH PRESENTATION

Carlsbad, ST, Level 3

**Community College Enrollment: Determining Influences of Future Enrollments (417)**

ELEANOR SWANKE FOX (Author), Research Analyst, Oakland Community College  
 DANA R. ROSENBERG (Facilitator), Director of Institutional Research and Planning, Heartland Community College

What does the future hold for community college enrollment? This is the question that many community college administrators ask as each term passes. With the increase demand for and cost of higher education, community colleges find themselves struggling with providing the appropriate level of student services while still reconciling budgets. Consequently, the purpose of this research is to explore variables that influence enrollment at a Michigan community college; while concurrently determining if the Box-Jenkin's ARIMA model is useful in predicting enrollment.

3:50-4:30 p.m.

RESEARCH PRESENTATION

Point Loma, ST, Level 1

**America's New College Tradition: Working Students and Undergraduate Success—Investigating the Dynamics of Student Working Trends in a Midwest Manufacturing Region (433)**

TINA TUTTLE (Author), Research Associate, Indiana University  
 JEFFERY S. MCKINNEY (Author), Associate Director, Indiana University

More than 82% of American undergraduates work while attending college, creating new challenges for colleges. Rising costs of attendance, less financial aid, part-time enrollment, first generation work values, and varying attitudes towards student loans have created a complex dynamic of working and college attendance. This mixed-method research paper examines on- and off-campus employment patterns and effects on enrollment and persistence at several institutions in a specific manufacturing region in Indiana. This study uses statewide data, working student surveys and focus groups to examine student's perception of work needs, the availability of other options, use of financial aid, and attitudes towards loans.

3:50-4:30 p.m.

RESEARCH PRESENTATION

Santa Rosa, ST, Level 1

**Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Statewide Longitudinal Tracking Study (508)**

DAVID W. PRINCE (Author), Research Manager, Washington State Board for Community and Technical Colleges  
 DAVIS JENKINS (Author), Senior Research Associate, University of Illinois at Chicago  
 MARGARET A. DRAIN (Facilitator), Research Associate II, Houston Community College System

This research presentation will report findings from a study that used student record information from the Washington State Community and Technical College System to track the educational attainment and earnings outcomes over five years of adult students 25 or older with a high school education or less. The presenters will explore the implications of these findings for community college policy and practice and discuss how state system-level research can be used to catalyze and inform performance improvement at the college level.

3:50-4:30 p.m.

RESEARCH PRESENTATION

Marriott Hall 6, NT, Lobby Level, Internet

**Public Higher Education System-Level Accountability Framework: Creating a Governance Scorecard (510)**

CRAIG V. SCHOENECKER (Author), System Director of Research, Minnesota State Colleges and Universities  
 JOHN G. ASMUSSEN (Author), Executive Director, Minnesota State Colleges and Universities System  
 MARGARET L. DALRYMPLE (Facilitator), Senior Institutional Research Analyst, Purdue University

Accountability is an oft-cited term in the public sector, but remains an amorphous concept. Accountability for performance is complicated in the public sector because it is difficult to agree on performance standards and balance the multitude of stakeholders with competing interests. Combining the theories of Behn, Carver and Kaplan & Norton offers an intriguing governance system that could assist public higher education governing boards in focusing on strategic matters. This presentation will describe the work of a public higher education system to develop and implement a strategic governance structure based on the balanced scorecard model.



3:50-4:30 p.m.

RESEARCH PRESENTATION

Marriott Hall 3, NT, Lobby Level

**Improving the College Opportunities Online (COOL) Web Site: Recommendations from Recent Research (516)**

ROCCO P. RUSSO (Author), President, RPR Consulting

SUSAN G. BROYLES (Author), Program Director, Postsecondary Institutional Studies Program, National Center for Education Statistics

This research presentation informs the institutional research community about the 2004 Senior Fellow Project that has been jointly sponsored by AIR and NCES to improve the College Opportunities Online (COOL) Web site. The project was designed to develop a better understanding of college search information needs via interviews with high school students/parents and analyses of competitor Web sites. Recommendations to increase the awareness and usability of COOL by primary users will be highlighted.

3:50-4:30 p.m.

RESEARCH PRESENTATION

Mission Hills, ST, Level 3

**A Process-Based Model for Part-Time Business Studies (719)**

GAIL THOMPSON (Author), Principal Lecturer and Learning Development Manager, University of Sunderland Business School

JANINE M. HICKS (Facilitator), Director of Institutional Research and State Relations, University of Saint Francis

This paper will discuss a innovative new programme designed to attract managers of companies in the North-East of England to part-time study in Business and Management. The programme is designed to be process- rather than content-based, and learning is focused through structured student learning sets in an effort to harness the tacit knowledge of these experienced managers for the benefit off all on the course. Summative assessment takes place only at the end of each year, by means of integrative work-based reports and development portfolios. A detailed evaluation of the first two cohorts will be presented.

3:50-4:30 p.m.

SCHOLARLY PAPER

Laguna, ST, Level 1

**Reasons for attending, Expected Obstacles, and Degree Aspirations of Asian Pacific American Community College Students (136)**

JONATHAN W. LEW (Author), Doctoral Student, Claremont Graduate University

WINNIE W. WANG (Author), Assistant Director of Research and Institutes, Claremont McKenna College

JUNE CHANG (Author), Research Analyst, University of California-Los Angeles

LINDA J. HAWBAKER (Facilitator), Director of Strategic Information Technology, Maricopa Community College System Office

This study examines how the academic aspirations of Asian Pacific Americans (APAs) attending community colleges are influenced by their demographic and educational background, reasons for attending, and obstacles they expect to encounter. The sample consisted of 846 APAs out of a total student sample of 5,000 in an urban community college district. The analyses compare results for ethnic groups within the APA community as well as APAs with other racial groups. The key finding that APA community college students often consist of recent immigrants should lead institutional researchers to collect data on their numbers, characteristics, and needs.

3:50-4:30 p.m.

SCHOLARLY PAPER

Leucadia, ST, Level 1

**Exploring the Discourse of Student Learning: What Students Learn When Working in College (286)**

BARBARA C. ROUTHIEAUX (Author), Professor of Psychology, Warren Wilson College

RACHEL V. BRIGGS (Author), Warren Wilson College

SUZANNE L. MARTIN (Author), Warren Wilson College

PHILLIP E. ROOP (Author), Warren Wilson College

KEVIN P. GIDDENS (Author)

CHRISTINA L. VAIR (Author), Warren Wilson College

DONNA HAWLEY (Facilitator), Director of Institutional Research and Professor, Wichita State University

What do students learn at a college that stresses the dignity and value of work? To address this question, we used Rapid Assessment Process, a group-based research technique that merges qualitative and quantitative methodologies. Seven iterations of data collection were undertaken, including participant observations, group and individual interviews, writing prompts, rich pictures, and the National Survey of Student Engagement. Four themes ran through all seven iterations: learning through interaction, hands-on learning, nontraditional learning, and the "real world." Each will be related to work, learning, and student satisfaction. We will also emphasize the role of undergraduates in building institutional research capacity.

3:50-4:30 p.m.

SCHOLARLY PAPER

Cardiff, ST, Level 3

**How Effective are Undergraduate Educational Enrichment Experiences Designed to Increase Minority Graduate and Professional Participation? (338)**

STEVEN P. CHATMAN (Author), Director, University of California-Davis

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

At each progressive educational transition, a disproportionate number of minority students are lost resulting in extreme under-representation among terminal degree awards, especially in science and engineering. Pioneering undergraduate student intervention programs designed to ameliorate these deficits experienced early success and local programs proliferated. Facing constrained resources, the institution now asks for demonstrated outcomes. This study followed participants in six enrichment programs designed to improve minority student transition rates to graduate or professional programs. Results compare the effectiveness of interventions and the relative performance of several alumni search strategies (e.g., alumni surveys, commercial services, National Student Clearinghouse, program follow-up).

3:50-4:30 p.m.

SCHOLARLY PAPER

Del Mar, ST, Level 3

**Effects of Merit Based Financial Aid on Time to Bachelor's Degree Attainment (551)**

CHARLES MATHIES (Author), Graduate Student, University of Georgia

JEPHTAH L. CHOATE (Facilitator), Associate Registrar, University of New Mexico

Concerns over efficient use of resources in higher education has caused continued interest in time to bachelor degree attainment. Forms of financial aid provided to students have significantly changed over the last 30 years with aid being provided recently more often in the form of merit based aid. This presentation will show findings of an analysis examining the effects of merit based aid on time to degree at a large state research extensive university. Specific factors explored include student background characteristics, enrollment behaviors, financial aid data (specifically including presence or non-presence of merit based aid), academic outcomes, and admissions data.

3:50-4:30 p.m.

VENDOR DEMONSTRATION

New York, NT, Lobby Level, Internet

**Data Blocks, Inc. Invitational Event (E99)**

Continued from previous time period.

4:00-7:30 p.m.

COMMITTEE MEETING

Marriott Hall 2, NT, Lobby Level

**2006 Forum Committee (096)**

WILLIAM E. KNIGHT (Associate Committee Chair), Director of Planning and Institutional Research, Bowling Green State University

Meeting of the 2006 Forum Committee.

5:00-Until

COMMITTEE MEETING

Marriott Hall 2, NT, Lobby Level

**2006 Forum Committee (096)**

Continued from previous time period.

7:00pm - Until

COMMITTEE MEETING

Green Room, ST, Level 3

**Forum Evaluation Committee Working Session (090)**

Continued from previous time period.

7:00 p.m. - Until

SPECIAL EVENT

Marriott Sports Bar, Lobby Level

**Forum Wind-Up Party (009)**

STEPHEN L. CHAMBERS (Host), Director of Institutional Research and Assessment and Associate Professor of History, University of Colorado at Colorado Springs

WILLIAM E. KNIGHT (Host), Director of Planning and Institutional Research, Bowling Green State University

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.

**PARTICIPANT INDEX**

**A**

ABAS, ZORAINI 38, 90  
 ABOU-SAYF, FRANK K. 31  
 ACKER, JON C. 39, 58  
 ADEBAYO, BOB 79  
 ADELMAN, CLIFFORD 44, 64,  
 95, 130  
 ADMON, NOGA 111  
 AENZ, VICTOR 59  
 AGNEW, ANDREA C. 56  
 AGRONOW, SAMUEL J. 24  
 AHMAD, NASREEN 134  
 AHMED, ANSARY 101  
 AINSWORTH, MICHAEL 25  
 AKDERE, MESUT 41, 60  
 AKIN, SUSAN E. 120  
 ALBANO, DONNA 26  
 ALCOCK, MARTHA 106  
 ALDERMAN, GEOFFREY 94  
 ALIKONIS, CAROLINE R. 122  
 ALLE, PATRICK D. 125  
 ALLEN, MARSHA R. 122  
 ALLEY, KATE 140  
 ALOI, SUSAN L. 110  
 ANCI, DIANE 80, 98  
 ANDERSON, CHRISTIAN K. 30  
 ANDERSON, DAN R. 128  
 ANDERSON, EUGENE L. 110  
 ANDERSON, JAMES A. 40, 107, 119  
 ANDERSON, ROB E. 103, 139  
 ANDERSON-ROWLAND, MARY 38  
 ANDRADE, SALLY J. 99, 130  
 ANDRES, CRAIG D. 32  
 ANTIDORMI, MARIA 100  
 ANTONS, CHRISTOPHER M. 64,  
 75, 111  
 APPEL, MICHELLE S. 40, 75, 134  
 ARAZAN, CHRISTINE 96  
 ARBONA, CONSUELO 100  
 ARMACOST, ROBERT L. 12, 15  
 ARMSTRONG, KELLI J. 41, 45  
 ARMSTRONG, TOM 111  
 ARMSTRONG, WILLIAM B. 105  
 ASMUSSEN, JOHN G. 141  
 ATKINSON, DEBRA Y. 118  
 ATTINASI, LOUIS C. 127  
 AUSTIN, ROSE 78

**B**

BABAOYE, MARCUS S. 102  
 BAHR, PETER RILEY 130  
 BAHROOM, RAMLI 101  
 BAILEY, THOMAS 104  
 BAKER, BECCA 105

BAKER, MARY ANNE 29  
 BAKER, VICKI LYNN 129  
 BALDWIN, SAMUEL 46  
 BALLAGH, AMY R. 42  
 BANKS, DEBRA L. 38  
 BARBER, REBECCA T. 127  
 BARBETT, SAMUEL F. 11  
 BARCLAY, RAYMOND D. 92  
 BAUER, CARL 23  
 BAUER, SARAH B. 88  
 BEACH, GARY L. 136  
 BECKHAM, JOSEPH C. 100  
 BELANGE, CHARLES H. 127  
 BELL, ALLISON 123  
 BELL, ANGELA 103, 139  
 BELL, MELANIE 90  
 BERGIN, DAVID 25, 37  
 BERNHARD, CAROL J. 45  
 BERS, TRUDY H. 17, 92, 104, 116  
 BHATT, SOHAM 104  
 BICHEL, ANTHONY 37, 48, 50,  
 55, 67, 81, 86, 91, 96  
 BISSONNETTE, MARK 139  
 BLAHA, CRAIG 92  
 BLAIR, DAVID A. 131  
 BLAUSTEIN, MARILYN H. 63  
 BLEAZARD, DAVID 100  
 BLOSE, GARY L. 108  
 BLOUGH, DAVID 68  
 BODO, BETHANY J. 120  
 BOECKMAN, DONALD C. 45  
 BOHANNON, TOM R. 55  
 BOHL-FABIAN, LOUIS J. 111  
 BONING, KENNETH 23  
 BOON, RACHEL DYKSTRA 34, 62,  
 93, 113  
 BORDEN, VICTOR M.H. 11, 17,  
 36, 48, 65  
 BOURQUE, JACKIE 96  
 BOYLAN, ELLEN 92  
 BRAGG, DEBRA 127  
 BRANN, HERMAN I. 129  
 BRAXTON, JOHN M. 65  
 BREINDEL, MATTHEW 33  
 BRENNER, VIKTOR 69  
 BRESCIANI, MARILEE J. 40, 107, 119  
 BREY, JULLIANA R. 44  
 BRIGGS, CHARLOTTE L. 27  
 BRIGGS, RACHEL V. 142  
 BRIGHT, MARVIN 99  
 BRODNICK, ROBERT J. 48, 59  
 BROH, C. ANTHONY 36, 83  
 BROOKS, GORDON P. 79  
 BROOKS-LARAVIERE, MARGARET  
 127

BROWN, HEATH A. 61, 109  
 BROWN, JANE B. 80, 98  
 BROYLES, SUSAN G. 54, 82, 109, 142  
 BRUNSON, LINDA 101  
 BUBNOVA, ELENA V. 56, 111  
 BUCHANAN, CHARLES 102  
 BUCHANAN, IAN 28, 83  
 BUNCE, LARRY W. 55  
 BURD, KAYLYNN H. 54  
 BURKE, CARLI 113, 132  
 BUTLER, GILLIAN 66  
 BYRD, LLOYD H. 20, 49, 116,  
 117, 120  
 BYRD, MARK A. 83, 143

**C**

CABRERA, ALBERTO F. 87  
 CAISON, AMY 105  
 CALDERON, ANGELO J. 41  
 CALHOUN, HARRIOTT D. 89  
 CALL, VAUGHN 40  
 CALLAN, PATRICK M. 37  
 CAO, XIAOBING 59  
 CAPLINGER, CHRIS 134  
 CAREY, CONNIE W. 27  
 CARPENTER-HUBIN, JULIA W. 74,  
 108, 119  
 CARR, REBECCA E. 90  
 CARROLL, JUOLLIE 51  
 CARROLL, MARTIN 35, 89, 104  
 CARSON, CRISTI 45  
 CARTER, EDITH H. 49, 64, 79  
 CARTER, FLETCHER F. 26, 69  
 CARTER, VINCENT 53  
 CARTY, HEIDI M. 105  
 CASEY, JASON P. 18  
 CASHELL, PATRICK A. 101  
 CERNA, OSCAR 59  
 CHADIMA, DAVID 113  
 CHAFFEE, ELLEN EARLE 86  
 CHAMBERS, STEPHEN L. 14, 35, 37,  
 66, 76, 86, 132, 143  
 CHAMPION, MARK P. 116  
 CHAN, EVA Y. 135  
 CHANG, JUNE 59, 142  
 CHANG, LIN 32, 55  
 CHANG, MITCH 59  
 CHAPEL, EDWARD V. 58, 82  
 CHATMAN, STEVEN P. 66, 114, 143  
 CHEAGLE, DOROTHY S. 115  
 CHEN, CHUNJU 23  
 CHEN, DAVID X. 125  
 CHEN, JEAN CHI-JEN 59, 93, 126  
 CHEN, JEFFREY H. 39, 85  
 CHEN, SHU-LING 137

## PARTICIPANT INDEX

CHEN, SU-YEN 22  
 CHENG, DAVID X. 15  
 CHENG, GAN 38  
 CHESLEY, NOELLE 39  
 CHOATE, JEPHTAH L. 143  
 CHOW, TIMOTHY K. C. 10, 12,  
 40, 44, 57  
 CHRESTMAN, RONNIE 95  
 CHRISTAL, MELODIE E. 85  
 CHUCK, LISA G. 59, 99  
 CHUN, MARC 60  
 CLARK, KIMBRELY 136  
 CLARK, V. ALLEN 131  
 CLARKBERG, MARIN 113  
 COHEN, MARGARET K. 18, 36,  
 41, 48  
 COHEN-VOGEL, LORA 128  
 COIA-GAILEY, SUSAN 119  
 COLLIER, STEPHEN N. 62  
 CONGER, DARIUS J. 78, 94  
 CONLEY, VALERIE M. 20, 58, 79  
 CORDER, KATHRYN 96  
 CORDER, KEVIN 96  
 COSGROVE, JOHN R. 34, 39  
 COSTNER, KELLEY L. 99  
 COUGHLIN, MARY ANN 15, 16, 48  
 COX, BRADLEY E. 84  
 CRAFT, SHEILA D. 40, 51  
 CRANE, LAURA R. 88  
 CRICKARD, ELIZABETH L. 85  
 CRUCE, TY 16, 135  
 CURTIN, JOSEPH A. 40, 118  
 CURTIS, JOHN W. 84

