City of Seattle • Office of the Mayor

GREETINGS

Greetings and welcome to Seattle – the Emerald City.

As Mayor of Seattle, it is my great pleasure to welcome you to the 2008 Annual Forum for the Association for Institutional Research.

This year's theme, "Adapting to Meet New Challenges," speaks to the importance of promoting and further developing institutional research, and how the institutional research profession plays a significant role in supporting higher education.

While your days are filled with sessions and networking with colleagues, my hope is that you will spend some time to explore Seattle and the surrounding areas. You will be within walking distance to the Pike Street Market and the Seattle waterfront, where you may take a ferry ride across Puget Sound. Entertainment is readily at hand, whether you enjoy attending the theater, listening to jazz or the symphony, watching a Mariner's baseball game or dining with colleagues at one of our premiere restaurants.

Welcome to Seattle – and I hope you enjoy your time in the Pacific Northwest.

Sincerely,

GREG NICKELS
Mayor of Seattle

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Welcome!

If this is your first AIR Forum, welcome! You will be amazed at the variety of programming and how narrowing down the presentations that are pertinent to your interests can be a real challenge.

The six Forum tracks are: 1) Enhancing the Student Experience; 2) Assessing Student Learning and Outcomes; 3) Developing Academic Programs, Curriculum and Faculty Issues; 4) Informing Institutional Management and Planning; 5) Building Higher Education Collaborations, Policy Issues and Accountability; and 6) Practicing 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. **When planning your schedule, keep in mind that presentations are subject to change so consider having backups. We recommend reading *Morning AIR*, printed each day, for news and session updates.**

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. Please note that Pre-Forum Workshops do require advance registration. There are additional fees to participate in these sessions.

On the social side, be sure to take note of the Early Arrivers Reception on Saturday, the Sunday evening Forum Reception, the Forum Awards Luncheon on Wednesday, and the Wind-Up Party Wednesday evening.

The Online Personalized Scheduling Tool

The Online Personalized Scheduling Tool can be found at the AIR Web site http://airweb.org. The Scheduler allows you to view Forum sessions by Track, Presenter, Day and Time, Location, Presenter Institution/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 number. Attendees do not need an ID or 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 personal use, but does not commit you or reserve space for you.

Special Sessions

Current and emerging issues of particular interest to the institutional research community are the focus of special sessions designed specifically for this conference. The Forum logo *(at right)* appears beside these programs that include the following:

Forum Chair's Pick

527 — Accreditation, Assessment, and AIR: Improved Student Learning, Institutional and Educational Effectiveness, External Accountability, or All of the Above?
Panel (100 minutes) Monday, 10:40-12:20 pm, 204, Level Two, Convention Center)

Institutional researchers are frequently called upon to provide clarifying perspectives on pressing national issues affecting higher education. The session will provide perspectives to assist institutional researchers and assessment officers in explaining and building support among faculty and administrators for meeting the challenges of determining when student learning equals or exceeds expectations.

006 — Presidential Symposium - Effective IR Offices: A View from the Trenches!
(Track 0, Special Event, Sunday, 2:00-4:00 pm, 303, Level Three, Convention Center)

In today's era of public accountability and assessment, we all need to establish the effectiveness of our Institutional Research Offices. Panelists will be asked to discuss: What makes an effective Institutional Research Office, What does it take to lead an effective Institutional Research Office, and What can AIR do to improve the quality of Institutional Research Offices?

101 — 2008 AIR Poster Sessions
Posters will be displayed from 5:00 p.m. on Sunday through 6:00 pm on Monday. Authors will be in attendance from 5:00 - 6:00 pm on Sunday afternoon and again from 5:10 - 6:00 pm on Monday afternoon.

AIR Anniversary sessions: AIR and IR from the 1960s to the 2000s

In preparation for the AIR golden anniversary celebration, the AIR 50th committee is compiling an IR history, and we need YOUR help. Please join these sessions and dump your memories!

718 — Implementing New Race/Ethnicity Standards in IPEDS
(Special Event, Monday, 10:40-12:20 am, 609, Level Six, Convention Center)

The U.S. Department of Education recently issued guidance on maintaining, collecting and reporting data on race and ethnicity. Panelists will discuss the department's guidance, suggestions made by the TRP, the NCES plan for implementing the change among the different IPEDS components, and the impact for data collection on postsecondary campuses.

002 — The Upcoming Race/Ethnicity Changes: What to Do??
(Monday, 3:10-4:50 pm, 608, Level Six, Convention Center)

This session will provide an opportunity for conversation and discussion on the Race/Ethnicity regulations and how they may impact IR professionals and other institution officials.

Other invited sessions showcase activities of AIR's External Relations Committee and AIR affiliated groups. Look for Best Papers presented at state and regional AIR affiliated group meetings; formal presentations of research sponsored through the AIR Grant Program; and programs by international colleagues. These sessions demonstrate the vitality and depth of state and regional conferences and the quality of institutional research conducted world wide.

The session number corresponds to the respective track. For example, session 101 represents a presentation for Track 1, session 205 is a presentation for Track 2, etc.

Track 1 – Enhancing the Student Experience

This track covers research and practice related to student development and the impact of the student experience outside the classroom, such as quantitative and qualitative measures of personal, social and life skill development; campus/community engagement; program improvements based on assessments of student needs, as well as demographic and economic issues; student mobility and flow; and student satisfaction with the higher education experience.

Track 2 – Assessing Student Learning and Outcomes

This track covers research and practice related to assessing student learning outcomes; student intellectual development; quantitative and qualitative measures of student learning; psychometric evaluation and testing; and academic program improvement resulting from assessment of student learning.

Track 3 – Developing Academic Programs, Curriculum and Faculty Issues

This track is appropriate for research proposals related to the development and management of academic departments, programs and curriculum; faculty activities; the academic profession in general; and the changing nature of faculty work, including information and analyses useful to faculty members, department chairs, deans, chief academic officers, external organizations, and the public.

Track 4 – Informing Institutional Management and Planning

This track covers research and practice related to campus-level planning, evaluation and management including the types of information and analyses that support institutional policy and decision-making, strategic planning, resource allocation, organizational quality and change.

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

This track covers research and practice emphasizing issues that go beyond the campus and recognize that national and international dimensions of higher education including accountability of individual institutions to external publics; multi-institutional collaborations (e.g., data exchanges, learning consortia, and articulation agreements) and associations; state and system-level issues, evolving public policy; workforce and economics development initiatives integral to the higher education mission.

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

This track covers research and presentations related to the practice of institutional research, including organizational, ethical, methodological, and technological aspects of the profession.

Onsite Registration

Forum registration will take place on Level Six of the Convention Center as follows:

Friday, May 23:	4:00 pm – 6:00 pm
Saturday, May 24:	7:30 am – 6:00 pm
Sunday, May 25:	8:00 am – 5:00 pm
Monday, May 26:	8:00 am – 5:00 pm
Tuesday, May 27:	8:00 am – 5:00 pm
Wednesday, May 28:	9:00 am – 12:00 noon (in the Forum Office)

Forum Bag Pick-Up Desk

Friday, May 23:	4:00 pm – 8:00 pm
Saturday, May 24:	7:00 am – 7:00 pm
Sunday, May 25:	7:30 am – 6:30 pm
Monday, May 26:	8:00 am – 5:00 pm

Forum Office

The general Forum office is located in Room 601 on Level Six of the Convention Center. Office personnel and AIR staff will generally be available during the same hours as registration and hospitality.

World Wide Web and E-Mail Service Access

An Internet Kiosk set up in the Exhibit Hall, located in 6ABC on Level Six of the Convention Center, will be available for use by attendees to access the Web, to use and print updates to their Forum Personalized Schedule and to access e-mail. You will need your e-mail address and your password.

Name 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 2008 Forum will take place at the Awards Luncheon on Wednesday, May 28, as well as through an online evaluation after the Forum. 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 will be available at each session and may be returned to the session facilitator. The Committee encourages and appreciates your participation.

Messages

The Message Board is located near the Forum Registration Desk in the Convention Center. Please check it regularly for messages from your colleagues.

Refreshments and Meals

Sunday's Forum Reception and Wednesday's Awards Luncheon are included in the basic registration fee.

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

Breaks are also scheduled on Monday morning and afternoon and on Tuesday morning in the Exhibit Hall.

Forum Services

The AIR Store

The AIR Store will be in the Forum Exhibit Hall, located in 6ABC on Level Six of the Convention Center. This is your source for AIR logo items: shirts, hats, coffee mugs, and other items to help show off your AIR membership.

The AIR Bookstore

New this year, the AIR Bookstore will be selling all major AIR publications and journals at a 20% discount! The AIR bookstore will be in the Forum Exhibit Hall, located in 6ABC on Level Six of the Convention Center.

Exhibit Hall

AIR is pleased to have nearly 50 Forum sponsors and exhibitors at the 2008 Forum! Stop by and visit them in the Exhibit Hall, located in 6ABC on Level Six of the Convention Center. Whether you are looking for new software options, assessment products or new publications, one of them might have just what you are looking for.

Hospitality Center

The AIR Hospitality Center (near the Registration Desk on Level Six of the Convention Center) will be open Saturday through Tuesday: 8:00 am – 5:00 pm

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

Technology Support Center

The Technology Support Center will be available for Forum presenters and will be located in Room 301 on Level Three of the Convention Center. Members of the Computing Technical Support Committee will make sure your laptop properly connects to the LCD projector and will make sure your presentation is free of technical glitches.

All presenters using multimedia projectors MUST visit the Technology Support Center upon arrival at the Forum. For presenters who previously arranged to have Internet access during their session, connection details will be provided in the Technology Support Center. It is the responsibility of session presenters to bring a laptop to the Forum for their presentation. No computers are available in the Technology Support Center for authors to use in making their presentation.

Technology Support Center Hours

Saturday, May 24:	2:30 pm – 5:00 pm
Sunday, May 25:	12:30 pm – 5:00 pm
Monday, May 26:	7:30 am – 5:00 pm (closed for Plenary Session)
Tuesday, May 27:	7:30 am – 5:00 pm
Wednesday, May 28:	7:30 am – 11:45 am

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, the hotel lobby and the Forum Office.

Employment Clearinghouse

Visit your personal IR career center! The Employment Clearinghouse is in the Forum Exhibit Hall, located in 6ABC on Level Six of the Convention Center. Employers who wish to submit open positions will be charged $25. This fee can be paid online at www.airweb.org. There is no charge for people who submit a resume. All participants must be registered and present at the Forum. All information is confidential and will not be sold or distributed.

Employment Clearinghouse House Hours

Sunday, May 25:	2:00 pm – 6:00 pm
Monday, May 26:	8:00 am – 6:00 pm
Tuesday, May 27:	9:00 am – 1:00 pm

AIR Best Visual Presentation Award

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

Eligible materials. Materials or artifacts used in presentations made at the AIR Forum (including paper presentations, posters, demonstrations, workshops and panel discussions) 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. 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:

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- PowerPoint or other computer-based presentation materials
- Posters
- Flipcharts
- 3-D or other tactile models
- Other formats as appropriate.

To be considered for the Best Visual Presentation Award, materials may be submitted either online or in person at the Forum.

To upload materials electronically, please go to http://www.airweb.org/bestvisual.html.

To submit at the Forum, please provide one printed copy of presentation slides or other presentation material. If presentation material is generated from electronic sources, also include a disk with the electronic version. Electronic materials should be clearly labeled as to application program, and must be in a PC-compatible format.

Note that all submissions, whether online or in hard copy, require a description of the audience for whom the presentation was originally created.

All materials must be submitted BY NOON TUESDAY, MAY 27th, 2008. Submit printed materials to the AIR Office, Room 601 on Level Six of the Convention Center.

For more information about this award, please contact Sharron Ronco or go to http://www.airweb.org/bestvisual.html.

Charles F. Elton Best Paper Award and Other Publication Opportunities

Manuscript Submission

Research in Higher Education

Please submit three (3) good-quality copies of the complete manuscript, including one (1) camera-ready original copy and a CD with the document saved as a Word file and deposit it in the designated box in the AIR Forum Office, in Room 601 on Level Six of the Convention Center, **NO LATER THAN 12: 00 NOON ON TUESDAY, MAY 27, 2008.**

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

A Web site was created for the AIR Charles F. Elton Best Paper Award, *AIR Professional File, IR Applications* and ERIC Collection publication opportunities. The Web site is http://airweb.org/publicationsubmission.html. Please submit your paper in Word or PDF format and indicate for which publications you are submitting the paper. The Web site will be available beginning **May 24, 2008 and the deadline for submissions will be extended to noon on Friday, May 30, 2008.**

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

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Tableau Software

Tableau Software, a privately held company in Seattle WA, builds software that delivers fast analytics and visualization to everyday businesspeople. Our mission is simple: help people see and understand data. Tableau's easy-to-install products integrate data exploration and visualization to make analytics fast, easy and fun. They include Tableau Desktop, Tableau Server and the no-charge Tableau Reader. We understand the needs of businesspeople, non-technical and technical alike, when it comes to retrieving and analyzing large volumes of data. As a result, Tableau has already attracted over 10,000 licensed users in companies from one-person businesses to the world's largest organizations.

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TaskStream

For over a decade, TaskStream has empowered excellence in education and has been committed to helping meet educational performance challenges by providing solutions that enhance community, increase collaboration and support student-centered learning across the organization. Our Accountability Management System (AMS) provides an efficient, effective way for educational institutions to document, analyze and manage performance results across an entire campus. Our Learning Achievement Tools (LAT) support departments and instructors with innovative web-based systems for portfolio-based learning and assessment, instructional design and other tools that empower informed instruction in real-time.

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Silver Level Exhibitor Sponsors

CCBenefits, Inc.

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

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CollegeNET, Inc.

Operational Intelligence — Do You Have It?™ CollegeNET provides real-time, web-based analytic information that lets you see how your institution is performing against key production benchmarks. We provide solutions in admissions, scheduling, faculty evaluation and IT performance.

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EvaluationKit

EvaluationKit is a hosted course evaluation and survey system. There is no hardware to buy, setup, or maintain. Designed for Colleges and Universities, EvaluationKit provides all of the functionality you need to manage this important process, including: 1. Custom survey authoring, with optional questions from instructors; 2. Survey deployment to one or many courses; 3. Instructor and Administrator access to view results specific to just their courses or areas they oversee; 4. Integration options to seamlessly link with your existing web presence; And much more… Stop by our booth and learn how collecting student feedback can be made simple.

Kevin Hoffman, President
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Higher Education Research Institute

Higher Education Research Institute at UCLA and The Cooperative Institutional Research Program CIRP is a national longitudinal study of the American higher education system. It is regarded as the most comprehensive source of information on college students. Established in 1966, the CIRP is now the nation's largest and oldest empirical study of higher education, involving data on some 1,900 institutions and over 12 million college students. The Higher Education Research Institute has administered the CIRP since 1973. The CIRP longitudinal program consists of the Freshman Survey, Your First College Year Survey, the College Senior Survey, and the triennial Faculty Survey.

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i Strategy Solutions

iStrategy offers a unique, data warehouse application that can be installed in days and implemented in weeks versus months or years for similar deployments. iStrategy's pre-built data model offers out-of-the-box integration multiple ERP platforms and includes hundreds of already defined measures and dimensions, as well as dozens of reports with thousands of permutations. iStrategy has turned an open ended consulting project into a well defined product creating an open, highly extensible platform that delivers immediate results, while creating an architecture for future growth.

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Rapid Insight Inc.

Rapid Insight has developed Data Integration and Data Mining software which makes it easy for Institutional Research Professionals to work with their data. Data can be integrated and aggregated from multiple disparate sources, and reporting processes can be streamlined and automated. The creation of visual 'data jobs' can be used to track information from its point of extraction, all the way through to final reports and analytic datasets.

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SPSS Inc.

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

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Thomson Reuters

Thomson Reuters delivers essential patent, scientific, and technical research information and resources. In-depth evaluative tools provide unbiased, analytical data used by research institutions and governments worldwide to benchmark and measure research output and influence, allocate funds, and set measurable research goals. Resources such as Thomson InnovationSM, Aureka®, and Derwent Innovations IndexSM facilitate effective intellectual property management and help users identify technological advances, reduce duplication of R&D, discover licensing opportunities, uncover new markets, and more.

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Tk20, Inc.

Tk20 is a leading provider of campus-wide assessment management and reporting solutions for higher education. CampusTools CampusWide is a comprehensive assessment and reporting system for collecting and managing your program, departmental, and institutional data, both academic and non-academic, for the measurement of accountability, institutional effectiveness, and for accreditation. CampusTools lets you collect all your data systematically, plan your assessments, compare them against specified outcomes/objectives, and generate detailed reports for compliance, analysis, and program improvement. Find out more at www.tk20.com.

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Bronze Level Exhibitor Sponsors

Academic Analytics

Academic Analytics is the creator of the Faculty Scholarly Productivity Index™ (FSP Index), which is a method for evaluating doctoral programs at research universities based on a set of statistical algorithms which measure the annual productivity of faculty on several factors including: publications (books and journal articles), citations of journal publications, federal research funding, and awards and honors. Our analysis creates, at the discipline level, a scale based on the cumulative scoring of a program's faculty using these measures compared against national standards. Each program can then be compared to the national mean z-score.

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Peter Maglione, CEO

Bill Savage, Exhibitor
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Academic Management Systems (AMS)

Build a "culture of evidence" in your school's assessment program. CoursEval™ solves the problem of cumbersome, untimely and inflexible course and instructor evaluations. CoursEval™ software gives your IR staff, deans, and faculty the means to create, deploy, and analyze surveys that cover a wide range of assessment needs; peer and self-assessments, formative and summative assessments, longitudinal or cohort assessments — across courses, departments, etc. Our new remote portal tool, MyCoursEval, offers a dynamic interface between CoursEval and Blackboard, WebCT, Moodle, and other course management systems. For information, contact Brian R. Hopewell, Academic Management Systems, 716.867.8434, bhopewell@academicmanagement.com

Brian Hopewell, Director of Business Development
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Collegiate Learning Assessment

The Collegiate Learning Assessment [cla] measures growth in undergraduate student learning in the areas of critical thinking, analytic reasoning and written communication. The CLA employs open-ended, performance-based instruments in which students demonstrate their abilities to use information and craft or analyze persuasive arguments. The longitudinal and cross-sectional administration modes can be used to chart learning and growth through a unique value-added analytical approach.

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Educational Benchmarking, Inc.

Educational Benchmarking (EBI) is focused on the improvement of the college experience. Our latest project, MAP-Works (a collaborative project with Ball State University) provides information directly to faculty/staff to identify students at risk and to help students make a positive transition to college. EBI also offers over seventy nationally benchmarked assessments in areas like housing, student activities, greek life, and academic departments that enable schools to identify which key areas will have the greatest impact on overall improvement.

Darlena Jones, Director of Research and Development
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Gravic, Inc.

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

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IDEA Center, The

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

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National Survey of Student Engagement, The

The National Survey of Student Engagement (NSSE) yields useful information about the quality of the undergraduate experience. NSSE results are used in many ways including: assessment and improvement, accreditation, benchmarking, faculty development, and various accountability efforts. Visit our exhibit to learn more about NSSE, and related surveys, the Faculty Survey of Student Engagement (FSSE) and the new Beginning College Survey of Student Engagement (BCSSE).

Jillian Kinzie, Associate Director of NSSEE Institute

Snap Surveys

Snap Survey Software is a powerful, intuitive Windows-based program for questionnaire design, publishing, data collection and analysis. Snap supports all survey modes (Web, E-mail, Paper, Kiosk, Phone, PDA, Scanning, Tablet PC). Snap has robust analysis capability (Tables, Charts, and Descriptive & Multivariate Statistics) and is very extensible — MS Access or SQL database connectivity and seamless integration with SPSS and MS Office (Word, Excel, PowerPoint, Access).

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Standard Exhibitor Sponsors

ACT

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

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ASR Analytics

ASR Analytics provides high-end business intelligence and analytic consulting services to clients in higher education. ASR aims to provide institutional decision makers with self-service decision support tools to help them be more effective in their recruitment, retention, and accountability initiatives. To learn more about our solutions visit: http://www.asranalytics.com/.

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College Student Experiences Questionaire Research Program

The CSEQ Assessment Program is dedicated to improving the quality of undergraduate student learning environments by providing two unique and valuable survey instruments. • The College Student Experiences Questionnaire measures the quality of student experiences, perceptions of the campus environment, and progress toward important educational goals. • The College Student Expectations Questionnaire measures new student expectations for the college experience. When paired with the CSEQ it can assess the degree to which those expectations were met.

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Concord USA Inc

Xitracs™ is a proven purpose-built software system that has been designed specifically to streamline reaffirmation and compliance projects. It meets the needs of higher education institutions by providing an integrated and comprehensive solution that is both easy to use and cost-effective. In addition to regional agencies such as WASC, SACS and NWCCU it is also scalable to include other national agency accreditation projects such as NCATE or AACSB. Use Xitracs™ to build a project calendar, organize and assign people, collect evidence in a library, maintain faculty credentials, create action projects and plans, view management reports and electronically publish a submission.

Howard Taylor, Vice President
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EduMetry, Inc.

EduMetry is the pioneer in assessment of learning in response to changing accreditation and learning requirements. It is the only provider of an end-to-end assessment service for higher education. Learning Outcomes Management (LOM) is a rigorous process for the continuous improvement of student learning that draws on the power of data analytics. By providing a faculty-driven process, yet sparing faculty the mechanics of assessment, EduMetry truly helps educators play the role of Learning Architect. Similarly by providing administrators with powerful analytics to derive insights from learning-outcomes data, EduMetry transforms administrators (institutional researchers, deans, provosts and chairs) into Learning Orchestrators. Unlike companies providing software that is little more than a repository for assessment-data, EduMetry's offering is a service that allows faculty to focus on closing the loop rather than on the mechanics of data collection.

Robert Galvin, Vice President, Sales & Marketing
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Information Builders, Inc

Founded in 1975, Information Builders provides business intelligence, reporting, performance management, and integration with SPSS, which translates into ease of information delivery and predictive analytics. We invite you to visit our booth, and check out a higher education demonstration of how WebFOCUS can help you with everything from web-based, institutional research reporting to a presidential dashboard!

Tim Beckett,
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MHS Inc.

MHS has been a leader in the research and development of Emotional Intelligence assessments for over a decade. Ever since the construct of Emotional Intelligence was first linked to student performance, we have been dedicated to working with colleges to make our tests accessible and relevant to them. MHS has developed relationships with campuses across the United States and Canada with the goal of helping them to improve the performance of their students.

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National Center for Education Statistics

IPEDS is the core postsecondary education data collection program for NCES. Data are collected from all primary providers of postsecondary education in the country in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid. These data are made available on our website to students, researchers and others.

Elise Miller, IPEDS Program Director

National Resource Center for The First Year Experience

The 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.

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National Science Foundation

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/

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National Student Clearinghouse

The National Student Clearinghouse, a non-profit organization, is the largest source of US college degree and enrollment information. More than 3,000 institutions, enrolling over 91% of post-secondary students, participate in the Clearinghouse. These institutions regularly submit actual enrollmentand degree information on each of their students to us. As a result, the Clearinghouse maintains the only nationwide collection of college enrollment and degree records, covering 80 million students and growing. Through our educational research service, StudentTracker, college enrollment management managers can obtain the information they need to more effectively plan curriculum modifications, establish inter-institutional alliances, and much more. www.studentclearinghouse.org

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Nuventive

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

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Process Improvement

UCO's success with Transactional Lean has saved thousands of dollars. Transactional Lean enhances communication, reduces duplication, improves efficiency, and strengthens customer service in campus processes. UCO offers programs and services to help other higher education organizations start their journey with Lean. In addition to customized training programs and onsite facilitation services, UCO offers a Transactional Lean Facilitator Certification Program. Check out our schedule for summer Certification Programs.

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Scantron Corporation

With a presence in over 90% of schools in America, Scantron offers a full range of software, hardware and services aimed at intelligence gathering, testing, assessment, surveys, and systems maintenance. For Colleges/Universities, Class Climate is capable of paper and web surveys, with automatic capture of open-ended comments on paper forms.

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Springer SBM

Our business is publishing. Throughout the world, we provide scientific and professional communities with superior specialist information – produced by authors and colleagues across cultures in a nurtured collegial atmosphere of which we are justifiably proud. Springer's Education program aims at helping the world's educators to fulfill their potential. It covers specialized fields including educational policy, administration and leadership and offers many titles on assessment, pedagogy and most organizational aspects of education. This program offers insights from a variety of perspectives and disciplines. For the most up-to-date information on the Education program please visit springer.com.

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The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®).

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2008 Sponsors and Exhibitors

True Outcomes

TrueOutcomes is a specialist in standards-based assessment, risk retention, and providing information-based decision-making to higher education institutions. A division of Cengage Learning, one of the largest and oldest publishers in higher education, TrueOutcomes is a partner you can trust.

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University of Washington Office of Assessment

The Office of Educational Assessment provides a variety of evaluation and assessment services both for the University community and for outside agencies. Our research staff are specialists in quantitative and qualitative methods in areas of program evaluation, survey research, and assessment of college outcomes. We also offer a nationally recognized Instructional Assessment System (IAS). This course evaluation system is unique because of the 13 standardized forms which assess course components and support program accreditation. We also have an online course evaluation system, testing, and test scoring services. We pride ourselves on accuracy and responsiveness.

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WEAVEonline

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

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Web Access Inc.