### D

DAHLQUIST, JENNIFER 77  
 DAILEY, DEBORAH B. 139  
 D'ALLEGRO, MARY-LOU A. 107, 140  
 DALRYMPLE, MARGARET L. 30,  
 53, 141  
 DALTON, DANA L. 38  
 DALY, ROBERT F. 64, 135  
 DAM, KIM 51  
 DAMMINGER, JOANNE 134  
 DANIELSON, CHERRY 112  
 DAVIES, DAVID T. 28, 83, 100  
 DAVILA-CASASNOVAS, GLORIA 75  
 DAVIS, HOUSTON D. 107  
 DAWLEY, DELMAS E. 96  
 DAY, LINDA 28  
 DAY, MARY A. 44  
 DE JONG, UULKJE 41  
 DEHART, JOSEPH C. 74, 117  
 DEL FAVERO, MARIETTA 53

DELANEY, ANNE MARIE 12, 77,  
 88, 110, 116, 130, 132  
 DELANEY, EDWARD L. 42  
 DEMONTE, KAREN 118  
 DENG, HEPING 21  
 DENSON, NIDA 45, 58, 59, 83  
 DESJARDINS, STEPHEN L. 122, 137  
 DETLEV, ANGELA 28, 46, 51  
 DEWEES, VERNA L. 66  
 DEY, ERIC L. 104  
 DIEHL, SHANDA L. 97  
 DING, CODY 23  
 DIZINNO, GERARD A. 46  
 DODGE, LAURIE 136  
 DOHERTY, FRANK J. 93, 112  
 DOMINGO, ROBERT JAYMES 80  
 DOULIS, MARIA A. 61  
 DRAIN, MARGARET A. 62, 130, 141  
 DRAKE, BRENT M. 88  
 DREZEK, KATHRYNE M. 30, 46  
 DU TOIT, ANCI 47  
 DUNSEATH, JENNIFER L. 32, 52,  
 75, 94  
 DUSZYNSKI, RAQUEL A. 38  
 DWIGHT, LUCY 78, 108

### E

EARLE, ELLEN CHAFFEE 100  
 EASTERLING, M. JANET 131  
 ECK, JAMES C. 94, 129  
 EDAMATSU, PHYLLIS Y. 133  
 EGAN, TOBY MARSHALL 60  
 EINARSON, MARNE K. 39, 113  
 ELLSWORTH, RANDY 124  
 ENTICKNAP, SARAH 25  
 ETHEREDGE, SHARON F. 43  
 EVANGELISTA, JUSTINA M. 38  
 EVANS, JOY R. 82  
 EVENBECK, SCOTT E. 29, 63, 96  
 EVERIN, WILLIAM J. 123  
 EYKAMP, PAUL W. 55

### F

FALATIC, JOHN 100  
 FAUBERT, ROBERT 140  
 FAUSTINE, PETRINA 67  
 FENDLEY, WILLIAM R. 49, 58  
 FENSKE, ROBERT H. 66, 88  
 FEW, JAMES F. 133  
 FIELDEN, CARL 110  
 FINCHER, CAMERON L. 66  
 FINK, GAYLE M. 18, 123  
 FINNEGAN, CATHERINE L. 27, 28,  
 45, 49, 112

FIRNBERG, JAMES W. 66  
 FISHER, CHARLYN S. 29, 32,  
 40, 51, 118  
 FLANIGAN, SAMUEL M. 54, 65  
 FLINT, THOMAS A. 136  
 FLYE, BRUCE 64  
 FOLCH, MARINA TOMAS 50  
 FONG, TONY 70  
 FORTNER, MARTIN B. 92  
 FOSTER, TOM L. 96, 121  
 FRAMPTON, DANICA D. 27  
 FRANCO, MARIA-ESTELA 56  
 FRANKLIN, KATHY K. 59, 89  
 FRASIER, HELEN S. 61  
 FREELON, RHODA 24  
 FREEMAN, MELISSA L. 79  
 FRENZEL, KEVIN 133  
 FROST, JACQUELYN L. 107  
 FULGHAM, JULIE C. 68, 74  
 FULKERSON, ANNE L. 21  
 FULLER, MATTHEW 40, 107, 119

### G

GABAITIRI, LESEGO 46  
 GAGE, KAREN 45, 100  
 GALINDO, JAIME 109  
 GAMAGE, SUJATA N. 63  
 GANSEMER-TOPF, ANN 108  
 GAO, HONG 98  
 GARCIA, PHILIP 103  
 GARRETT, MARK D. 107  
 GARVER, AMY 34  
 GASTFRIEN, H HILLIARD 27  
 GASTFRIEND, H. HILLIARD 112  
 GAUCHAN, SUMI 37  
 GEBEL, MELINDA A. 34, 40  
 GEORGE, ARCHIE A. 112  
 GERALD, DANETTE 89  
 GERNAND, RENEE L. 95  
 GIBBONS, REGINA N. 99  
 GIDDENS, KEVIN P. 142  
 GILL, BARBARA J. 104  
 GILLESPIE, DONALD A. 19, 55  
 GIORDANO, CHRIS 40  
 GLASPER, RUFUS 86  
 GLENN, DARRELL E. 85  
 GOENNER, CULLEN F. 113  
 GOLDE, CHRIS 68  
 GOLDSCHMIDT, NANCY P. 69  
 GOLDSTEIN, ROBERT S. 81  
 GOMEZ, GIGI 110  
 GONG, YI 53  
 GONZALEZ-BARRETO, DAVID R. 138  
 GONZALEZ-QUEVEDO, ANTONIO A.  
 138

**PARTICIPANT INDEX**

GOODWIN, CHRISTINE M. 127  
 GOODWIN, KRISTINA M. 34, 123  
 GORDIN, PATRICIA C. 106  
 GORDON, STANLEY 141  
 GOULD, ROBIN K. 136  
 GRAFF, GARY W. 44  
 GRAVES, DIANNE 85  
 GRAYBEAL, SUSAN E. 80  
 GREEN, DENISE O. 102  
 GREINER, A. CATHLEEN 136  
 GRIESBAUM, LOIS F. 118  
 GRIFFITH, ROSS A. 18, 36, 37, 121  
 GRIFFITH, SUSAN R. 119, 128  
 GRILLOS, PAUL A. 107  
 GRIMES, WILLIAM 62, 123, 138  
 GROMOV, SERGEY 47  
 GROSS, PAUL JACOB 34  
 GRUMBLES, OWEN K. 27  
 GUDYKUNST, GEORGIA I. 44, 88  
 GUNN, MARY M. 20  
 GUNTY, MARK L. 54, 77  
 GUO, SHUQIN 55, 89, 122, 125, 130  
 GUPTA, KUNAL 133

**H**

HAGEDORN, LINDA S. 51, 104, 137  
 HAGUE-PALMER, TOYCEE 59, 113  
 HALAPIR, JUNE 140  
 HALL, MICHELLE 118  
 HALL, ROLAND C. 134  
 HALL, SANDRA MARQUEZ 54  
 HAMILTON, SHARON 86  
 HANCOCK, LES 129  
 HANNA, RAOUF 83  
 HANNAH, K. WATSON 31  
 HANNAH, RICHARD 31  
 HANSEN, MICHELE J. 63, 92  
 HAO, LAN 104  
 HARMON, ALAN J. 61  
 HARPER, CASANDRA E. 80, 106  
 HARRINGTON, CHARLES F. 30  
 HARRIS, ADRIAN H. 12  
 HARTLEY, HAROLD V. 60  
 HARTUNG, ERIC M. 69  
 HARUN, HAIRUDIN 129  
 HARVEY, BRYAN C. 63  
 HAWBAKER, LINDA J. 142  
 HAWLEY, DONNA 52, 124, 134, 142  
 HAWLEY, TAMELA H. 26, 96  
 HAYEK, JOHN C. 43, 118  
 HAYES, ROSEMARY Q. 19  
 HAYMAN, DENISE R. 78  
 HEAD, DEBORAH J. 117  
 HEANEY, ROMA 127  
 HEIST, VALI 62

HELBIG, TUESDI 74  
 HELLER, DONALD E. 40  
 HENRY, DAINA P. 103, 112  
 HERZOG, SERGE B. 81, 100, 111, 123  
 HEWITT, GORDON J. 59  
 HICKS, JANINE M. 142  
 HIGERD, THOMAS B. 95  
 HILLER, DARBY L. 89, 106  
 HIMBEAULT-TAYLOR, SIMONE 45  
 HIMELHOCH, CAROL R. 98  
 HINSON, JAN 53  
 HIRANO-NAKANISHI, MARSHA 14, 131  
 HOAGLAND, STEVEN R. 41, 78  
 HOBLITZELL, BARBARA A. 125  
 HOCEVAR, DENNIS 69  
 HOE, J. JOSEPH 120  
 HOEKSTRA, PETER J.P. 41  
 HOEY, J. JOSEPH 10, 94  
 HOFFMAN, KEVIN 81  
 HOFFMAN, PHILLIP H. 128  
 HOLLIER, DAVID 42  
 HOM, WILLARD C. 79, 130  
 HOOK, ARNOLD L. 81, 129  
 HOPKIN, PATRICIA A. 28, 83  
 HOSSLER, DONALD R. 65  
 HOUSE, JAMES DANIEL 46, 96  
 HOWARD, RICHARD D. 11, 43, 77  
 HU, NAN BRIAN 118  
 HUEICHEN, YEH 60, 103  
 HUGHES, WILLIAM W. 58, 83  
 HUHN, CLARE L. 118, 136  
 HUNTER, CARLA 21  
 HURTADO, SYLVIA 59, 63, 103, 135  
 HUTCHESON, DONNA 21  
 HWANG, LI-SHYUNG 33, 102  
 HYLLEGARD, DAVID 21  
 HYNES, KEVIN 32

**I**

IKENBERRY, ROY D. 52  
 INKSTER, B. KEITH 126  
 INMAN, PATRICIA S. 64  
 ISAACS, HEATHER KELLY 42, 47, 76, 124  
 ISHITANI, TERRY 127

**J**

J., GREGORY SCHUTZ 107  
 JACKS, CHRISTY J. 125  
 JACKSON, BARBARA 92  
 JACOBS, GERRIE J. 47  
 JAMES, GLENN W. 57, 61  
 JANZ, JEFF 23

JASIN, JACOB 16, 82, 105  
 JAYAKUMAR, UMA 108  
 JENKINS, DAVIS 104, 141  
 JENSEN, LAURA 62  
 JI, YE 129  
 JOHNSON, ANGELA 102  
 JOHNSON, CEL 76, 93  
 JOHNSON, IRYNA 131  
 JOHNSON, MIMI E. 56  
 JOHNSON, SANDRA K. 48, 71, 77, 91  
 JOHNSTONE, ROBERT M. 132  
 JONES, ELIZABETH A. 41, 110  
 JONES, HAROLD P. 62  
 JONES, KAREN FROSLID 138  
 JONES, LARRY G. 17, 42, 66, 85, 91, 120  
 JONES, SUSAN B. 85  
 JOSLIN, STEVE 108

**K**

KAHN, SUSAN 86  
 KALB, JOHN M. 138  
 KANDEL, SALLY A. 109  
 KANDIKO, CAMILLE 34, 104  
 KARNIG, ALBERT K. 86  
 KEASLEY, ALPHONSE 102  
 KELLER, CHRISTINE M. 91, 122, 132  
 KELLY-REID, JANICE E. 54, 97  
 KELMAN, MARSHA K. 128  
 KENNEDY-PHILLIPS, LANCE 47  
 KENNEY, DAWN R. 54, 91, 138  
 KETCHESON, KATHI A. 78  
 KHANEJA, GURVINDER K. 47, 58, 82  
 KIM, AMANDA 63, 103  
 KIM, DONGBIN 19, 110  
 KIM, EUNYOUNG 102  
 KIM, HEATHER 39, 106  
 KIM, YOUN SAN 93  
 KING, JACQUELINE E. 93  
 KINNEY, SANDRA L. 90  
 KINSEY, NANCY L. 79  
 KINZIE, JILLIAN L. 16, 76  
 KIRBY, YVONNE 89  
 KIRKPATRICK, KIMBERLY 75  
 KNIGHT, WILLIAM E. 14, 33, 55, 66, 68, 86, 132, 138, 143  
 KNOP, JOACHIM W. 51  
 KO, JANG WAN 28, 129  
 KOKINOVA, MARGARITA D. 123  
 KORFHAGE, MARY 81, 129  
 KORN, JESSICA S. 48  
 KOSTECKI, JAMES 32  
 KOTAMRAJU, PRADEEP 30  
 KOZERACKI, CAROL 102

PARTICIPANT INDEX

KRALLMAN, DENISE A. 14, 39,  
48, 50, 86  
KRATOCHVIL, DANIEL J. 90  
KRILE, DONNA J. 31  
KRIST, PAULA S. 121  
KROC, RICHARD J. 58, 95, 114,  
119, 124  
KROTSENG, MARSHA V. 19, 69,  
84, 116  
KRUZINGA, ELLA 48  
KUFFEL, LORNE 98  
KUH, GEORGE D. 41, 66, 118  
KUMAR, THULASI 43, 55, 93  
KUO, ELAINE W. 58  
KUOPPALA, KARI 50  
KURTZ, JERI V. 19, 138

L

LAANAN, FRANKIE SANTOS 131  
LAIRD, THOMAS F. NELSON 41, 47  
LAJUBUTU, OYEBANJO A. 138  
LALJIANI, KAREN C. 114  
LAMANQUE, ANDREW S. 107  
LAPIN, JOEL D. 10  
LEA E., MARTI THIB 102  
LEE, CHUL 87  
LEE, JOHN B. 104  
LELIK, MARY 38, 75, 82  
LEMON, CECILIA 89  
LENGEL, GARTH 31  
LEONARD-GETTY, M. KATHLEEN 64  
LEVIS-FITZGERALD, MARC R. 27,  
45, 102  
LEVITAN, CARMEL 24  
LEW, JONATHAN W. 142  
LI, GUIHUA 26, 92  
LIANG, XUELUN 51  
LIEBERMAN, STEVEN 25  
LILLIBRIDGE, FRED 44, 54, 91, 139  
LINDBERG-SAND, ÅSA 71  
LINDQUIST, SARAH B. 34  
LING, YING 31, 123  
LITTEN, LARRY H. 123, 134  
LIU, JENNY 21, 52, 99  
LIU, PETER C. 129  
LIU, REBECCA 112  
LIU, RICHARD 112  
LIU, YIH-LAN 22  
LIU, YUXIANG 51  
LIU, ZHENGXI 109  
LOEB, JANE 127  
LONG, SUE 24  
LONGONI, PJ BOONE-EDGERTON 96  
LOPEZ, LINA 59  
L'ORANGE, HANS P. 63

LOURENS, AMANDA 18  
LOWTHER, SAM 114  
LOZANO, FERNANDO 67  
LU, LINA 78, 140  
LUAN, JING 13, 16, 43, 55, 91, 121  
LUCAS, MARK G. 137  
LUETH, PATIENCE 135  
LUO, JIALI 38  
LYDDON, JAN W. 80, 101, 129  
LYONS, MARY E. 86

M

M., CHRISTINE CERMAK 98  
MACK, CATHY 26  
MADGETT, PAUL J. 127  
MAGUIRE, TRISH 87  
MAHER, MELINDA 25, 97  
MAHONEY, KIT 54, 108  
MAJKA, DAVID R. 117  
MALLORY, LINDA 114  
MALO, GEORGE E. 65  
MALTZ, ELLIOT 111  
MANNERING, LINDA W. 21  
MANNING, TERRI M. 10, 55, 95  
MANOUCHEHRI, MOHSEN 39  
MARAK, JANA E. 16  
MARAMBA, DINA 22  
MARKLEY, FRANKLIN A. 111  
MARLOCK, KATHY 63, 70  
MARSCHKE, ROBYN 84  
MARSH, PATRICIA 68  
MARSHALL, MARILYN M. 136  
MARSZALEK, JACOB 127  
MARTI, C. NATHAN 53  
MARTIN, SUZANNE L. 142  
MARTIN, THOMAS K. 53  
MASCETTI, KRIS REED 56, 90  
MASON, KATHARINE J. 27  
MASSA, TOD R. 36, 70, 88, 120  
MATHIES, CHARLES 122, 143  
MATIER, MICHAEL W. 39, 113  
MATNEY, MALINDA M. 45  
MATTINGLY, SARAH 39, 129  
MAU, WEI-CHENG 124  
MAU, YUN-HWA 124  
MAXEY, JAMES E. 135  
MAXWELL, CHRISTOPHER J. 61, 107  
MAYES, LARRY D. 39, 98  
MCCLURE, JENNIFER L. 95  
MCCLUSKEY, JENNIFER 23, 34  
MCCONATHY, TERRY M. 79  
MCCORMICK, ALEXANDER C. 68,  
109  
MCGEE, JENNIFER L. 21

MCGREGOR, ELLEN N. 62, 79,  
102, 125  
MCGUIRE, MICHAEL D. 111, 134  
MCKENNA, MICHELE 29  
MCKINNEY, JEFFERY S. 65, 141  
MCLAUGHLIN, GAYLE L. 34  
MCLAUGHLIN, GERALD W. 11, 47,  
48, 77, 85, 121  
MCLAUGHLIN, JOSETTA S. 47, 121  
MCNEICE-STALLARD, BARBARA  
24, 89  
MCNERNEY, NANCY C. 115  
MCPHAIL, CHRISTINE 99  
MCROBERTS, CONRAD D. 33, 138  
MEADE, PATRICIA A. 62, 111  
MEE, CHRISTINE L. 20  
MEEHAN, KENNETH A. 130  
MENARD, AL 93, 112  
MIARI, SAMIR 31  
MIDDAUGH, MICHAEL F. 15, 42,  
76, 99  
MILAM, JOHN H. 49, 82, 109  
MILEM, JEFFREY F. 89  
MILEY, WENDY L. 133  
MILLER, B. J. 78  
MILLER, CAROLINE 122  
MILLER, DONNA E. 78  
MILLER, ELISE S. 19  
MILLER, JOHN W. 23  
MILLER, RICHARD A 95  
MILLER, STEVEN S. 22, 34  
MILLS, JOHN T. 26  
MILTON, SANDE D. 70  
MIZAK, J. PATRICK 41  
MOCKIENE, BIRUTE V. 34, 88  
MOEN, ELIZABETH P. 140  
MONROE, JAMES P. 130  
MONTGOMERY, JAMES R. 66  
MONTOYA, ROLANDO 98  
MONZON, REYNALDO I. 62, 110  
MOORE, JOHN 81  
MORA, VICTOR J. 37  
MORLEY, KATHLEEN M. 16  
MOROSINI, MARILIA COSTA 56  
MORRIS, CATHY 122  
MORRIS, LIBBY V. 28, 119  
MORSE, ROBERT J. 54, 65, 95, 109  
MOSQUEDA, CYNTHIA 59, 135  
MOURAD, ROGER P. 123  
MUFFO, JOHN A. 11, 53, 120  
MUGDH, MRINAL 130  
MUN, SUSAN 110  
MUNTAL, DIANE N. 39  
MURPH, KEVIN B. 130  
MURPHY, KEVIN B. 50, 112, 131

PARTICIPANT INDEX

MURPHY, MARILYN 70  
 MUSOBA, GLENDA DROOGSMA 65,  
 82, 126  
 MYERS, CORI J. 111  
 MZUMARA, HOWARD R. 137

N

NAPOLI, ANTHONY R. 33  
 NAULT, ELEANOR W. 110  
 NAVABI, FAYE 38  
 NAWARAT, PIYAPORN 51  
 NAZMA, SHIRIN 26  
 NELMS, CHARLIE 29  
 NESLER, MITCHELL S. 51  
 NESS, ERIK C. 60  
 NEWBERG, ERIN R. 62  
 NEWBORN, JANIS L. 62  
 NEWCOMER, ERIKA M. 23  
 NGAI, HOI NING 135  
 NICKELS, JANET L. 121  
 NILSSON, KARL-AXEL 101  
 NING, BIN 45  
 NOBLE, JULIE P. 47, 52, 121  
 NOE, JOLYNN 119  
 NOLAND, BRIAN 80  
 NOONAN, ELIZABETH 101  
 NORA, AMAURY 100  
 NOVACK, VINCENT A. 66, 126  
 NZEUKOU, MARCEL 40, 84, 96

O

OGLESBY, JERRY 71  
 OHME, ALLISON M. 118, 124  
 O'LEARY, LISA S. 41, 52, 87  
 OLSEN, DANNY R. 40, 118  
 OSEGUERA, LETICIA 54, 59, 108  
 OUIMET, JUDITH A. 17, 131

P

PACZKOWSKI, WALTER R. 29  
 PADGETT, RYAN D. 104, 135  
 PAN, WEI 89  
 PAPANFUS, LYNN M. 109  
 PARHAM, FAY S. 58  
 PARMLEY, KELLI A. 49  
 PARRY, JAMES 43  
 PARSHALL, TIMOTHY H. 17, 37, 48  
 PASTOR, DENA 38, 133  
 PATTEN, JOAN E. 31  
 PATTERSON, GLENYS 61  
 PATTOK, TRACY 96  
 PAULIEN, DANIEL K. 111  
 PAULS, KENTON 113

PAYNE, DAVID 109  
 PENG, SAMUEL S. 100  
 PERNA, LAURA W. 89, 103  
 PERR, PATRICK C. 130  
 PERRY, PATRICK C. 66  
 PERSON, ANN 117  
 PET-ARMACOST, JULIA J. A. 12, 15  
 PETERSON, MARVIN W. 66  
 PETTITT, MAUREEN A. 97  
 PHILLIPPE, KENT A. 19  
 PHILLIPS, BRAD C. 93, 122  
 PHILLIPS, JAIME L. 24, 65, 99  
 PIKE, GARY R. 17, 37, 97, 118  
 PILAND, BILL 93  
 PIRANI, AMIR 84  
 PITTER, GITA W. 47  
 PLOTCHYK, JANICE A. 11, 54, 77  
 PORTER, JOHN D. 55, 100, 108  
 PORTER, STEPHEN R. 10, 53, 94, 132  
 PRATHE, GEORGE M. 137  
 PRICE, DEREK V. 19, 74, 104  
 PRICE, SANDRA J. 16, 85  
 PRINCE, DAVID W. 141  
 PRISC, ANNE M. 130  
 PRYOR, JOHN H. 94  
 PUSATERI, THOMAS 118

R

RAGO, MELANIE A. 113  
 RAMACHANDRA, VINAYKUMAR  
 61, 105  
 RAMASWAMY, NANDINI 27  
 RAMSDEN, BRIAN 83  
 RANDALL, SHERYL Y. 28, 83  
 RAO, A. SRIKANTA 70, 82  
 RASHID, ZABIDABDUL 129  
 RAYMOND, LANETTE 33  
 REASON, ROBERT D. 80  
 REDD, KENNETH E. 126  
 REDLINGER, LAWRENCE J. 43, 141  
 RESTAR, ANTHONY 58  
 RETHLAKE, CHRISTINE M. 23, 34  
 RHODES, TOM 69  
 RICE, GARY A. 102  
 RICARDE, R. STEPHEN 51  
 RIMPAU, JAMES B. 43  
 RINCONES, RIGOBERTO 31, 120  
 RITCHIE, WILLIAM F. 45, 106  
 RIVERS, EMILDA B. 109  
 RIVES, JOSEPH A. 117, 136, 140  
 ROBERTS, AMANDA 118  
 ROBERTS, VICKI 29  
 ROBINSON, MICHAEL D. 80, 98  
 RODRIGUEZ, LILIANA 31, 120

ROEHL, JANET E. 87  
 ROGERS, MIKE 48  
 ROKSA, JOSIPA 91  
 ROMO, JOHN B. 39, 86  
 ROOKEY, BRYAN 87  
 ROOP, PHILLIP E. 142  
 ROSCOE, HEATHER 41, 78  
 ROSENBERG, DANA R. 141  
 ROUTHIEAUX, BARBARA C. 142  
 ROWAN, HEATHER 89, 103  
 ROWEN, CATE 80, 98  
 RREDONDO, MARISOL 96  
 RUDDOCK, MARYANN S. 42, 66  
 RUGG, EDWIN A. 21, 24, 44  
 RUSSELL, TERENCE R. 48  
 RUSSO, ROCCO P. 142  
 RUTTER, BOB 25  
 RYAN, JOHN 52, 68

S

SAENZ, VICTOR 135  
 SAHS, SHERRI L. 130, 133  
 SAKR, MOHAMAD A. 77  
 SALLEE, MARGARET 137  
 SALTER, RUTH V. 43, 64, 84  
 SANDIFORD, JANICE R. 98  
 SANTIAGO, DEBORAH A. 130  
 SANTOS, JOSE LUIS 69  
 SAPP, MARY M. 85, 109, 129  
 SARRAF, SHIMON 133  
 SASS, TERRICITA E. 17  
 SAUERMECH, STEVE 95  
 SAWTELL, ELLEN A. 32  
 SAX, LINDA J. 69, 80, 96  
 SAYERS, KEVIN W. 29, 106  
 SAYLES, KAREN 137  
 SCALES, MICHAEL 26  
 SCHALLER, JONI Y. 103  
 SCHARTMAN, LAURA A. 42, 109, 113  
 SCHAWITSCH, MARK E. 140  
 SCHEHR, TERRA 63  
 SCHEXNAYDER, MICHEL F. 83  
 SCHIBIK, TIMOTHY J. 30  
 SCHLICHTING, JOSEPH 17, 140  
 SCHMIDT, AMY E. 52  
 SCHMIDTKE, KATHRYN M. 25, 64  
 SCHNEIDER, KAY 88  
 SCHOENECKER, CRAIG V. 141  
 SCHUH, JOHN H. 108  
 SCHULTZ, ROBERT 70, 114, 137  
 SCHUTZ, GREGORY J. 26  
 SCHWARTZ, MERRILL P. 15, 125  
 SCHWARTZ, ROBERT A. 34  
 SCOTT, CHERYL 56  
 SEARS, RICK 119

**PARTICIPANT INDEX**

SECOLSKY, CHARLES 69, 79  
 SERBAN, ANDREEA M.  
 14, 39, 48, 77, 115, 132  
 SETTLE, JIM S. 61  
 SEYBERT, JEFFREY A. 55, 65, 91, 115  
 SHARKNESS, JESSICA 52  
 SHARMA, MANISH N. 10  
 SHARMA, RAJ 38  
 SHARPE, MARTHA SMITH 68  
 SHAWVER, MARTHA 134  
 SHEDD, JESSICA 94, 126  
 SHEN, SHIJI 129  
 SHI, QIUHENG 134  
 SHICK, ADAM W. 20  
 SHIN, JUNG-CHEOL 70  
 SHOUP, T. RICHARD 16, 41, 99, 133  
 SHUPPY, BRIAN L. 75, 77  
 SIBOLSKI, ELIZABETH H. 15  
 SILAS, ONALENNA 46  
 SIMA, CELINA 64  
 SIMMERMAN, HERB 26  
 SIMMONS, BETTE M. 79  
 SIMPKINS, ALICE M. 85  
 SKOLITS, GARY 80  
 SMALLWOOD, ROBERT 110  
 SMART, JOHN C. 20, 69, 77, 118  
 SMITH, DAVID 85  
 SMITH, KENNETH A. 61  
 SMITH, KRIS M. 105  
 SMITH, PHILIP 133  
 SOKOL, DENISE P. 11, 14, 35,  
 56, 71, 77, 78, 139  
 SOMERS, PATRICIA 23, 34  
 SPARGO, ANDREA B. 119  
 ST., EDWARD P. JOHN 65  
 STAMOULIS, LYNNE M. 55  
 STARK, JOAN S. 66  
 STAROBIN, SOKO S. 131  
 STASSEN, MARTHA L.A. 63, 83  
 STATHAM, CATHY A. 97, 109  
 STEELE, PATRICIA 103  
 STERN, PAUL 82  
 STIRN, JACQUELYN 47, 53  
 STODDARD, ELIZABETH 50  
 STOLZENBERG, ELLEN B. 124  
 STOWE, ELISABETH 94  
 STRAUSS, LINDA C. 94  
 STRICKLER, SUE 87  
 STROUP-BENHAM, CHRISTINE 25  
 STUART, ROBERT 85  
 STURTZ, ALAN J. 13, 18, 36, 52, 103  
 SUJITPARAPITAYA, SUTEE 55, 92  
 SUMNER, K. PATRICIA 65, 85  
 SUN, JEFFREY C. 82, 120  
 SUNDRE, DONNA 78

SUSKIE, LINDA A. 17  
 SWAIL, WATSON SCOTT 40, 87  
 SWANKE FOX, ELEANOR 141  
 SWEITZER, KYLE V. 34, 43  
 SWING, RANDY L. 80  
 SZELEST, BRUCE P. 126  
 SZETHO, SIEW Y. 38, 101

**T**

TAGGART, ERIC 125  
 TAMADA, MICHAEL K. 70  
 TANNER, JEFF 29, 66, 90  
 TAYLOR, MELINDA 38, 133  
 TAYLOR, PAMELA L. 106  
 TEODORESCU, DANIEL 53  
 TEREZINI, PATRICK T. 41, 47,  
 66, 80, 94  
 TERKLA, DAWN GERONIMO 41, 70,  
 71, 80, 85  
 THADEN, LYSSA L. 87  
 THOMAS, AUDREY ALFORQUE 55  
 THOMAS, JAMES 69  
 THOMAS, LINDA L. 50, 136  
 THOMAS, SCOTT L. 103  
 THOMPSON, GAIL 56, 142  
 THOMPSON, KENT H. 129  
 THOMPSON, ROBERT J. 64  
 THOMPSON, SUSAN B. 23  
 THURMAN, AUDREE 121  
 TIERNEY, NANCY 95  
 TOBIN, WILLIAM 74  
 TOBOLOWSKY, BARBARA F. 84  
 TODUTKA, JULIA 106  
 TORRES-LUGO, IRMANNETTE 103  
 TOUTKOUSHIAN, ROBERT K. 63,  
 81, 122  
 TRAINER, JAMES F. 14, 18, 66  
 TROTHER, SAM 58  
 TROXEL, WENDY G. 112, 120, 137  
 TRUSHEI, DALE W. 124  
 TUCKER, RICHARD 60  
 TUTTLE, TINA 82, 126, 141

**U**

UMBACH, PAUL D. 47, 53, 140  
 USHER, ALEX 40  
 USINGER, PETER A. 24

**V**

VAIR, CHRISTINA L. 142  
 VALCIK, NICOLAS A. 136  
 VALENCIC, ROBERT 49  
 VALIGA, MICHAEL J. 107, 122

VAN DER WESTHUIZEN, LOUIS 135  
 VAN MIDDLESWORTH, CHARLES L.  
 65, 132  
 VAN WEEREN, JOHN 104  
 VANDER PUTTEN, JIM 80  
 VANDERSLICE, RONNA 139  
 VAUGHN, D. LANETTE 64  
 VELASQUEZ, PATRICK 22  
 VELASQUEZ, PATRICK M. 22  
 VELEZ-RAMOS, LEO O. 46  
 VERMEER, TROY 99  
 VOLKWEIN, J. FREDERICKS 17, 34,  
 39, 43, 66, 77, 88, 129  
 VOYTUK, JAMES 109

**W**

WAGGENER, ANNA T. 18  
 WAHL, KELLY E. 50  
 WAJEEH, EMAD M. 50  
 WALKER, RUSSELL 44  
 WALPOLE, MARY BETH 26  
 WALSH, SUE 71  
 WALSH, TIMOTHY A. 20, 37,  
 69, 85, 116  
 WANG, GUIYAN 134  
 WANG, HUIMING MING 25  
 WANG, JING 127  
 WANG, WINNIE W. 142  
 WANG, YI-MIN M. 114  
 WANG, ZHIJUN 33  
 WARD, JANET 138  
 WARNE, TARA R. 59, 64  
 WATT, CATHERINE E. 95  
 WAWRZYNSKI, MATTHEW R. 47  
 WEBBER BAUER, KAREN 12, 57,  
 67, 122  
 WECK, MARY 98  
 WEISSMAN, JULIE 23  
 WELLS, ANNA 136  
 WERNIG, STEPHANIE R. 54  
 WESTERMEYER, LAWRENCE W. 52  
 WHITAKER, DONALD R. 97, 134  
 WHITCOMB, MICHAEL E. 132  
 WHITFIELD, CHRISTINA E. 79, 103  
 WICKENDEN, THOMAS H. 44  
 WICKS, DONNA 52  
 WIDLAK, PRUDENCE A. 45  
 WILKINSON, ROBERT B. 64  
 WILLETT, TERRENCE R. 79, 130  
 WILLIAMS, GAYLE ANN 92  
 WILLIAMS, JULIE M. 95, 135  
 WILLIAMS, LAURA 66  
 WILLIAMS, MICHAEL E. 55, 112  
 WILLIAMSEN, JACK 25  
 WILLIFORD, LYNN E. 98





## TRACK INDEX

- |   |   |   |
|---|---|---|
| 097 AIR Past President's Breakfast Meeting (p. 36)  | 114 Getting in and Getting out: How Different Are Transfer Students from Native Students in Pursuing a Degree at a Metropolitan University? (p. 21)   | 133 Immigrant Students and Students from Immigrant Families: Their Aspiration, Retention and Academic Success during the Freshman Year (p. 57)            |
| 098 RHE Best Paper Committee (p. 116)   | 115 Enhancing the Freshman Year Experience: Focus on What Makes a Difference (p. 130)   | 134 Student Satisfaction Inventory: Understanding Demographic Factors that Affect Student Overall Satisfaction Ratings (p. 51)                            |
| 768 AIR Executive Director Transition Committee Seeks Your Comments (p. 71)   | 116 Distinguishing Traditional from Nontraditional Undergraduates: Simplistic Methods May Mask Modern Trends (p. 21)  | 136 Reasons for attending, Expected Obstacles, and Degree Aspirations of Asian Pacific American Community College Students (p. 142)                       |
| 769 AIR Executive Director Transition Committee Seeks Your Comments (p. 77)   | 117 An Assessment of Relationships between Entering Characteristics, College Experiences, and Student Satisfaction with General Education and Major Field Courses (p. 46)                               | 137 What Are the Key Drivers of Graduate Students' Satisfaction? Findings from a Comprehensive Graduate and Professional Student Survey (p. 38)           |
| <b>Track 1 - Student Life</b>   |   |   |
| 101 Exploring Correlates of Postsecondary Graduation Rates: A Case for Consumer Education (p. 78)   | 118 Mission: Recognizing and Serving Student Inequities (p. 79)   | 138 Extracurricular Reading Habits of College Freshmen in Taiwan - A National Survey (p. 22)  |
| 102 Predicting Adjustment from Resilience Characteristics and Background Variables (p. 127)   | 119 A Confirmatory Factor Analysis of the Student Adaptation to College Questionnaire (p. 133)  | 139 Understanding the Construction and Experiences of Diversity of Asian American Students (p. 63)  |
| 103 A Detour to Success? Effect of Horizontal Transfer on College Degree Completion (p. 138)  | 120 Exploring Undergraduate Retention at a Research Extensive Institution Using CIRP, YFCY, and Institutional Data (p. 21)  | 140 Comparing the Academic Transition of Freshmen and Transfer Students in the Research University (p. 105)   |
| 104 Adjustment to College as a Predictor of First-Year Retention (p. 38)  | 122 Why Do Students Leave Online Courses? Attrition in Community College Distance Learning Programs (p. 21)   | 141 The Influences of Institute Types and College Majors on College Freshmen's Psychosocial Development and Adjustment in Taiwan (p. 22)                  |
| 105 Characteristics that Influence Community College Student Transfer and Baccalaureate Degree Attainment (p. 79)   | 123 Voices from around the World: International Undergraduate Student Experiences (p. 41)   | 142 Enhancing the Role of Institutional Researcher in Assessment: Connecting Student Pre-College Characteristics to College Development Outcomes (p. 126) |
| 107 Fulfillment of Student Expectations at a Senior Public University: The CIRP – CSS Surveys Connection (p. 20)  | 125 Exploring the Decision to Participate in Living-Learning Communities (p. 112)   | 143 Arizona Minority Access, Affordability, and Success in a Changing Higher Education Marketplace (p. 69)  |
| 108 Goal-Setting Conditions of First-Time Full-Time Community College Freshmen as Differentiated by Initial Goal Choices and Subsequent Retention (p. 79)                             | 126 Affective College Adjustment Issues of Traditional and Non-Traditional Freshman Students (p. 51)  | 145 Examining School Pride and Student Success (p. 22)  |
| 109 Educational Expenditures and Student Engagement: When Does Money Matter? (p. 118)   | 127 The Experiences of Korean Female Graduate Students in Academe: Raising Voice and Insight (p. 102)   | 146 College Choice Factors that Influence Collegial Expectations of College Students (p. 131)   |
| 110 U.S. News & World Report's America's Best Colleges Rankings- What's New for 2005? A Review of Key Methodology Changes From 2004 and a discussion of What's Ahead for 2005 (p. 65) | 130 A Qualitative Assessment of a Summer Bridge Program's Contribution to the Persistence and Development of Underrepresented Students of Color at a Selective, Predominantly White Institution (p. 22) | 147 Retention Efforts at a Midwest Urban University (p. 122)  |
| 111 U.S. News & World Report's America's Best Graduate Schools Rankings: An Overview (p. 54)  | 131 Student Success: Data Triangulation and Bold Intervention Proposals (p. 131)  | 148 Majoring in Success: Examining How Major Field of Study Affects Persistence (p. 110)  |
| 112 A Comparison of Student Satisfaction Among White Students and Students of Color at a Metropolitan Public University (p. 21)   | 132 Punt, Pass, and Kick: What's Going on with College Athletes? (p. 139)   | 151 A Qualitative Study of the Social Construction of Ethnic Identity as a Critical Student Development Outcome in Higher Education (p. 22)               |