Web Access is an IT products and services company working in Education, Finance, UI Design and NPO domains. Web Access enables institutions in designing and conducting surveys, and generaing survey reports online. We have deployed survey application for institutions like NJIT and PRATT. Web Access's Online Forms application allows institutions to fill, save, track and submit annual disclosure forms online. CiviCRM is a Constituent Relationship Management application that has been created specifically for the needs of advocacy, NPOs and NGOs for fund raising, advocacy, events, mass mailing etc. The application is being used by over 5000 organizations across the globe.

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ZogoTech

ZogoTech helps schools make better-informed decisions through data warehousing. Using ZogoTech's business intelligence solution, Institutional Researchers and Administrators can quickly "slice and dice" data, play "what-if" scenarios, perform longitudinal cohort tracking, and create ad-hoc reports. ZogoTech's solutions consolidate information silos to provide a single version of the truth. Users can access the data through many analytical tools such as SAS, SPSS, and Microsoft Excel. See our AIR website for an online demo and our presentation times: http://zogotech.com/air.

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8:00-11:30 am WORKSHOP (Track W)
Issaquah, Level Three, Sheraton

Intro to CSS (Cascading Style Sheets): Designing an IR Web Site (W03)

KAREN DEMONTE (Presenter), Institutional Research Analyst, University of Delaware
ALLISON M. WALTERS (Presenter), Institutional Research Analyst, University of Delaware

Cascading Style Sheets (CSS) are the new standard in web design. Designing with CSS allows you to separate your document presentation settings into CSS files while reserving only content in the HTML files. Advantages of CSS include: creating web sites that are accessible, reducing file size and bandwidth usage, easier maintenance, and consistency across a site. Through hands-on activities, this workshop will provide participants with a beginner's knowledge of CSS syntax while creating a sample IR web site using Notepad. Topics include: CSS logic, positioning and layout, and web accessibility standards. Attendees must have a basic knowledge of HTML.

8:00-11:30 am WORKSHOP (Track W)
Aspen, Level Two, Sheraton

Intermediate IPEDS Peer Analysis System (W06)

SAMUEL F. BARBETT (Presenter), Leader of IPEDS Data Quality Team, National Center for Education Statistics
JANICE A. PLOTCZYK (Presenter), Team Leader, IPEDS Data Collection, National Center for Education Statistics
MOHAMAD A. SAKR (Presenter), Chief Architect, Innovative Solutions

This hands-on workshop will provide participants with the skills needed to design analyses and produce customized reports using the advanced capabilities of the IPEDS PAS. Through a series of exercises, participants will acquire experience designing a framework for analysis, determining variables required, calculating variables, performing trend analysis, building complex comparison groups, and otherwise exploring the immense flexibility of PAS at the advanced level.

8:00-11:30 am WORKSHOP (Track W)
Cedar, Level Two, Sheraton

Exploring the Undergraduate Experience Through Photography and In-Depth Discussions with Students: A Hands-On Workshop (W08)

FRANK J. DOHERTY (Presenter), Director of Institutional Research, James Madison University
CHARLES G. DEHART (Presenter), Assistant Director, Institutional Research, James Madison University
PETER DEMICHELE (Presenter), Assistant Director of Institutuional Research, James Madison University
LAUREN KERSHNER (Presenter), Graduate Assistant, James Madison University

This workshop will provide knowledge and skills [illegible] how to conduct a study of the undergraduate ex[illegible] h photography and in-depth discussi[illegible] e of institutional research is co[illegible] duate experience from [illegible] student pictures [illegible] ipants will learn skills in p[illegible] ns, and image management. Work[illegible] will document the AIR Forum by sharing and [illegible] their images of the Forum. A sideshow of their images will be presented at the closing luncheon on Wednesday. Group discussions throughout the Forum are required. Each participant is to supply her/his own digital camera. While not required, it would be useful for each participant to bring a laptop that can connect wirelessly to the Internet.

CANCELLED

8:00-11:30 am WORKSHOP (Track W)
Douglas, Level Two, Sheraton

Tests of Means (t-Tests and ANOVA) (W12)

LINDA MALLORY (Presenter), Research Analyst, United States Naval Academy

This session will cover basic means testing using t-tests and ANOVA. Students will learn the applications of t-tests and ANOVA as well as how to correctly produce and interpret the output using both Excel and SPSS.

8:00-11:30 am WORKSHOP (Track W)
Willow A, Level Two, Sheraton

Model for Collaborative Initiatives: Key Components to Successful Partnerships (W13)

LILIANA RODRIGUEZ-CAMPOS (Presenter), Evaluation Faculty, University of South Florida

This workshop provides concepts and effective tools to help master the mechanics of collaboration. The presenter explains a model for collaborative initiatives and shares her experiences after implementing it in higher education. Participants will learn to: review the factors that influence the success of collaboration; capitalize on others' strengths to encourage feedback, clarify interpretations, and resolve misunderstandings; and select appropriate methods and/or tools in order to respond to and minimize resistance to collaborative initiatives.

12:00-5:00 pm COMMITTEE MEETING (Track 0)
Alki Board Room, Level Four, Sheraton

2007-2008 and 2008-2009 AIR Board of Directors (011)

MARY ANN COUGHLIN (Committee Chair), 2007-2008 AIR Board President, and Professor of Research and Statistics, Springfield College
WILLIAM E. KNIGHT (Associate Committee Chair), Assistant Vice President for Planning and Accountability, Bowling Green State University

2007-2008 and 2008-2009 AIR Board of Directors meeting.

12:30-4:00 pm WORKSHOP (Track W)
Aspen, Level Two, Sheraton

Forming Peer Groups: Strategic Operations, the Comparative Process, and a Spreadsheet Model (W05)

RICHARD D. HOWARD (Presenter), Director of Institutional Research and Reporting, University of Minnesota
GERALD W. MCLAUGHLIN (Presenter), Associate Vice President, DePaul University
JOSETTA S. MCLAUGHLIN (Presenter), Associate Professor of Management, Roosevelt University

Strategic operations are those activities that help a college develop a competitive advantage and neutralize key vulnerabilities. These operations use indicators to identify and monitor the key activities. The status of the institution can then be informed based on knowing and comparing these indicators to other similar institutions. This workshop will identify the key concepts in this process and will provide hands-on exercises as participants go through those key steps. It will include use of a spreadsheet model to form the comparative group.

12:30-4:00 pm WORKSHOP (Track W)
Greenwood, Level Three, Sheraton

Focus Groups: A Strategic Tool for Discovery and Assessment (W10)

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

A well-planned and well-moderated focus group may lead to rich insights and discoveries which can be extremely useful for assessment purposes. This workshop will outline the benefits of focus groups and identify when they are and are not appropriate to use. Participants will learn about the major components of focus groups through presentations and hands-on exercises: key considerations in planning a focus group, guidelines for developing effective questions, strategies for successfully moderating the group, and guiding principles for analyzing and reporting focus group results.

12:30-4:00 pm WORKSHOP (Track W)
Willow B, Level Two, Sheraton

Linking Higher Education Planning and Assessment (W11)

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

Accrediting bodies are increasingly looking for demonstrable evidence of clear linkages between assessment activity and institutional planning decisions, particularly those related to resource allocation. This workshop provides solid grounding in planning and assessment concepts, and illustrative best practices in the field.

12:30-4:00 pm WORKSHOP (Track W)
Cedar, Level Two, Sheraton

How to Create the VSA College Portrait Template: A Hands-On Tutorial (W21)

CHRISTINE M. KELLER (Presenter), Director of Research and Policy Analysis, National Association of State Universities and Land-Grant Colleges

This interactive workshop will provide a concise overview of the Voluntary System of Accountability (VSA) and step-by-step instructions on how to complete the VSA web reporting template - the College Portrait.

12:30-4:00 pm WORKSHOP (Track W)
Willow A, Level Two, Sheraton

AIR Newcomers Workshop (W29)

KAREN DEMONTE (Presenter), Institutional Research Analyst, University of Delaware
YVES M. GACHETTE (Presenter), Director of Institutional Research, State University of New York Buffalo State College
LORNE KUFFEL (Presenter),

This FREE workshop is intended for first-time AIR Forum participants, both new to AIR and new to IR. The first part of the workshop will present the history of IR as a field. The second part will address the origins of AIR: a brief history, a description of the organization, and options for personal involvement. The final part will present the main areas of IR work: analysis and reporting, planning, assessment, and decision support.

12:30-4:00 pm WORKSHOP (Track W)
Issaquah, Level Three, Sheraton

Adapting and EXCELing: Automating Report Production with Microsoft Excel Macros (W33)

ALI KORKMAZ (Presenter), Assistant Research Scientist, Indiana University at Bloomington
JOHN V. MOORE (Presenter), Research Associate, Project on Academic Success, Indiana University at Bloomington
SHIMON A. SARRAF (Presenter), Research Analyst, Indiana University at Bloomington
T. RICHARD SHOUP (Presenter), Assistant Research Scientist, Indiana University at Bloomington

Institutional research offices produce a wealth of reports, often under tight deadlines and with limited resources. Accordingly, processes that automate routine tasks are invaluable. Microsoft Excel macros allow users to accomplish complex reporting tasks that regularly demand hours of staff time with the click of a button. This half-day workshop is designed to establish an understanding of Excel macro basics through sharing several practical Excel applications. Group activities, discussions, and interactive examples will also be used to help participants develop the ability to modify and create their own macros.

5:45-Until SPECIAL EVENT (Track 0)
Early Bird Reception/Forum Reception

Early Arrivers Reception

— Sponsored by Higher Education Research Institute (032)

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University
JENNIFER A. BROWN (Host), Director of Institutional Research and Policy Studies, University of Massachusetts Boston
JERALD L. FINCH (Host), Director of Institutional Research, Seattle Pacific University
LORNE KUFFEL (Host),

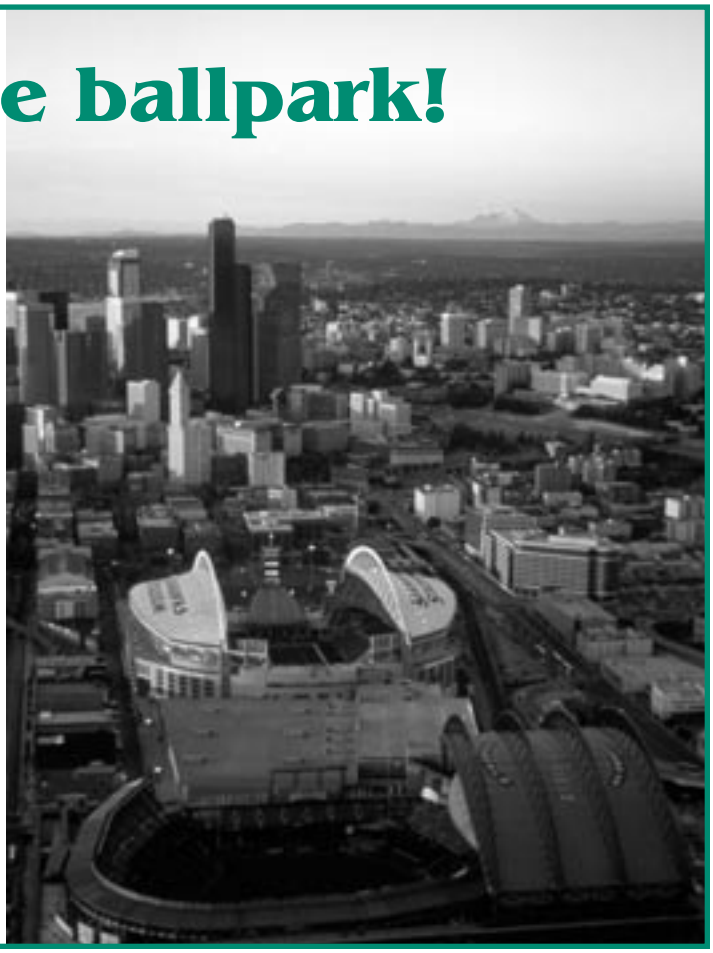
Reconnect with colleagues and welcome Forum newcomers at the Early Arrivers Reception on Saturday evening. The Newcomers Committee will coordinate dinner groups during the evening. All members, new and seasoned alike, are encouraged to sign up during the event. Cash bar available.

Meet AIR at the ballpark!

Join your AIR colleagues and friends at the Safeco Field in Seattle as the Mariners take on the 2007 National Champions, the Boston Red Sox!

The fun-filled game begins Tuesday, May 27th at 7:00 p.m.

Don't miss this great networking opportunity!!



7:30-8:20 am SPECIAL EVENT (Track 0)
307-308, Level Three, Convention Center

AIR Standing Committee Breakfast — Sponsored by Snap Surveys (054)

MARY ANN COUGHLIN (Host), 2007-2008 AIR Board President, and Professor of Research and Statistics, Springfield College

Breakfast for all current members of AIR standing committees.

8:00-11:30 am WORKSHOP (Track W)
Aspen, Level Two, Sheraton

IPEDS Data Analyses System (DAS) (W07)

SAMUEL F. BARBETT (Presenter), Leader of IPEDS Data Quality Team, National Center for Education Statistics
JANICE A. PLOTCZYK (Presenter), Team Leader, IPEDS Data Collection, National Center for Education Statistics
MOHAMAD A. SAKR (Presenter), Chief Architect, Innovative Solutions

This hands-on workshop is designed for individuals who are familiar with the data collected in IPEDS and want to access or create tables with averages or totals aggregated by state, region, or the entire US. Participants will learn to use the IPEDS DAS to retrieve tables and produce tables of their own design by creating or modifying Table Parameter Files (TPFS). Using a series of exersises, this session will provide users the knowledge and skills to design tables; select variables; use filters, spanners, and qualifying variables; and save, retrieve, and modify TPFS, to create an endless array of IPEDS tables.

8:00-11:30 am WORKSHOP (Track W)
Greenwood, Level Three, Sheraton

Using Institutional Portfolios to Assess Students' Achievement of General Education Learning Outcomes (W15)

PAMELA J. BOWERS (Presenter), Director, University Assessment and Testing, Oklahoma State University
JONATHAN COMER (Presenter), Associate Professor and Undergraduate Advisor, Oklahoma State University
FRANCES GRIFFIN (Presenter), Instructor in Business Communication, Oklahoma State University

This interactive workshop will review the institutional portfolio assessment process, from creating a rubric to collecting samples of student work, training faculty evaluators, and analyzing results. The workshop is geared toward practitioners and administrators who have responsibility for conducting assessment or ensuring the quality of the assessment process. In this model, samples of students' work produced for class assignments across the university are evaluated by faculty using a rubric that defines the knowledge, skills and attitudes that comprise the learning outcome and describes characteristics of student work at various levels of achievement. Overall and component scores provide direction for improvement.

8:00-11:30 am WORKSHOP (Track W)
Issaquah, Level Three, Sheraton

SQL Processing in the SAS Coding Environment: The PROC SQL Procedure (W20)

GARY LEVY (Presenter), Associate Vice Provost, Marquette University
SUE WALSH (Presenter), Higher Education Consultant, SAS Institute Inc.

This three and a half hour course is for beginning to medium level SAS software code users who want to process data using Structured Query Language (SQL) within the SAS programming environment. The course focuses on using SQL (using PROC SQL in SAS) as a data query and manipulation tool, a data retrieval tool, and a tool for preparing data for reporting and data-based web applications.

8:00-11:30 am WORKSHOP (Track W)
Queen Anne, Level Three, Sheraton

S.O.S. — Student Outcomes Solutions for Program Assessment (W26)

PAULA S. KRIST (Presenter), Director Operational Excellence and Assessment Support, University of Central Florida

Academic and student support programs are concerned with developing and assessing student learning outcomes. Direct evidence of student learning both promotes program improvement and meets accreditation and accountability requirements. In the context of the mission of the program or department, participants will learn and apply techniques to develop student learning outcomes and measures. Learn how to promote best practices in outcomes assessment at your institution. The workshop will include suggestions for working with faculty and student support personnel and resources available to IR assessment practitioners. Become a facilitator for the programs' effective use of assessment data to promote program improvement.

8:00-11:30 am WORKSHOP (Track W)
Willow B, Level Two, Sheraton

Time Series Forecasts by ARIMA and Grey Models (W32)

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

Live data are used to illustrate ARIMA and Grey forecasting models for Oklahoma State University and University of Alabama enrollment trends over the course of 43 years and 22 years, respectively. Additionally, various fuzzy time series, exponential smoothing, and liner regression methods are employed as benchmarking tools for simplicity and accuracy. This workshop is intended for institutional researchers who have some experience with linear regression models and want to learn more about time series analysis. It focuses on the model validation, data interpretation, and software demonstration.

8:00-11:30 am WORKSHOP (Track W)
Willow A, Level Two, Sheraton

Adapting a Systems Approach to Meet New Program Assessment Challenges (W36)

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

An increasing focus on accountability and continuous improvement by stakeholders and accrediting bodies has resulted in new program assessment challenges. This workshop teaches you how to adapt a systems approach to create a successful program assessment process for institutions of all sizes. You will understand the role of assessment in continuous improvement; learn essential components of a program assessment process and the role of quality assurance in managing the process; and examine essential support activities and web technologies to facilitate the implementation of assessment plans throughout the institution. Participants will have an opportunity to conduct self-assessments of their institutions' processes.

8:00-11:30 am WORKSHOP (Track W)
Douglas, Level Two, Sheraton

Advanced Excel for Institutional Researchers (W40)

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

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

8:30 am-1:00 pm COMMITTEE MEETING (Track 0)
203, Level Two, Convention Center

Publications Committee Meeting (012)

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

Meeting of the current members of the Publications Committee.

8:30 am-1:00 pm COMMITTEE MEETING (Track 0)
205, Level Two, Convention Center

Membership Committee (013)

ALAN J. STURTZ (Committee Chair), Town Clerk/Tax Collector

Meeting of the current members of the Membership Committee.

8:30 am-1:00 pm COMMITTEE MEETING (Track 0)
305, Level Three, Convention Center

External Relations Committee (020)

TIMOTHY K. C. CHOW (Committee Chair), Director of Institutional Research, Rose-Hulman Institute of Technology
GAIL R. FISHMAN (Guest), National Manager of IPEDS Training Programs and Affiliated Group Relations, Association for Institutional Research

Committee meeting for current members of the External Relations Committee.

8:30 am-1:00 pm COMMITTEE MEETING (Track 0)
204, Level Two, Convention Center

2007-2008 and 2008-2009 Forum Committees (030)

MICHELLE HALL (Committee Chair), Director of Institutional Research and Assessment, Southeastern Louisiana University
JENNIFER A. BROWN (Associate Committee Chair), Director of Institutional Research and Policy Studies, University of Massachusetts Boston
JULIA W. CARPENTER-HUBIN (Associate Committee Chair), Director of Institutional Research and Planning, Ohio State University, The

Meeting of the 2007-2008 and 2008-2009 Forum Committees.

8:30 am-1:00 pm COMMITTEE MEETING (Track 0)
213, Level Two, Convention Center

Professional Development Services Committee (036)

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

Professional Development Services Committee meeting.

8:30 am-1:00 pm COMMITTEE MEETING (Track 0)
212, Level Two, Convention Center

Higher Education Data Policy Committee (037)

VALERIE M. CONLEY (Committee Chair), Associate Professor of Higher Education and Director, Center for Higher Education, Ohio University

Higher Education Data Policy Committee meeting.

8:00 am-4:00 pm WORKSHOP (Track W)
Cedar, Level Two, Sheraton

Hands-On Training On Both Clustering Techniques and Predictive Modeling Skills Using a Live Mock Database (Full-day hands-on training) (W23)

THULASI KUMAR (Presenter), Director of Institutional Research and Assessment, University of Missouri - Rolla

Attendees will study both clustering techniques and predictive modeling skills using a live mock database.

Specific hands-on topics include: extracting data from a transactional data warehouse; preparing data into analytical file format; conducting data audit, visualization; using TwoStep, K-means clustering nodes; and using Neural Net and C&RT predictive modeling nodes. Lecture portions include: comparison between traditional statistics and data mining; concepts in segmentation; potential use of data mining techniques in government, higher education sectors; Tiered Knowledge Management Model (TKMM); and advanced data-mining applications.

8:00 am-4:00 pm WORKSHOP (Track W)
206, Level Two, Convention Center

Balanced Scorecards in Higher Education (W35)

JAN W. LYDDON (Presenter), Executive Vice President of Research and Institutional Effectiveness, San Jacinto College
BRUCE E. MCCOMB (Presenter), Principal, Organizational Effectiveness Consultants

Participants will get a basic understanding of balanced scorecards, some of the key components and methods for their development, including: A basic understanding of Balanced Scorecards, Dashboards, KPIs and Strategy Maps; developing draft KPIs for an institution; identifying key leadership roles in building scorecard and how the IR office interacts with them effectively; identify sources and methods of setting benchmarks and signal values; understand components of implementation plan for scorecard; designing a view or layout of the scorecard.

8:00 am-4:00 pm WORKSHOP (Track W)
211, Level Two, Convention Center

Crafting an Outcomes Assessment System that Works for Both Faculty and Institutional Researchers (W43)

EILEEN ECKERT MCFALL (Presenter), Consultant, Instruction Redesign Consulting Group
KAREN MCCLENDON (Presenter), Faculty /Curriculum Specialist, MTI College

This is a train-the-trainer workshop for institutional researchers who also act as the lead outcomes assessment specialist for their campus or college. We will discuss outcomes assessment from both accountability and instructional perspectives and create a framework for integrating the two.

Researcher participants in this workshop will be introduced to the following: outcomes assessment from a teaching and learning perspective; faculty issues, concerns, and needs for outcomes assessment; and an outcomes-based curriculum development process that retains faculty authority over instruction while integrating instruction, assessment, and accountability.

10:00 am-12:00 pm COMMITTEE MEETING (Track 0)
304, Level Three, Convention Center

Ethics Advisory Committee Meeting (019)

ALICE M. SIMPKINS (Committee Chair), Director of Institutional Research, Paine College
WILLIAM E. KNIGHT (Associate Committee Chair), Assistant Vice President for Planning and Accountability, Bowling Green State University

This is the annual meeting of the Ethics Advisory Committee.

12:00-4:00 pm AFFILIATED GROUPS (Track A)
214, Level Two, Convention Center

SAIR Board Meeting (A15)

SANDRA BRAMBLETT (Committee Chair), Director of Institutional Research and Planning, Georgia Institute of Technology

SAIR Board planning meeting.

12:30-4:00 pm WORKSHOP (Track W)
Greenwood, Level Three, Sheraton

Planning Today for Your Fiscal Tomorrow (W09)

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

This workshop has been designed to assist 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 to be 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 will be provided for questions and interaction.

12:30-4:00 pm WORKSHOP (Track W)
Aspen, Level Two, Sheraton

MS Access 101 for Institutional Researchers (W24)

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 is designed to provide a step-by-step instruction and hands-on practice to learn how to use MS Access for IR work.

After the workshop, the participants will have basic understanding of database terminology, be able to work with tables and records, differentiate types of table relationships, organize tables with a primary key or combined index, normalize or denormalize tables, build table relationships, differentiate different table joins, add, modify, and query databases.

12:30-4:00 pm WORKSHOP (Track W)
Queen Anne, Level Three, Sheraton

Let's Do It: Available Strategies and Instruments for Assessing Student Learning in the Major (W30)

J. FREDERICKS VOLKWEIN (Presenter), Professor, Senior Scientist, Co-PI, Pennsylvania State University, The

If your institution is weary of talking about assessment and wants to collect some actual data, come to this session to examine various strategies and instruments for measuring student learning in the major. Institutional researchers will leave the workshop better equipped to assist faculty with their department based programs.

12:30-4:00 pm WORKSHOP (Track W)
310, Level Three, Convention Center

Understanding Bucket Theory–Retention Analysis and Intervention Practices for Student-Centered Institutions Serving Non-Traditional Students: Marrying Research with Campus and Community Development (W37)

MICHAEL G. CROW (Presenter), Director of Institutional Research and Planning, Savannah State University
J. JOSEPH HOEY (Presenter), Vice President for Institutional Effectiveness, Savannah College of Art and Design

We advocate an alternative approach for analyzing and responding to early departure from student-centered institutions serving non-traditional students. Our approach analyzes departure patterns for different types of students using multinomial logistic regression techniques based on a non-traditional student typology. Focused interventions are designed to promote retention for particular students facing unique confounding issues.

Participants become familiar with theoretical and methodological approaches to analysis of student departure and appreciate the role of micro-cultural backgrounds, individual goals, and extramural stressors and opportunities in students' early departure. Participants plan hypothetical targeted interventions for their own institutions taking advantage of specific insights derived from the Bucket Theory.

12:30-4:00 pm WORKSHOP (Track W)
Issaquah, Level Three, Sheraton

Adopting SPSS Macros to Maximize Office Productivity (W38)

PU-SHIH D. CHEN (Presenter), Assistant Research Scientist, Indiana University at Bloomington
SHIMON A. SARRAF (Presenter), Research Analyst, Indiana University at Bloomington
T. RICHARD SHOUP (Presenter), Assistant Research Scientist, Indiana University at Bloomington

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

1:00-2:00 pm AFFILIATED GROUPS (Track A)
201, Level Two, Convention Center

Traditionally Black Colleges and Universities (TBCU) (A44)

MARTIN B. FORTNER (Convener), Director of Planning, Assessment and Research, Southern University at Shreveport

TBCU is planning to expand its data resources activities to affiliate institutions and external collateral special interest groups. This session will address the status of TBCU's long term strategic plan which utilizes AIR/IPEDS training delivery modes, data warehousing, and professional development.

1:00-3:00 pm COMMITTEE MEETING (Track 0)
212, Level Two, Convention Center

Research Advisory Committee to US News (038)

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

Meeting for the members of the Research Advisory Committee.

2:00-3:00 pm COMMITTEE MEETING (Track 0)
205, Level Two, Convention Center

Newcomers Committee Meeting (025)

LORNE KUFFEL (Committee Chair), Executive Director, University of Alabama
KAREN DEMONTE (Associate Committee Chair), Institutional Research Analyst, University of Delaware

Committee meeting.

2:00-3:00 pm AFFILIATED GROUPS (Track A)
306, Level Three, Convention Center

The Consortium for Student Retention Data Exchange (CSRDE) Advisory Board Meeting (A43)

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

Meeting of CSRDE Advisory Board members.

2:00-4:00 pm COMMITTEE MEETING (Track 0)
304, Level Three, Convention Center

2008 Forum Evaluation Committee (063)

DAWN R. KENNEY (Committee Chair),
MITCHELL S. NESLER (Committee Chair), Assistant Vice President for Academic Affairs, State University of New York Empire State College

The 2008 Forum Evaluation Committee meeting.

2:00-4:00 pm SPECIAL EVENT (Track 0)
303, Level Three, Convention Center

Presidential Symposium — Effective IR Offices: A View from the Trenches! (006)

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

Forum Chair's Pick

In today's era of public accountability and assessment, we all need to establish the effectiveness of our Institutional Research Offices. Yet, if there is one thing that we know, it is that the structure and function of Institutional Research Offices is varied. Thus, how do we establish that our offices are effective? This symposium will feature panelist who lead premier offices of Institutional Research. The panelist will represent the broad spectrum of institutions found within our Association. Panelists will be asked to discuss: What makes an effective Institutional Research Office, What does it take to lead an effective Institutional Research Office, and What can AIR do to improve the quality of Institutional Research Offices?

3:00-5:00 pm AFFILIATED GROUPS (Track A)
201, Level Two, Convention Center

National Community College Council for Research and Planning (NCCCRP) Board Meeting (A10)

GEORGIA I. GUDYKUNST (Convener), Director of Academic Assessment and Research, Maricopa Community College District

The NCCCRP is the only research and planning group for community colleges in the U.S. NCCCRP holds an annual meeting at the AIR Forum.

3:30-6:00 pm COMMITTEE MEETING (Track 0)
203, Level Two, Convention Center

The Working Group to Develop Graduate Data Definitions (023)

LAURA A. SCHARTMAN (Committee Chair), Director of Institutional Research and Assessment, Oakland University

The Working Group to Develop Graduate Data Definitions (formerly the Working Group to Align Graduate Surveys) will hold its annual meeting.

4:00-5:00 pm COMMITTEE MEETING (Track 0)
307-308, Level Three, Convention Center

Newcomers Reception and Mentor/ Mentee Gathering — Sponsored by Educational Benchmarking, Inc. (027)

LORNE KUFFEL (Host), Executive Director, University of Alabama
CATHERINE J. ALVORD (Host), Research and Planning Associate, Cornell University
ALAN J. STURTZ (Host), Town Clerk/Tax Collector,

Reception for all AIR Forum newcomers and those participating in the Mentor/Mentee program. This is an opportunity for AIR Forum newcomers to meet the Newcomers Committee and AIR Board. This is also an opportunity to meet and connect with your Mentor and/or Mentee.

4:00-6:00 pm COMMITTEE MEETING (Track 0)
304, Level Three, Convention Center

Best Poster Committee Meeting (064)

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

Meet to select the Best Poster of the 2008 Forum.

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

2008 AIR Poster Sessions (101)

Following is a list of all poster presentations. Posters will be displayed from 5:00 pm on Sunday through 6:00 pm on Monday. Authors will be in attendance from 5:00 - 6:00 on Sunday afternoon and again from 5:10 - 6:00 pm on Monday afternoon.

Forum Chair's Pick

102 — The Influence of Academic Self-Efficacy on Academic Performance

106 — Assessing Engagement: Comparing Native and Transfer Students Using Longitudinal NSSE Data

128 — Experiences in Doctoral Study: How International Students Are Socialized toward Post-PhD Careers?

133 — What Does It Mean to be a Doctoral Student?: Creating New Identities

139 — Comparison of Entering College Characteristics of Students with Disabilities and Non-Disabled Students

140 — Improving College Success: Do Males and Females and Students with Disabilities Differ with Respect to Their Reasons for Leaving College and the Characteristics That Predict Attrition?

143 — What do Community College and University Students Value Most about their Teachers? Types of Student Engagement as Reflected by Student Comments on "Positive Influences"

149 — Facebook and MySpace: The Use and Impact of Social Networking Sites

153 — Assessing Student Engagement: A Comparison of Students in Learning Communities to a Community College Student Body

162 — Institutional Research for Behavior Change? A Web-based Alcohol Screening, Personalized Feedback, and Brief Intervention Program for First Year Students

206 — Degree Attainment of Undergraduate Student Borrowers in Four-year Institutions: A Multilevel Analysis

208 — Measures of Learning that Predict Course Completion Among Adult Transfer Students

240 — Analysis and Use of Evidence of Student Learning: Community College Faculty Perspectives

250 — Assessing the Effectiveness of a Computer-Assisted College Algebra Course

255 — Assessing the Outcomes of Intergroup Contact on Student Perceptions

257 — Evaluation of a Student Success Seminar at a Two-Year Technical College

262 — National Survey of Student Engagement: Analysis of Student-Level Response Rates Based on Pre-College Engagement

279 — A Mixed Methods Approach to Assessing Student Learning Outcomes

284 — Encouraging Improved Student Learning through Assessment Feedback

294 — Lessons Learned from Entering Freshmen Performance in the MAPP Test

295 — Remediation Through Immersion: Evaluation of a First-Year Pre-College Program to Improve Math Skills

298 — Implementing an Assessment Program for a Revised Curriculum

302 — Creative Solutions for Analyzing Faculty and Administrator Salaries

337 — Faculty Turnover at a Public Research-Extensive Land Grant Institution: A First Glance

414 — Proposed Structural Model for Examining Factors that Influence the Use of Information Technology and the Research and Learning Productivity of Colleges and Universities

417 — A Matter of Time - Factors that Influence Time to Doctoral Degree in Education.

420 — Twenty Years of Increasing Graduation Rates: From Reporting "Good News" to New Opportunities for Institutional Anaysis

427 — Counseling and Guidance for All? An Analysis of Community Colleges

441 — First-Year Performance of GED Recipients in a Non-Traditional College Setting: Are They Doing Better or Worse?

456 — Expanding the Delaware Study's Peer Analysis to the College and Campus Level

463 — Analysis of Faculty Turnover at a Public Research University: A Profile of Attracted and Retained Academics

480 — Parents' Expectations and Financial Preparations for their Child's Postsecondary Education: An Exploratory Study

499 — Using Time Series Graphs to Quantify and Analyze Undergraduate Admissions Data

posters continued next page

continued from previous page

548 — Continuing Professional Education for Japanese Government Officials in Graduate and Professional Schools: A Comparative Study Between the U.S. and Japan

620 — Increasing Survey Response Rates: Combining Experimental Manipulations

627 — How Students Define Work and Its Effects on Their Academic Success: A Mixed Methods Study from the Working Students Collaborative

643 — Developing a Faculty Flow Model Using SAS

658 — Predictors of Graduate Degree Attainment and Retention Utilizing the Baccalaureate and Beyond Longitudinal Study: DAS-Based Logistic Regression Analyses

668 — Computing and Presenting Graduation Rates by College and Program

678 — Community College Institutional Research Learning Network: A Certificate Program for Two-Year Practitioners

706 — Certificate in Institutional Research at Florida State University — Designed for the Working Professional in Mind

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

The Influence of Academic Self-Efficacy on Academic Performance (102)

LORENZO A. GUTIERREZ-JARQUIN (Author), Doctoral Student, University of Michigan

In this exploratory investigation on the influence of academic self-efficacy on academic performance among white and African-American males, I found that with high levels of academic self-efficacy college students are more likely to perform better academically. In addition, high school grade point average and SAT scores are predictors of increasing academic performance in college. Through this investigation, father's educational attainment and parent's income have an influence on college students' academic performance. Furthermore, satisfaction with faculty and student contact increases the level of academic self-efficacy and academic performance.

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

Assessing Engagement: Comparing Native and Transfer Students Using Longitudinal NSSE Data (106)

VANESSA VACCHIANO (Author), Assessment Coordinator, City University of New York Bernanrd M. Baruch College
JENNIFER CASE (Author), Research Analyst, City University of New York Bernard M. Baruch College
JOHN G. CHOONOO (Author), Director Institutional Research and Program Assessment, City University of New York Baruch College

Student engagement is an important predictor of student achievement and persistence. NSSE has reported that transfer students tend to be less engaged as compared with their peers. Utilizing multiple years of data from the NSSE, this study seeks to examine differences in patterns of student engagement between native and transfer students enrolled at a four-year public institution in the northeast. Student expectations and satisfaction, participation in active learning and campus activities, interactions with faculty and staff members, and perceptions of the school environment will be discussed.

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

Experiences in Doctoral Study: How International Students are Socialized Toward Post-Ph.D. Careers? (128)

SHEILA SHU-LING HUANG (Author), Doctoral Student, University of Washington

This qualitative case study mainly addresses how doctoral education as a social context shapes international students' post-Ph.D. career aspirations. To shed light on this research topic, the author conceptualizes the program experiences in doctoral education as professional socialization and develops a theoretical framework to guide this research. Findings show that it is not international students' demographic characters (e.g., race/ethnicity, gender, or nationality) which prohibits their access to professional resources to facilitate the molding of the academic identity, but the career hierarchy internalized among faculty that dominates the level of support to the international students which consequently shapes their career aspirations.

Morning AIR

Stay up-to-date with what's going on at the Forum!

Pick up your copy of the Morning AIR daily!

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

What Does It Mean to be a Doctoral Student: Creating New Identities (133)

NELOFER HALAI (Author), Associate Professor and Coordinator, PhD Programme, Aga Khan University of Health Sciences

The study spread over three semesters was undertaken at a private university in Pakistan, to investigate the experiences of the full cohort of four doctoral students of the newly-developed Ph.D. Program in Education. Life history approach was used; data was collected through multiple in-depth interviews. Findings indicate that the decision to undertake Ph.D. studies demanded great sacrifice from them and their families, "What does is mean to be a doctoral student?" is the question they struggled with as they grappled with academic demands. In the process they compared their experience of the masters with that of the Ph.D. program.

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

Comparison of Entering College Characteristics of Students with Disabilities and Non-Disabled Students (139)

JAMES DANIEL HOUSE (Author), Director of Institutional Research, Northern Illinois University
BEILING XIAO (Author), Research Associate, Northern Illinois University

The purpose of this study was to investigate the entering characteristics of students with self-reported disabilites who enrolled at a large public university. Several significant findings were obtained and students with disabilities differed from non-disabled students in self-beliefs, high school experiences, and career goals. These results have implications for services offered to college students with disabilities.

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

Improving College Success: Do Males and Females and Students with Disabilities Differ with Respect to Their Reasons for Leaving College and the Characteristics that Predict Attrition? (140)

CATHERINE FICHTEN (Author), Professor, Psychology Department, Dawson College
ALICE HAVEL (Author), Dawson College
SHIRLEY JORGENSEN (Author), Coordinator of Institutional Research, Dawson College

The aim of the study is to gain a better understanding of the factors leading to first-year college attrition. Special attention is paid to similarities and differences between males and females and students with and without disabilities. The study combines both qualitative and quantitative methods. Characteristics predictive of attrition for the different subgroups are compared. Students who leave are followed up with a questionnaire asking them why they left their studies. Identifying the entry characteristics, and the reasons leading to attrition allow those responsible for student services to provide early interventions that better support retention of the different subgroups.

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

What do Community College and University Students Value Most About Their Teachers?

Types of Student Engagement as Reflected by Student Comments on "Positive Influences" (143)

LAURIE COHEN (Author), Director of Research, Planning and Development, Scottsdale Community College
STEVEN S. MILLER (Author), Interim Director, University Evaluation, Arizona State University

Recent research has highlighted the importance of "student engagement" on learning and retention. In this study, we identify two types of engagement, "personal" and "classroom," in the context of student responses to a question about "positive influences" on a graduating student survey. Responses from community college and university students are compared to determine the extent to which these two types of engagement are valued and experienced by students in these two different types of institutions.

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

Facebook and MySpace: The Use and Impact of Social Networking Sites (149)

JOHN H. PRYOR (Author), Director of CIRP, Higher Education Research Institute
JESSICA SHARKNESS (Author), Student, University of California-Los Angeles

Social Networking sites, such as Facebook and MySpace, have revolutionized how students communicate. In 2007, the CIRP "Your First College Year Survey" included questions that examined such use, surveying 31,500 first-year students at 114 colleges and universities in the United States. While 94 percent of students used such sites, there were differential degrees of use and differential impact on other aspects of their lives, such as developing effective study skills. The relationship between time spent on social networking sites and other "live" social activities is examined.

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

Assessing Student Engagement: A Comparison of Students in Learning Communities to a Community College Student Body (153)

JOSEPH MAXON (Author), Academic Research Analyst, William Rainey Harper College

Community colleges are at the forefront of implementing numerous methods to assist students in achieving their educational goals. One of these methods is the Learning Communities Program, where small groups of students are taught to employ collaborative processes under a linked theme, such as literature and history or chemistry and psychology. One measure of this program's effectiveness toward improving the ability of students to meet their educational goals is the Community College Survey of Student Engagement, which was used by a large, suburban community college to compare the educational engagement of their Learning Communities' students with its overall student body.

5:00-6:00 pm POSTER (60 MINUTES) (Track 1)
6ABC, Level Six, Convention Center

Institutional Research for Behavior Change? A Web Based Alcohol Screening, Personalized Feedback, and Brief Intervention Program for First-Year Students (162)

MANDY D. SMITH (Author), Research Analyst and Evaluator, Massachusetts Institute of Technology
DANIEL TRUJILLO (Author), Massachusetts Institute of Technology

In this study, first-year students at a private selective research university were invited to answer a web-based survey concerning alcohol use as well as sleep behaviors. For students whose answers suggested they engage in high risk drinking, results from the survey were used to create individualized feedback forms highlighting the student's answers in comparison to their peer group. High risk drinkers were randomly assigned to receive the personalized feedback, personalized feedback along with a two session one-on-one motivational interview, or no intervention. Follow-up results show promise for reducing high risk drinking and resultant negative consequences. Cost-effective adaptations are discussed.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

Degree Attainment of Undergraduate Student Borrowers in Four-Year Institutions: A Multilevel Analysis (206)

DAI LI (Author), Graduate Student, Pennsylvania State University

Recent loan research on pre-college and post-college behaviors focuses specificaly on neglecting loan effects during the "within-college" period. This study integrated the student retention models and financial nexus model to investigate the effects of different kinds of financial aid on degree attainment of undergraduates in four-year institutions. The author employed multilevel analysis to examine the effects of loans and grants in within-institution, between-institutions, and comprehensive models. The author found that grants were a better financial means than loans in assisting students to receive a degree.

AIR Store

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5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

Measures of Learning that Predict Course Completion Among Adult Transfer Students (208)

PHILIP GARBER (Author), Director of University Assessment, National-Louis University
JION LIOU YEN (Author), Manager of Strategy and Analysis, Hostway Corporation

This study examines the role of prior and current learning among adult students transferring from one institution to another. Measures of learning included transfer GPA, transfer hours, current program, current GPA, as well as, pre-enrollment measures such as participation in an introductory orientation session and placement results from an initial writing assessment. The findings indicate prior and current measures of success (e.g., transfer and current GPAs and current programs of study) and predict course completion better than pre-enrollment measures (e.g., orientation and writing placement). The role of orientation and prior learning are discussed.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

Analysis and Use of Evidence of Student Learning: Community College Faculty Perspectives (240)

GLORIA A. DOHMAN (Author), Associate Vice President for Institutional Effectiveness, North Dakota State College of Science
MARK A. SCHMIDT (Author), Assistant Professor, North Dakota State University

Assessment of student learning is critical to the teaching and learning process. The study supports the progression of use of assessment data, and that it has moved beyond the classroom level to the program level among community college faculty. It has not however, achieved the integration at the institutional level that is being sought. If assessment data is going to be used most effectively, it must be linked to all the important processes of an institution, including budgeting, strategic planning, promotion, tenure or ranking, faculty rewards, and salary increases. These processes are meaningful to faculty and impact them personally.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

Assessing the Effectiveness of a Computer-Assisted College Algebra Course (250)

CYNTHIA K. MURRAY (Author), Associate Professor of Mathematics and Statistics, University of Central Oklahoma

This study investigated the outcomes and student attitudes of a newly implemented computer-assisted college algebra (CACA) course as compared to the traditional classroom college algebra course (TCCA).

Sections of CACA were matched on day and approximate time to sections of TCCA. Students in both groups were surveyed as to the primary reason for selecting a specific section (time, professor, computer-assisted, etc.).

Comparisons were made between grade distributions for the two groups as well as for time-to-withdrawal and time-to-enrollment using Kaplan-Meier distributions. Follow-up with regard to grades (pass or fail) in their subsequent math course were also compared.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

Assessing the Outcomes of Intergroup Contact on Student Perceptions (255)

JAMES POOLE (Author), Chief, Engineering and Electronics Training, National Weather Service

The purpose of this quantitative, ex post facto, quasi-experimental study is to assess outcomes of an educational intervention at National Defense University's Joint Forces Staff College within the theoretical context of Intergroup Contact Theory (Pettigrew, 1998). Using the Interservice Perception Instrument (ISPI), perceptions of military services and joint organizations are examined. With the use of repeated-measures, ANOVAs' changes in perceptions of military services and joint organizations, pre to post course, will be evaluated.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

Evaluation of a Student Success Seminar at a Two-Year Technical College (257)

PETER TRUMPOWER (Author), Director of Institutional Research and Planning, Stark State College of Technology

Grade and retention outcomes for students in the fall 2004 and 2005 cohorts were evaluated in an effort to determine the efficacy of the Master Student course. Successful completion of the course was positively associated with student achievement. Results of the evaluation support the need to revisit academic policy related to the course and other policies aimed at assisting academically under-prepared students at the college.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

National Survey of Student Engagement: Analysis of Student-Level Response Rates Based on Pre-College Engagement (262)

ROBERT M. GONYEA (Author), Associate Director, Research and Data Analysis, Indiana University at Bloomington
ALI KORKMAZ (Author), Assistant Research Scientist, Indiana University at Bloomington

This multi-institution panel study examines the relationship between an entering student's pre-college engagement and attitudes about college, and student's decisions to respond to the National Survey of Student Engagement (NSSE) during the spring semester of the first college year. After confirming and controlling for known demographic differences in response rates, results show that precollege behaviors and attitudes that are similar in content to first-year engagement have trivial effects on response rates. Results suggest that although some response bias exists, adjustments can be made through weighting by key demographic variables to substantially reduce these effects.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

A Mixed Methods Approach to Assessing Student Learning Outcomes (279)

LANCE KENNEDY-PHILLIPS (Author), Associate Director, Office of Institutional Planning and Research, University of Florida
ELLEN MEENTS-DECAIGNY (Author), Director of Assessment, Research and Communications for Student Affairs, DePaul University

Student affairs divisions have successfully used quantitative and qualitative methods of data collection and analysis. Recently, divisions similar to the Division of Student Affairs at DePaul University have begun collecting and analyzing data using a mixed methods approach. This paper will provide an example of this type of research, the larger context in which it was conducted, and the role the IR office perfomed in developing and implementing the methodology.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

Encouraging Improved Student Learning through Assessment Feedback (284)

MARTHA J. KIRKER (Author), Director of the Center for Assessment and Instructional Support, Missouri State University

The poster will exhibit the components of a process for periodically reporting the assessment of student learning. The project provides a basic overview for writing an assessment report, evaluating the report, and supporting the development of the report. Components define assessment, identify items to be included in a narrative, provide forms for displaying assessment information, describe the Assessment Council review process, display criteria for review feedback, and summarize university outcomes assessment measures.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

Lessons Learned from Entering Freshmen Performance in the MAPP Test (294)

YOUSSOUF DIALLO (Author), Research Associate, Office of University Assessment, Florida Agricultural and Mechanical University
VALENCIA MATTHEWS (Author), Florida A&M University
UCHE O. OHIA (Author), Director of Assessment, Florida A&M University

An analysis of the 2006 and 2007 results of the MAPP (Measures of Academic Proficiency and Progress) test administered to entering freshmen was conducted. In the analysis, the results obtained in 2006 and 2007 were analyzed and compared to the national average to see if there was any change in performance. A correlation analysis between demographics and performances was also conducted for potential relationships. Except for critical thinking, the results of 2007 indicate significant improvement when compared to those of 2006 and to the national average. There were no significant correlations with demographics for any of the two year results.

Forum Exhibit Hall

Have YOU visited the Exhibitors for the 48th Annual Forum today?

They are located in the Exhibit Hall in the Convention Center.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

Remediation Through Immersion: Evaluation of a First-Year Pre-College Program to Improve Math Skills (295)

PAUL H. CARMICHAEL (Author), Director of Institutional Research, Middlesex Community College

The purpose of the Math Immersion and Master Tutoring Program is to provide pre-freshman, at no additional cost, the opportunity to refresh their math skills. Qualified students who have been placed into a remedial math course can move to a higher level of math at the start of their freshman year if they succeed in their Immersion course. This 2005-2007 program evaluation tracks six cohorts of "experimental" students and compares retention and success rates using a non-equivalent control groups design.

5:00-6:00 pm POSTER (60 MINUTES) (Track 2)
6ABC, Level Six, Convention Center

Implementing an Assessment Program for a Revised Curriculum (298)

MARGARITA D. KOKINOVA (Author), Director, Institutional Effectiveness, Northeastern Ohio Universities College of Medicine
ROBERT LARSON (Author), Coordinator, Assessment, Northeastern Ohio Universities College of Medicine
MARK PENN (Author), Northeastern Ohio Universities College of Medicine

The presentation describes an assessment program being used to monitor a revised curriculum. The process begins with deriving course goals from the institutional mission and its educational goals. Institutional researchers work with course directors on identifying measurable course objectives, assessment strategies and tools. Assessment data on student academic performance, faculty teaching effectiveness and course quality are collected, analyzed and presented to course directors and curriculum committees with recommendations for possible changes in the following academic year. Course faculty discuss the assessment and plan necessary changes for their courses. These changes are described in a mandatory Request for Course Approval Form.

5:00-6:00 pm POSTER (60 MINUTES) (Track 3)
6ABC, Level Six, Convention Center

Creative Solutions for Analyzing Faculty and Administrator Salaries (302)

SANDRA J. ARCHER (Author), Director for University Analysis and Planning Support, University of Central Florida
ROBERT L. ARMACOST (Author), Director, College of Medicine, University of Central Florida
MAGDY HELAL (Author), University Analysis and Planning Support, University of Central Florida

Higher education institutions are challenged to recruit and retain quality faculty to continuously improve instruction and conduct research, but also administrators to ensure continuous operations and to facilitate progress toward the institution's mission. This poster demonstrates unique technology solutions developed using MS Visio and MS Excel to provide university leadership with reliable and current information on faculty and administrators' salaries at a large public research institution from a state-wide competitive job market perspective. The various data sources, tool development, and lessons learned will be shared.

5:00-6:00 pm POSTER (60 MINUTES) (Track 3)
6ABC, Level Six, Convention Center

Faculty Turnover at a Public Research-Extensive Land Grant Institution: A First Glance (337)

MARSHA R. ALLEN (Author), Institutional Research Analyst III, University of Georgia
TRACIE W. SAPP (Author), Associate Director of Institutional Research, University of Georgia
MINGGUANG XU (Author), Application Analyst, University of Georgia

Shrinking state budgets and increased competition from the private sector have pushed faculty recruitment and retention to the forefront of institutional concerns for public colleges and universities. While some level of faculty turnover is considered beneficial, the costs associated with faculty turnover are high. As institutional researchers, it is our responsibility to help minimize these costs by understanding the effects of and the factors that contribute to faculty turnover at our institutions. This poster presentation will highlight the findings of an initial examination of faculty retention and the factors that influence faculty turnover at a public research-extensive university.

5:00-6:00 pm POSTER (60 MINUTES) (Track 4)
6ABC, Level Six, Convention Center

Proposed Structural Model for Examining Factors that Influence the Use of Information Technology and the Research and Learning Productivity of Colleges and Universities (414)

GORDON MILLS (Author), Graduate Student, Florida State University

This research study will test a structural model that will aid policy makers and administrators in two ways that will help them better understand the impact of information technology (IT) on the research productivity (research expenditures) and the learning productivity (undergraduate graduation rate) of a college or university. First, the structural model will evaluate the influence of the Technological context, Organizational context, and Environmental context (TOE) on the actual use of IT in colleges or universities. Secondly, the model will assess the relationship between the use of IT and the research productivity and learning productivity of colleges and universities.