**TRACK INDEX**

152	Using Technology to Track and Demonstrate Student Participation and Success in a Large Freshman Orientation Program (p. 23)	182	Are Students Really Rational? The Development of Rational Thought and its Application to Student Choice (p. 122)	220	Multiple Methods for Assessing Learning Community Outcomes (p. 97)
153	Research on College Choice and Persistence Using National Databases (p. 23)	<b>Track 2 Student Learning and Outcomes</b>		221	Considerable Congruence: Perceptions of Graduating Seniors and their Parents on the Undergraduate Experience (p. 39)
154	An Evaluation of a Higher Education Service Organization: Assessing Satisfaction and Productivity (p. 41)	201	Building a Bridge from Mission to Student Outcomes (p. 23)	222	If University Students are from Mercury, Community College Students Must be from Pluto (p. 137)
155	A Look at the Class of 2004: Are Today's Students Unique? (p. 23)	202	Evaluating the Efficacy of Automated Essay Grading Technology in Assessing Writing Skills (p. 137)	223	Big Can Be Great: Enhancing Undergraduate Education at Research-Extensive Universities (p. 52)
157	Experiences and Perspectives of Diversity on Campus: Interviews with First-Year Students (p. 137)	203	General Education Gains for Graduates of One State's Largest Community College (p. 62)	224	"Negative Retention" – About the Unwanted Side-Effects of Remedial Education and Organizational Opportunities to Improve Governance and Advising (p. 24)
158	Using NSSE Data to Study Student Engagement Patterns by Retention and Graduation Rates (p. 23)	206	Coordinating an Institutional Assessment Program: Best Practices and Examples (p. 97)	226	Designing Successful Alumni Surveys in Undergraduate and Graduate Programs (p. 129)
159	Case Study of Math Performance at the Community College (p. 44)	209	Averting the Waste of Talent: Raising Graduation Rates of High-Achieving Students of Color through an Academic Enrichment Program (p. 102)	227	An Admissions Outcomes Study: A Report on a Work-In-Progress (p. 24)
160	Creating Intentional Learners while Increasing Academic Success, Social Adjustment and Retention through a Comprehensive Learning Community for Undeclared Freshmen (p. 134)	211	Underrepresented Engineering College Student Academic Achievement Through Self-Regulated Learning Behaviors (p. 78)	228	Best Practices in Diversity: Analyzing and Benchmarking Data on Students with Disabilities (p. 24)
161	Service and Diverse Interactions in College as Predictors of Civic Engagement in the Post-college Years: Differences Across Institutional Types (p. 83)	212	Pre-Assessment in Diagnosing Student Readiness In a Beginning Java Programming Course (p. 38)	229	Transfer Students' Persistence and Contribution to College Graduation Rate (p. 62)
162	All Retention all the Time: How Institutional Research Can Influence Retention Practices (p. 103)	213	Lessons from Those Who've already been There: Key Elements to Implementing Student Learning Outcomes (p. 24)	230	Transfer and Native Students' Academic Preparation and Enrollment Status, During Their Sophomore Year and Their Graduation Rate Five Years Later (p. 140)
163	Developing a Path Model to Predict Community College Student Satisfaction (p. 123)	215	Measuring for Accountability, Measuring for Continuous Improvement: One Community College's Ruler for Institutional Effectiveness (p. 106)	231	General Education Achievement of Adult and Traditional Age Students (p. 25)
164	Creating Assessors of Learning Outcomes in Student Affairs (p. 50)	216	Nuggets from NSSE: Evidence for the Assurance of Learning (p. 24)	232	Exploring The Relationship between Students' Spatial Ability and Their Performance in the Introductory Graphical Communications Course (p. 57)
165	Causes and Correlates of College Student Financial Literacy: Institutional Implications and Student Financial Outcomes (p. 87)	217	Researchers Beware: Comparing FSSE with NSSE Can Be Messy (p. 44)	233	Assessing Student Outcomes in Study Abroad Programs: Are Students Gaining Intercultural Skills? (p. 82)
166	"Triangulation or Strangulation" Using Multiple Data Sources to Assess Student Outcomes (p. 118)	218	A New Examination of the 'Freshmen Seminar' at an Urban University: Persistence of Participants and Matched Controls (p. 134)	234	Examining the Current State of Outcomes Assessment (p. 110)
180	Latino Youth and the Pathway to College (p. 87)	219	Measuring the Impact of Remediation in Community Colleges: Grades and Mathematics Sequence for Traditional-Age Students (p. 44)	235	Predicting Student Retention at Community Colleges: Developing a Causal Model (p. 62)
181	Alcohol Use and Student Engagement: Does Drinking Matter? (p. 94)				

## TRACKINDEX

- 236 Assessment of Online Courses: A Three-Step Approach (p. 87)
- 238 Continuous Quality Improvement in Program Assessment: Using Student Learning Outcomes Effectively (p. 121)
- 239 Does Location Matter? A Comparison of Third-Year Medical Student Performance in Two Cohorts (p. 25)
- 240 Assessing Broad Affective Student Outcomes: Using Surveys and Focus Groups to Define and Understand the Ineffable (p. 25)
- 241 Assessment of Externally Funded Projects (p. 120)
- 242 Toward Improving the Assessment of the Validity of Test Score Interpretations and Portfolio Assessments (p. 69)
- 243 A Longitudinal Approach to Examine the Association between NSSE Data and Persistence (p. 25)
- 244 Student Engagement and Mission Effectiveness: Looking for Links between Outcomes and Institutional Goals (p. 92)
- 245 Evaluation of a New General Education Assessment: The Collegiate Learning Assessment (CLA) (p. 25)
- 246 Chinese Students' Adaptation to Learning in an American University: A Multiple Case Study (p. 41)
- 247 Improving Student Learning and Retention: the Impact of Tutoring Services (p. 39)
- 248 Who Are the Students That Left? Answers from AnswerTree—A First-Year Retention Study from a Private 4-Year College (p. 98)
- 249 Assessing International Learning Goals for Study Abroad in an Urban University (p. 78)
- 250 Examining the Effects of Regional Accreditation on Student Outcomes at American Colleges and Universities by Using IPEDS, NSSE, and CSEQ (p. 88)
- 251 Evaluating Student Self/Peer Evaluations in Team Projects (p. 44)
- 252 Can e-Learning Revolutionize Quality Assessment? (p. 45)
- 253 Online Education: What Do College Students Think of Online Course Delivery? (p. 102)
- 254 Assessment in General Education: A Case Study in Scientific and Quantitative Reasoning (p. 78)
- 255 Persistence and Performance of Community College Students Transferring to a Private Research University (p. 51)
- 258 Measuring Qualitative Attributes: Using a Multidimensional Approach to Measure University Learning Goals (p. 106)
- 260 Exploring Learning Strategies from Capstone Experiences: Reading, Writing and Use of Technology (p. 92)
- 264 Undergraduate Research Opportunities in the Life Sciences (p. 45)
- 265 A Study on the Holistic Scoring of a College Upper-Division Writing Assessment: Investigating the Reliability and Consequential Validity of the Writing Proficiency Assessment (p. 110)
- 266 Do Learning Outcomes Make a Difference: An Empirical Study of How Knowledge and Attitudes Toward the Learning Environment are Affected by Course-Level Student Learning Outcomes (p. 68)
- 267 Predicting General Education Outcomes: Factors That Impact Student Performance on the Academic Profile Test (p. 26)
- 268 Student Engagement in Deep Learning and its Relationship to Educational Outcomes: Comparisons by Disciplinary Area (p. 41)
- 269 The CIRP Freshman Survey, YFCY, & CSS: Using Longitudinal Data to Assess Student Change and Development in College (p. 54)
- 271 Assessing Mission at a Religious Based Institution—Challenges and Response (p. 62)
- 272 Origins of the Gender Gap: Pre-College and College Influences on the Differences between Men and Women (p. 80)
- 273 Variation in Student Survey Response Rates Across Institutions: Implications for Understanding Institutional Differences (p. 53)
- 275 Our Graduates; Where Do They Destine? (p. 46)
- 276 The Relationship Between Personal and Social Growth and Involvement in College and Subsequent Alumni Giving (p. 69)
- 277 Diversity-Related Outcomes: Exploring the Effect of Course-Based and other Educational Experiences (p. 83)
- 278 Student Teaching and Classroom Diversity (p. 26)
- 280 Psychometric Analysis of Test Data in the Context of Medical Education (p. 123)
- 281 Using Qualitative Methods to Assess Student Learning Outcomes and Measure Program Effectiveness (p. 89)
- 282 Qualitative Assessment and Ethical Guidelines (p. 59)
- 283 First Things First: Developing Academic Competence in the First Year of College (p. 80)
- 284 Engineering Learning: Multiple Influences on the Development of Analytical and Group Skills (p. 94)
- 285 Career and Technical Education Transition Program Evaluation (p. 127)
- 286 Exploring the Discourse of Student Learning: What Students Learn When Working in College (p. 142)
- 287 Latino College Student Success at Hispanic-Serving Institutions: NSSE as a Tool to Understand Seniors' Experiences and Perceptions (p. 99)
- 288 The Spanish Translation of the MBTI® for PR and its Implications for Education, Counseling, and Institutional Research (p. 103)
- 289 Examining the Promise of Summer Bridge Programs: Participants' Academic Success Utilizing Control Group Comparisons (p. 26)
- 290 Comparative Analysis of Japanese and US First-Year Programs and Students: Based on the 2001 and 2002 Survey (p. 131)
- 291 A Cross-Sectional Examination of the Effects of Student Engagement on Retention in Minority and Developmental Students (p. 53)

## TRACK INDEX

- |   |   |   |
|---|---|---|
| <p>292 Student Perspectives on the Impact of Study Abroad (p. 26)</p> <p>293 Cultural Awareness and its Implications among Asian American Students (p. 103)</p> <p>295 Factors Influencing Positive Interactions Across Race for African American, Asian American, Latino and White College Students (p. 135)</p> <p>296 The Pre-college Characteristics and Experiences of Minority Students Committed to the Biomedical and Behavioral Sciences (p. 59)</p> <p>297 The Implications of Diversity on Civic Engagement: How Institutions Can Engender Socially Responsible Citizenship (p. 108)</p> <p>298 Measuring Student Experiential and Academic Assimilation in a First-Year Seminar Course (p. 26)</p> <p>646 Calculating GPAs to Account for Differing Grading Stringency and Special Talents in Specific Fields (p. 70)</p> | <p>309 Using Commercially Available Web-Based Survey Software to Support Institutional Assessment for a Multi-College, Multi-Campus System of Institutions (p. 106)</p> <p>310 Faculty Perceptions of Institutional Research and its Utility to Academics (p. 80)</p> <p>311 Factors Relating to Job Satisfaction and their Effects on Faculty Retention (p. 98)</p> <p>312 Faculty Salary: Issues in Multiple Regression (p. 112)</p> <p>313 Faculty Salary Equity – Does Merit Matter? (p. 78)</p> <p>314 Academic Performance Awards: Rewarding Faculty for Student Success (p. 58)</p> <p>315 Student Evaluation of Faculty: Does Faculty Rank Really Matter? (p. 27)</p> <p>316 Two Years into It: Working to Put a Tiered Course Evaluation System Online (p. 27)</p> <p>318 Gender Effect on Productivity: A Comparison Analysis of Part-time Faculty in Higher Education from NSOPF: 99 (p. 53)</p> <p>320 A New Role for Institutional Research in Academic Program Evaluation: Focus on Creativity (p. 88)</p> <p>321 When I Was Young...An “A” was an “A”: Grade Inflation in Higher Education (p. 139)</p> <p>322 Determining What It Costs to Teach a College Course (p. 141)</p> <p>323 Emphasizing Diversity: The Impact Faculty Use of Diversity-Related Activities on Student Learning and Engagement (p. 47)</p> <p>324 Faculty Course Evaluations: Implementation and Implications for Assessment (p. 58)</p> <p>326 Assessing the Processes and Outcomes of a Summer Bridge Program (p. 92)</p> <p>328 Learner-Centered Assessment in First-Year Design Studios: Improving Teaching and Learning in a Potential Learner-Centered Environment (p. 135)</p> | <p>329 Teacher as Scholar and Scholar as Teacher: Assessing Quality in an Undifferentiated Higher Education System (p. 63)</p> <p>330 Preparing Community College Faculty for Teaching Excellence: A Model Graduate Certificate Program (p. 27)</p> <p>331 Community College Faculty Attitudes Toward Teaching African American Learners (p. 99)</p> <p>332 Factor Analysis in the Development of Online Course Evaluation Instrument (p. 28)</p> <p>333 Exploring Connections Between Grade Inflation and the Use of Formative Assessment Strategies in the Undergraduate Classroom (p. 137)</p> <p>334 The Importance of Teacher Job Satisfaction and its Implications (p. 70)</p> <p>335 Programme Improvement Through Alumni Research (PITAR): A Collaborative Project Between Three UK Higher Education Institutions (p. 28)</p> <p>337 An Alternative Learning Community for Math and Science Success (p. 102)</p> <p>338 How Effective are Undergraduate Educational Enrichment Experiences Designed to Increase Minority Graduate and Professional Participation? (p. 143)</p> <p>340 Developing and Using a Faculty Flow Model (p. 68)</p> <p>341 Automated Curriculum Review and Tracking System (ACRES): First Step to Accurate Data Collection and Evaluation (p. 28)</p> <p>342 The Impact of Graduate Student Mentorship and Research Experiences on Educational Outcomes (p. 106)</p> <p>344 Online Course Evaluations: A One-Year Pilot Study (p. 134)</p> <p>345 Program Reviews: Making the Most of a Process to Improve Academic Programs (p. 47)</p> <p>347 Introducing The NSSE/FSSE Card Game for Fun and Analysis (p. 140)</p> |
|---|---|---|
- 
- Track 3**  
**Academic Programs, Curriculum, and Faculty Issues**
- |   |
|---|
| <p>301 Essential Planning Factors in Creating New or Expanding Existing Health Professions Programs (p. 62)</p> <p>303 The Push and Pull Factor Effect: What Motivates Doctoral Students to Choose the Faculty Career Path? (p. 68)</p> <p>304 Enhancing the Role of Cooperation Between the European Community, Russia and the United States of America: Credit Systems and Transfer Models (p. 47)</p> <p>305 Four Years Later: Student Perceptions of a Freshman Experience Program at the End of Their Undergraduate Careers (p. 27)</p> <p>306 Examining Four Outcomes of College Honors Programs: Academic Performance, Retention, Degree Completion, Time to Degree (p. 39)</p> <p>307 Tracking Faculty Uses of Online Learning Tools: A Statewide Perspective (p. 27)</p> <p>308 Out-of-Classroom Faculty Activity Study: A Look at Two Data Collection Cycles and a Verification Study (p. 42)</p> |
|---|

## TRACK INDEX

- |  |  |  |
|--|--|--|
| <p>348 Exploring Faculty’s Out-of-Class Interactions with Undergraduate Students: Findings from a Faculty Survey at a Research University (p. 113)</p> <p>349 The Many Dimensions of Credit-Transfer Problems (p. 95)</p> <p>360 Online Course Evaluations: One Institute’s Success in Transitioning from a Paper Process to a Completely Electronic Process (p. 140)</p> <p>361 Getting Students Beyond Google: Promoting Information Literacy (p. 118)</p> <p>362 Using “Milestones and Transitions” to Improve Student Learning Outcomes (p. 122)</p> | <p>413 A Study on Withdrawn and Lapsed Doctoral Students (p. 51)</p> <p>414 How More Selective Admissions Criteria for Non-local Students Are Creating a Bifurcated Student Body at a Large Public University (p. 126)</p> <p>415 The Transition from High School to Higher Education – Using The Student Clearinghouse to Explore Market Share of Washington State High School Graduates (p. 82)</p> <p>416 Faculty Commitment to Performance-Based Funding for Academic Programs (p. 98)</p> <p>417 Community College Enrollment: Determining Influences of Future Enrollments (p. 141)</p> <p>418 Benchmarking vs. Carnegie Classification vs. Aspiration Peers: A Model Utilizing Institutional Characteristics (p. 51)</p> <p>420 Transfer Student Success, Retention, and Graduation Metrics (p. 52)</p> <p>421 Retention Analysis Without the “Big Three” Variables: What Else Accounts for Returning and Graduation? (p. 102)</p> <p>422 Effective Resource Allocation and planning using GIS Mapping Software (p. 82)</p> <p>423 Mission Possible?: Mission Statement Analysis (p. 29)</p> <p>424 Investigating Relative Long-Term Revenue Worth &amp; Potential of an Actual or Prospective Incoming Class that is Classified into Student Cohorts by Academic Preparation &amp; Ability to Pay (p. 119)</p> <p>425 Characteristics of Non-Returning Students from The University of Alabama: 2002 and 2003 Freshmen Cohorts (p. 58)</p> <p>426 Setting an Optimum Tuition to Maximize Revenue (p. 29)</p> <p>427 Hidden Roles of Information in Planning: A Tool for the Commonwealth or Deception? (p. 29)</p> <p>428 Accreditation in Flux: IR’s Role in a Changing Environment (p. 107)</p> <p>429 Using the Campus Portal to Facilitate Accreditation (p. 92)</p> | <p>430 An Action Inquiry Approach to Institutional Research for Student Retention and Institutional Change (p. 65)</p> <p>431 Senior-Level Administrators’ Views of Higher Education Finance and Their Perceptions of Cost Containment Strategies (p. 107)</p> <p>432 Grade Inflation: Does Merit Matter? (p. 122)</p> <p>433 America’s New College Tradition: Working Students and Undergraduate Success—Investigating the Dynamics of Student Working Trends in a Midwest Manufacturing Region (p. 141)</p> <p>435 Merging Institutional Research, Strategic Planning, and Campus Space Planning (p. 64)</p> <p>436 Using Environmental Scanning and Space Planning Principles to Expand Service Delivery Throughout a Metropolitan Area Within a Single Community College Concept (p. 111)</p> <p>437 The New Traditional Student: An Exploration of Part- Time Student Enrollment and Persistence in the State of Indiana (p. 126)</p> <p>438 Financial Aid and Student Persistence in a Large Public University System (p. 68)</p> <p>439 From Survey Data to Strategic Plan: The Impact of Findings of Campus Climate Survey for Women Faculty and Staff (p. 93)</p> <p>441 Linking Evaluation, Planning and Budgeting: A Case Study of Process, Measures and Outcomes (p. 39)</p> <p>442 Learner’s Perceptions and Expectations of Service Quality in the Open and Distance Learning: The Malaysian Experience (p. 129)</p> <p>444 Data that Informs Policy: Understanding Student Progress Toward a Degree (p. 40)</p> <p>445 Enrollment Management and Net Tuition Revenue: Analyzing, Planning, and Forecasting Net Tuition Revenue in Support of Short and Long Term Institution Goals (p. 119)</p> |
|--|--|--|
- 
- |  |   |
|--|---|
| <p><b>Track 4</b><br/><b>Institutional Management and Planning</b></p> | <p>401 Defining Indicators of Institutional Diversity Scorecard (p. 118)</p> <p>402 Aligning Graduate School Surveys (p. 109)</p> <p>403 Departmental Support Implications for Technology Integration in the Community College Classroom (p. 53)</p> <p>404 Using Web-Based Information to Improve Strategic Planning and Decision-Making (p. 109)</p> <p>405 Revisiting the H.S. Core Curriculum in Admitting Probationary Students (p. 59)</p> <p>406 Using Zip Code Data in Community College Enrollment Analysis (p. 79)</p> <p>407 Promoting Student Success: Using Data to Connect and Inform Admissions, Advising, and Retention Practices (p. 63)</p> <p>408 College Choice: So Why Did You Choose to Attend This Institution? (p. 28)</p> <p>409 Are Health Benefits Making Us Sick? Faculty and Staff Tell Us Their Story (p. 39)</p> <p>410 Degree Completion of Vocational Education Graduates in Public Higher Education (p. 28)</p> <p>411 Managing to Uncertainty, “The Prototype” (p. 92)</p> |
|--|---|

## TRACK INDEX

- |   |   |  |
|---|---|--|
| <p>446 Programme Improvement Through Alumni Research (PITAR): Our Students in the Workplace and Curriculum Enhancement – Unlocking the Potential (p. 83)</p> <p>447 The Different Experiences of Transfer Students: Problems and Successes in Transferring to a Four Year Institution (p. 58)</p> <p>448 Improving Lives: A National Project on Ensuring Success for Low-income Adult Students (p. 93)</p> <p>449 Accessible Retention Reporting: The Process, Problems, and Potential (p. 88)</p> <p>450 Preventing Dust Collection: Transforming Student Affairs Strategic Planning into Action and Tangible Results (p. 45)</p> <p>451 A Dashboard Report with Value Added Through Peer Comparisons, Statistical Significance, and Drill-Downs (p. 129)</p> <p>452 Assessing Effectiveness at Adult Learning Focused Institutions (ALFI) (p. 136)</p> <p>453 Federal Effort Reporting, Collective Bargaining, Faculty Scholarship and The Faculty Annual Report- There is a Connection (p. 133)</p> <p>454 Applying a Data Mining Model to Predict Admissions Yield: Conducting ‘What-If’ Scenarios Under Varying Financial Aid Conditions (p. 111)</p> <p>456 IPEDS on the Move: New Directions for Improvement (p. 54)</p> <p>457 Academic Space Management: Implementing Change to Improve Utilization of Facilities Information (p. 95)</p> <p>458 The Effects of Institutional Aid on Persistence and Degree Attainment (p. 138)</p> <p>459 Improving Higher Education Planning: IR’s Integral Connection to the Campus Master Plan (p. 84)</p> <p>460 Planning Database Version 3.0: What We Learned from Versions 1 and 2 (p. 93)</p> <p>461 The Role of Institutional Research Offices in Data-Driven Management: Presentation and Dissemination (p. 43)</p> | <p>462 Institutional Research Interactive Information System (IRIIS): A Web-based Interactive Information System Designed to Facilitate Decision Making Amongst Senior and College Level Administrators (p. 136)</p> <p>463 A Demonstration of an Undergraduate Student Recruitment Tool that Integrates Institutional and External Data with GIS Technology into One Powerful Interactive Environment (p. 37)</p> <p>466 Using Arc VIEW, PowerPoint and Census Data to Create Customized Maps for Tracking Population and Market Trends (p. 117)</p> <p>467 Students on the Move (p. 29)</p> <p>469 Building a Strategic Reporting Tool: Dashboard Development and Implementation (p. 101)</p> <p>470 Use of IPEDS Finance and Enrollment Data and the Executive Peer Tool to Interpret IPEDS Data Feedback Reports (p. 97)</p> <p>472 Measuring and Reporting Institutional Sustainability (p. 123)</p> <p>474 Setting and Evaluating Minority Enrollment Goals: How Do We Constructively Use Mortenson’s Underrepresented Minority Equity Index? (p. 29)</p> <p>475 The Organic Environmental Scan: Adding Outside Perspective to Planning (p. 30)</p> <p>476 The Missing Link: Evaluating a Strategic Plan Initiative (p. 30)</p> <p>477 Institutional Grants: Investing in Retention and Graduation (p. 108)</p> <p>478 Studying Educational Attainment among First-Generation Students in the United States (p. 127)</p> <p>480 Connections between College Student Eagerness to Participate in Orientation Programming and Registration for First-Year Coursework and Their Persistence to The Second Year (p. 30)</p> <p>481 From Inquiry to Enrollment: A Predictive Model (p. 113)</p> <p>482 Developing Institutional Indicators: The Role of Institutional Research (p. 47)</p> | <p>483 Strategies for Containing Costs in Higher Education (p. 99)</p> <p>484 Analysis of Stopout Behavior at a Public Research University: The Multi-Spell Discrete-Time Approach (p. 131)</p> <p>485 Quality Improvement: Contrasting 1999 and 2004 Faculty Views and Practices (p. 47)</p> <p>487 Tracking Non-Traditional Students Who Switched Between Full-Time/Part-Time Status: How Attendance Patterns Correlate with Progression and Performance (p. 135)</p> <p>488 Institutional Costs by Mission Type (p. 30)</p> <p>489 Becoming a Changemaster: The Role of Institutional Research in Educational Change (p. 64)</p> <p>490 Institutional Preparation for a Higher Education Institutional Quality Audit: A Case Study (p. 135)</p> <p>491 Detecting Group Salary Inequity: A Statistical Unifying Approach (p. 84)</p> <p>495 The Relationship between the Admission Index and the Student Success at a University in Puerto Rico (p. 138)</p> |
| <p><b>Track 5</b><br/> <b>Higher Education Collaborations, Policy Higher Education Collaborations, Policy Issues, and Accountability</b></p>  |   |  |
|   |   | <p>501 An Examination of Higher Education and Community Partnerships: Implications for Institutional Research (p. 60)</p> <p>502 Peer Group Analysis: For Administrators Only? (p. 64)</p> <p>504 The Minnesota Post Secondary Enrollment Options Program: Career and Technical Education as a Focus for Promoting High School to College Transition (p. 30)</p> <p>505 Who Decides: If, When, How, and Why, to Build a New Public University (p. 88)</p> <p>506 Comparing Transfer Students’ Performance at a Four-Year University by Types of Associate Degrees and Delivery Methods (p. 68)</p>   |

## TRACK INDEX

- |     |   |   |  |  |  |
|-----|---|---|--|--|--|
| 507 | Making Achievement Possible...Moving a Survey Project beyond Institutional Boundaries (p. 134)  | Results from the 2003 Survey of Graduate Aid Policies, Practices, and Procedures (SOGAPPP) (p. 126) | 547  | The Effects of Performance Indicators on Research Quality in Colleges and Universities (p. 70) |  |
| 508 | Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Statewide Longitudinal Tracking Study (p. 141)  | 526   | The Value-Added of a Performance-Driven Accountability Plan for the Pennsylvania State System of Higher Education (p. 111)   | 548  | One College's Experience with Optional Submission of SAT Scores: An Analysis of the First Four Years (p. 80)   |
| 509 | Meeting the Challenge of Nursing Shortage (p. 31)   | 528   | What Does It Mean to Serve Latino College Students? An Inquiry Model Designed by and for Hispanic-Serving Institutions (p. 130)  | 549  | Improving Institutional Research Through Collaboration: Six Components to Effective Initiatives (p. 31)  |
| 510 | Public Higher Education System-Level Accountability Framework: Creating a Governance Scorecard (p. 141)   | 529   | The SHEEO State Higher Education Finance Report for FY 2003-04 (p. 63)   | 550  | Setting the Governmental Agenda for State Scholarships to Higher Education (p. 139)  |
| 511 | Policies on Virtual Universities: A Comparative Case Study (p. 119)   | 530   | Connecting the Dots: Tracking Students from K-12, Community College and Universities. The California Partnership for Achieving Student Success (Cal-PASS) Project (p. 93)                              | 551  | Effects of Merit Based Financial Aid on Time to Bachelor's Degree Attainment (p. 143)  |
| 512 | Naval Postgraduate School Community Impact Study (p. 98)  | 531   | Geographic Mobility Among the "Swirlers": Where Do They Come From? Where Do They Go? (p. 130)  | 552  | Compliance or Quality?: American and British Approaches to the Accreditation of Higher Education Institutions (p. 94)  |
| 514 | When Agendas Collide: A Process for Assessing What your Faculty Value in General Education in Light of Competing State Board and Accrediting Agency Values (p. 119) | 533   | Effects of Social Capital on Hispanic Students' College Choices (p. 111)   | 553  | The Status of Race Equity in Public Higher Education in The South (p. 89)  |
| 516 | Improving the College Opportunities Online (COOL) Web Site: Recommendations from Recent Research (p. 142)   | 534   | IPEDS Student Unit Record Feasibility Study (p. 109)   | 554  | Higher Education Mergers and Acquisitions (p. 31)  |
| 517 | An Adjusted Performance Measure of Community College Transfer Rates (p. 130)  | 535   | Benchmarking Community College Instructional Costs and Productivity: The Kansas Study (p. 65)  | 556  | From Closed-Door to Open-Door Enrollment: Current Practices, Issues, and Strategies of Undergraduate Education in Chinese Higher Education (p. 99)                 |
| 518 | Combined Impact of Federal, State, And Institutional Policies on Prospective Students' Opportunity for College (p. 103)   | 537   | The Midwest PERL: An Online Tool for Policy Makers, Postsecondary Leaders and Researchers (p. 77)  | 557  | Statewide Articulation Agreements as Policy Instruments: Do They Help Transfer Rates? (p. 120)   |
| 519 | NCCCRP Best Paper: Towards a New Student Attendance Paradigm (p. 103)   | 538   | Enhancing Transfer Preparation with Web-Based Advising Tools (p. 125)  | 558  | Differences in Educational Attainment, Income, and Labor Force Participation among African and Afro-Caribbean Immigrants and Native-Born African-Americans (p. 53) |
| 520 | Changes in Tuition Policy: Natural Policy Experiments in Five Countries (p. 40)   | 540   | NCAA Reporting Requirements for Division I and II Schools (p. 85)  | 559  | Measuring The Performance of State Public Higher Education Systems in Meeting The Needs of Hispanics (p. 104)  |
| 521 | Good Intentions Aren't Enough - A Case Study of Institutional Impact as a Result of a Policy Decision Based on Insufficient Data (p. 31)                            | 541   | A Common Data Set Update: Get the Lowdown on the Year Ahead (p. 95)  | 560  | Measuring the Impact of State-Funded Merit Scholarship Programs on Student Access and Success: Evidence from the Nation's Fastest Growing State (p. 123)           |
| 522 | Vietnam Today: Education in Crisis? (p. 126)  | 542   | Exploring the Benefits at the State and Institutional Levels from a Collaboration between the Ohio Board of Regents Higher Education Information System and the National Student Clearinghouse (p. 85) | 562  | The First Cohort of Tennessee Merit-Based Scholarship Recipients (p. 60)   |
| 523 | Assessing a Financial Aid Outreach Program at a California Community College (p. 107)   | 543   | The National Community College Benchmark Project: Year One From Multiple Perspectives (p. 55)  |  |  |
| 524 | Financial Aid Awards and Services to Graduate/Professional Students:  | 545   | The Effects of Ability and Willingness to Pay on Preference and Choice of Private Institutions (p. 135)  |  |  |



## TRACK INDEX

- 563 A Methodology for Systems and States in Benchmarking Relative Differences in Resource Support in Higher Education (p. 108)
- 564 Public Policy, Commercialization, Tertiary Education in Canada and The United Kingdom (p. 127)
- 565 The Influence of Multiple Institution Transfer Patterns on Undergraduate Degree Attainment and Time-to-Degree (p. 64)
- 566 The Life Span of Academic Partnerships: Partnerships or Mergers, a Preliminary Discussion (p. 96)
- Track 6**  
**The Practice of Institutional Research: Theory, Techniques, Technologies, Tools, and Ethics**
- 601 Early Results from a National Initiative for Strengthening the Use of Institutional Research to Improve Student Outcomes at Community Colleges (p. 104)
- 602 Quantitative Models of Accountability: Theory and Application (p. 69)
- 603 The Student Rating of Teaching Effectiveness: A User Guide from Administration to Statistics (p. 31)
- 605 The Evolution of A Faculty And Course Self-Evaluation: From Pilot to Established Program (p. 112)
- 606 Response Rates for an Online Course Evaluation System: Pilot Test Results Across Three Quarters (p. 32)
- 607 Impacts of Survey Modes and Incentive: A Comparative Analysis of Parallel Mail, Telephone, and Web Surveys (p. 40)
- 608 Enrollment Patterns, Academic Performance, and Financial Aid in First Year Retention - A Data Mining Study (p. 32)
- 609 Using Institutional Database to Identify Influential Factors of Applicant's Enrollment Decision and Compute Enrollment Probabilities (p. 45)
- 611 Developing Predictive Models for Matriculation and Academic Success with Enterprise Miner (p. 79)
- 612 Analysis of Aid to Education by Institutional Type (p. 32)
- 613 Administering Course Evaluations On-Line via Blackboard: Results So Far ... (p. 52)
- 614 How to Win Friends and Influence People: Perspectives, Lessons, and Suggestions from IR Newcomers (p. 52)
- 615 Continuous Improvement: Tools to Choose and Use (p. 32)
- 617 The Impact That Tuition Increases and Price Subsidy have on Matriculation and Retention at a large Midwestern University: Testing an Alternative Approach to Net Price Theory (p. 83)
- 618 Predicting At Risk Students Based on Cross Industry Standard Process for Data Mining (CRISP-DM) Model (p. 40)
- 619 Cohort 99: Tracking Students First Entering the College in Fall 1999 (p. 32)
- 620 Building a Web-Based Reporting System: Lessons Learned (p. 107)
- 621 Seamless Survey Research Using Scannable Surveys and SPSS Tables (p. 58)
- 622 Making Meaning Out of Data: Providing a Context for Institutional Information (p. 88)
- 624 Effective Uses of "Effect Sizes" in Interpreting Outcomes and Setting Benchmarks (p. 45)
- 625 An Innovative Idea for Processing the Admissions of College Students (p. 93)
- 626 Mission: Improving Higher Education One Person at a Time (AKA Chicken Soup for the IR Soul) (p. 112)
- 627 Datawarehousing for Institutional Research: Experiences, Challenges and Goals (p. 46)
- 628 Experimental Design in Institutional Research: A Folder-Reading Experiment at a Selective Liberal Arts College (p. 98)
- 629 US News Rankings: A Systematical Method for an Institution to Predict its Rank under Various Scenarios (p. 46)
- 630 Sharing the Mission: Coordinating the Creation of a Common Language and Shared Conceptual Framework When Nobody Seems to Agree on Anything (p. 40)
- 631 Addressing the Scarcity of Trained Institutional Researchers Using an On-going Training Model and Internships (p. 138)
- 632 Assessment, Zero to 120 MPH: IR "Lessons Learned" at a Small College (p. 46)
- 633 Institutional Research in Support of Enrollment Management (p. 138)
- 634 Assessment Anxieties: Understanding Them, Overcoming Them, and Strategies for Sharing Assessment Success (p. 107)
- 635 The Care and Feeding of Standardized Test Scores (p. 52)
- 636 May 2004 Graduates' Advice to New Freshmen and Faculty (p. 112)
- 637 Exploring an Institution's Character through its Students: Using CIRP Data, Peer Groupings, and Innovative Graphics (p. 59)
- 638 Comparison of Survey Return Rates, Return Patterns, and Responses to Survey Questions via Web Survey and Paper Survey Methods at a Mid-size Community College (p. 123)
- 639 Overcoming Non-Response: Lessons Learned Migrating to a Web-Based Platform (p. 32)
- 640 Analysis for Insight: A Four-Step Process for Improving the Reliability and Usefulness of Performance Measures (p. 130)
- 641 A Predictive Model for Benchmarking Academic Programs (pBAP) using the US News Rankings for Engineering (p. 99)
- 642 Using The Action Research Model to Assess First-Year Experience Programs (p. 63)
- 643 Using National Student Clearinghouse Data in Institutional Research: Opportunities, Applications, and Strengths/ Limitations (p. 66)
- 644 Predicting and Optimizing for Success: Tips and Wits from Predictive Model Developers (p. 55)