5:00-6:00 pm POSTER (60 MINUTES) (Track 4)
6ABC, Level Six, Convention Center

A Matter of Time — Factors that Influence Time to Doctoral Degree in Education (417)

GAYLE L. MCLAUGHLIN (Author), Program Coordinator, Florida State University
ROBERT A. SCHWARTZ (Author), Associate Professor, Florida State University
DIANA C. RICE (Author), Assistant Professor, Florida State University

The time needed to complete a doctoral degree is a key concern for academic programs, students, and faculty. Longer time-to-degree increases attrition and utilization of faculty, departmental, and institutional resources. The duration of studies is critical in the field of education because it has the longest median time between master's and doctorate (13 years) and 57 percent of degree recipients intend to work in the academe. The study utilized a statewide database to determine the effect of institutional, programmatic, and academic factors on time to doctoral degree in education. Results indicated that time-to-degree was largely dependent on programmatic and institutional factors.

5:00-6:00 pm POSTER (60 MINUTES) (Track 4)
6ABC, Level Six, Convention Center

Twenty Years of Increasing Graduation Rates: From Reporting "Good News" to New Opportunities for Institutional Anaysis (420)

GREGG THOMSON (Author), Director of the Office of Student Research, University of California-Berkeley

Over the last twenty years the four-year freshman graduation rates at a highly selective public research university have increased from 28.5 percent to 63.8 percent. By pooling individual student records across twenty years, this paper examines and rejects popular explanations for this dramatic increase in graduation rates (e.g., different or "better" students, grade inflation, fee increases). The analysis leads to a more detailed analysis and proposed new indicators of the interplay between student and institutional effectiveness.

5:00-6:00 pm POSTER (60 MINUTES) (Track 4)
6ABC, Level Six, Convention Center

Counseling and Guidance for All? An Analysis of Community Colleges (427)

PO YANG (Author), Doctoral Candidate, Teachers College, Columbia University

This study intends to understand the organizational structure of counseling and guidance services at community colleges and to examine how they provide their academic advisement and support. The analysis is based on literature review, document analysis, and multi-site interviews with 36 campus leaders, senior administrators, academic staffs and students from five institutions in three states. This study finds that most institutions select the decentralized model for counseling and guidance and every college has multiple providers for student services. Each institution uses different approaches to provide its pre-enrollment assessment, orientation program, first-year counseling, and advisement beyond the first year.

5:00-6:00 pm POSTER (60 MINUTES) (Track 4)
6ABC, Level Six, Convention Center

First-Year Performance of GED Recipients in a Non-Traditional College Setting: Are They Doing Better or Worse? (441)

EVA Y. CHAN (Author), Director of Institutional Research and Assessment, City University of New York Medgar Evers College

GED students aged over 25 or foreign born were previously found to out-perform high school graduates in college retention and graduation rates. This study continued to track five semesters of entering GED students and high school graduates for first-year outcomes, including cumulative GPA, total credits earned and exit from remediation. Results showed that GED students aged 25 or older performed better than traditional age high school graduates in maintaining good standing, exiting remediation and advancing to upper freshman level after one year. Foreign born GED students performed better than all other subgroups in maintaining good standing and exiting remediation.

5:00-6:00 pm POSTER (60 MINUTES) (Track 4)
6ABC, Level Six, Convention Center

Expanding the Delaware Study's Peer Analysis to the College and Campus Level (456)

KATHLEEN LURIE (Author), Senior Data Analyst, Wright State University

This poster presentation demonstrates how our university utilizes the Delaware Study to review and analyze faculty workload and instructional costs. In addition to comparing our student to faculty and expense to student ratios to the peer norms at the departmental (discipline) level, we aggregate our data according to our college structure and then calculate the corresponding peer norm averages. This provides a departmental to college and campus comparison as well as comparison of college and campus averages to their related peer norm averages. This expanded use of the peer analysis is seen as an additional tool within a more comprehensive university analysis of staffing.

5:00-6:00 pm POSTER (60 MINUTES) (Track 4)
6ABC, Level Six, Convention Center

Analysis of Faculty Turnover at a Public Research University: A Profile of Attracted and Retained Academics (463)

IRYNA JOHNSON (Author), Research Analyst, Indiana University

Previous studies of faculty turnover have focused on intention to leave or actual attrition. This study incorporates several groups (new hires and departures due to resignations and other reasons) into a model of faculty turnover. Departures are separated by reasons to account for voluntary turnovers that are usually an unwanted loss for the university. The analysis of characteristics associated with hires and departures demonstrates the effect of turnover on a university's faculty composition. A better understanding of characteristics of attracted and retained academics would assist campus administrators weighing different policies regarding faculty recruitment, promotion, compensation and retention.

5:00-6:00 pm POSTER (60 MINUTES) (Track 4)
6ABC, Level Six, Convention Center

Parents Expectations and Financial Preparations for their Child's Postsecondary Education: An Exploratory Study (480)

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

Prior studies showed student expectations and financial aid significantly influenced college choice. Few studies have been conducted on parents' whose expectations and financial support are critical to college decisions. The Education Longitudinal Study 2002/2004 allowed researchers to explore what parents expected and how they prepared financially for their child's education. The study found that non-Caucasian parents had both higher expectations for their child and the institutions, but that they were financially less prepared. Understanding parents' expectations and financial preparations could help institutional researchers better understand why students and parents choose colleges.

5:00-6:00 pm POSTER (60 MINUTES) (Track 4)
6ABC, Level Six, Convention Center

Using Time Series Graphs to Quantify and Analyze Undergraduate Admissions Data (499)

DAVID A. BURGESS (Author), Institutional Research Analyst, Portland State University

A demonstration of the use of graphical information to visually show the relationship between admissions application dates and admission status, matriculation and one year retention of first time freshman and transfer student populations at a public four-year university.

5:00-6:00 pm POSTER (60 MINUTES) (Track 5)
6ABC, Level Six, Convention Center

Continuing Professional Education for Japanese Government Officials in Graduate and Professional Schools: A Comparative Study Between the U.S. and Japan (548)

AYAKA NODA (Author), Doctoral Student, The George Washington University

Simulating the American model, Japanese graduate education faces changes in its role as a continuing professional education (CPE) provider. The Japanese government increasingly has sent its officials to the U.S. or Japanese graduate schools for professional development. However, outcomes of the CPE programs have not been adequately investigated. The comparative study explores the perceived outcomes of the government CPE participants who attended U.S. vs. Japanese graduate schools. The qualitative research method investigates: purposes of the CPE; participants' reasons for participating in the CPE; what participants gain from the CPE; and how applicable the CPE is to professional performance.

5:00-6:00 pm POSTER (60 MINUTES) (Track 6)
6ABC, Level Six, Convention Center

Increasing Survey Response Rates: Combining Experimental Manipulations (620)

LINDA S. BUYER (Author), Associate Director of Institutional Research, Governors State University
KATHLEEN J. MILLER (Author), Staff Clerk, Governers State University

Two levels each of cover letter personalization, pre-survey gift, and advance "handwritten" thank you note were factorially combined to create eight experimental conditions. Class of 1997 alumni were randomly assigned to experimental conditions. Results indicated that the advance "handwritten" thank you note significantly increased the alumni survey response rate, significantly decreased the response time and also significantly increased the return rate of an additional form asking for employer contact information. The only other effect was a significant increase in the alumni response rate for alumni who received both a personalized letter and a pre-survey gift.

5:00-6:00 pm POSTER (60 MINUTES) (Track 6)
6ABC, Level Six, Convention Center

How Students Define Work and Its Effects on Their Academic Success: A Mixed Methods Study from the Working Students Collaborative (627)

EBELIA HERNANDEZ (Author), Graduate Student, Indiana University
OLUWATOPE R. FASHOLA (Author), Analyst/PhD Candidate, Indiana University
JACOB PK GROSS (Author), Associate Director for Research, Indiana University/Project on Academic Success
DONALD R. HOSSLER (Author), Faculty, Indiana University at Bloomington

Most education policies have been formulated based on the "traditional student" model, however this model no longer fits due to increasing numbers of students who work, commute, and attend school part time. In this research-in-action presentation, we discuss the process of collecting and analyzing multiple sources of data (surveys, institutional data, and focus group transcripts) in a sequential mixed methods strategy. Findings include the effects of working on academic success and persistence and the meaning that students place on work. Implications for institutional research practice and considerations for faculty and staff regarding working students are discussed.

5:00-6:00 pm POSTER (60 MINUTES) (Track 6)
6ABC, Level Six, Convention Center

Developing a Faculty Flow Model Using SAS (643)

G. SCOTT JENKINS (Author), Associate Vice President, University of North Carolina
BRINDA JOHNSON (Author), University of North Carolina

Given the aging faculty in the university system, a faculty flow model was developed from historical data to look at faculty retention and promotion for tenured and tenure-track faculty. Included in the model are new hires which are predicted using a model currently used to budget for new faculty needed for enrollment growth. Using SAS programming, a ten year forecast by age, years of service, and rank was determined. Further development of the programming will allow for policy decisions and changing demographics to be included.

5:00-6:00 pm POSTER (60 MINUTES) (Track 6)
6ABC, Level Six, Convention Center

Predictors of Graduate Degree Attainment and Retention Utilizing the Baccalaureate and Beyond Longitudinal Study (B&B93:03): DAS-Based Logistic Regression Analyses (658)

KEVIN HYNES (Author), Director Institutional Research and Educational Assessment, Midwestern University
JION LIOU YEN (Author), Manager of Strategy and Analysis, Hostway Corporation

This study examined twelve predictors of graduate degree attainment, graduate school retention (as well as graduate degree attainment alone) utilizing the Baccalaureate and Beyond Longitudinal Study dataset (B&B:93/03) via the Data Analysis System. Results showed that months between award of Bachelor of Arts degree and graduate school enrollment as of 2003 (B3GRDENR), multiple graduate program enrollment (B3GRADEN), labor force participation (B3LFP03), and dependency status (DEPEND) were significant predictors of graduate degree attainment, graduate school retention. When graduate degree attainment alone was examined, B3GRADEN, B3LFP03, and DEPEND were significant predictors of degree attainment. The role of B3GRDENR will be discussed and elaborated upon.

5:00-6:00 pm POSTER (60 MINUTES) (Track 6)
6ABC, Level Six, Convention Center

Computing and Presenting Graduation Rates by College and Program (668)

MARK P. CHISHOLM (Author), Director of Institutional Research, University of New Mexico

We are often asked to present a graduation rate for a program, but at institutions where the great majority of students start in University College and only pick their major after one or two years it is hard to come up with a good denominator for a cohort. We developed an approach that addresses this issue and also accounts for transfer students and change of major.

5:00-6:00 pm POSTER (60 MINUTES) (Track 6)
6ABC, Level Six, Convention Center

Community College Institutional Research Learning Network: A Certificate Program for Two-Year Practitioners (678)

CHRISTOPHER S. COOGAN (Author), Associate Director, University of Florida
LINDA S. HAGEDORN (Author), Professor and Chair Educational Administration and Policy, University of Florida

The authors will display a newly designed professional development certificate in institutional research that is specifically designed for those working at community colleges. The design and delivery of the certificate was informed by a nationwide survey of the training needs of community college IR practitioners. Furthermore, the online, asynchronous training program has been vetted by an advisory board of national institutional research experts.

5:00-6:00 pm POSTER (60 MINUTES) (Track 7)
6ABC, Level Six, Convention Center

Certificate in Institutional Research at Florida State University — Designed for the Working Professional in Mind (706)

KRISTINA M. CRAGG (Author), Assistant to the President for Strategic Research and Analysis, Valdosta State University
GAYLE L. MCLAUGHLIN (Author), Program Coordinator, Florida State University
JILL PEERENBOOM (Author), Certificate in Institutional Research Program Coordinator, Florida State University
ROBERT A. SCHWARTZ (Author), Associate Professor, Florida State University

This program is designed to provide academic and professional development opportunities for institutional researchers, administrators, doctoral students, and faculty from all higher education institutions. Courses are offered to accommodate a working professional's schedule. The program goals are as follows: to enhance knowledge and understanding of the core principles of IR; to stimulate interest in using national databases; to promote the use of institutional research to improve administrative and policy development processes at educational institutions. The 18-credit hour curriculum focuses on institutional research theory, institutional administration, quantitative research methods, utilization of national databases, and institutional research practice.

5:00-5:59 pm COMMITTEE MEETING (Track 0)
204, Level Two, Convention Center

RHE Consulting Editors (005)

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

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

6:15-7:20 pm PLENARY SPEAKER (Track 0)
6E, Level Six, Convention Center

Sunday Plenary — Accreditation, Adaptability and the Future — Sponsored by TaskStream (042)

JUDITH S. EATON (Speaker), President, Council for Higher Education Accreditation (CHEA)

Forum Chair's Pick

How must accreditation, acknowledged by colleges and universities as the primary means of assuring and improving quality in higher education, adapt to meet the challenges of the future? The greatest challenge to accreditation at this time emerges from federal and state government, the press and the public. These parties are pressuring the accreditation enterprise to be more responsive to public calls for accountability and serving the public interest. How is the accreditation enterprise responding? What else needs to be done? What is the impact on higher education if accreditation cannot meet these challenges?

Judith S. Eaton, Ph.D., is the President of the Council for Higher Education Accreditation (CHEA). Dr. Eaton currently serves on 11 different boards and has authored numerous books and articles on a range of higher education and accreditation issues. She is often asked to speak on higher education issues, both in the United States and internationally.

7:30 pm-Until SPECIAL EVENT (Track 0)
4B, Level Four, Convention Center (L)

Forum Reception — Sponsored by SAS Institute (041)

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University
JENNIFER A. BROWN (Host), Director of Institutional Research and Policy Studies, University of Massachusetts Boston

The Forum comes alive with the vibrant sights, tastes, and arts reminiscent of Seattle's famed Pike Place Market. Join your colleagues for a special evening to begin the 2008 AIR Forum. Local artisans will be present to showcase their talents and wares.

7:30-8:20 am COMMITTEE MEETING (Track 0)
Cedar, Level Two, Sheraton

Past Presidents Breakfast (026)

FRED LILLIBRIDGE (Host), Campus Institutional Effectiveness and Planning Officer, Dona Ana Community College

Past Presidents' Breakfast.

7:30-8:20 am COMMITTEE MEETING (Track 0)
602, Level Six, Convention Center

Planning Session for Foundations I (070)

LANCE KENNEDY-PHILLIPS (Committee Chair), Associate Director, Office of Institutional Planning and Research, University of Florida
AGHAJAN MOHAMMADI (Convener), Director of Institutional Research, York College, City University of New York

Planning Session for Foundations I.

7:30-8:20 am SPECIAL EVENT (Track 0)
Aspen, Level Two, Sheraton

Graduate Students Breakfast — Sponsored by Gravic, Inc. (028)

ALAN J. STURTZ (Host), Town Clerk/Tax Collector,
ALEXANDER C. YIN (Host), Graduate Assistant, Pennsylvania State University, The

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

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
606, Level Six, Convention Center

CLA Workshop for Participating Schools & Coffee (Invitational Event) (S03)

MARC CHUN (Host), Research Scientist, Collegiate Learning Assessment

This workshop is for representatives from campuses currently participating in the Collegiate Learning Assessment. The session will provide attendees the opportunity to discuss data trends from current and previous testing administrations; gain assistance in interpreting CLA results; get tips for using CLA results in combination with other collected data; share best practices with other participants; learn about participation options for next year's CLA, including opportunities for in-depth program analysis; and meet with CLA Program Managers.

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
310, Level Three, Convention Center

Teacher Preparation and K-12 Student Learning Researchers (S04)

TOD R. MASSA (Convener), Director of Policy Research and Data Warehousing, State Council of Higher Education for Virginia

This SIG is for members involved specifically in research on teacher education and preparation. Further, it is for those researchers involved in the study of student learning outcomes in K-12, especially the new crop of professionals coming out of the Local Education Agencies.

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
211, Level Two, Convention Center

Banner Users Special Interest Group (S11)

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

This session will provide an opportunity to continue discussion with your IR/Banner colleagues. It's an open forum conducive to the exchange of ideas, seeking help and providing assistance. Come with your questions and your answers.

All Banner users; veteran, novice, and potential; are encouraged to join us.

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
620, Level Six, Convention Center

The National Community College Benchmark Project (S16)

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

This is a discussion/question-and-answer session for both participants and individuals from colleges that may be interested in participating in the National Community College Benchmark Project.

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
613, Level Six, Convention Center

For-Profit Institutions (S17)

CHRISTOPHER J. VINGER (Convener), Director of Institutional Research, Berkeley College

Discussion group from for-profit institutions.

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
614, Level Six, Convention Center

System Office Institutional Researchers (S18)

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

Meeting for those in state, university and community college system-level institutional research offices to discusss current or emerging issues and share best practices.

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
303, Level Three, Convention Center

COFHE Institutional Research Group Meeting (S23)

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

Breakfast meeting of members of the Institutional Research (IR) group as part of the larger COFHE membership. Meeting intended to discuss research agenda and trends in higher education. Attendance restricted to COFHE IR group members.

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
616, Level Six, Convention Center

AQIP Schools (S30)

WILLIAM MICHAEL WOOD (Convener), Director of Institutional Research, Delta College

This meeting will allow AQIP schools to share where they are along the journey. Systems portfolio development, quality visits, action projects and measurement will be the focus. Sharing of best practices, pitfalls, and pluses will be encouraged.

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
618, Level Six, Convention Center

Noel-Levitz Student Satisfaction Inventory (S31)

TIMOTHY DETWILER (Convener), Associate Provost, Cornerstone University

Join other colleges and universities which administer the Noel-Levitz Student Satisfaction Inventory to discuss best methods for administration and for using the results for data-driven decision making.

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
214, Level Two, Convention Center

SEDONA User's Group (S33)

CHRISTY L. VINES (Convener), Director of Information and Educational Services, University of Arkansas at Fort Smith

The proposed (new) SEDONA user's group will consist of institutional researchers, faculty, deans, and others who currently use SEDONA to track faculty and staff research, service, and other activities. SEDONA is a commercial database system used by over 120 colleges and universities. The user's group will not be used to promote the software. Issues for discussion are: methods used to encourage faculty to enter their own activities and publications; use by deans and other administrators for faculty evaluation; applications of SEDONA data for AACSB and other accreditation; and use of SEDONA's Assurance of Learning module.

7:30-8:20 am SPECIAL INTEREST GROUP (Track S)
611, Level Six, Convention Center

Carnegie Classifications Users (S40)

CHUN-MEI ZHAO (Convener), Research Scholar, The Carnegie Foundation for the Advancement of Teaching

This is an opportunity for users of the 2005-2006 Carnegie Classifications to share their experiences and diverse ways of using the multiple classifications. Users are encouraged to provide feedback on the current classification system as well as suggestions for future classification updates. This informal discussion session will be moderated by the director of the Carnegie Classifications.

7:30-8:20 am AFFILIATED GROUPS (Track A)
206, Level Two, Convention Center

Southern African AIR (SAAIR) (A01)

MARTHIE CRONJE (Convener), Institutional Researcher, University of Johannesburg

A gathering for those interested in Institutional Research in the Southern African region.

7:30-8:20 am AFFILIATED GROUPS (Track A)
604, Level Six, Convention Center

Canadian IR and Planning Association (CIRPA) (A06)

JEFF K. DONNELLY (Convener), Director of Institutional Research, Northern Alberta Institute of Technology

Delegates from Canadian Institutions are invited to attend this session to discuss issues of relevance in the Canadian context. The agenda will be developed at the meeting or with items that are forwarded to the convenor prior to the meeting.

7:30-8:20 am AFFILIATED GROUPS (Track A)
609, Level Six, Convention Center

AIR in the Upper Midwest (AIRUM) (A19)

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

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

7:30-8:20 am AFFILIATED GROUPS (Track A)
201, Level Two, Convention Center

Southern AIR (SAIR) (A23)

SANDRA BRAMBLETT (Convener), Director of Institutional Research and Planning, Georgia Institute of Technology

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

7:30-8:20 am AFFILIATED GROUPS (Track A)
607, Level Six, Convention Center

Pacific Northwest Association for Institutional Researchers and Planners (PNAIRP) (A31)

DAVID A. BURGESS (Convener), Institutional Research Analyst, Portland State University

This session will provide an opportunity for members of PNAIRP to get together, converse and make plans for going out to dinner. All PNAIRP members are encouraged to attend and connect with your regional colleagues.

7:30-8:20 am AFFILIATED GROUPS (Track A)
617, Level Six, Convention Center

Research and Planning Group for California Community Colleges (RPGroup) (A36)

KENNETH A. MEEHAN (Convener), Director of Institutional Research, Fullerton College

Join your colleagues from California to hear about the latest developments in accountability, basic skills initiative, accreditation and student learning outcomes and other topics.

7:30-8:20 am AFFILIATED GROUPS (Track A)
615, Level Six, Convention Center

South East Asia AIR (SEAAIR) (A37)

TEAY SHAWYUN (Convener), Assistant Professor, Assumption University of Thailand

The SEAAIR President, Associate Professor Teay Shawyun from Assumption University, Thailand will be offering the 2008 SEAAIR SIG and provide a report on SEAAIR developments, 2008 and future SEAAIR Forums and associated matters. All are invited to attend.

7:30-8:20 am AFFILIATED GROUPS (Track A)
608, Level Six, Convention Center

Consortium for Student Retention Data Exchange (CSRDE) (A42)

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

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

8:40-9:40 am PLENARY SPEAKER (Track 0)
6E, Level Six, Convention Center

Adapting to Meet New Challenges: AIR's Pledge to Members — Sponsored by Chalk & Wire Learning Assessment, Inc. (043)

MARY ANN COUGHLIN (Plenary Speaker), 2007-2008 AIR Board President, and Professor of Research and Statistics, Springfield College

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

Forum Chair's Pick

Forty-eight years ago the first AIR Forum was held with the intention of creating a network of educators who believed in the power of data and information-backed decision making to improve higher education. AIR members continue to produce data and transform it into information that helps colleges and universities build a brighter future for the world. The Association for Institutional Research has served, at times, as a safe haven for those wishing to use data to build a brighter future for institutions and the students we serve. At other times AIR has led the way with training and scholarly developments that support institutional research.

In this presentation, your Association president, Mary Ann Coughlin, and executive director, Randy Swing, will look back and look ahead in providing context for institutional research today. Together, they will encourage AIR members to dream the big dream of a brighter future for individual members' careers, the work of institutional research in America and around the globe, and a world where access to quality higher education is intentionally planned and delivered. Come learn about ways that AIR will answer the questions, "What's in it for me?" and "Where are we going next?"

9:40-10:40 am MORNING COFFEE BREAK (Track 0)
6ABC, Level Six, Convention Center

Morning Coffee Break

— Sponsored by iStrategy Solutions (044)

Please join us for a morning exhibitor-sponsored coffee break and take time to visit with the exhibitors and catch up with your colleagues.

10:40-11:20 am AIR GRANT PAPER (Track 7)
307, Level Three, Convention Center (M)

The Effects of High School Composition on the College Expectations of Children of Immigrants (724)

RYAN WELLS (Author), Doctoral Candidate, University of Iowa
MARY-LOU A. D'ALLEGRO (Facilitator), Senior Director, Planning, Research & Assessment, Pennsylvania State University-Penn State Berks

As immigration grows in the U.S., educators and policymakers must understand the educational processes for children of immigrants. Since expectations for higher education are a necessary, though insufficient, step toward college attendance and degree attainment, and since students have their attitudes influenced by the schools they attend, I examine high school composition for its effects on expectations. Specifically, I examine the effects of aggregated school-level race/ethnicity, immigrant status, SES, and ability. Results show that expectation-formation processes related to school composition differ by the type of student, and lead to new implications for theory, research, policy and practice.

10:40-11:20 am AIR GRANT PAPER (Track 7)
613, Level Six, Convention Center

Exploring School Effects on College Preparation of High School Students (727)

SUK KYUNG YOU (Author), Assistant Researcher, University of California-Santa Barbara
BOBBIE EVERETT (Facilitator), Senior Research Analyst, Central Piedmont Community College

10:40-11:20 am BEST PAPER/PRESENTATION SESSION (Track 7)
201, Level Two, Convention Center

SAIR Best Paper — Retention, Progression and Graduation: Degree Completion Analysis and Six-Year Graduation Rates Tell Different Stories about a University's Effectiveness in Graduating Its Students (709)

ERIK R. BOWE (Author), Director of Enterprise Data Management and Analytics, Kennewaw State University
DONNA HUTCHESON (Author), Director of Enterprise Information Reporting, Kennesaw State University
EDWIN A. RUGG (Author), Executive Director, Enterprise Information Management, Kennesaw State University
JOHN M. KALB (Facilitator), Director of Institutional Research, Southern Methodist University

Flawed assumptions about the contemporary college student generate misleading interpretations of six-year graduation rates at many universities. Nontraditional patterns of retention, progression, and graduation (RPG) are not taken into account and abound at metropolitan universities like Kennesaw State. RPG results from longitudinal tracking of FT/FT Freshmen cohorts were contrasted with those from a comprehensive analysis of annual degree completions. Degree Completion Analysis produced a more complete, inclusive, and positive description of KSU's baccalaureate degree productivity and graduation effectiveness than the six-year graduation rate. KSU's RPG tracking system and Degree Completion Analysis revealed the pervasiveness of nontraditional student characteristics.

10:40-11:20 am BEST PAPER/PRESENTATION SESSION (Track 7)
617, Level Six, Convention Center

RP Group Best Paper (713)

Check Morning AIR for updates.

10:40-11:20 am BEST PAPER/PRESENTATION SESSION (Track 7)
211, Level Two, Convention Center

AAIR Best Paper — TBA (716)

Check Morning AIR for updates.