## TRACKINDEX

- |  |  |  |
|--|--|--|
| <p>645 Is There an Earnings Payoff to Timely Degree Completion? Wages and Work Before and After the Undergraduate Degree (p. 94)</p> <p>647 Using Entering Student Data to Estimate Campus Retention Rates: Perspectives from the Field (p. 96)</p> <p>648 Skits Depicting Ethical Dilemmas, Focusing on Best Management Practices (p. 85)</p> <p>649 Living through Change: From Punchcards to Integrated Databases (p. 85)</p> <p>650 Data Mining - Concepts, Myths and Case Studies (p. 55)</p> <p>651 Applications of Hierarchical Regression Modeling in Institutional Research (p. 121)</p> <p>653 Create an On-Line Decision-Making Support System with SQL Server and ASP (p. 129)</p> <p>654 SAS Techniques Applied in Creating the Fixed Length Files for Uploading IPEDS Survey Data (p. 81)</p> <p>655 Demonstration of Using Olap Cubes in SPSS Smartviewer to Display Interactive Data on the Web (p. 101)</p> <p>656 Reverse-Engineering US News: Using the Rankings for Benchmarking and Outcomes Assessment (p. 117)</p> <p>657 New NCES Tools and Data: the IPEDS Data Analysis System (DAS), the IPEDS Executive Peer Tool (ExPT), and Derived Variables (p. 82)</p> <p>659 A Spread Sheet College Simulation Model Using IPEDS Data (p. 121)</p> <p>660 Modeling Institutional Similarities: A Study That Explores Why Peers are Peers and The Validity of The US News Framework for Assessing Quality (p. 48)</p> <p>661 Embracing the Value of XML in Institutional Research (p. 133)</p> <p>662 A Better Tool to Use for Financial Aid Analysis – The FAR System (p. 136)</p> <p>663 Microsoft Excel Pivot Tables and Pivot Charts (p. 140)</p> <p>664 Something Old, Something New, Something Borrowed...the End of the Data Extraction Blues (p. 140)</p> | <p>665 Migrating from Static to Dynamic IR Reports: Technical Tips and Strategies (p. 117)</p> <p>667 Excel-Based Assessment System (EBAS) (p. 33)</p> <p>668 Creating and Using a Simple In-House Survey Tool (p. 121)</p> <p>669 Factbook Extreme Makeover: Creating a 21st Century Factbook (p. 125)</p> <p>670 Accessing and Using the Delaware Study Secure Server to Develop Customized Peer Analysis at your Institution (p. 118)</p> <p>671 A Data Dictionary to Support an Evolving Data Warehouse (p. 129)</p> <p>672 The Role of IR in the Accreditation Self-Study: a Tale of Survival (p. 56)</p> <p>673 Macro-mizing Your Time: Using SPSS to Automate a Report Generation Process (p. 133)</p> <p>674 Has it Helped? Getting the Data into the Hands of Decision-Makers: Deployment of Custom Web Applications Powered by SPSS (p. 133)</p> <p>675 Building a Data Warehouse: You Get What You Pay For! (p. 137)</p> <p>676 Creating and Administering On-Line Web Surveys (p. 140)</p> <p>677 Retention, Progression, and Graduation Web Site (p. 105)</p> <p>678 An Alternative Method for Retention Analysis: Discriminant Function Analysis (p. 33)</p> <p>680 How to Pull and Post Data: Simple, Effective Distribution of Information, with Special Reference to the Datatel Information System (p. 33)</p> <p>681 IPEDS Peer Analysis — For Executives and the Rest of Us (p. 77)</p> <p>682 Working Smarter With IPEDS Data: Demonstration of the AGB Benchmarking Service (p. 125)</p> <p>683 A Voice Crying in the Wilderness: Effectively Communicating Data and Information to Campus Communities (p. 82)</p> | <p>684 The Institutional Research Friday Factoid Contest (p. 33)</p> <p>686 An Emerging Theory of Knowledge Sharing as a Social Process (p. 89)</p> <p>689 In the Beginning: The Historical Foundations for The Association for Institutional Research (p. 42)</p> <p>691 The Role of Institutional Research in Course and General Education Assessment and Program Review (p. 33)</p> <p>692 The Use of Metaevaluation as a Tool to Enhance The Role of The Institutional Research Office (p. 120)</p> <p>693 Enhancing First-Year Assessment Practices: Exploring the Relationships Between On-Campus Administration Strategies and Response Rates (p. 124)</p> <p>694 Do Intervention Programs Assist Students to Succeed in College? A Multilevel Longitudinal Study (p. 89)</p> <p>695 Survey Participation: A Study of Student Experiences and Response Tendencies (p. 124)</p> <p>696 Assessing Ourselves: Institutional Research Peer Review (p. 128)</p> <p>699 Development of an Academic Program Profile to Support Program Improvement (p. 34)</p> <p style="text-align: center;"><b>Track 7</b><br/><b>Invited, Best Papers, AIR Grant</b></p> <p>701 Best Forum Visual Presentations: Designing and Creating Excellent Visual Presentations (p. 104)</p> <p>702 AIR GRANT PAPER: Faculty Labor Market Disparities by Race/Ethnicity and Family Status: Evidence from NSOPF:99 (p. 81)</p> <p>703 AIR GRANT PAPER: Enhancing Student Success Through Electronic Portfolios: A Report on an AIR/NPEC Grant (p. 86)</p> <p>704 AIR GRANT PAPER: College Financing and College Completion: Using Ecological Inference to Investigate How Types of Aid Received Affects Retention and Graduation Outcomes (p. 96)</p> |
|--|--|--|

## TRACK INDEX

- |     |   |     |   |     |  |
|-----|---|-----|---|-----|--|
| 705 | AIR GRANT PAPER: The Effect of Socioeconomic Status on Year-to-Year Persistence of First-Generation and Continuing-Generation College Students at Two-Year and Four-Year Institutions (p. 61) | 719 | A Process-Based Model for Part-Time Business Studies (p. 142)   | 737 | RMAIR Best Paper: Does High School Attended Matter in Measuring the Risk Propensity of Student Departure? (p. 81)  |
| 706 | AIR GRANT PAPER: Experiences of Black Students at a Selective College (p. 55)   | 720 | Transformation and Innovation in the Chinese Educational System (p. 134)  | 738 | AIR Best Paper: Understanding Why Students Participate in Multiple Surveys: Who are The Hard-Core Responders? (p. 132)   |
| 707 | AIR GRANT PAPER: Analysis of Institutionally-Specific Retention Research Methods: A Comparison Between Survey and Institutional Database Approaches (p. 105)                                  | 721 | Community Universities and the Idea of Sustainability (p. 56)   | 740 | A Web-Based Tool for Collecting Faculty “Non-Classroom” Productivity Data (p. 43)  |
| 708 | AIR GRANT PAPER: Factors Influencing Youngsters to Aspire to and Stay in Teaching Careers (p. 124)  | 722 | The 2005 Revision of the Carnegie Classification: What Will It Mean for IR? (p. 109)  | 742 | Expanding Institutional Capacity Without Increasing Budgets: Are Merger, Consolidation or Cooperative Systems Viable Approaches? (p. 100)  |
| 709 | AIR GRANT PAPER: Institutional Characteristics and Student Success in Sub-Baccalaureate Education (p. 117)  | 723 | Chief Executive Perspectives on IR’s Role in Institutional Improvement and Increasing Effectiveness (p. 86)   | 743 | Becoming a Published Author: Options, Requirements and Strategies (p. 77)  |
| 711 | AIR GRANT PAPER: Educational Attainment of Community College Students: Examining Combined Effects of State, School, and Student Characteristics (p. 91)                                       | 724 | Institutional Research in South East Asia (p. 38)   | 744 | AIR GRANT PAPER: Allocating College Financial Aid on the Basis of Merit: Program Impact on Student Success in Terms of Whether and Where to Attend College (p. 128)                    |
| 712 | AIR GRANT PAPER: Language, High School Sports Teams and Clubs and the Educational Outcomes of Hispanic Students (p. 67)   | 725 | Learning to Work, Working to Learn: Integrating Employability into the Curriculum (p. 56)   | 745 | MDAIR Best Presentation: Converting Data into Decisions: A Data-Fueled Architecture (p. 61)  |
| 713 | AIR GRANT PAPER: Predicting College Attainment of Hispanic Students: Individual, Institutional, and Environmental Factors (p. 100)  | 727 | Predictors of Academic Achievement of CAS Students at the University of the East-Manila: Implications for Changes in Recruitment, Admission, and Retention Policies (p. 38) | 746 | TENNAIR BEST PAPER: Using Scholarship Management Research to Optimize the Impact of Scholarship Funds: An Introduction to Scholarship Yield Analysis (p. 61)                           |
| 714 | AIR GRANT PAPER: Association Between Motivation and General Education Standardized Test Scores (p. 37)  | 728 | The Research and Teaching Profile of Catalan-University Academics (p. 50)   | 747 | SAIR BEST PAPER: The Dependability of NSSE Scaletts for College- and Department-Level Assessment (p. 37)   |
| 715 | ALAIR Best Paper - Designing a Blueprint for Program Evaluation: A Theoretical Approach to Evaluating a Retention Program (p. 56)   | 729 | Entrepreneurial University as a Catalyst In National Development: A Case Study of Open University Malaysia (Oum) (p. 101)   | 748 | Organizational Development of State Affiliates (p. 66)   |
| 716 | AIR GRANT PAPER: Factors Affecting the Retention, Persistence, and Attainment of Undergraduate Students at Public Urban Four Year Higher Education Institutions (p. 50)                       | 730 | The Finnish Management by Results System on the Institutional Level (p. 50)   | 749 | All AIR Poster Session (repeat presentation of Sunday AIR Poster Sessions) (p. 71)   |
| 717 | An Analysis of Institutional Commitment and Goal Commitment on a Community College Sample (p. 42)   | 731 | Lessons Learned: Educating Three Generations of Institutional Researchers (p. 66)   | 750 | NCAA Reporting for Division III Schools (p. 69)  |
| 718 | Tracking Student Persistence: How Can A Comprehensive Computer Model be Used to Chart Student Behavior? (p. 139)  | 732 | Collaboration/Competition Crossroads: National/Supranational Higher Education Policies on a Collision Course (p. 61)  | 751 | Globalization and Graduate School: Analyzing New Data on International Graduate Student Flows (p. 61)  |
|     |   | 733 | Examination as an Enacted View of Knowledge: Internal Development Versus External Demands (p. 71)   | 752 | Research and Planning Group for California Community Colleges Best Paper: Community College Pre-Collegiate Research Across California: Findings, Implications, and the Future (p. 132) |
|     |   | 734 | Quality Development in an Irish University: QA/QI Strategies at Institutional and Departmental Levels (p. 101)  |     |  |
|     |   | 736 | A New Approach to Accountability Using the National Information Center for Higher Education Policymaking and Analysis (p. 44)   |     |  |

**TRACK INDEX**

753	NEAIR Best Paper: The Guidebook Ratings Game: The Influences on Institutional Prestige and Reputation (p. 43)	E03	Runzheimer International: Purchasing Power Parity – Issues and Solutions (p. 54)	E19	The National Resource Center for The First-Year Experience and Students in Transition: Assessing the Educational Experiences of College Students in Transition (p. 84)
754	PNAIRP Best Paper: Conducting Online Focus Groups with Web Conferencing Software (p. 100)	E04	Collegiate Learning Assessment: New Measures For Benchmarking Undergraduate Student Development (p. 60)	E20	Data Blocks: Design Techniques for OMR versus Page Scanners (p. 113)
755	CAIR Best Paper: Use Data Mining Techniques to Develop NSSE Institutional Typologies (p. 43)	E05	WEAVEonline – Web-Based Assessment Management Can Make All the Difference! (p. 65)	E21	National Student Clearinghouse: Mission Is Possible - Tracking Your Students (p. 90)
756	AIRUM Best Paper: UW-Madison’s New Freshman Class of 2018: Projections by Academic Preparation and Race/Ethnicity (p. 136)	E06	SAS Made Easy: An Introduction to Enterprise Guide (p. 71)	E99	Data Blocks, Inc. Invitational Event (p. 132)
757	FSU IR Certificate Program (p. 34)	E07	The National Survey of Student Engagement (p. 104)	<b>Track S - Affiliated and Special Interest Groups</b>	
758	MidAIR Best Paper: Getting Your Arms Around This Thing Called Institutional Research (p. 132)	E08	ACT, Inc.: Assessing General Education Outcomes with CAAP (p. 113)	S01	Australasian & South East Asia Associations for Institutional Research (AAIR & SEAIR) (p. 90)
759	OCAIR Best Paper: Achieving Multicultural Competence: Student Participation in College Activities and Its Impact on Multicultural Learning (p. 125)	E09	Noel-Levitz: Know more, No Less (p. 95)	S02	American Association of Universities Data Exchange (AAUDE) (p. 90)
760	IAIR Best Paper: Streamlining and Enhancing Program Review (p. 136)	E10	Pearson NCS: Is scanning accuracy important in survey software? (p. 100)	S03	Ohio Association for Institutional Research and Planning (p. 74)
761	AIR Technology Institute Focus Group (p. 48)	E11	Datatel: More Efficient and Accurate IR Reporting with Data Warehousing (p. 104)	S04	Iowa Community College Association of Institutional Research (p. 74)
762	Learn More about the AIR Grant Programs and How to Obtain Funding (p. 67)	E12	Using the CIRP Student Surveys for Assessment (p. 108)	S05	AIR of the Upper Midwest (AIRUM) (p. 19)
763	The Pennsylvania State University Graduate Certificate in Institutional Research (p. 34)	E13	eCollege: Comprehensive Web-based Options for Your Institution’s Course and Instructor Evaluation Process (p. 81)	S06	Alabama Association for Institutional Research (ALAIR) (p. 90)
764	University of Missouri Institutional Research Certificate Program (p. 34)	E14	NSF’s WebCASPAR Integrated Science and Engineering Resources Data System (p. 66)	S08	Arizona Association for Institutional Research (AZAIR) (p. 114)
765	The Post-Master’s Certificate in Institutional Research at Indiana University: Gateway to Academic and Professional Development (p. 34)	E15	Scantron: Class Climate is Scantron’s Ultimate Tool for Survey-Based Evaluation in Education (p. 71)	S09	Banner Users Special Interest Group (p. 36)
766	VAMAP Best Paper: WEAVEonline <sup>SM</sup> Web-based Assessment Management Can Make All the Difference! (p. 96)	E16	College Student Experiences and Expectations Questionnaire (p. 95)	S10	Coordinating Agencies and Boards (CABS) (p. 116)
767	SEAAIR Best Paper: TBD (p. 67)	E17	Do you see what I see? Using the WebCT Vista PowerSight Kit in Institutional Research (p. 100)	S11	California Association for Institutional Research (CAIR) (p. 114)
<b>Track E - Exhibitors</b>		E18	Collect and Analyze Data from Surveys, Tests, Assessments and Other Paper and Online forms with Software from Principia Products. Principia will Demonstrate Remark Office OMR v6.0 and Remark Web Survey (p. 108)	S12	Catholic Colleges and Universities (p. 19)
E01	SPSS Dimensions: A Complete Platform for Your Survey Research Needs (p. 43)	E19		S13	CIRP Users Special Interest Group (p. 49)
E02	Assessment Resource Center (ARC): College BASE-General Education Assessment (p. 48)	E20		S15	Canadian Institutional Research and Planning Association (CIRPA-ACPRI) (p. 114)
		E21		S19	Datatel Users (p. 17)
		E22		S20	European Association for Institutional Research (EAIR) (p. 90)
		E23		S21	Electronic Factbooks (p. 36)