10:40-11:20 am BEST PAPER/PRESENTATION SESSION (Track 7)
608, Level Six, Convention Center

CSRDE Best Paper — Modeling Student Academic Success: Does Usage of Campus Recreation Facilities Make a Difference? (731)

ANTHONY BROWN (Author), Associate Director, Recreational Sports, University of Minnesota-Twin Cities
RONALD L. HUESMAN (Author), Assistant Director, University of Minnesota
JOHN P. KELLOGG (Author), Assistant Director, University of Minnesota-Twin Cities
GILJAE LEE (Author), Graduate Student, University of Minnesota
PETER M. RADCLIFFE (Author), AHC Director of Planning and Analysis, University of Minnesota
GERARD A. DIZINNO (Facilitator), Associate Vice Provost for Institutional Research, University of Texas at San Antonio

This study examined the relationship of student use of campus recreation facilities (CRF) on GPA, persistence, and graduation rates at a large, public, Midwestern Carnegie Doctoral-extensive university. Although anecdotal evidence and studies of student perceptions suggest that CRF usage promotes social integration, and therefore persistence, few previous studies have employed actual CRF visit counts to quantify use. The linking of visitation data to unit record level student data is a unique component of this study. Maximum likelihood estimated models were used to control for other factors that were related to first-term GPA, persistence, and graduation for fall 2001 entering freshmen.

10:40-11:20 am BEST PAPER/PRESENTATION SESSION (Track 7)
609, Level Six, Convention Center

AIRUM Best Paper — Environmental Factors Affecting Non-traditional-age Undergraduates' Persistence and Graduation Rates (732)

DURWIN A. LONG (Author), Assistant Dean, Executive & Professional Development, University of St. Thomas
MARILYN C. YOUNG (Facilitator), Coordinator, Allen University

Forty-three percent of U.S. undergraduates are age 24 or older. Unfortunately, they graduate at half the rate of younger students. The primary research question posed here is: How do environmental factors affect the postsecondary degree attainment rates of non-traditional-age undergraduates? A secondary question examines whether these same factors exert differential effects on the outcomes of non-traditional-age and traditional-age undergraduates. Data were obtained from the Beginning Postsecondary Students Longitudinal Study. Two statistical procedures were employed: testing differences between means (or proportions) and logistic regression. Results support the hypothesis that environmental factors exert significant and differential effects on non-traditional-age students' degree attainment.

10:40-11:20 am BEST PAPER/PRESENTATION SESSION (Track 7)
611, Level Six, Convention Center

SAAIR Best Paper (739)

GINGER BROOKS (Facilitator), Director of Reporting, University of North Carolina at Pembroke

10:40-11:20 am DEMONSTRATION (40 MINUTES) (Track 4)
206, Level Two, Convention Center

The NSF Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS): Demonstration and Preview of Changes for 2008 (440)

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

The 2008 Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS) will undergo substantial revisions, based on a systematic review and evaluation that was begun several years ago. In this session, we would like to review the changes that were implemented during the past year and preview the changes expected next year. The session will allocate time to hear comments from session participants about what changes in the 2007 GSS worked (or didn't work) and receive feedback on proposed changes for the coming year.

10:40-11:20 am DEMONSTRATION (40 MINUTES) (Track 4)
308, Level Three, Convention Center (M)

Creating a Dynamic Dashboard in Excel with Traffic Lights (481)

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

So, you're asked to create a dynamic dashboard with traffic lights that the higher-ups can use to instantly judge performance on a number of metrics. Think you don't have the staff or software needed? Think again, all you need is Excel and to spend some time learning how to use Excel's Camera Tool, Choose function and Offset function. Attend this demonstration and you'll learn how to create a dashboard with Excel that dynamically updates as new data is added, sets traffic light colors automatically and handles reporting on multiple departments or campuses

10:40-11:20 am PANEL (100 MINUTES) (Track 5)
204, Level Two, Convention Center

Accreditation, Assessment, and AIR: Improved Student Learning, Institutional and Educational Effectiveness, External Accountability, or All of the Above? (527)

Forum Chair's Pick

WILLIAM E. KNIGHT (Convener), Assistant Vice President for Planning and Accountability, Bowling Green State University
CHERYL D. CARDELL (Panelist), Vice President, Commission on Colleges, Southern Association of Colleges and Schools
ROBERT C. FROH (Panelist), Director of Assessment, New England Association of Schools and Colleges
MICHAEL F. MIDDAUGH (Panelist), Assistant Vice President of Institutional Research and Planning, University of Delaware
GARY R. PIKE (Panelist), Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis
LYNN PRIDDY (Panelist), Director, Education and Training, The Higher Learning Commission, North Central Association of Colleges and Schools
LINDA A. SUSKIE (Panelist), Vice President, Middle States Commission on Higher Education
RANDY L. SWING (Panelist), Executive Director, Association for Institutional Research (AIR)
BARBARA WRIGHT (Panelist), Associate Dirctor, Accrediting Commission for Senior Colleges and Universities, Western Association for Colleges and Schools, Accrediting Commission for Senior Colleges and Universities

Institutional researchers are frequently called upon to provide clarifying perspectives on pressing national issues affecting higher education. This session will provide insights about the "improvement agenda" as a key driver to assess and improve student learning. Presenters will consider issues of using learning measures as indicators of quality and discuss the inherent risks, unique possibilities, and unintended consequences of mixing accountability and improvement agendas. The session will provide perspectives to assist institutional researchers and assessment officers in explaining and building support among faculty and administrators for meeting the challenges of determining when student learning equals or exceeds expectations.

10:40-11:20 am RESEARCH IN ACTION (40 MINUTES) (Track 1)
602, Level Six, Convention Center

Latina/o Student Success in Higher Education: A Qualitative Meta Analysis (168)

RAYMOND PADILLA (Author), Professor, Department of Educational Leadership and Policy Studies, The University of Texas at San Antonio
SUSAN R. GRIFFITH (Facilitator), Executive Director of Institutional Research - Office of Institutional Effectiveness, University of Texas-Pan American

In this session, participants will learn about the results of a qualitative meta analysis of Latina/o student success in higher education. A review of almost 100 studies on the subject resulted in a model of recent research (the last ten years) focused on Latina/o postsecondary education. The model is then used to summarize the findings of the studies reviewed (140 summary points). The method of qualitative meta analysis and the key concepts of the model will be explained along with major findings from the studies reviewed. Participants will have ample opportunity to interact with the presenter and other participants.

10:40-11:20 am RESEARCH IN ACTION (40 MINUTES) (Track 3)
607, Level Six, Convention Center

Lessons Learned When Obtaining Quantitative and Qualitative Data on the General Education, Major, Minor, Research, and Capstone Undergraduate Experiences (317)

MARC R. LEVIS-FITZGERALD (Author), Director, University of California-Los Angeles
DEBORAH B. DAILEY (Facilitator), Assistant Provost for Institutional Effectiveness, Washington and Lee University

Student surveys can be a crucial part of any institutional assessment effort because they can provide useful feedback on the student experience in college. After several attempts to obtain feedback from seniors, our campus in 2005 launched a senior survey, obtaining high response rates and providing data used by divisions, departments, and programs across the campus. We share the process of implementing and administering the senior student survey at a large public research university. We highlight how this effort has been used in the program review and accreditation process.

10:40-11:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 6)
310, Level Three, Convention Center

A Clearer Picture: Using Social Network Analysis to Understand University/ Community Educational Partnerships (685)

KAREN W. CAREY (Author), Visiting Professor, University of Kentucky
BETH GOLDSTEIN (Author), Associate Professor, University of Kentucky
JEFFERY P. BIEBER (Author), Associate Professor, University of Kentucky
KATHRYN SHIRLEY (Author), Graduate Student in Education Policy Studies, University of Kentucky
MEGHAN J. PIFER (Facilitator), Graduate Student, Pennsylvania State University, The

Social network analysis can be an effective IR tool; the context is a study of education partnerships involving two school districts and an NSF-funded University program.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
619, Level Six, Convention Center

Campus Climate in the 21st Century: A Comparison of Racially Mixed Institutions with Predominantly White Institutions (105)

BERKELEY MILLER (Author), Associate Director of Assessment, San Jose State University
SUTEE SUJITPARAPITAYA (Author), Associate Vice President, San Jose State University
KEVIN S. OSBORNE (Facilitator), Director, Auburn University at Montgomery

It is recognized that minority students graduate at lower rates than whites. Virtually all studies documenting discriminatory experiences have been conducted in predominantly white institutions (PWI). But do minorities experience the same level of discrimination in racially mixed institutions (RMI)? This paper uses survey data to compare minority student experiences at PWIs and RMIs within one state university system. Data from campuses in 1999 are used to explore the interconnections between campus racial composition (PWI vs. MRI), discrimination behavior, and overall satisfaction. Data from one urban, RMI university collected in 1994, 1999, and 2006 evaluate the same issues over time.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
620, Level Six, Convention Center

Towards More Successful Law School Applications: Lessons Learned from Law School Re-Applicants (146)

PHILIP G. HANDWERK (Author), Institutional Researcher, Law School Admission Council
CHAU-KUANG CHEN (Facilitator), Director of Institutional Research, Meharry Medical College

The U.S. needs more lawyers who are bilingual and/or bicultural, who will be effective communicators with diverse juries and clients. However, before there can be a more diverse lawyer population, there first needs to be a more diverse law student population. And before that can occur, the law school applicant population needs to become more diverse and successful in their applications. This study aims to help reduce the substantial expenses of time and money placed upon law school applicants by focusing their choices through lessons learned from those who were unsuccessful in initial applications.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
614, Level Six, Convention Center

Effect of Remedial English on Student Outcomes: An Event History Analysis Approach (147)

GREGORY S. KIENZL (Author), Assistant Professor, University of Illinois
EREZ LENCHNER (Author), Institutional Researcher, CUNY La Guardia Community College
TARA F. GEORGE (Facilitator), Institutional Research Analyst, Jefferson State Community College

Remedial (also referred to as developmental) education in community colleges has sparked considerable debate among researchers and policymakers for more than a decade. While such courses can improve college readiness, extensive remediation may delay and even prevent certain students from enrolling in college-level coursework. This study uses event history analysis (EHA) techniques to examine the potential adverse effects of taking an additional semester of remedial English for first time, degree seeking community college students with poor basic writing skills. Student retention in the first year and overall educational success, measured by degree completion or transfer, are outcomes of interest.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
616, Level Six, Convention Center

Expectations and Attitudes of Underachieving First-Year College Students (175)

JAMES S. COLE (Author), Research Analyst, Indiana University
ROBERT M. GONYEA (Author), Associate Director, Research and Data Analysis, Indiana University at Bloomington
CHRISTINE L. MEE (Facilitator), Director of Institutional Research and Assessment, Coastal Carolina University

The prevalence of academic underachievement is hard to quantify, but we know that many students who enter our colleges and universities each year struggle with achieving their academic potential and find themselves in need of academic services to help them succeed. The purpose of this study was to examine the expected college experiences of underachieving high school students. Underachieving students were much less likely to have completed AP courses, honors courses, or calculus and/or statistics. Underachieving students also report lower levels of academic persistence, lower levels of confidence in their academic preparation, and lower expectations for campus support.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
618, Level Six, Convention Center

Going Global: Understanding the Choice Process of the Intent to Study Abroad (181)

MARK SALISBURY (Author), Doctoral Candidate, University of Iowa
PAUL D. UMBACH (Author), Assistant Professor, University of Iowa
MICHAEL B. PAULSEN (Author), Professor of Higher Education, University of Iowa
ERNEST T. PASCARELLA (Author), Director of National Study 1990-1995,Mary Louise Petersen Professor of Higher Education, University of Iowa
JONATHAN E. GORDON (Facilitator), Director of Assessment, Georgia Institute of Technology

The purpose of this study is to adapt and apply an integrated model of college choice to better describe students who do and do not intend to study abroad. Although internationalization through study abroad is widely touted as a preferred means of developing globally competent college graduates, very little research has asked how factors related to economic, human, social, and cultural capital influence students' choices regarding the intent to study abroad during college. Data from the Wabash National Study of Liberal Arts Education (WNSLAE) are analyzed and discussed.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 4)
615, Level Six, Convention Center

Understanding International Enrollment in American Graduate Schools: A Cross-National and Cross-Time Analysis (425)

YUHANG SHI (Author), Director of Analysis and Information Services, University of California-Davis
SUNHWA JANG (Author), Seoul National University
JACOB JASIN (Facilitator), Statistical Assistant, Southeastern Louisiana University

This paper examines the macro-level forces that promote or impede international demand for graduate study in the U.S., with attention focused on the development of education systems in countries of origin, especially at the college level. Using the cross-national and cross-time data, the paper tries to show that countries with a large number of graduate students in the U.S. relative to their population sizes tend to have experienced a rapid expansion of their higher education systems in recent years. As long as this expansion continues, demand for American graduate education by foreign students will continue to grow.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 4)
606, Level Six, Convention Center

A Descriptive Analysis of Bachelor's Degree Recipients of 2005-06 with a Retrospective Analysis of Time to Degree (436)

RICHARD J. REEVES (Author), Director of Research, National Student Clearinghouse
AJEENAH L. HAYNES (Author), Research Associate, National Student Clearinghouse
SANDRA BRAMBLETT (Facilitator), Director of Institutional Research and Planning, Georgia Institute of Technology

The purpose of this study is to provide a descriptive analysis of bachelor's degree recipients from 4-year postsecondary institutions who graduated the academic year of 2005-06. A sample cohort was selected from a study population of students enrolled in 4-year institutions. Special focus was given to the variable time to degree in terms of enrollment patterns as well as the observed effect of transfer behavior and the incidence of prior 2-year degrees among bachelor's degree recipients. Analyses of these variables were conducted retrospectively, investigating at least 6 years prior to degree receipt.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 4)
6E, Level Six, Convention Center

Supply of College Education to International Students in the United States (476)

CHIAO-LING CHIEN (Author), Graduate Research Assistant, University of Minnesota-Twin Cities
LIANG ZHANG (Author), Department of Leadership, Policy and Organizations, Vanderbilt University
DAI LI (Facilitator), Graduate Student, Pennsylvania State University

Public colleges and universities in the U.S. have alternatively raised nonresident tuition to improve institutional revenue. This study, using a supply-side model, examines whether institutions with financial difficulties tend to enroll international undergraduates to increase tuition revenue. The panel data, between 1980 and 2005, are collected from the IPEDS. Preliminary results have confirmed our hypotheses: strong and significant positive correlation exists between nonresident tuition and international enrollment; the international enrollment is negatively associated with resident tuition and fees; and lower institutional revenue in a proceeding year is related with greater international enrollment in the current year.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 5)
214, Level Two, Convention Center

Degree Productivity and Cost Efficiency in U.S. Public Colleges and Universities: Is there a Tradeoff? (538)

MARVIN A. TITUS (Author), Assistant Professor of Higher Education, University of Maryland
KEVIN EAGAN (Author), Doctoral Student, University of California-Los Angeles
MICHAEL COGAN (Facilitator), Director of Institutional Research and Analysis, University of St. Thomas

This study examines the possible tradeoff between bachelor's degree productivity and cost efficiency in U.S. public four-year higher education institutions. This research uses concepts from production and cost theories and draws on IPEDS data. Employing stochastic frontier analysis (SFA), degree production functions and cost functions are estimated and utilized to generate technical efficiency and cost efficiency scores, respectively. The results of this inquiry suggest that among research and doctoral universities, there is a slight tradeoff between degree productivity and cost efficiency. Among comprehensive institutions, general baccalaureate colleges, and specialized four-year institutions, no tradeoff exists between degree productivity and cost efficiency.

10:40-11:20 am EXHIBITOR DEMONSTRATION
(Track E)
603, Level Six, Convention Center

Solving the Information Riddle: Delivering the IR info without the IT Code (E01)

DAN VENEDAM (Presenter), Vice President, iStrategy Solutions

This session will present iStrategy's HigherEd Analytics student data warehouse solution. iStrategy's out-of-the box packaged data warehouse can be implemented in days with our pre-built integration to existing ERP systems, personalized Dashboard and 200 plus pre-built analytic reports. Our reporting library spans admissions, enrollment, class schedule, class registration, degree awards, student plan, faculty and student financial. The platform delivers actionable information to IR professionals with census cut-offs built right into the application.

10:40-11:20 am EXHIBITOR DEMONSTRATION
(Track E)
610, Level Six, Convention Center

National Survey of Student Engagement (NSSE) (E05)

JILLIAN L. KINZIE (Presenter), Associate Director of NSSE Institute, Indiana University at Bloomington

Now in its ninth year, the NSSE is an assessment tool used by more than 1,200 four-year institutions. 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, and various accountability efforts. This session provides an overview of NSSE, and related surveys, the Faculty Survey of Student Engagement (FSSE) and Beginning College Survey of Student Engagement (BCSSE), and is most appropriate for first-time users.

10:40-11:20 am EXHIBITOR DEMONSTRATION
(Track E)
605, Level Six, Convention Center

Key Performance Indicators for Research: Using Journal and Citation Data in Institutional Research (E06)

ANN KUSHMERICK (Presenter), Manager, Research Evaluation, Thomson Scientific

Journal and citation data are used worldwide as a standard for quantitatively evaluating research performance. Citation metrics, which measure how often research articles are referenced by subsequent articles, can indicate the influence and impact of the research produced by an institution, author, research group, etc. Thomson Scientific offers reliable, objective citation data based on the world's premier scholarly journals across many disciplines. We will discuss how to utilize citation data as key research performance indicators for the purposes of strategic planning, annual reporting, faculty review, resource allocation, etc.

10:40 am-12:20 pm PANEL (100 MINUTES) (Track 0)
604, Level Six, Convention Center

AIR 50th Anniversary Task Force Panel (017)

LAURA E. SAUNDERS (Moderator), Vice President for Administrative Services, Bellevue Community College

This panel will be hosted by the AIR 50th Anniversary Task Force Panel.

10:40 am-12:20 pm PANEL (100 MINUTES) (Track 7)
303, Level Three, Convention Center

IPEDS — Latest Developments (701)

ELISE S. MILLER (Author), Program Director, National Center for Education Statistics
JANICE A. PLOTCZYK (Author), Team Leader, IPEDS Data Collection, National Center for Education Statistics
JANICE E. KELLY-REID (Author), IPEDS Project Director, RTI International

NCES will present a general update on IPEDS and review recent changes. Topics for discussion include changes to future data collections, external forces at work, current projects of interest to the IR community, and new and improved data tools.

11:40 am-12:20 pm AIR GRANT PAPER (Track 7)
214, Level Two, Convention Center

Preparation and Access: A Multi-level Analysis of State Policy Influences on the Academic Antecedents to College Enrollment (702)

NATHAN DAUN-BARNETT (Author), Graduate Research Assistant, University of Michigan

Policy makers have spent 25 years adopting policies to improve student preparation for college. This study develops a three level framework for examining whether high school graduation requirements, mandatory exit exams, k-12 funding and public four-year tuition are related to course-taking patterns in the core academic subjects and high school completion. Findings suggest that with the exception of tuition, state policies are not related to whether students complete high school, but may influence whether graduates are prepared for college. The study also suggests that while policy matters, characteristics of the school may matter more than policy for high school completion.

11:40 am-12:20 pm BEST PAPER/PRESENTATION SESSION (Track 7)
201, Level Two, Convention Center

RMAIR Best Paper — Deconstructing the Tortoise and the Hare: How We Built a Web-based Student Tracking Application (715)

CHRISTINA DRUM (Author), Institutional Research Programmer Analyst, University of Nevada-Las Vegas

As institutional researchers, we know that student persistence and graduation analyses inform a host of decision-making contexts. This session will address how our office designed, developed and launched a flexible, easy-to-use, web-based student tracking application for campus data users. The presentation will include a demonstration of the application, which automates standard one-year retention and six-year graduation reports, as well as more complex analyses. We will discuss challenges and surprises encountered along the way, and impacts the application has had at our large, urban, public research university.

11:40 am-12:20 pm BEST PAPER/PRESENTATION SESSION (Track 7)
613, Level Six, Convention Center

IAIR Best Paper — Documenting Student Outcomes: A Six-Year Longitudinal Model for Community Colleges (721)

JANICE DANTES (Author), Research Assistant, City Colleges of Chicago
ANTONIO GUTIERREZ (Author), Associate Vice Chancellor of Research and Evaluation, City Colleges of Chicago

Assessing student outcomes is a priority in higher education. Federally-mandated graduation rates are often used as the measure of student success. However, this measure fails to document outcomes for students with multiple objectives and career paths. Without tools to document multiple student outcomes, community colleges cannot demonstrate their effectiveness.

Driven by this challenge, this project developed a practical tool to document student outcomes in retention, graduation, transfer, baccalaureate degree attainment, and successful course completion. The six-year longitudinal analysis utilizes institutional data, National Student Clearinghouse data, and statistical modeling. Research findings have been used to enhance instructional and student support services.

11:40 am-12:20 pm DEMONSTRATION (40 MINUTES) (Track 6)
308, Level Three, Convention Center (M)

A SAS Program that Can Write another SAS Program: Formatting Labels Without Copy and Paste (618)

JOHN G. ZHANG (Author), Research Analyst, William Rainey Harper College

Formatting hundreds of labels for variables and their values is a tedious process. While you can copy and paste, it may still take hours. This paper demonstrates a SAS program that can write another SAS program, the code you need for label formatting. The automatically generated program will be shown and the generating program explained. Knowledge of the SAS data step is assumed to understand how and why it works.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 2)
607, Level Six, Convention Center

The Politics and Practicalities of Online Assessment Information Systems (278)

J. JOSEPH HOEY (Author), Vice President for Institutional Effectiveness, Savannah College of Art and Design
MYRTES D. GREEN (Facilitator), Assistant to the President/ Title III, Lawson State Community College

All evaluation is inherently political in that some have more power in the process than others. Centralizing information on student learning contrasts sharply to having such information available at the course-level only and subject to complete faculty control. Transparent assessment information systems can serve to shift the balance of power and resources in an institution, yet the volume of assessment data generated frequently makes IT solutions a practical necessity. Given these realities, creating and sustaining an online assessment information system is a complex endeavor. This session details questions to consider when developing such a system, pitfalls and practical solutions.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 4)
609, Level Six, Convention Center

Strategies for Evaluating Institutional Retention Programs: Lessons from an Undergraduate Research Opportunity Program (449)

ANGELA M. LOCKS (Author), Graduate Student, University of Michigan-Ann Arbor
SANDRA GREGERMAN (Author), Director, Undergraduate Research Opportunity Program, University of Michigan
DEBORAH FAYE CARTER (Author), Associate Professor, University of Michigan

This session is designed to share the evaluation activities of an undergraduate research opportunity program (UROP) at a large research university. Since its inception nearly twenty years ago, the UROP has evaluated the effect of undergraduate research engagement on its participants. A review of methodologies used, findings, an emerging research agenda and previous assessment and evaluation reports will be provided. The session will include a discussion on how to use anecdotal evidence provided by students as a foundation for the development of a strategic assessment plan and program evaluation activities.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 4)
615, Level Six, Convention Center

Student and Faculty Views on Educational Technology to Improve CMS Communication (453)

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

Many institutions rely on technological solutions to address the challenges of making physical room for their students on campus, offering multiple choices and convenience for their students' academic programs, and addressing complex enterprise-wide interconnectivity of education, human resources, and registration needs. Making informed choices depend upon the success of introducing increasingly complex educational and instructional technology learning about student and faculty responses to their current experience and expectations regarding current technological efforts. This presentation presents the results of recent state university system's information technology surveys used to help the system provide more timely and precise information to its member institutions.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 5)
616, Level Six, Convention Center

Forecasting Supply of College Graduates for a State's Growth Industries (536)

RUBEN B. GARCIA (Author), Manager, Texas Workforce Commission
GABRIELA BORCOMAN (Author), Program Director, Texas Higher Education Coordinating Board

The State identified six industry clusters to be the focus of the Governor's economic development efforts. The State's higher education coordinating board was tasked to determine the long-term forecast of college graduates for the occupations within these industry clusters to identify gaps in the education pipeline. This project required the cooperation between the State's higher education board and workforce development entity to effectively link occupations within the targeted industry clusters to related programs of study. The presenters will discuss the process and results of the project.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 6)
206, Level Two, Convention Center

Stop the Presses! Learn How to Effectively Transition Documents From Paper to Web Using Hypermedia (607)

WILLIAM T. THOMPSON (Author), Technology and Systems Analyst, University of South Florida
KATHERINE J. LYNCH (Facilitator), Data Coordinator, Institutional Effectiveness, Louisiana State University in Shreveport

Documents are no longer constrained by ink and paper to a linear format: they have been transformed into an interactive experience through hyperlinks and the World Wide Web. Although the Web has greatly matured during the past 15 years, challenges still exist in the creation of effective Web-based documents.

This presentation will explore novel ways to think about your data as we discuss the history of documents, information retrieval, and the Web's role as a 21st century printing press.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 6)
606, Level Six, Convention Center

A Cost of Living Index Based on Federal Fair Market Rent Data: Methodology and Validation (609)

STEPHEN R. PORTER (Author), Associate Professor, Iowa State University
JASON PONTIUS (Author), Doctoral Research Assistant, Iowa State University

This paper describes a regional cost-of-living index developed from federal Fair Market Rent data. The advantage of using these data is that they are freely available, updated annually, and are produced for every county in the country, not just for urban areas. The index is compared to other cost-of-living indices, and is validated using salary and satisfaction data from the National Study of Postsecondary Faculty. Implications for faculty salary data used in the US News rankings are discussed.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 6)
310, Level Three, Convention Center

The ePortfolio Workspace and Re-accreditation in 2009: What We've Learned (687)

CATHY FULKERSON (Author), Director, Institutional Research, Washington State University
RAYMOND WALLACE (Author), Administrative Planning Specialist, Institutional Research, Washington State University
NILS PETERSON (Author), Assistant Director, Center for Teaching, Learning and Technology, Washington State University

Washington State University is preparing to present a self-study for re-accreditation review in 2009. The authors built a collaborative ePortfolio website based on Microsoft SharePoint technology to facilitate this university-wide effort. In this presentation, we describe and assess use of the site for delivery of IR data to self-study authors, tracking of participants and documents, and for inter-participant collaboration. We report on participants' experiences and we reflect on policy and process implications revealed by this online collaboration.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 1)
620, Level Six, Convention Center

The Importance of Student Support Services as Perceived by Nontraditional Students Enrolled in Four-Year Public Institutions in South Texas (121)

BRIDGETTE HARDIN (Author), Assistant Director for Assessment and Adjunct Professor of Research, College of Education, Texas A&M University - Corpus Christi
BRENDA L. BRYANT (Facilitator), Director of Institutional Research, Alabama State University

The researcher conducted a cross-sectional study of nontraditional students to determine the requirement of student support services by nontraditional students, and to determine nontraditional student satisfaction levels with the aforementioned services. Using a researcher developed, online survey the researcher obtained "importance" ratings from nontraditional freshman and senior students on four student support services constructs: Academic Guidance; Educational Planning; Career Planning; and Overall Student Development. "Importance" ratings of both nontraditional student groups were compared. The researcher examined the extent to which the requirements of student support services were met, as inferred by nontraditional senior student "satisfaction" ratings.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 1)
619, Level Six, Convention Center

"Hello . . . Is Anyone Out There?" The Transfer Process as Students Experience It: A Year-Long e-journal Study (138)

JAN M. IGNASH (Author), Associate Professor, University of South Florida
RUTH SLOTNICK (Author), Graduate Research Associate/UTRN Project Coordinator, University of South Florida

National data shows that transfer students are at greatest risk of dropping out during the first semester after transfer. During Fall '07-Spring '08, over 100 community college students participated in an e-journal study, recording their thoughts and perceptions of the transfer process in the months immediately before and after transferring to a large, urban university. Using a framework developed by Mitchell and Coltrinari (2001), the researcher sent bi-weekly "prompts" to students asking about the supports and barriers to transfer, as students experienced them. Results provide useful information for policy and practice regarding retention in the critical first semester after transfer.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 1)
618, Level Six, Convention Center

Pumping the STEM Labor Force: An Examination of Doctoral Students in the STEM fields (160)

GIGI GOMEZ (Author), Senior Research and Policy Analyst, National Association of Independent Colleges and Universities
KENNETH E. REDD (Author), Director of Research and Policy Analysis, Council of Graduate Schools

A sizeable STEM labor force is needed if the U.S. is to maintain innovative, technological advancements. Yet, America is experiencing a severe shortage of home-grown STEM labor force, despite its growing population. The problem: attracting U.S. citizens, especially minorities and women, to enter the STEM fields. Thus, this study examines the persistence of graduate students through STEM Graduate Education. The aim is to identify areas of strength in STEM graduate education as well as opportunities for improvement all as a means to increase not only the STEM graduate persistence rate but also to substantially populate the STEM labor force.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 1)
614, Level Six, Convention Center

Secondary School Failure: High School Course Performance and Success in College (156)

MICHAEL WILLIFORD (Author), Associate Provost, Ohio University

Actual high school transcripts of university matriculants were analyzed to determine if different patterns of course taking and course success were related to success in college (first-term GPA and first-year retention). There was a small positive relationship between number of high school units taken and student success. There was a strong positive relationship between students' performance in their high school courses and first-term GPA and first-year retention. As the number of high school D/F grades increases, the first-term GPA and retention rates decrease in marked ways. Implications for admissions and advising practices are discussed.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 2)
602, Level Six, Convention Center

A Comparison of Post-Secondary Outcomes for Tech Prep and Non-Tech Prep Students (241)

PENELOPE A. PARMER (Author), Project Analyst, Sinclair Community College
DEREK REED (Author), Project Analyst, Sinclair Community College

Using a matched pairs design, this study examines college performance differences of students who participated in a high school Tech Prep program compared to students who did not participate. Performance measures include scores on the college's placement tests, success in entry level courses, retention, and graduation. Preliminary results suggest that Tech Prep students perform better on the college placement tests (thereby requiring less remediation), and in entry level Math and English courses. They are also somewhat more likely to be retained and are more likely to graduate than their peers.

AIR Bookstore

Stop by the AIR Bookstore and purchase AIR publications and journal subscriptions! Forum attendees receive a ***20% discount on all orders!***

The bookstore is located in the Exhibit Hall in the Convention Center.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 2)
617, Level Six, Convention Center

The Science of Diversifying Science: Increasing Underrepresented Minority Student Success Through Structured Research Programs (247)

LUCY ARELLANO (Author), , University of California-Los Angeles
NOLAN CABRERA (Author), Research Analyst, University of California-Los Angeles
SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, Higher Education Research Institute
MONICA H. LIN (Author), Research Analyst, University of California-Los Angeles
LORELLE ESPINOSA (Author), Doctoral Student, University of California-Los Angeles

Targeting four institutions with structured science research programs for undergraduates, this study focused on how undergraduate research program participation affects racial minorities' graduate and career plans We identified several key themes that emerged from focus group discussions: access to the program; support offered by the program, especially financial; learning to become research scientists; and stigma, both racially and professionally, associated with program participation. Participation facilitated many essential factors for promoting minority student academic success, but also raised complex issues about the role of race in scientific training.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 2)
211, Level Two, Convention Center

Assessing Program Change: Using Direct and Indirect Assessment to Measure the eEfectiveness of a Pilot First-Year Writing Seminar (267)

SCOTT COHEN (Author), Assistant Professor and First-Year Seminar Pilot Coordinator, Stonehill College
JOSEPH FAVAZZA (Author), Dean, General Education and Interdisciplinary Programs, Stonehill College
LAURA J. UERLING (Author), Director, Planning and Insitutional Research, Stonehill College
YANG ZHANG (Author), Director of Institutional Research Office, Edgewood College
KIMBERLY A. THOMPSON (Facilitator), Director of Assessment & College Research, Regis University

Challenged to improve the writing ability of its first-year students, a four-year private college designed a pilot course that combined the content of the general education curriculum with an increased focus on effective written communication. To measure the effectiveness of the pilot course, students were asked to complete a survey gauging their engagement in the course, and students in a standard general education course were asked to complete the same survey. Additionally, "blind" writing samples were randomly chosen from pilot and non-pilot sections and scored using a common rubric. Significant differences were found between the two groups on both measures.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 3)
608, Level Six, Convention Center

Black Faculty Retention: A Qualitative Comparative Case Study of Factors Influential in a Private Versus a Public Southern Research University (321)

T. GREGORY BARRETT (Author), Assistant Professor of Higher Education, University of Arkansas at Little Rock
DAVID J. SIEGEL (Author), Associate Professor, East Carolina University

This qualitative case study of one elite private and one elite public Research University (very high research activity) in the Southeast identified three sets of benefits variables derived from organizational behavior theory — tangible, intangible, and non-work related — that proved influential in the decisions of African-American faculty to remain at their employing university. Quality of life issues, caliber of the students faculty would teach and supervise research, and a variety of social networks assisting in one or more aspects of their jobs emerged as the most influential factors among many for both the private and public Research university faculty.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 4)
6E, Level Six, Convention Center

Why Higher Education Appears Far Less Efficient than it Actually Is to Legislators and the Public (472)

THEODORE MICCERI (Author), Statistical Data Analyst, University of South Florida
MICHAEL D. MCGUIRE (Facilitator), Executive Director, Office of Planning & Institutional Research, Georgetown University

This work shows why higher education costs must necessarily rise more rapidly than other goods and services, and how government "shadow statistics" make cost increases look far greater than they actually are. Inflation's causes and methods to increase funding and curtail costs are also explicated. Baumol & Oates (1976) demonstrate why higher education's public sector costs must rise faster than other economic sectors, because of their inherent "human" cost disease. This makes people assume that waste and inefficiency must be present. False government statistics (eg. CPI) designed to make the economy look better, substantially exacerbate the problem.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 4)
307, Level Three, Convention Center (M)

A Causal Model Examining the Success of Obtaining a Master's Degree at a Public Metropolitan University using Structural Equation Modeling (482)

ARNOLD L. HOOK (Author), Institutional Research Analyst, University of Louisville
AMY S. HIRSCHY (Author), Assistant Professor, University of Louisville
YIJIUN PAN (Author), Doctoral Student, University of Louisville

Using structural equation modeling, a hypothesized relationship between various factors and observed variables for graduate school student success is proposed for a Southern mid-sized metropolitan research university. In this study, graduate student success is defined as a student obtaining a master's degree. In the proposed model, two latent variables are constructed, academic achievement and demographic background. The constructs consist of measured variables that are typically found in a university's information management system. Obtaining a master's degree is a result of academic achievement as well as demographic and social factors.

11:40 am-12:20 pm EXHIBITOR DEMONSTRATION (Track E)
605, Level Six, Convention Center

Data Mining with the Strategic Advantage (E02)

KJELL CHRISTOPHERSEN (Presenter), President, CCbenefits, Inc.

The Strategic Advantage (SA) is a web-based tool that pulls data from over 80 data sources. Learn how to access data from a variety of sources using one access point. This workshop will demonstrate Industry, Occupation, Demographics, IPEDS projections and examples of how to integrate this data into GIS, spread sheets, and reports.

11:40 am-12:20 pm EXHIBITOR DEMONSTRATION (Track E)
603, Level Six, Convention Center

Collecting and Analyzing Data from Paper and Web Forms (Surveys, Tests, Assessments) With Remark Office OMR and Remark Web Survey (E04)

SUZANNE KITWIN (Presenter), Sales Manager, Gravic, Inc
VICTOR BERUTTI (Presenter), Senior Vice President, Gravic, Inc.
NORA PETCHKOFSKI (Presenter), Director of Management & Planning, Gravic, Inc

Collecting and analyzing data from paper and web surveys will be demonstrated using Remark Office OMR and Remark Web Survey. In addition to the product demonstration several institutional research case studies will be discussed.

11:40 am-12:20 pm EXHIBITOR DEMONSTRATION (Track E)
610, Level Six, Convention Center

Benchmarking Excellence: Assessing Faculty Productivity and Scholarly ROI (E07)

LAWRENCE MARTIN (Presenter), Dean of Graduate School, Academic Analytics, LLC

Although faculty scholarly productivity is one of the key determinants of program quality, department administrators have struggled to find meaningful ways to measure it. With the information contained in the Faculty Scholarly Productivity Database and Index™, developed through a collaboration between the Research Foundation of Stony Brook University and Academic Analytics, research institutions now have a consistent, reliable method of assessing and documenting this key aspect of program quality, individual faculty performance, and departmental performance. This presentation will explore how the Faculty Scholarly Productivity Database and Index are currently being used by institutions, and how they can be used to support institutional strategic goals.

11:40 am-1:20 pm SPECIAL EVENT (Track 0)
612, Level Six, Convention Center

Affiliated Groups Luncheon (Invitational Event) — Sponsored by Academic Analytics (021)

TIMOTHY K. C. CHOW (Host), Director of Institutional Research, Rose-Hulman Institute of Technology
GAIL R. FISHMAN (Guest)

Presidents and current liaisons of the AIR Affiliated Groups and other guests are invited to meet with the External Relations Committee, AIR Board of Directors and the AIR Executive Director for discussion and exchange of information.

12:00-5:00 pm SPECIAL EVENT (Track 0)
202, Level Two, Convention Center

Forum Evaluation Survey (Invitational Event Number Two) (052)

DAWN R. KENNEY (Committee Chair)
MITCHELL S. NESLER (Committee Chair), Assistant Vice President for Academic Affairs, State University of New York Empire State College

Forum Evaluation Survey (Invitational Event Number Two)

12:30-1:10 pm COMMITTEE MEETING (Track 0)
203, Level Two, Convention Center

2008 Financial Advisory Task Force Meeting (Invited Session) (065)

HEATHER A. KELLY (Committee Chair), Assistant Director of Institutional Research and Planning, University of Delaware

The AIR Financial Advisory Taskforce is charged with coordinating AIR's advancement and development efforts and for long-term strategy in this area.

12:40-1:20 pm SPECIAL EVENT (Track 0)
615, Level Six, Convention Center

Newcomer's Brown Bag Lunch (069)

LORNE KUFFEL (Host)
ALAN J. STURTZ (Host), Town Clerk/Tax Collector

Bring your lunch from one of the Convention Center eateries and join the Newcomer's Committee for this informal gathering.

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
617, Level Six, Convention Center

Data Mining in Higher Education Annual Gathering (S01)

THULASI KUMAR (Convener), Director of Institutional Research and Assessment, University of Missouri - Rolla

Colleagues interested in data mining will gather together to discuss issues, exchange ideas, examine new technology development, and network. This is the third annual meeting of the Data Mining in Higher Education Consortium (http://www.dmhe.org).

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
211, Level Two, Convention Center

Intercollegiate Athletics (S05)

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

This SIG is intended as an opportunity to discuss issues related to intercollegiate athletics. This is an informal gathering to discuss changes in NCAA reporting requirements and recent research.

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
214, Level Two, Convention Center

Arab-American Institutional Researchers Gathering (S06)

SAMIR MIARI (Convener), Associate Vice President of Institutional Research and Academic Evaluation, Chicago State University

This meeting is intended for Arab and Arab-American Institutional Researchers and American and other Institutional Researchers who work in Middle Eastern universities. The purpose of the meeting is to network, exchange information, views, experiences, concerns etc. The meeting is open and everyone is welcome.

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
603, Level Six, Convention Center

Environmental Scanning (S07)

MARK P. CHAMPION (Convener), Information Analyst, Grand Rapids Community College

Please join your colleagues to discuss the concepts of environmental scanning and futures studies used at your colleges and universities. Want to learn more? This session is for the novice and the seasoned. Send your questions or examples in advance to the ES SIG convener and an electronic compilation of the material submitted will be provided for you. Help make this session valuable and lively.

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
606, Level Six, Convention Center

Association of American Universities Data Exchange (AAUDE) (S08)

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

AAUDE representatives and invited guests are invited to attend this informal session for updates and information on AAUDE issues and developments.

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
310, Level Three, Convention Center

PeopleSoft Users Group (S10)

NANCY C. MCNERNEY (Convener), Assistant Vice President, College of Lake County

This is an opportunity for institutional researchers who are using the PeopleSoft system to network and discuss issues and problems. Names, colleges and email addresses are collected and shared. Everyone is welcome both beginning and advanced users and those whose colleges are considering PeopleSoft as a new system.

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
618, Level Six, Convention Center

Catholic Higher Education Research Cooperative (CHERC) (S12)

DONALD A. GILLESPIE (Convener), Associate Vice President for Institutional Research, Fordham University
JAMES F. TRAINER (Convener), Director of Planning and Assessment, Villanova University

Members of CHERC will update participants on research initiatives and the annual spring meeting. Participants may bring up topics of interest to them and also give brief summaries of their research.

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
609, Level Six, Convention Center

Integrated Queries and Reporting Special Interest Group (S19)

JAMES C. FERGERSON (Convener), Director of Institutional Research and Assessment, Carleton College
MARILYN H. BLAUSTEIN (Convener), Director of Institutional Research, University of Massachusetts Amherst

This is a forum for those interested in integrated database query, Executive Information System (EIS), and Business Intelligence (BI) tools to automate reporting for institutional research or assessment. Examples include Hyperion Intelligence, WebFocus, Crystal Reports, Oracle Developer, Cognos, or Hummingbird. These tools help users to develop the custom reports that large administrative systems rarely provide, and they can be used to develop data warehouses or data marts. Our focus is not on the products, but on how these tools transform our data management roles, the questions we ask, the ways we deliver information, and the analyses that we do.

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
614, Level Six, Convention Center

CIRP User's Group (S22)

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

What's new at the nation's oldest study of higher education? Come talk with the folks at HERI and learn about some significant and exciting changes that are being made. Meet fellow CIRP users and exchange ideas.

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
616, Level Six, Convention Center

Cognos Users (S25)

KAREN DEMONTE (Convener), Institutional Research Analyst, University of Delaware
KAT COLLISON (Convener), Senior Institutional Research Analyst, University of Delaware

IR Cognos users to share experiences using the Cognos reporting tool.

12:40-1:20 pm SPECIAL INTEREST GROUP (Track S)
611, Level Six, Convention Center

Reshaping IR (S35)

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

This is an opportunity for institutional researchers to discuss evolving responsibilities in the profession and for those who have experienced transitions to provide support and guidance. The discussion will be a continuation of the Table Topics session on Building an Effective IR Program that began at last year's Forum and which has continued on the Reshaping IR listserve. Everyone is welcome to attend.

1:40-2:20 pm DEMONSTRATION (40 MINUTES)
(Track 6)
308, Level Three, Convention Center (M)

SAS Programming Techniques for Longitudinal Tracking and Processing Multiple Records per Person Data Files (642)

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

SAS programming statements are relatively straight-forward when working within individual observations. Conducting operations between observations is more difficult. In this session, tips on programming data such as student transcript files, the response files from the Student Clearinghouse, longitudinal records of academic performance, and faculty workload data, will be presented and explained. Topics covered include by-group processing, first.dot and last.dot flags, and the lag function.

1:40-2:20 pm DEMONSTRATION (40 MINUTES)
(Track 6)
6E, Level Six, Convention Center

MS Excel — Spreadsheet Makeover (676)

JIMMY CHIEN (Author), Planning Analyst, University of Western Ontario

We all have Excel on our computers and use Excel everyday. As a tool, Excel is mature, versatile, complete, and continuously evolving to deliver more and more power to our fingertips. But, how have our Excel adventures progressed accordingly? Are our multiple Excel experience merely one experience multiple times?

"Spreadsheet Makeover" aims to encourage all of us to elevate our Excel adventures. This demonstration offers an illustrated look at the three pillars of building Excel spreadsheets. Practical applications that illustrate good forms, incorporate formulaes and macros, save times and add functions will be presented.

1:40-2:20 pm RESEARCH IN ACTION (40 MINUTES)
(Track 1)
310, Level Three, Convention Center

The Influence of Self-Authorship in Meaning-Making Among First-Year Students (173)

LORENZO A. GUTIERREZ-JARQUIN (Author), Doctoral Student, University of Michigan

Self-authorship is having the ability to integrate learning; inquire; develop effective reasoning and problem solving skills; maintain a strong moral character; and be inter-culturally mature along with being a well-rounded leader who is physically, mentally, and emotionally healthy. The research question is: how do students make meaning of their experiences as they transition from high school to college?

1:40-2:20 pm RESEARCH IN ACTION (40 MINUTES)
(Track 1)
608, Level Six, Convention Center

Student Enrollment Pattern Characteristics: Contributors to Community College Student Transfer and Bachelor's Degree Attainment in an Urban Metropolitan Region (179)

ROWANNA CARPENTER (Author), PhD Student, Portland State University
JULIETTE M. STOERING (Author), Institutional Research Analyst, Portland State University

An urban university has long-standing articulation and co-admission agreements with four metropolitan community colleges. Students move through and among the institutions in complex patterns of attendance. This research addresses the question of which characteristics of enrollment patterns, such as number and length of interruptions and number of schools attended, are most closely related to student transfer and bachelor's attainment. Researchers also examined differences in successful enrollment patterns for underrepresented sub-groups. Using institutional data from four institutions and from the National Student Clearinghouse, researchers developed and analyzed a dataset with detailed information about student enrollment patterns and outcomes.

1:40-2:20 pm RESEARCH IN ACTION (40 MINUTES)
(Track 2)
615, Level Six, Convention Center

A Systemic View of Academic Achievement, Academic Progress, and Degree Completion: A Longitudinal Study (265)

JULIE P. NOBLE (Author), Principal Research Associate, ACT, Inc.
JUSTINE RADUNZEL (Author), Senior Research Associate, ACT, Inc.
PAUL D. TURMAN (Author), Director of Academic Assessment, South Dakota Board of Regents
SERGE B. HERZOG (Facilitator), Director of Institutional Analysis, University of Nevada, Reno

The Board of Regents governing a Midwestern state's six public universities currently requires students to meet established qualifying CAAP scores before graduation. Moreover, colleges and departments within each institution use CAAP results to facilitate critical modifications to curricular processes, placement guidelines, and remediation, and to document the value-added benefits of students' first two years of college. Using data from this Midwestern state system, this study investigates factors associated with college student achievement and proficiency, value-added achievement, progress to degree, and degree completion across six years within the context of students' prior achievement and college readiness.

1:40-2:20 pm RESEARCH IN ACTION (40 MINUTES)
(Track 4)
609, Level Six, Convention Center

The Ripple Effect of Virginia Tech: Assessing the Nationwide Impact on Campus Safety and Security Policy and Practice (444)

CHRISTOPHER J. RASMUSSEN (Author), Director of Policy Research, Midwestern Higher Education Compact
GINA M. JOHNSON (Author), Data Analyst and Research Associate, Midwestern Higher Education Compact

In the wake of the tragedy at Virginia Tech, institutions across the country reviewed their emergency procedures and response systems and pursued new and enhanced processes and technologies to improve communications and mobilization. The shootings also spurred renewed debate about gun safety and weapons regulation, mental health counseling, and balancing student privacy and necessary communication with appropriate authorities. In this session we will report the results of a survey of student affairs officers and campus safety directors assessing the nature and scope of institutional responses to Virginia Tech in new or revised policies, procedures, programs, and communications systems.

1:40-2:20 pm RESEARCH IN ACTION (40 MINUTES)
(Track 4)
606, Level Six, Convention Center

Identification of At-Risk Students and Analyses of Stopout and Enrollment at a Hispanic-Serving Institution to Develop Interventions for Improving Degree Attainment: A Survival Model Approach (458)

DENISE CARREJO (Author), Assistant Director, University of Texas at El Paso
BEREKET WELDESLASSIE (Author), Graduate, University of Texas at El Paso
ROY MATHEW (Author), Director of CIERP, University of Texas at El Paso
MICHAEL COGAN (Facilitator), Director of Institutional Research and Analysis, University of St. Thomas

At a Hispanic-serving, public university, we continued a quantitative study to assess patterns of undergraduate students' stopout and graduation patterns. In these analyses, we used a survival model to refine our understanding of "at-risk" students and their "survival" paths to graduation. Our research also provided a context for examining new interventions and their impact on students who, relative to their peers, may be less likely to graduate in six years. Preliminary findings indicate limitations of traditional approaches to improving outcomes for "at-risk" students and provide insights about analyses and approaches that may help us improve their likelihood of success.

1:40-2:20 pm RESEARCH IN ACTION (40 MINUTES)
(Track 5)
618, Level Six, Convention Center

Persistence to Graduation for Transfer and "Native" Students: A Case Study (529)

JOHN W. MILLER (Author), President, Central Connecticut State University
BRADEN J. HOSCH (Author), Director, Institutional Research and Assessment, Central Connecticut State University

With the expansion of the community colleges, issues surrounding access, persistence, transfer of credits and graduation rates have grown. Some researchers find transfer students persist at a lower rate than native students, while others say the difference between transfer and native student success is either overstated or doesn't exist. This study examines graduation rates for transfer students with varying amounts of credit at transfer versus their native peers. Findings indicate that transfers do not graduate at the same rate as their equivalent counterparts. Numerous other results are presented and interpreted including recommendations concerning needs of transfer students.

1:40-2:20 pm RESEARCH IN ACTION (40 MINUTES)
(Track 6)
611, Level Six, Convention Center

Selective Prediction of Failure to Graduate Using the CIRP Freshman Survey (604)

LEONARD M. GIAMBRA (Author), Director of Institutional Research, United States Coast Guard Academy
KATHLEEN M. MORLEY (Facilitator), Director, Baylor University

The CIRP Freshman Survey was used in a Logistic Model to predict graduation. However, it was not the goal to predict for all students but to predict those most likely not to graduate in order to provide an early intervention, identified here as "selective prediction." The classes of 2001 to 2006 were used as the analytic sample while the classes of 2007 to 2010 were used as the validation sample. In this paper we provide evidence of the usefulness of freshman responses to the CIRP Freshman Survey in predicting failure to graduate using a selective prediction approach.

1:40-2:20 pm RESEARCH IN ACTION (40 MINUTES)
(Track 6)
303, Level Three, Convention Center

Using Multimedia to Enhance Institutional Electronic Portfolios, Advance Key Initiatives, and Simplify Complex Content for Internal and External Audiences (659)

CATHLEEN B. SIMONS (Author), Senior Research Associate, Capella University
ROB KRUEGEL (Author), Manager of Interactive Design, Capella University

This session describes seven types of multimedia created for the institution's electronic portfolio, the additional value they contributed for both external and internal purposes (such as accreditation, faculty/staff training, and online courses), and how they were leveraged to advance progress on several key quality improvement initiatives — particularly, learning outcomes transparency in assessment, and faculty-related initiatives. Multimedia include interactive graphs, audio, video, Breeze, recorded conference-call discussions with offsite participants, and two new types of multimedia: animated timelines with videos, and video-plus-Flash. Tips for selecting and creating multimedia elements, and for leveraging multimedia for institutional initiatives and complex content, are discussed.