**TRACK INDEX**

S22	Environmental Scanning (p. 116)	S47	Pacific Northwest Association for Institutional Researchers and Planners (PNAIRP) (p. 75)	S77	Peoplesoft Users (p. 115)
S24	Georgia Association for Institutional Research Planning Assessment and Quality (GAIRPQ) (p. 90)	S48	Puerto Rico Association for Institutional Research (PRAIR) (p. 75)	S78	Foundations Institute Focus Group (Invitational Event) (p. 71)
S25	Higher Education Data Sharing (HEDS) Consortium (p. 18)	S50	Research on Development and Alumni (p. 19)	S79	Expanded Delaware Study (p. 76)
S26	Illinois Association for Institutional Research (IAIR) (p. 70)	S51	Rocky Mountain Association for Institutional Research (RMAIR) (p. 75)	S82	A Demonstration of Web Development for New SACS Process (p. 49)
S27	Indiana Association for Institutional Research (INAIR) (p. 74)	S52	SAS Users (p. 75)	S91	Systems Office Institutional Researchers (p. 36)
S28	Higher Education and Institutional Research Faculty: Who Are We and What Are We Doing? (p. 91)	S53	Southeastern Association for Community College Research (SACCR) (p. 49)	S92	Arab Americans (p. 50)
S30	Intercollegiate Athletics (p. 116)	S54	Southern Association for Institutional Research (SAIR) (p. 36)	S93	Federal Degree Granting Institutions (FDGI) (p. 18)
S31	Kentucky Association for Institutional Research (KAIR) (p. 74)	S55	North Carolina Association for Institutional Research (p. 20)	S94	Faces of the Future (p. 19)
S32	Community College Institutional Researchers (Invitational Event) (p. 74)	S58	Southern African Association for Institutional Research (SAAIR) (p. 18)	S96	Research and Planning Group for California Community Colleges (p. 115)
S33	Mississippi Association for Institutional Research (MAIR) (p. 74)	S60	SPSS Users (p. 49)	S97	National Survey of Student Engagement (NSSE) Users (p. 76)
S34	Maryland AIR (MdAIR) (p. 114)	S61	Southern University Group (SUG) (p. 114)	S98	FSSE User Discussion (Invitational Event) (p. 76)
S35	Louisiana Association for Institutional Research (p. 75)	S62	SUNY Association for Institutional Research and Planning Officers (p. 49)	<b>Track T - Table Topics</b>	
S36	Michigan Association for Institutional Research (MIAIR) (p. 75)	S63	Texas Association for Institutional Research (TAIR) (p. 114)	T01	Electronic Mentoring: Implementation and Implications for a Field-Based Teacher Education Program (p. 42)
S37	Microsoft ACCESS Users (p. 91)	S64	Traditionally Black Colleges and Universities (TBCU) (p. 115)	T02	College Student Experiences among Asian International Graduate Students at a Four-Year Private University (p. 60)
S38	Mid-America Association of Institutional Research (MidAIR) (p. 91)	S65	Tennessee Association for Institutional Research (TennAIR) (p. 36)	T03	Assessment of Student Learning and the Institutional Self-Study for the Higher Learning Commission of the North Central Association (p. 64)
S39	Common Data Set Exchange (CDSX) Meeting (p. 49)	S68	National Community College Council for Research and Planning (NCCCRP) (p. 13)	T04	Challenges in Studying Doctoral Student Persistence to Degree (p. 81)
S40	National Association of Independent Colleges and Universities (p. 19)	S70	Research on Faculty (p. 20)	T05	The AAUP Faculty Compensation Survey (p. 84)
S41	Community College Institutional Researchers (Invitational Event) (p. 19)	S71	Urban Universities Institutional Researchers (p. 20)	T06	Setting Policy within the Framework of Mandates and Measures (p. 90)
S42	Northeast Association for Institutional Research (NEAIR) (p. 75)	S72	The Kansas Study of Community College Instructional Costs and Productivity (p. 91)	T07	Achieving the Dream: Community Colleges Count (p. 54)
S44	Noel/Levitz Student Satisfaction Inventory (SSI) Users (p. 49)	S73	The National Community College Benchmark Project (p. 115)	T08	Institutional Research Workloads: Variations on Multiple Themes (p. 94)
S46	Overseas Chinese Association of Institutional Research (OCAIR) (p. 114)	S76	Data Mining (p. 91)	T09	Toward a Philosophy of Institutional Research (p. 113)

T10	IPEDS First Professional Degree Programs: A Policy Update (p. 42)	W26	Successful Program Assessment: Developing and Reviewing Assessment Plans and Results (p. 15)
T11	Let's Talk About Dashboards (p. 70)		
	<b>Track W - Workshops</b>	W27	Planning for Assessment Success (p. 17)
W01	Learning By Doing: Using External Environmental Scanning and Forecasting to Improve Strategic Planning (p. 10)	W28	Creating and Administering Web Surveys (p. 17)
W02	Developing and Using Institutional Reference Groups (p. 11)	W30	Presidential Pre-Conference Symposium (p. 17)
W03	Research Design Ideas for Institutional Researchers (p. 12)	W31	Reliability and Validity in Outcomes Assessment (p. 17)
W05	The Focus Group Method and Its Application in Institutional Research (p. 15)	W32	Design, Administration, and Analysis of Surveys for Assessment Purposes (p. 11)
W06	Beginning/Intermediate MS Access for Institutional Researchers	W33	Assessment of Online Courses and Curricula: Concepts, Tools, and Frameworks (p. 10)
W07	Intermediate/Advanced MS Access for Institutional Researchers (p. 12)	W34	Using NSSE to Understand Students' Experience: Digging Deeper into Data to Improve Effective Educational Practice (p. 16)
W08	Mastering HTML for Designing Web Pages (p. 16)	W36	Newcomers' Workshop (p. 18)
W12	Planning and Analysis as Essential Components of Institutional and Programmatic Accreditation (p. 15)		
W13	Planning Today For Your Fiscal Tomorrow (p. 12)		
W14	Hands-On Data Mining Application for Clustering and Predictive Modeling (p. 16)		
W15	Enhancing Your SAS Programming Skills (p. 16)		
W16	How to Write and Publish a Research Paper in a Scholarly Journal (p. 10)		
W19	Using IPEDS Data Tools via the Web (p. 11)		
W20	Intermediate Statistics for Institutional Research (p. 15)		
W21	Intermediate Excel Visual Basic (VBA) Programming (p. 10)		
W22	Key Responsibilities and Strategies for the Practice of Institutional Research (p. 12)		
W23	IPEDS Made Easy: Using AGB's Benchmarking Service to Support Your Institutional Research Needs (p. 15)		
W25	Program Assessment System Design and Implementation (p. 12)		

SATURDAY MATRIX

Room	8:00-8:59 am	9:00-9:59 am	10:00-10:59 am	11:00-11:50 pm	11:31-12:29 pm	12:30-12:59 pm	1:00-1:59 pm	2:00-2:59 pm	3:00-3:59 pm	4:00-4:59 pm	5:00-5:59 pm	6:15-7:20 pm	7:30 pm-?
Laguna, ST, Level 1		005	005	005	010	010	010	010	010				
Manchester 1 & 2, NT, Lobby Level Forum Office													
Marriott Hall 6, NT, Lobby Level, Internet													
San Francisco, NT, Lobby Level Speaker Ready Room													
Torrey 1 & 2, NT, Lobby Level										015			
Green Room, ST, Level 3													
Maatira Ballroom Salon D, ST, Level 3, Internet	W33	W33	W33	W33		W13	W13	W13	W13				
Maatira Ballroom Salon E, , ST, Level 3	W01	W01	W01	W01	W01	W01	W01	W01	W01				
Maatira Ballroom Salon F, ST, Level 3	W32	W32	W32	W32	W32	W32	W32	W32	W32				
Maatira Ballroom Salon G, ST, Level 3, Internet	W16	W16	W16	W16		W03	W03	W03	W03				
Oceanside, ST, Level 1 Employment Clearinghouse													
Pacific, ST, Level 1 Employment Clearinghouse													
Marriott Lobby, Lobby Level												S68	
Coronado Terrace, ST, Level 4											001		
Point Loma Nazarene University Computer Labs													
Point Loma Nazarene Univ - Computer Lab 1	W06	W06	W06	W06		W07	W07	W07	W07				
Point Loma Nazarene Univ - Computer Lab 2	W19	W19	W19	W19	W19	W19	W19	W19	W19				
Point Loma Nazarene Univ - Computer Lab 3	W02	W02	W02	W02	W02	W02	W02	W02	W02				
Point Loma Nazarene Univ - Computer Lab 4	W21	W21	W21	W21									

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 pm	12:00-2:00 pm	2:10-2:50 pm	3:00-3:40 pm	3:50-4:30 pm	7:00- pm
Laguna, ST, Level 1		241	241	102	115		119	132	136	
<b>Forum Office</b>										
Manchester 1 & 2, NT, Lobby Level										
Marriott Hall 1, NT, Lobby Level		109	147	092	226		752	321		
Marriott Hall 2, NT, Lobby Level		401	432	759	517		160	103	096	096
Marriott Hall 3, NT, Lobby Level		656	695	142	146		758	157	516	
Marriott Hall 4, NT, Lobby Level		166	182		451		218	222	230	
Marriott Hall 5, NT, Lobby Level, Internet		445	659	682	131		738	202	360	
Marriott Hall 6, NT, Lobby Level, Internet		361	362	414			453	462	510	
New York, NT, Lobby Level							E99	E99	E99	
San Diego Ballroom Salon A&B						011			082	
<b>Speaker Ready Room</b>										
San Francisco, NT, Lobby Level,										
Balboa, ST, Level 3	95	SS14	280	285	290		295	756	322	
Boardroom, ST, Level 3	S30									
Cardiff, ST, Level 3,	087	087	087	087	087		328	333	338	
Carlsbad, ST, Level 3	091	091	091	091	091		344	458	417	
Del Mar, ST, Level 3	S22	424	1630	437	442			452	551	
Newport Beach, ST, Level 4	086	086	086	086	086					
Encinitas, ST, Level 3	084	084	084	084	084					
Green Room, ST, Level 3	S10	090	090	090	090	090	090	090	090	090
Leucadia, ST, Level 1		514	238	524	528		545	550	286	
Marina Ballroom Salon D, ST, Level 3, Internet		670	638	538	653		661	662	663	
Marina Ballroom Salon E, , ST, Level 3		557	560	564	531			633	664	
Marina Ballroom Salon F, ST, Level 3,		511		522			507	631		
Marina Ballroom Salon G, ST, Level 3, Internet		665	668	669	671		674	675	676	
Mission Hills, ST, Level 3		709	693	708	744		490	718	719	
Point Loma, ST, Level 1	098	098	098	098	098		720	760	433	
Santa Rosa, ST, Level 1,		466	472	478	484		487	495	508	
Salana, ST, Level 1		692	651	696	640		673		347	
Marriott Sports Bar, Lobby Level										009



MONDAY MATRIX

Room	7:50-8:20 am	8:30-9:30 am	9:40-10:20 am	10:50-11:00 am	11:10-11:50 pm	12:00-12:50 pm	1:00-1:40 pm	1:50-2:30 pm	2:40-3:10 pm	3:20-4:00 pm	4:10-4:50 pm	5:00-5:40 pm	5:45-7 pm
Bayside Pavilion													003
Anaheim - NT, Lobby Level, Internet		E01	E01		E02		E03	E04		E05	E06		
Atlanta and Chicago, NT, Lobby Level	071	104			117		126	133		139	143	S79	
Columbia 1, NT, Lobby Level	097	221			159		164	725		203	266	S33	
Columbia 2, NT, Lobby Level	S54	212			219	S53	223	232		235	242	S04	
Laguna, ST, Level 1		247			251		255	715		271	276		
<b>Forum Office</b>													
Manchester 1 & 2, NT, Lobby Level													
Marriott Hall 1, NT, Lobby Level		123			629		111	111		229	750	S97	
Marriott Hall 2, NT, Lobby Level		618			217		728	036		643	643		
Marriott Hall 1 & 2, NT, Lobby Level													
Marriott Hall 3, NT, Lobby Level					482		269	269			T11		
Marriott Hall 4, NT, Lobby Level					753		730	282		732	733		
Marriott Hall 5, NT, Lobby Level, Internet	S21	463			740	S82	614	672		E14	E15		
Marriott Hall 6, NT, Lobby Level, Internet		308			323		420	447		489	340		
Marriott Hall 3 & 4, NT, Lobby Level, Plenary Sessions					012								
New York, NT, Lobby Level					761	S39	273	314		746	767		
San Diego Ballroom Salon A, B, C				081					082			749	
<b>Speaker Ready Room</b>													
San Francisco, NT, Lobby Level													
Torrey 1 & 2, NT, Lobby Level		246			275	S62	291	296		301	303	S31	
Torrey 3, NT, Lobby Level		306			304	S60	318	324		329	334	S51	
Balboa, ST, Level 3		747			345		403	405		407	S78	S78	
Boardroom, ST, Level 3					88	S13		80				S48	
Cardiff, ST, Level 3	S91	409			264		418	425		435	438	S36	
Carlsbad, ST, Level 3		444			450	S92	413	721		745	762	S42	
Del Mar, ST, Level 3	S65	727			485		T07	501		502	506	S47	
Newport Beach, ST, Level 4	S09	T01				075		T02		T03	S26	S03	
Encinitas, ST, Level 3		T10										S35	
Green Room, ST, Level 3		724			660		134			529	547		
Leucadia, ST, Level 1		520			461	S44	558	562		565	602	S27	
Marina Ballroom Salon D, ST, Level 3, Internet		441			624		650	650		110	110	S52	
Marina Ballroom Salon E, , ST, Level 3		607				006	006			430	430		
Marina Ballroom Salon F, ST, Level 3		689			755		456	456		751			
Marina Ballroom Salon G, ST, Level 3, Internet		137			252		543	543		535	535		
Mission Hills, ST, Level 3		714			736		716	706		705	712		
<b>Employment Clearinghouse</b>													
Oceanside, ST, Level 1													
Pacific, ST, Level 1													
Point Loma, ST, Level 1		154			609		613	621		731	731	S98	
Santa Rosa, ST, Level 1		717			627		644	644		748	748	S32	
Salama, ST, Level 1		630			632		635	637		642	646		

TUESDAY MATRIX

Room	7:30-8:20 am	8:30-9:30 am	9:40-10:20 am	10:50-11:00 am	11:10-11:50 pm	12:00-12:50 pm	1:00-1:40 pm	1:50-2:30 pm	2:40-3:10 pm	3:20-4:00 pm	4:10-4:50 pm	5:00-5:40 pm	5:45-7 pm
Laguna, ST, Level 1						085	085	085	085	085	085		
<b>Forum Office</b>													
Manchester 1 & 2, NT, Lobby Level													
Marriott Hall 1, NT, Lobby Level		105		540	540		566	566	701	701	125		
Marriott Hall 2, NT, Lobby Level	016	313		004	004		284	311	162	428	454	S46	
Marriott Hall 1 & 2, NT, Lobby Level													
Marriott Hall 3, NT, Lobby Level		611		723	723		541	541	601	601	626		
Marriott Hall 4, NT, Lobby Level		E13		161	165		181	206	209	215	148		
Marriott Hall 5, NT, Lobby Level, Internet		283		542	542	S76	429	470	518	620	E20		
Marriott Hall 6, NT, Lobby Level, Internet		681		654	449		457	457	288	309	404		
New York, NT, Lobby Level		118		702	281		439	742	742	534	534	S73	
San Diego Ballroom Salon A, B, C				083					082			749	
<b>Speaker Ready Room</b>													
San Francisco, NT, Lobby Level													
Balboa, ST, Level 3		108		233	236	S38	244	248	253	258	265	S64	
Boardroom, ST, Level 3						S20						S34	
Cardiff, ST, Level 3,		272		277	250	S06	260	287	293	297	312	S77	
Carlsbad, ST, Level 3		310		415	320	S24	326	331	337	342	348	S61	
Del Mar, ST, Level 3		406		737	180	S28	411	416	421	431	436		
Newport Beach, ST, Level 4		T04		T05	T06	S01	T08	220	734		T09	S08	
Encinitas, ST, Level 3												S11	
Green Room, ST, Level 3		249		446	694	S37	460	483	469	477	481	S15	
Lexcaida, ST, Level 1				491	553	S72	448	512	519	523	526	S63	
Marina Ballroom Salon D, ST, Level 3, Internet				422	505	S02	530	641	655	677	533		
Marina Ballroom Salon E, , ST, Level 3		548		648	648		552	556	559	563	605	S96	
Marina Ballroom Salon F, ST, Level 3				617	622		625	628	127	402	402		
Marina Ballroom Salon G, ST, Level 3, Internet		537		657	703		645	766	754	722	722		
Mission Hills, ST, Level 3		254		77	77		711	704	713	707			
<b>Employment Clearinghouse</b>													
Oceanside, ST, Level 1, Employment Clearinghouse													
Pacific, ST, Level 1, Employment Clearinghouse 2													
Point Loma, ST, Level 1		211		649	649		647	647	729	140	234		
Santa Rosa, ST, Level 1		743		683	686		349	349	E07	634	636		
Salana, ST, Level 1		101		459	459		E09	E10	E11	E12	E08		
Warner Center, ST, Level 4				E19	E21		E16	E17		E18			