1:40-2:20 pm RESEARCH IN ACTION (40 MINUTES)
(Track 6)
620, Level Six, Convention Center

What Every Institutional Researcher Should Know About Marketing and Marketing Research (693)

LIZ SANDERS (Author), Assistant Vice President of Enrollment and Marketing Research, DePaul University
KATHERINE J. LYNCH (Facilitator), Data Coordinator, Institutional Effectiveness, Louisiana State University in Shreveport

Long ago a haven for institutional self reflection, the IR office, now bustles with research activity supporting everything from space to strategic planning. The researcher's lens has widened to include not only an understanding of what happens within the university, but the external context as well, with information drawn from benchmarking the institution's relative position. Institutional researchers can also draw from marketing and marketing research theory and practice to expand the ability to understand the institution in context. In this presentation, I will discuss marketing concepts and marketing research that enhances the IR toolkit for stronger university decision support.

1:40-2:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 1)
616, Level Six, Convention Center

Community Service During the First Year of College: What is the Role of Past Behavior? (114)

TY M. CRUCE (Author), Senior Policy Analyst, Indiana University
JOHN V. MOORE (Author), Research Associate, Project on Academic Success, Indiana University at Bloomington

This longitudinal, multi-institution study examines the effects of students' involvement in high school service clubs and their entering level of civic-mindedness; their rating of their ability to work effectively with others toward solving real-world problems and contributing to the welfare of the community; and their propensity to volunteer during their first year of college.

1:40-2:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 1)
619, Level Six, Convention Center

A Ten Year Study of the Conditional Effects on Student Success in the First Year of College (123)

BRADY P. GASKINS (Author), Bowling Green State University
WILLIAM E. KNIGHT (Author), Assistant Vice President for Planning and Accountability, Bowling Green State University

In light of enrollment and retention pressures, educators strive to deliver an experience that will meet the myriad outcomes expected from present-day colleges and universities. This study sought to inform one campus about the impact of its educational environments on a variety of student outcomes. First-year student cohorts from 1997 to 2006 were studied. Key variables included retention, involvement in a first year program, the type of first year program, academic preparedness, and overall student satisfaction, along with many student inputs and pre-college characteristics. The study provides institutional researchers with a model for assessing student success efforts.

1:40-2:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 1)
211, Level Two, Convention Center

Gender & Racial-Ethnic Gaps Among Entering Science, Technology, Engineering and Mathematics (STEM) Majors (164)

JAMES S. COLE (Author), Research Analyst, Indiana University
JILLIAN L. KINZIE (Author), Associate Director of NSSE Institute, Indiana University at Bloomington

Gender and racial-ethnic gaps in STEM fields is a concern in undergraduate education. This paper explores these gaps and focuses on differences in educational expectations among entering students intending to major in STEM fields. This study found that females enter college with lower test scores and are more likely to have not completed advanced level math courses. However, females were more engaged in high school and expect to be more engaged in college. Black and Hispanic students often start college with less math and lower test scores, but have higher levels of confidence and attitudes regarding their academic expectations.

1:40-2:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 2)
613, Level Six, Convention Center

Keeping Confidence in Data over Time: Testing the Tenor of Results from Repeat Administrations of a Question Inventory (210)

ELLEN M. BOYLAN (Author), Director of Institutional Research and Assessment, Marywood University

There is a hunger in higher education for fresh, reliable ways to gather and report student learning outcomes. Initial testing of the Mission Perception Inventory (MPI)proved reliable for measuring student perceptions of the learning environment and engagement in constructs related to institutional missions. With repeat administrations, does the strength of the MPI sustain, and yield consistently reliable data over time? Results from a second and third round of reliability and factor analysis tell the tale.

1:40-2:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 2)
206, Level Two, Convention Center

The Influence of a Summer Bridge Program on College Transition, Student Learning Outcomes, Academic Performance, and Retention (211)

SCOTT E. EVENBECK (Author), Dean, Indiana University-Purdue University Indianapolis
MICHELE J. HANSEN (Author), Director of Assessment, University College, Indiana University-Purdue University Indianapolis
GAYLE ANN WILLIAMS (Author), Assistant Dean, Indiana University-Purdue University Indianapolis

This paper focuses on variables influencing the academic success of students participating in a summer academic support and retention initiative at a large, urban, public university: a summer "bridge" program. Quantitative and qualitative and assessment methods were employed to assess how effective the bridge program was in helping first-year students attain academic success. Results suggest that investing resources into programs that help aid students' transitions to college by exposing them to collegiate-level expectations during the summer may help promote academic success. Participants had higher levels of academic performance, retention rates, and learned effective strategies for meeting the demands of college.

1:40-2:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 3)
602, Level Six, Convention Center

Lost in Translation: The Effects of Instructors' Time in Industry on Students' Engineering Experience (333)

BETTY J. HARPER (Author), Graduate Research Assistant, Pennsylvania State University, The
PATRICK T. TERENZINI (Author), Distinguished Professor and Senior Scientist, Pennsylvania State University, The

Evidence indicates engineering graduates' skills are misaligned with workforce needs. Are the disjunctions due, in part, to the backgrounds of students' instructors? Using a nationally representative sample of 1,037 faculty and 3,338 students representing 142 programs on 39 campuses, findings indicate that students in programs with a higher proportion of faculty with industry experience report more interaction with instructors, as well as more frequent feedback on their coursework, than students in programs with more academically oriented faculty. The expectation that students in such programs would also report greater use of collaborative pedagogies in their courses was not confirmed.

1:40-2:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 4)
607, Level Six, Convention Center

A Comparative Case Study of Presidential Transitions During Capital Campaigns (424)

KIMBERLY NEHLS (Author), Adjunct Professor of Higher Education, University of Nevada-Las Vegas

Capital fundraising campaigns at institutions of higher education have increased in duration, while presidential tenures have been doing just the opposite. The objective of this exploratory study was to better understand presidential transitions during capital campaigns from the perspective of the chief development officer (CDO) who maintained continuity. Nine CDOs from American universities who experienced presidential transitions during campaigns were interviewed to better understand their experiences. Most presidential transitions were negative and restricting to campaign work, even when the transitions went smoothly. Recommendations for campuses dealing with a change in leadership during a campaign will be outlined.

1:40-2:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 5)
201, Level Two, Convention Center

Public Higher Education Accountability: Assessing a Governance Scorecard (540)

CRAIG V. SCHOENECKER (Author), System Director for Research, Minnesota State Colleges and Universities
PAUL ZAK (Author), Senior Research Associate, Minnesota State Colleges and Universities
RUBEN B. GARCIA (Facilitator), Manager, Texas Workforce Commission

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, Kaplan & Norton, Burke and Ewell offers a governance system that could assist public higher education governing boards in focusing on strategic matters. This paper will describe and assess a public higher education system's accountability framework and scorecard against its theoretical framework and against principles of effective performance reporting.

1:40-2:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 6)
617, Level Six, Convention Center

Program Review: Pulling All Resources Together to Make It Work! (612)

TERRI M. MANNING (Author), Associate Vice President for Institutional Research, Central Piedmont Community College
DENISE WELLS (Author), Coordinator of Institutional Effectiveness, Central Piedmont Community College

Community colleges exist to deliver effective programs and services to their communities. This review process addresses the missions and goals of the college. The process has evolved into a strategic cycle that is rich with data and fulfills the needs not only for accreditation but also the needs of the programs and units being reviewed. The Planning and Research Department works hand-in-hand with all programs by providing a "mentor" along with online forms and calendars to help with the process. This institutional effectiveness process has proven to be empowering for all units and encourages an environment of assessment and improvement.

1:40-2:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 6)
307, Level Three, Convention Center (M)

Beyond Standard Statistical Techniques: A Neural Network Approach to Predicting Retention — A Case Study (614)

RANDALL C. HICKMAN (Author), Director of Institutional Research and Planning, Macomb Community College
ELIZABETH P. MOEN (Facilitator), Information Systems Specialist, Wayne State University

In recent decades, a group of techniques have been developed for the purpose of generating information concerning patterns in large databases. While these "data mining" techniques possess great promise for enhancing the ability of educational institutions to derive value from their institutional databases, that promise can only be realized through a discipline that requires researchers to face concerns different from those associated with standard statistical techniques. As a pilot demonstration of the feasibility and value of data mining techniques for informing policy and decision making, this study will employ a neural network approach to developing predictive models of retention.

1:40-2:20 pm SPECIAL EVENT (Track 0)
614, Level Six, Convention Center

AIR and IR in the 1960s and 1970s (015)

DENISE P. SOKOL (Moderator), Assistant Vice Chancellor for Institutional Research, (Retired), University of Colorado at Denver and Health Sciences Center
NICOLAS A. VALCIK (Moderator), Associate Director for Strategic Planning and Analysis, University of Texas at Dallas

Do you remember IR before IPEDS? Before HEGIS? Before Federal reporting? Do you remember punch cards and mainframes before there was Windows and personal computers? Ledger paper before there was Excel? Encyclopedias before there was Wikipedia? What do you remember about the last 50 years of IR? In preparation for the AIR golden anniversary celebration, the AIR50 committee is compiling an IR history, and we need YOUR help. A series of "memory dump" panels is scheduled to cover the last five decades. If you were doing IR in the 1960s and 1970s, please join this session and dump your memories!

1:40-2:20 pm SPECIAL EVENT (Track 0)
204, Level Two, Convention Center

Learn More About Your AIR Membership and What It Means for You (072)

ALAN J. STURTZ (Host), Town Clerk/Tax Collector,

The Membership Committee wants you to know more about AIR services, benefits and resources specifically for AIR members. Find out how to become involved and enhance your career, expand your network, and meet new colleagues.

1:40-2:20 pm EXHIBITOR DEMONSTRATION (Track E)
610, Level Six, Convention Center

An Introduction to the Collegiate Learning Assessment [cla] (E03)

MARC CHUN (Associate Committee Chair), Research Scientist, Collegiate Learning Assessment

The Collegiate Learning Assessment [cla] measures growth in undergraduate student learning in the areas of critical thinking, analytic reasoning and written communication. The CLA employs open-ended, performance-based instruments in which students demonstrate their abilities to use information and craft or analyze persuasive arguments. The longitudinal and cross-sectional administration modes can be used to chart learning and growth through a unique value-added analytical approach.

1:40-2:20 pm EXHIBITOR DEMONSTRATION (Track E)
603, Level Six, Convention Center

See what Snap Surveys can do for you! (E08)

ANDREA TAVANO (Presenter), Customer Relations Coordinator, Snap Surveys

Snap Survey Software is a powerful, intuitive Windows-based program for questionnaire design, publishing, data collection and analysis. Snap supports all survey modes (Web, E-mail, Paper, Kiosk, Phone, PDA, Scanning, Tablet PC). Snap has robust analysis capability (Tables, Charts, Reports, Descriptive and Multivariate Statistics) and is very extensible — MS Access or SQL database connectivity and seamless integration with MS Office (Word, Excel, PowerPoint, Access) and SPSS. Ask us about our special Education pricing. For more information on Snap Surveys, please visit us at: www.snapsurveys.com.

1:40-2:20 pm EXHIBITOR DEMONSTRATION (Track E)
605, Level Six, Convention Center

Getting to the Answers: Making all the Data Come Together (E09)

GIGI DEVANNEY (Presenter), COO, Chalk & Wire Learning Assessment, Inc.
GEOFF IRVINE (Presenter), CEO, Chalk & Wire Learning Assessment, Inc.

How do you get a wide range of data types (live performance observations, raw scores, rubric assessments and other measures of activity) to work with any selected demographic variables? In one system that can work in collaboration with other systems and tool to get a comprehensive, 360 degree view of institutional effectiveness and to explore cause and effect. Examples of demonstrating how this is possible given limited technological skill but a good set of research questions. Using live data, good tools and good questions can open your institution to a positive "culture of assessment" that stakeholders can easily buy into.

2:20-3:10 pm AFTERNOON TEA BREAK (Track 0)
6ABC, Level Six, Convention Center

Afternoon Break

— Sponsored by Evaluation Kit (045)

Please join us for an afternoon exhibitor-sponsored break and take time to visit with the exhibitors and catch up with your colleagues.

3:10-3:50 pm AIR GRANT PAPER (Track 7)
201, Level Two, Convention Center

Connecting Faculty Employment Status and Student Outcomes in Community Colleges (704)

AUDREY J. JAEGER (Author), Assistant Professor of Higher Education, North Carolina State University
KEVIN EAGAN (Author), Doctoral Student, University of California-Los Angeles
KEVIN B. MURPHY (Facilitator), Associate Director of Institutional Research and Policy Studies, University of Massachusetts Boston

Over the past several decades, one of the most significant changes in the delivery of postsecondary education involves the dramatic increase in the use of contingent or part-time faculty. Although the increased use of part-time faculty within higher education makes sense from an administrative point of view, its use does not come without criticism. With community colleges representing a more convenient, affordable, and flexible educational option for a number of students, particularly those from disadvantaged backgrounds, examining how exposure to part-time faculty affects students' academic goals represents an important area of inquiry.

3:10-3:50 pm BEST PAPER/PRESENTATION SESSION (Track 7)
616, Level Six, Convention Center

2006 PNAIRP Best Paper — Media Coverage and Public Opinion (733)

DAWN C. MACDONALD (Author), Institutional Research and Planning Officer, Yukon College

Content analysis of local media coverage provides an unobtrusive measure of public opinion of Yukon College. Two years of data are presented, showing trends in volume and nature of coverage. Relevance, affect, and context are tracked to construct a profile of the institution's public image as seen through the eyes of the media.

3:10-3:50 pm COMMITTEE MEETING (Track S)
204, Level Two, Convention Center

Urban Transfer Research Network Project Invitational Meeting (S21)

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

UTRN is a multi-institutional research project focused on low-income and minority students beginning postsecondary careers at community colleges. The purpose of the research is to chart pathways and success of target populations and inform institutional policy.

The research is based on data streams from community college and university cohorts, and will include analysis specific to low-income and minority students. The second data stream is derived from qualitative policy research.

This meeting will be an opportunity for network members to discuss their research to date and identify immediate next steps. Policy implications of the project will also be discussed.

3:10-3:50 pm DEMONSTRATION (40 MINUTES) (Track 1)
618, Level Six, Convention Center

Developing Technology Solutions to Support Academic Career Planning and Student Scheduling (107)

SANDRA J. ARCHER (Author), Director for University Analysis and Planning Support, University of Central Florida
ROBERT L. ARMACOST (Author), Director, College of Medicine, University of Central Florida
MAGDY HELAL (Author), University Analysis and Planning Support, University of Central Florida

Academic career plans may be jeopardized when deviation from the plan occurs such as failing a course with matters made worse when that class is a prerequisite for others. Sometimes, even the best plans are infeasible when courses are offered at conflicting times during the same semester. This presentation demonstrates technology solutions that have been developed to provide advisors with individualized programs of study that account for students' unique academic situations as well as student class schedules. The various assumptions, data requirements, and challenges are discussed along with implementation using Excel and SAS/OR.

3:10-3:50 pm DEMONSTRATION (40 MINUTES)
(Track 4)
604, Level Six, Convention Center

Using a Data Warehouse to Support and Expand Enrollment Management Capabilities: A Demonstration (445)

YAN W. WANG (Author), Manager of College Advancement Research, Milwaukee Area Technical College
THOMAS PILARZYK (Author), Director of College Advancement Research, Milwaukee Area Technical College

Building a data warehouse has dramatically expanded enrollment management functions at a large Midwestern institution. Enrollment funnel reports' were developed to track applicants, registrants and FTE on a daily basis, as well as segments within each. These reports form the basis for weekly assessments shared with administrators via e-mail and discussions at enrollment meetings led by institutional researchers. Trends are monitored to initiate rapid-response actions in marketing, recruitment and processing that influence enrollment. Other analyses explain student behavior and monitor effects of rapid responses. This demonstration explores the power of these planning tools by easily displaying and creating enrollment reports.

3:10-3:50 pm DEMONSTRATION (40 MINUTES)
(Track 6)
307, Level Three, Convention Center (M)

Creating Alumni Distribution Maps with ArcGIS: A Step-by-Step Demonstration (617)

JIE WU (Author), Assistant Director Institutional Research, Bowling Green State University
YU ZHOU (Author), Associate Professor, Department of Geography, Bowling Green State University

Maps are useful decision-making tools in many college-related activities. In this demonstration, the audience will learn how to use ArcGIS, a popular GIS software, to generate high-quality maps. With a step-by-step approach, it will start with an alumni list and end with several alumni distribution maps. Techniques of converting data formats, joining tabular data with base map, making queries, and producing maps will be demonstrated. It is expected that the audience will be able to create their own maps after this presentation.

3:10-3:50 pm RESEARCH IN ACTION (40 MINUTES)
(Track 1)
303, Level Three, Convention Center

Exploring the Undergraduate Experience Through Photography and In-Depth Discussions with Students (116)

FRANK J. DOHERTY (Author), Director of Institutional Research, James Madison University
LAUREN KERSHNER (Presenter), Graduate Assistant, James Madison University

An institutional research office initiated a project in 2006 to learn about the undergraduate experience through the eyes, images and comments of 16 freshmen. Through their pictures (more than 400 so far) and our discussions with them, we are learning what it is like to be a freshman, how they are adjusting to college life and how they are changing. We believe this is a unique way to learn about the undergraduate experience and how it might be improved. The project was so well received by these students that it is continuing to their graduation.

3:10-3:50 pm RESEARCH IN ACTION (40 MINUTES)
(Track 2)
615, Level Six, Convention Center

Survey of Graduates and Site Supervisors to Compare Perceptions of Learning Outcomes Achieved and Observed: Methodology and Findings (204)

GARY BARTON (Author), , National University
TERRY BUSTILLOS (Author), , National University
RON GERMAINE (Author), Lead Faculty, Research and Education, National University

Within the context of an academic program review, a web-based survey was conducted asking recent graduates of a Masters of Arts in Teaching (MAT) program about the value of core MAT courses and whether they believed program outcomes were met. Respondents rated survey items using a four-point Likert scale, and were also given an opportunity to provide open-ended responses to their ratings. To triangulate findings, data were gathered from graduates' site supervisors (employers) to learn whether the program outcomes were evident in graduates teaching practice.

3:10-3:50 pm RESEARCH IN ACTION (40 MINUTES)
(Track 3)
606, Level Six, Convention Center

An Approach to Faculty Instruction Workload Analysis (330)

HUI-MIN WEN (Author), Director of Institutional Research, New College of Florida
J. PATRICK MIZAK (Facilitator), Director of Institutional Research, Canisius College

The study was to help a campus faculty committee understand a small liberal art college faculty instruction workload among the twenty-two disciplines in the past three academic years (Academic Year 2003-04 to 2005-06). The information was to assist the committee members to determine the allocation of future faculty lines. The major types of instruction conducted by the college faculty are regular in-classroom courses, independent study projects, tutorials, academic advising for contracts, theses sponsorship and baccalaureate committee membership. The six types of instruction were the key instruction workload parameters examined in the study.

3:10-3:50 pm RESEARCH IN ACTION (40 MINUTES)
(Track 6)
206, Level Two, Convention Center

Adapting to New Challenges or "Who Moved My Cheese?" (606)

DAINA P. HENRY (Author), Interim Director Institutional Research, College of William and Mary
CRISTI CARSON (Facilitator), Director of Institutional Research, Keene State College

Johnson's bestseller book "Who Moved My Cheese?" is a story about adapting to new challenges. Three rats in the maze are succesful in adapting to change, one rat is not. This session will integrate Johnson's thoughts on change and adaptation with the work we do and the lives we lead. IR professionals are constantly forced into change, whether it is due to a new administration, new technology, new roles or financial constraints. This session will offer the thoughts of Johnson, Covey's "7 Habits" and others in an interactive format to discuss means for adapting to new challenges.

3:10-3:50 pm RESEARCH IN ACTION (40 MINUTES)
(Track 6)
607, Level Six, Convention Center

Assessment of Undergraduate Science Research Experiences: Survey Methodology, Design, and Techniques (665)

LUIS PONJUAN (Author), Assistant Professor, University of Florida
LAURA WALTRIP (Author), Doctoral Student, University of Florida
LYLE MCKINNEY (Author), Doctoral Student, University of Florida

In an effort to increase the pipeline into the science research field, institutions are providing opportunities for undergraduates to work with science faculty in authentic research experiences. A review of the literature reveals less is known about undergraduate science research experiences (USRE) in research institutions. We have developed a survey instrument that measures student learning outcomes related to these USRE. The purpose of this session is to describe and explain the survey design process of an instrument developed to assess USRE. This session provides institutional researchers pragmatic approaches to survey methodology, design, and techniques.

3:10-3:50 pm RESEARCH IN ACTION (40 MINUTES)
(Track 6)
214, Level Two, Convention Center

Institutional Research in the Community College: Under-Prepared and Under-Supported? (688)

CHRISTOPHER S. COOGAN (Author), Associate Director, University of Florida
LEAF ZHANG (Author), Graduate Assistant, Educational Policy and Administration Department, University of Florida
LINDA S. HAGEDORN (Author), Professor and Chair Educational Administration and Policy, University of Florida

The office of institutional research should be an integral part of the community college. Despite its role in necessary data driven decision-making, many colleges have insufficient IR capacity to ensure that the necessary data is collected and appropriately analyzed. The current study provides findings from a national study of IR capacity. The study pinpoints the current state of IR as well as identifies the areas of need among the nation's community colleges.

3:10-3:50 pm RESEARCH IN ACTION (40 MINUTES)
(Track 6)
620, Level Six, Convention Center

Predicting First-Year Performance: Data Mining versus Traditional Techniques (689)

JIMMY JUNG (Author), Assistant Director, Baruch College/City University of New York
JOHN G. CHOONOO (Author), Director Institutional Research and Program Assessment, City University of New York Baruch College
DONALD A. CUNNINGHAM (Facilitator), Associate Director, University of Tennessee-Knoxville

The purpose of this study is to compare data mining and traditional techniques in predicting first-year performance. Student demographic and educational variables are used as predictors. Results from artificial neural networks and decision tree algorithms are compared to multiple regression models. Implications for academic planning and enrollment management are discussed.

3:10-3:50 pm SCHOLARLY PAPER (40 MINUTES)
(Track 2)
614, Level Six, Convention Center

Using Logistic Regression for Establishing Statewide Cut-off Scores on Basic Skills Placement Tests at the Community College Level (220)

CHARLES SECOLSKY (Author), Director of Institutional Research and Planning, County College of Morris
DOMINIC LATORRACA (Author), Vice President, County College of Morris
FAXIAN YANG (Author), Director of Institutional Research, Middlesex County College

Statewide cut-off scores on placement tests allow for equity among community colleges on decisions to place students out of remedial courses in English and mathematics. Logistic regression analysis was used for binary grades in freshman composition and college algebra, and placement scores. Data across most of 19 colleges were aggregated and analyzed together. Produced are the expected probabilities of obtaining an A, B or C in the courses for given test scores. Colleges' representatives selected probabilities of success. The median of the associated cut-scores is the statewide cut-score. Alternatively, a decision could be made on the cut-score through discussion.

3:10-3:50 pm SCHOLARLY PAPER (40 MINUTES)
(Track 4)
308, Level Three, Convention Center (M)

Where do They Go? An Examination of Dropouts (491)

CHARLES MATHIES (Author), Institutional Research Analyst, University of Georgia
CHRISTOPHER R. FERLAND (Author), Graduate Student, University of Georgia
RUBEN B. GARCIA (Facilitator), Manager, Texas Workforce Commission

A regular analysis conducted by many institutional research offices relates to student retention and persistence. Despite numerous retention and persistence studies, one area that has not been examined in depth is what happens to students when they drop out and leave before graduation. This study examines where students go after they drop out and tracks these students when (if) they enroll at another institution. Findings include a series of descriptive and statistical analyses and examples of how other institutions can use the model(s), database building methodology and data sources to track students who have dropped out.

3:10-3:50 pm SCHOLARLY PAPER (40 MINUTES)
(Track 5)
602, Level Six, Convention Center

What Matters in Persistence: Examine the Impact of Financial Aid in a State University System (549)

SUNNY LI (Author), Senior Research Analyst, Florida Agricultural and Mechanical University
DILNESAW ASRAT (Author), Programmer, Analyst, Florida A&M University
KWADWO OWUSU-ADUEMIRI (Author), Director, Institutional Research, Florida A&M University

This study examines the factors that affect persistence of new students enrolled in a state university system. The results reveal that along with student characteristics such as race, gender, age, student class level, institution type, academic preparation before college, and academic performance at college level, financial aid plays a critical role in student persistence. Specifically, it is found that students awarded larger amounts of scholarships are more likely to persist than those with smaller amounts of scholarship. Nevertheless, contrary to findings in other related research, students provided financial opportunities with work study or loans do not have significant advantage in persistence.

3:10-3:50 pm SCHOLARLY PAPER (40 MINUTES)
(Track 5)
613, Level Six, Convention Center

The Tension Between Student Persistence and Institutional Retention: The Relationship Between First-Semester GPA and Student Progression Rates of First-Time, Full-Time Students (554)

BRADEN J. HOSCH (Author), Director, Institutional Research and Assessment, Central Connecticut State University
JANA E. MARAK (Facilitator), Associate Director and Coordinator of Testing, Baylor University

Through a case study of a medium-sized public comprehensive university, this paper provides an examination of the predictive relationship between student performance of first-time full-time freshmen in their first semester and subsequent retention and graduation rates. The session will provide examples of how to present institutional data about students' academic performance and progression rates to constituencies on- and off-campus. It will also situate these data in a national context and offer suggestions about reframing the accountability discussion to balance notions of the institutional responsibility for retention with student responsibility for persistence.