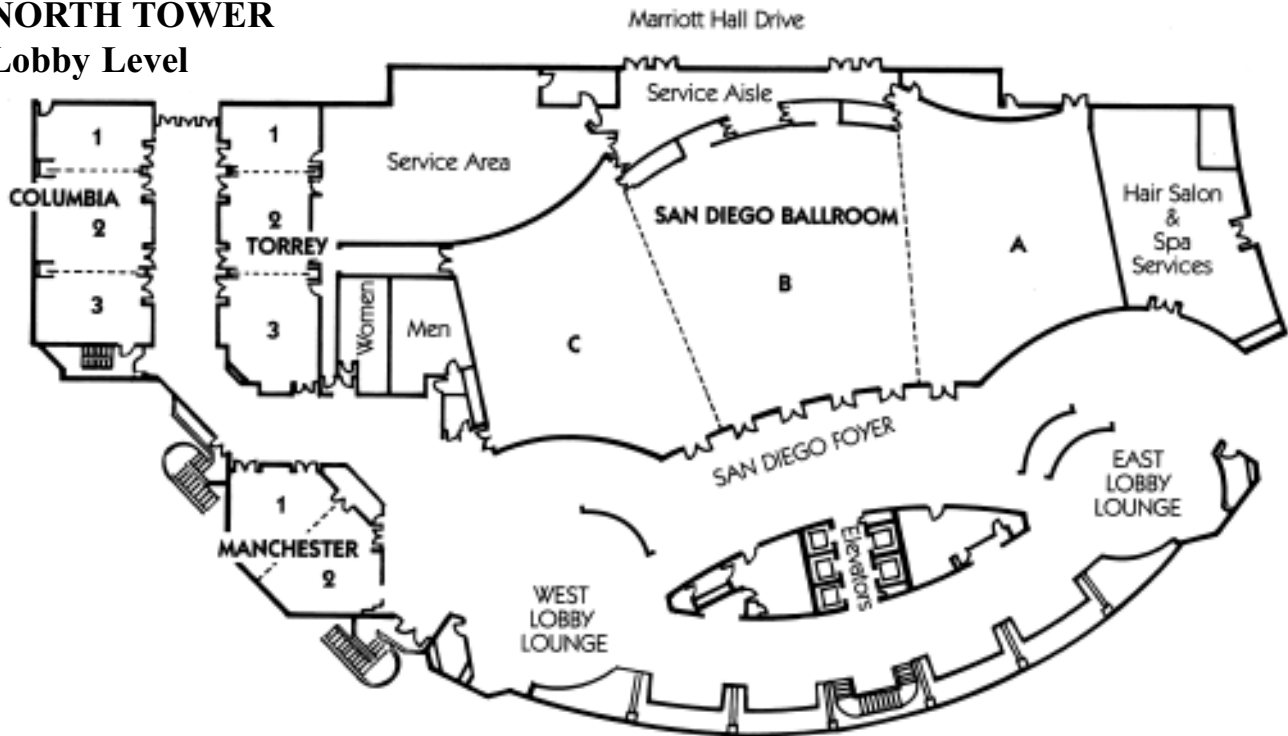
WEDNESDAY MATRIX

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 pm	12:00-2:00 pm	2:10-2:50 pm	3:00-3:40 pm	3:50-4:30 pm	7:00- pm
Laguna, ST, Level 1		241	241	102	115		119	132	136	
<b>Forum Office</b>										
Manchester 1 & 2, NT, Lobby Level										
Marriott Hall 1, NT, Lobby Level		109	147	092	226		752	321		
Marriott Hall 2, NT, Lobby Level		401	432	759	517		160	103	096	096
Marriott Hall 3, NT, Lobby Level		656	695	142	146		758	157	516	
Marriott Hall 4, NT, Lobby Level		166	182		451		218	222	230	
Marriott Hall 5, NT, Lobby Level, Internet		445	659	682	131		738	202	360	
Marriott Hall 6, NT, Lobby Level, Internet		361	362	414			453	462	510	
New York, NT, Lobby Level							E99	E99	E99	
San Diego Ballroom Salon A&B						011			082	
<b>Speaker Ready Room</b>										
San Francisco, NT, Lobby Level,										
Balboa, ST, Level 3	95	SS14	280	285	290		295	756	322	
Boardroom, ST, Level 3	S30									
Cardiff, ST, Level 3,	087	087	087	087	087		328	333	338	
Carlsbad, ST, Level 3	091	091	091	091	091		344	458	417	
Del Mar, ST, Level 3	S22	424	1630	437	442			452	551	
Newport Beach, ST, Level 4	086	086	086	086	086					
Encinitas, ST, Level 3	084	084	084	084	084					
Green Room, ST, Level 3	S10	090	090	090	090	090	090	090	090	090
Leucadia, ST, Level 1		514	238	524	528		545	550	286	
Marina Ballroom Salon D, ST, Level 3, Internet		670	638	538	653		661	662	663	
Marina Ballroom Salon E, , ST, Level 3		557	560	564	531			633	664	
Marina Ballroom Salon F, ST, Level 3,		511		522			507	631		
Marina Ballroom Salon G, ST, Level 3, Internet		665	668	669	671		674	675	676	
Mission Hills, ST, Level 3		709	693	708	744		490	718	719	
Point Loma, ST, Level 1	098	098	098	098	098		720	760	433	
Santa Rosa, ST, Level 1,		466	472	478	484		487	495	508	
Salana, ST, Level 1		692	651	696	640		673		347	
Marriott Sports Bar, Lobby Level										009

# FLOOR PLAN

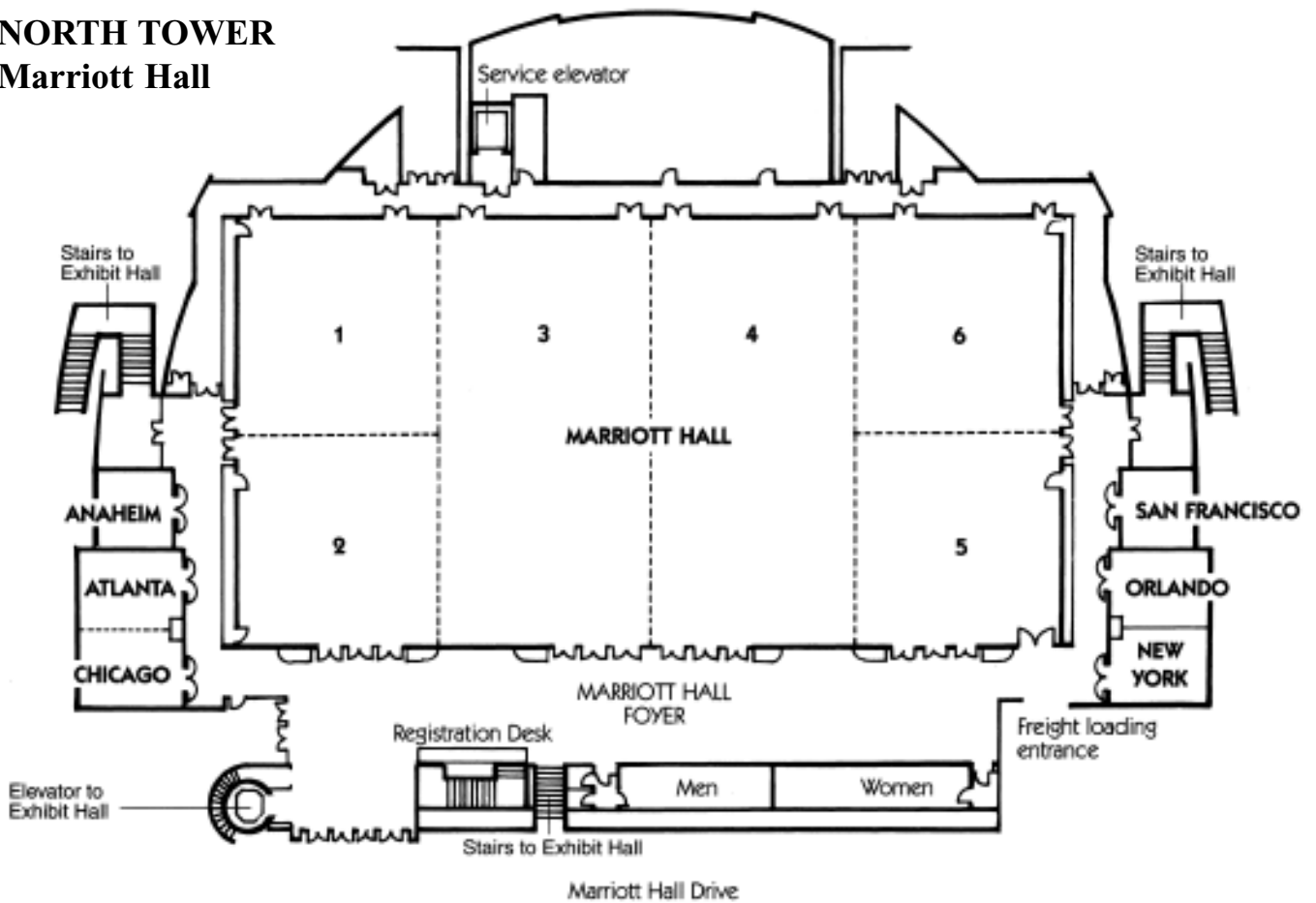
## NORTH TOWER

### Lobby Level



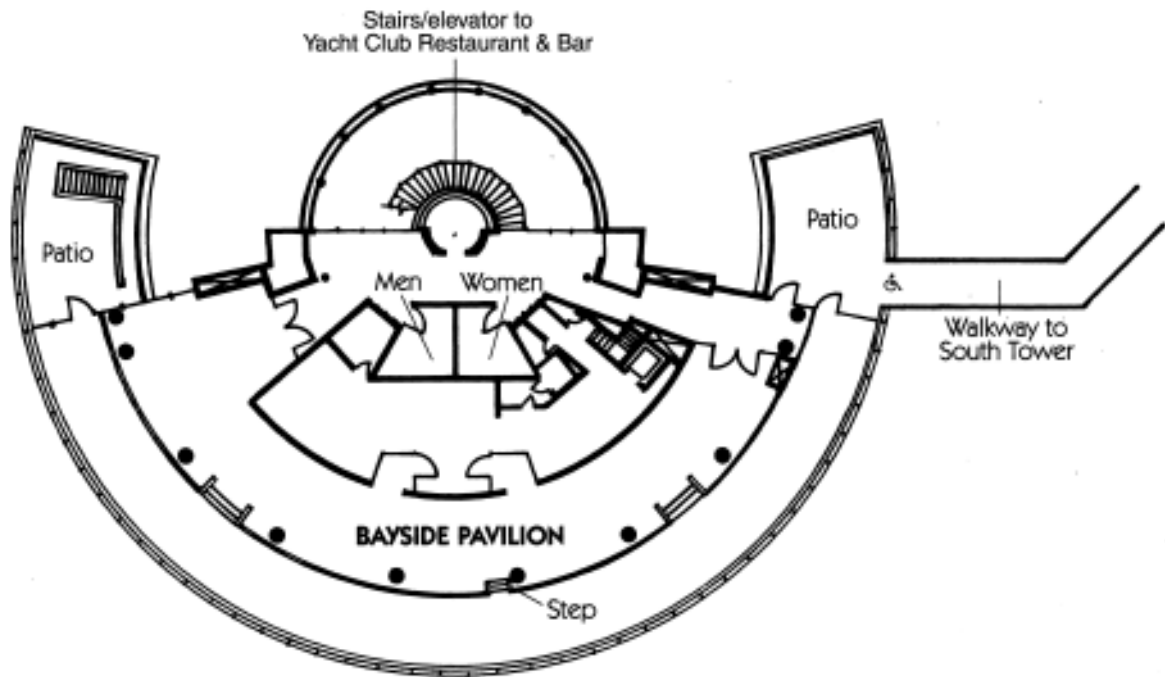
## NORTH TOWER

### Marriott Hall



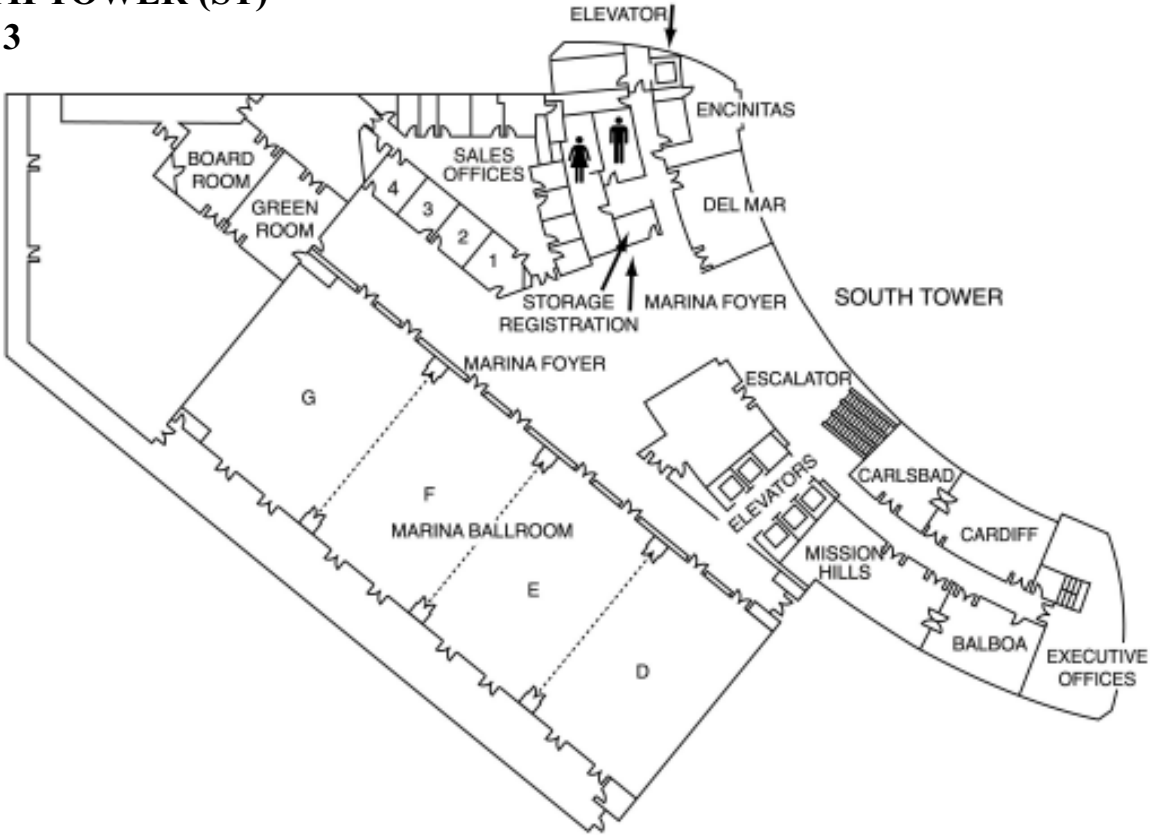
FLOOR PLAN

**SOUTH TOWER**  
**Bayside Pavillion**  
**Lobby Level**

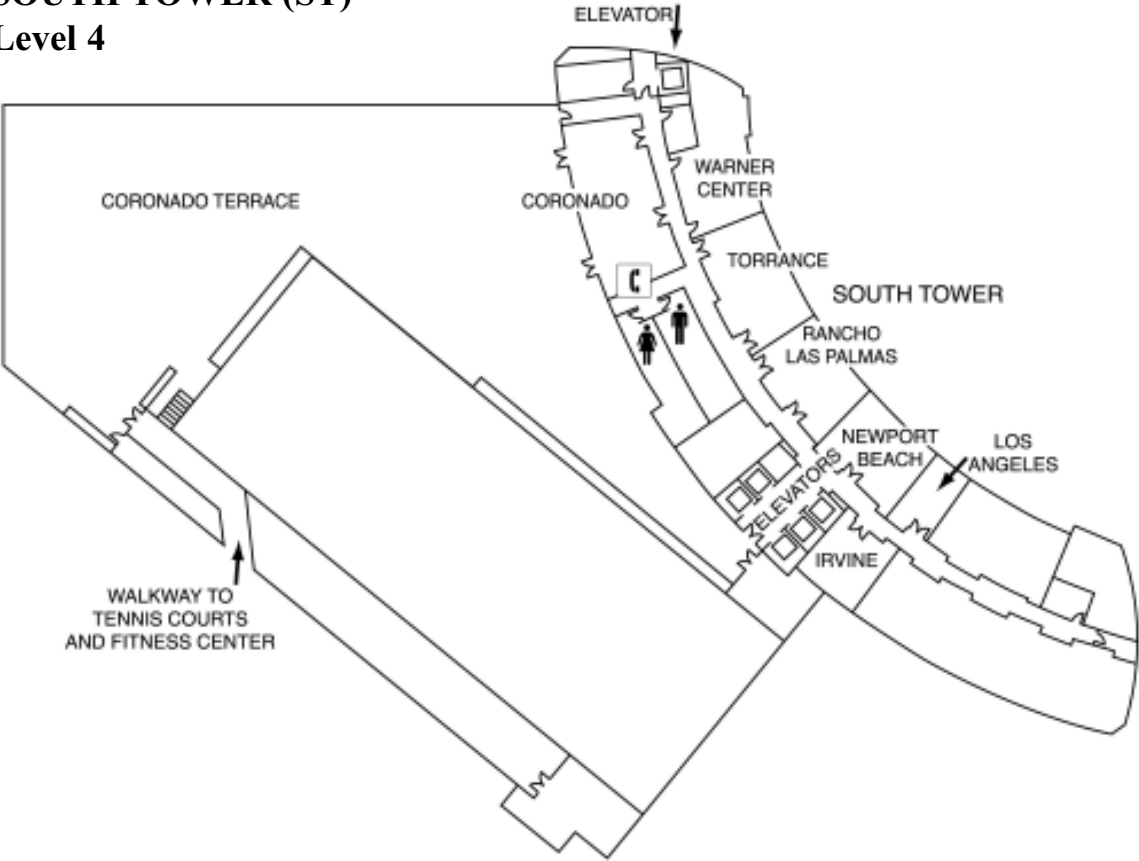


**FLOOR PLAN**

**SOUTH TOWER (ST)  
Level 3**



**SOUTH TOWER (ST)  
Level 4**





The 2006 Forum Committee would like to invite you to one of the world's truly great cities for the 46th annual AIR Forum on June 10-13: New Orleans, LA! The theme of the 2006 Forum will be "Effectiveness Through Diversity." We will celebrate and contribute to the diversity of institutional research through a wide range of professional development opportunities including workshops, paper presentations, panel discussions, speakers, demonstrations, posters, and more.

There is always something to discover in New Orleans: world-class dining, hotels, unique tours, shopping, museums and exhibitions. During your free time, indulge in the elegant and majestic lifestyle that so many New Orleanians enjoy. Take a ride on the newly restored Canal streetcar all the way to the enchanting Sculpture Garden in City Park. Feast your eyes on the ingenious artwork of Southern artists in the newly erected Ogden Museum of Southern Art. In addition, there are paddlewheelers, a world-class zoo, a top-five aquarium and nationally recognized children's museum, the French Market, the National D-Day Museum, Six Flags theme park and endless restaurants and music venues.

You can begin your trip planning now by visiting the New Orleans Metropolitan Convention and Visitor Bureau's Visitors Center Web site at [www.neworleanscvb.com](http://www.neworleanscvb.com). Want to know where to get a good cup of New Orleans blend coffee, beignets, seafood po-boy or a steamy cup of gumbo? The Web site is a great source for background information on New Orleans as well as a current calendar of events and information on what's new in the area.

We look forward to seeing you next year. *Laissez les bon temps rouler!*