3:10-3:50 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Institutional Research and Data Security (T01)

FLORA B. YEN (Author), Director of Institutional Effectiveness, Cascadia Community College

Institutional researchers typically have access to student databases, and sometimes employee databases, containing confidential information. How prepared are we to deal with the increasing sophistication of computer hackers and other sources of data security breaches? According to the Privacy Rights Clearinghouse, there were 95 reported incidents of data security breaches in Higher Education between March 2005 and September 2006. Over three million individuals were notified of these data security breaches. This session will discuss some of the common data security risks facing institutional research offices and begin a dialog to find ways to mitigate such risks.

3:10-3:50 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Assessment of a Nebulous, Yet Critical Commitment: A Table Topic Session on the Scope and Nature of Service Learning (T02)

JENNIFER S. MINNER (Author), Research Associate, Evergreen State College, The
LAURA K. COGHLAN (Author), Director of Institutional Research and Assessment, Evergreen State College, The

Service learning and community engagement are of widespread interest among colleges. Definitions of service learning continue to evolve. Even at a single institution, there are varying ways of understanding this important pedagogical practice. This table topic session will encourage participants to grapple with the often nebulous concept of service learning. An Institutional Research Office will share assessment strategies critical to achieving the college's mission, enhancing students' learning opportunities, and completing the college's reaccreditation self-study. The session will encourage participants to discuss institutional commitments and methods of understanding the scope and nature of service learning at their institutions.

3:10-3:50 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

The Challenge of Training Tomorrow's Work Force: A Community College Perspective (T03)

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

The Bureau of Labor Statistics estimates that by 2011 our economy will be short 10 million workers and that will increase to 14 million by 2015 (Zeiss, 2006). The challenge for community colleges involves improving our national competitiveness and the growing skills gap. Today's economy requires people to upgrade their skills and learn continually. There is a growing need for lifelong learning and retraining. It will be the purpose of this presentation to explore the increasing need for skilled and trained workers and to suggest ways that Institutional Research can assist the institution to meet the challenges of globalization.

49th Annual Forum

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in Atlanta, GA for the 49th Annual Forum:
World Class Institutional Research!

3:10-3:50 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Creative, Engaged IR: The First-Generation Faculty and Staff Stories Project (T19)

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

At this large, public university, more than 50 percent of entering students are the first in their family to attend or finish college. In trying to navigate higher education culture, first-generation students have no role models on campus. Yet, role models are critical to success. Realizing that unlike gender or race, first-generation status is invisible, the Director of Institutional Research, Assessment and Planning (IRAP) initiated a project to find first-generation faculty and staff and publicize their stories. Benefits include: inspiring first-generation students, connecting faculty and staff, creating a more collaborative environment, and wider campus recognition and a new image for IRAP.

3:10-3:50 pm EXHIBITOR DEMONSTRATION (Track E)
603, Level Six, Convention Center

Accountability & Assessment for Continuous Improvement: How to Effectively Manage a Process of Learning Outcomes Assessment (E10)

WEBSTER THOMPSON (Presenter), TaskStream

This session will include a demonstration of a web-based management system that allows academic and non-academic programs to manage objectives, learning outcomes, assessment plans, findings, improvement initiatives and accreditation requirements.

3:10-3:50 pm EXHIBITOR DEMONSTRATION (Track E)
605, Level Six, Convention Center

Student Feedback Made Simple: Using EvaluationKit to Manage Your Course Evaluations Via the Web (E11)

KEVIN HOFFMAN (Presenter), President, EvaluationKit

Looking for a simple and affordable web-based approach to manage your entire course evaluation process? Join this session to learn how EvaluationKit can provide you with unmatched functionality and expertise in this area.

3:10-3:50 pm EXHIBITOR DEMONSTRATION (Track E)
610, Level Six, Convention Center

Getting Ahead of the Course Evaluation Curve (E12)

BRIAN R HOPEWELL (Presenter), Director, Business Development - Higher Education, Academic Management Systems

If we believe students have valuable information to offer about what they observe and absorb from their courses and instructors, doesn't it makes good sense to ask about these things and pay attention to what's offered? Can this be done well electronically or are golf pencils and paper surveys the pinnacle of course evaluation technology? This session will explore these issues, and present the case for and against online survey delivery and analysis.

Brian Hopewell was a Director, Dean, and Vice President of Admissions and Enrollment Management in higher education for twenty-something years, forever asking, "How do we know we're as good as we say we are?" before deciding to sell assessment software.

3:10-4:50 pm COMMITTEE MEETING (Track 0)
310, Level Three, Convention Center

AIR Budget Briefing (003)

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

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

3:10-4:50 pm PANEL (100 MINUTES) (Track 2)
617, Level Six, Convention Center

Comparative Study of College Students Between the United States and Japan: An Analysis of CSS and JCSS (248)

JOHN H. PRYOR (Panelist), Director of CIRP, Higher Education Research Institute
REIKO YAMADA (Panelist), Professor of Education,Faculty of Social Studies, Doshisha University

Traveling to a foreign country is a wonderful way to gain perspective on one's own culture and to discover myths and assumptions which would otherwise go unchallenged. In this session, participants will travel vicariously via two studies of student learning outcomes. Results of the College Senior Survey (HERI, UCLA) and the new Japanese College Student Survey (JCSS) will provide the travel mode to compare and contrast college outcomes in America and Japan. This session will highlight how cultural and structural differences impact college outcomes. Presenters will explore how these different perspectives could improve educational practices around the world.

3:10-4:50 pm PANEL (100 MINUTES) (Track 4)
211, Level Two, Convention Center

Space — A New Frontier: Institutional Research and Facilities Information (422)

NICOLAS A. VALCIK (Author), Associate Director for Strategic Planning and Analysis, University of Texas at Dallas
KARI C. COBURN (Author), Director of Institutional Analysis and Planning, University of Nevada-Las Vegas
CATHERINE E. WATT (Author), Director of the Alliance for Research on Higher Education, Clemson University
SAM W. STIGALL (Author), Associate Director, University of Texas at Arlington
SERGE B. HERZOG (Author), Director of Institutional Analysis, University of Nevada, Reno
GARY REYNOLDS (Author), , The Colorado College

This panel will consist of the members that worked on the upcoming New Directions for Institutional Research volume contending with facilities information and how institutional research offices work with facilities data for planning and compliance purposes. A wide range of topics will be discussed: state and federal reports; space projections; the impact of facilities on recruitment; retention and learning; facilities information systems and getting accurate facilities data and indirect cost recovery efforts. The audience will be encouraged to ask the panelists questions.

3:10-4:50 pm PANEL (100 MINUTES) (Track 4)
6E, Level Six, Convention Center

Planning Distance Learning Quality Improvement: New Directions in Measuring Inputs, Processes and Outcomes (452)

JAMES K. WOODELL (Author), PhD Student, Pennsylvania State University
KIMBERLY D. PEARCE (Author), Director of Assessment and Institutional Research, Capella University
JANET MAY (Author), Associate Director, World Campus, Pennsylvania State University World Campus
RICHARD HEZEL (Author), President and CEO, Hezel Associates

Institutional distance learning offices have long led effectiveness assessment and quality improvement, due to pressure to prove their value. Assessment, improvement, and accountability models like the Interactive Quality Assessment Tool (IQAT), the E-Learning Maturity Model (EMM), and Transparency by Design (TBD) have emerged to support such activities, among others. The models emphasize, to varying degrees, measurement of inputs, processes and outcomes, and all make use of benchmarking with peer institutions. This panel represents distance learning, assessment and institutional research professionals who are working with these tools, and considers best approaches to assessing distance learning in support of planning and quality improvement.

3:10-4:50 pm PANEL (100 MINUTES) (Track 6)
611, Level Six, Convention Center

Data Mining Tools Compared, Clementine, Enterprise Miner, YALE and Insightful Miner, Using a Common Database (640)

THULASI KUMAR (Author), Director of Institutional Research and Assessment, University of Missouri - Rolla
ADAM LEARY (Author), Research Analyst, Indiana University at Bloomington
PAUL C. KOCH (Author), Associate Vice President for Assessment and Institutional Research, St. Ambrose University
PATRICIA B. CERRITO (Author), Professor of Mathematics, University of Louisville

This session provides a demonstration of the strengths and weaknesses of four all-in-one-suite data mining applications (Clementine, Enterprise Miner and YALE (Yet Another Learning Environment), Insightful Miner) through the use of a common database. Using a common database is an industry standard practice to evaluate software from different vendors. The audience will witness predictive model accuracies, algorithms sophistication, database interface capabilities, and graphing.

3:10-4:50 pm PANEL (100 MINUTES) (Track 7)
609, Level Six, Convention Center

Skits Depicting Ethical Dilemmas, Focusing on Best Management Practices (725)

ALICE M. SIMPKINS (Author), Director of Institutional Research, Paine College
RENA CHESKIS-GOLD (Author), Consultant, Demographic Perspectives
LARRY G. JONES (Author), Senior Public Service Associate Emeritus, University of Georgia
RANDALL B. NELSON (Author), Director of Institutional Research, University of Puget Sound
MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
LYNN H. STEWART (Author), Reports and Data Coordinator, Hampton University
DAWN GERONIMO TERKLA (Author), Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University
MICHAEL WILLIFORD (Author), Associate Provost, Ohio University
MARJORIE E. WISEMAN (Author), Senior Associate Director, Northeastern University
GERARD A. DIZINNO (Author), Associate Vice Provost for Institutional Research, University of Texas at San Antonio

AIR's Code of Ethics was adopted in 1992 by the membership and updates were approved by the Board in 2001. The Task Force created 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, a review of the guidelines, and an update on the Committee's work. Participants are encouraged to submit their own ideas for skits (anonymously) and for avoiding ethical dilemmas. A handout of pertinent documents will be provided.

4:00-7:30 pm COMMITTEE MEETING (Track 0)
203, Level Two, Convention Center

Best Poster Committee Meeting (Part 2) (066)

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

The Best Poster Committee will meet to finalize the best poster selections for 2008.

4:10-4:50 pm AIR GRANT PAPER (Track 7)
307, Level Three, Convention Center (M)

Factors Predicting the Educational Pathways and Attainment of Baccalaureate Aspirants Beginning at Community Colleges (711)

XUELI WANG (Author), Graduate Student, Ohio State University,

The purpose of this study is to examine factors that affect the transfer and educational attainment of community college students whose degree goals are baccalaureate or higher. The conceptual model guiding this study draws on literature on community colleges, transfer students, and college persistence, as well as upon theories in psychology. Using data from the National Education Longitudinal Study of 1988 (NELS: 88/2000) and the Postsecondary Education Transcript Study (PETS), this study tests logistic regression models to predict bachelor's degree-seeking community college entrants' transfer to four-year institutions, and conditional upon successful transfer, baccalaureate degree attainment.

4:10-4:50 pm BEST PAPER/PRESENTATION SESSION (Track 7)
615, Level Six, Convention Center

MidAIR Best Paper — Logistic Regression: Analysis, Interpretation, and Visual Representation of Results (728)

KATHRYN SCHMIDTKE FELTS (Author), Associate Analyst, University of Missouri-Columbia
KRISTIN M. MOSER (Facilitator), Senior Research Analyst,Office of Institutional Research, University of Northern Iowa

This presentation will provide an overview of logistic regression and an example of how this type of analysis was utilized to measure the success of transfer students at a large, public, research institution. The output generated by SAS will be discussed and interpreted. Additionally, this presentation will demonstrate how to transform SAS output from logistic regression analysis into a visual representation in Excel.

4:10-4:50 pm BEST PAPER/PRESENTATION SESSION (Track 7)
616, Level Six, Convention Center

2007 PNAIRP Best Paper — Using the Power of Pivot Tables for Student Retention Reporting (730)

JOANNE M. HESLOP (Author), Senior Analyst, Office of Institutional Research and Planning, Simon Fraser University

Institutional researchers are frequently asked to provide reports on the state of student retention at their institution. The typical response is to provide static and rigid reports, but this only leads to more questions and requests. Our academic leaders and administrators simply want a better understanding of the numerous dimensions and complexities of student retention, especially for specific groups or subsets of the student population. The Dynamic Student Retention Reporting Tool at Simon Fraser University (SFU) was developed for just this purpose. The Excel Pivot Table tool will be used in a demonstration to reveal student retention findings at SFU.

4:10-4:50 pm BEST PAPER/PRESENTATION SESSION (Track 7)
201, Level Two, Convention Center

NEAIR Best Paper — Understanding Adult Learner Program Completion (737)

MICHAEL J. DOORIS (Author), Director, Planning, Research, and Assessment, Pennsylvania State University, The
MARIANNE GUIDOS (Author), Quality and Planning Research Associate, Pennsylvania State University, The
KYLE V. SWEITZER (Facilitator), Data Resource Analyst, Michigan State University, The

This study investigates factors affecting degree completion for a large cohort of adult learners at a research university. Multivariate analysis identifies demographic, academic, and financial aid correlates to degree completion for that population. The results also show substantial differences in these relationships for adult learners compared with findings about traditional-age students. This leads to an important practical point: namely, that basing programs and practices for adult learners on research primarily conducted on traditional-age students may ignore real and significant differences between these two groups.

4:10-4:50 pm BEST PAPER/PRESENTATION SESSION (Track 7)
620, Level Six, Convention Center

OCAIR Best Paper — Assessing Student Learning Outcomes in the Competitive Market: Toward a Paradigmatic Shift (741)

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

Research examining the relationship between gender and engagement has provided few definitive findings. The current study explores two possible reasons for this lack of clarity: inconsistent conceptions / measures of student engagement and minimal multi-level analyses across the pertinent literature. National Survey for Student Engagement (NSSE) data was analyzed and results indicate that the relationship between gender and engagement is impacted by engagement type as well as an institutional level factor. We discuss the implications from our findings as well as future directions for research.

4:10-4:50 pm DEMONSTRATION (40 MINUTES) (Track 6)
303, Level Three, Convention Center

Achieving Cost-Efficient Reporting in Institutional Research Through Automation (660)

KIMBRELY CLARK (Author), Institutional Research Programmer/Analyst, Oregon State University
XUE WANG (Author), Institutional Research Analyst, Oregon State University

This paper describes how an Institutional Research office used the Microsoft Suite of software (Access, MS Query, Excel, and Publisher) and Adobe Acrobat to develop a computer application to generate IR reports. The application allowed the office to eliminate the need for an outside contractor/publisher to produce reports while minimizing the number of staff hours required in the reporting process. The application uses one interface, which provides a single point of entry to produce or modify reports.

4:10-4:50 pm RESEARCH IN ACTION (40 MINUTES) (Track 2)
206, Level Two, Convention Center

ePortfolio: An Intentional Strategy for Engendering Integrated Student Learning and Demonstrating Institutional Accountability (216)

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
MELISSA PEET (Author), Project Lead, Integrative Learning and ePorfolio Initiative, University of Michigan

Electronic portfolios can promote student learning, institutional accountability, and public good. Grounded in learning theory, self-authorship, and reflective practice, this project sought to determine how ePortfolios could prompt integrated learning by guiding students to reflect on academic, cocurricular, community, and research experiences, and demonstrating knowledge/skills to others. The data generated tangible and deep evidence of institutional impact and student learning. This presentation will address the development and piloting of an ePortfolio environment designed to capture evidence of institutionally identified learning outcomes and students' development as digital authors. Student assessment (pre/post tests and qualitative data) provides helpful guides to our next steps.

4:10-4:50 pm RESEARCH IN ACTION (40 MINUTES) (Track 6)
308, Level Three, Convention Center (M)

Studying "IR-selves": Challenges and Benefits of Administrative Unit Review (636)

ELENA V. BUBNOVA (Author), Director of Institutional Research, Truckee Meadows Community College
CHERYL SCOTT (Author), Data Manager, Truckee Meadows Community College
JASON OETJEN (Author), Research Analyst, Truckee Meadows Community College
JENNIFER VIDETTO (Facilitator), Director Institutional Research, Northwestern State University of Louisiana

This presentation will describe the process and results of a thorough self-study conducted by a 3-person IR office. The audience will learn about the review structure and timelines, most effective activities of the IR office during the process, and how the findings and evidence of effectiveness were compiled. The presenters will share tips on how to get through this grueling process, achieve tangible positive results, and have a little fun too. The audience will also learn how the process bolstered the case for upgrading one of the existing IR positions and received an official committee recommendation for additional staff.

4:10-4:50 pm SCHOLARLY PAPER (40 MINUTES)
(Track 1)
602, Level Six, Convention Center

Community Service and Political Participation Among College Students (170)

DAVID RADWIN (Author), Principal Analyst, Office of Student Research, University of California Berkeley

Participation in politics, such as voting, protesting, and making campaign contributions, is typically explained as a directly or indirect function of demographic characteristics such as income, education, job status, and age. But when there is little or no variation in these variables--as is often the case for undergraduate students at a four-year residential college--other individual-level variables play a more prominent role, including interest in politics, ideological strength, and, notably, major field of study. Other key findings are the unexpected negative relationship between socioeconomic status and participation and lack of a clear effect of community service.

4:10-4:50 pm SCHOLARLY PAPER (40 MINUTES)
(Track 2)
613, Level Six, Convention Center

Acquiring the Language of Measurement in Community College Faculty Learning Communities (259)

PATRICIA C. GORDIN (Author), District Director of Institutional Effectiveness, Edison College

One community college's eight-year history of developing general education outcomes and striving to improve the college preparatory program through longitudinal tracking of student success incubated a powerful faculty learning community and an alliance with assessment professionals. This community of practice, when provided the right structure, leadership, and resources, enabled the College to create a SACS Quality Enhancement Plan that faculty and staff members could be proud of. This presentation will summarize findings of a doctoral dissertation and draw participants into the continuing dialog about the intersection between institutional research and teaching and learning.

4:10-4:50 pm SCHOLARLY PAPER (40 MINUTES)
(Track 2)
214, Level Two, Convention Center

Engagement and Student Surveys: Nonresponse and Implications for Reporting Survey Data (283)

MARIN CLARKBERG (Author), Associate Director, Institutional Research and Planning, Cornell University
MARNE K. EINARSON (Author), Senior Research and Planning Associate, Cornell University
DANIEL ROBERTSON (Author), Senior Research and Planning Associate, Cornell University
STEPHEN W. THORPE (Facilitator), Director of Institutional Research, Widener University

Surveys of student engagement have become common practice across postsecondary institutions, and there is increasing pressure to share results in public forums. In this paper, we address the ever-present issue of student non-response. Using data from a selective university, this study employs nonlinear multivariate analysis methods to: develop profiles of students with varying levels of survey participation over a four year interval; and estimate how non-response affects measures of student engagement. Preliminary results suggest relationships between survey response and multiple dimensions of student engagement a finding that has substantial implications for making sense of survey results within and across institutions.

4:10-4:50 pm SCHOLARLY PAPER (40 MINUTES)
(Track 3)
606, Level Six, Convention Center

Organizational Learning and Program Leadership: Researching a New Curricular and Co-Curricular Initiative for Undergraduate Business Students (324)

GUS COLANGELO (Author), , Pennsylvania State University
JASON DEROUSIE (Author), Academic Advisor, Smeal College of Business, Pennsylvania State University
MEGHAN J. PIFER (Author), Graduate Student, Pennsylvania State University, The

This historical organizational case study discusses the development of a curricular and co-curricular program for academically advanced undergraduate business students at a major research university. By investigating a process of organizational learning through changes in program leadership, objectives, development, and implementation over the course of four years, the researchers present an informed position from which to discuss strategies for using institutional research to assess ongoing program improvement efforts.

4:10-4:50 pm SCHOLARLY PAPER (40 MINUTES)
(Track 5)
618, Level Six, Convention Center

Sustaining Opportunity in Rural Community Colleges: A Mixed Methods Assessment (553)

AIMEE HEETER (Author), Campus Planning Officer, Indiana University
EBELIA HERNANDEZ (Author), Graduate Student, Indiana University
VASTI TORRES (Author), Associate Professor, Portland State University
SUSAN D. JOHNSON (Author), Research Analyst, Indiana University at Bloomington
LILIA SANTIAGUE (Author), Doctoral Student, Indiana University

This mixed methods assessment considered the sustainability of initiatives begun as a result of participation in the Rural Community College Initiative (RCCI). Case studies were conducted at eight community colleges and quantitative data was gathered from the U.S. Census, the Department of Labor, and the Integrated Postsecondary Education Data System (IPEDS). The findings indicate that participation in the RCCI initiatives fostered four sustaining elements: embracing the role of change agent; mission focus on planning; enhancing student success; and creative efforts to sustain change.

4:10-4:50 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

First-Generation Community College Students: The Impact of College Experiences and Outcomes on Educational Attainment (T04)

TAMMIE L. CUMMING (Author), , National Learning and Achievement Organization, Inc

Education in the U.S. has seen tremendous growth among first-generation students attending community colleges. Although there has been a growing interest in first-generation college students, the majority of studies have examined first-generation students that attended four-year colleges with an emphasis on factors such as academic preparation, transition from high school to postsecondary education, and their persistence to degree attainment. This study examines the college experiences of a cohort of first-generation community college students, which serves to expand our understanding of the barriers faced by these students and develop a course of action to assist them in attaining their educational goals.

4:10-4:50 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Paradigms for Student Satisfaction Research (T05)

QIN LIU (Author), Research Analyst, British Columbia Institute of Technology

This paper proposes five paradigms for student satisfaction research: paradigm of student outcome assessment, person-environment fit paradigm, customer satisfaction paradigm, job satisfaction paradigm, and quality of life paradigm. The purpose of the table topic session is to explore the validity of those five paradigms and see whether there are other approaches to student satisfaction research. A deeper understanding of the meanings of student satisfaction and awareness of more options for student satisfaction research are expected at the end of the session.

4:10-4:50 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Uncovering Hurdles to Baccalaureate Degree Completion: An Application of Survival Analysis of Degree Path at a Public University (T06)

HUIMING MING WANG (Author), Assistant Director, Texas A&M University

The purpose of the longitudinal study has three folds: (identify a set of risk factors to explain students who fail to obtain a degree within six years; identify the period of time that presents the highest risk for students with certain characteristics to drop out; and assess the effectiveness of some university-wide academic programs. The dataset includes 6,685 freshmen entering the university in 2000. Status variables contain three distinctive groups: those who graduated with or without continual enrollment; and those who did not graduate. Students background, institutional behavioral, and outcome variables will be analyzed using appropriate statistical procedures.

4:10-4:50 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Connect the Planning Dots: Integrating Strategic Planning and Institutional Effectiveness (T13)

CARRIE AHERN (Author), Assessment Specialist, Dakota State University

This session will offer an overview of how one university developed a campus-wide institutional effectiveness plan that aligned the strategic planning initiatives, retention efforts, and institutional research data into a cohesive document. The presenter will discuss the University's crosswalk, which illustrates linkages between the activities. These linkages were reinforced through the adoption of common goals, outcomes and evaluation measures for academic affairs and student services. An online site was developed to support alignment of the processes, to keep units focused on action plans and to ensure data-driven evaluation of the strategic initiatives. The presentation includes methods to engage all constituents.

4:10-4:50 pm EXHIBITOR DEMONSTRATION (Track E)
603, Level Six, Convention Center

What's New With The CIRP Surveys (E13)

JOHN H. PRYOR (Presenter), Director of CIRP, Higher Education Research Institute
WILLIAM S. KORN (Presenter), Associate Director of Operations, Higher Education Research Institute
LAURA C. ROMERO (Presenter), Assistant Director, Cooperative Institutional Research Program, Higher Education Research Institute

New developments for the CIRP Surveys (The Freshman Survey, Your First College Year, and College Senior Survey) mean more options for you and faster turnaround for your data. John Pryor, Director of CIRP; Bill Korn, Associate Director for Operations; and Laura Romero, CIRP Asst Director will demonstrate new features of the survey programs and take any questions. We will showcase progress with the new CIRP Web Portal and a new on-line data analysis system.

4:10-4:50 pm EXHIBITOR DEMONSTRATION (Track E)
605, Level Six, Convention Center

Introduction to Data Mining Using SAS Enterprise Miner (E14)

SUE WALSH (Presenter), Higher Education Consultant, SAS Institute Inc.
LORI ROTHENBERG (Presenter), Higher Education Consultant, SAS Institute Inc.

Data mining can be defined as advanced methods for exploring and modeling relationships in large amounts of data. Data mining has been used by universities in a number of areas, including but not limited to enrollment management, retention and graduation analysis, donation prediction, and faculty retention. This presentation will give you an overview of the data mining process and will introduce SAS Enterprise Miner - the SAS solution for data mining - with an emphasis on its use for predictive modeling.

4:10-4:50 pm EXHIBITOR DEMONSTRATION (Track E)
610, Level Six, Convention Center

MAP-Works: An Early-Warning Indictor of First-Year Student Success (E15)

DARLENA JONES (Presenter), Director of Research and Development, Educational Benchmarking, Inc.
TODD PICA (Presenter), EBI Project Director, Educational Benchmarking, Inc.

Surveys are often useful for campus administrators, but how often are they useful for the college student or the front-line faculty/staff? Come to this session to learn how the Making Achievement Possible Works (MAP-Works) online assessment system contributes to first-year student success. MAP-Works provides customized feedback to help first-year students establish realistic expectations and connect with campus resources. It also provides interactive, user-friendly data directly to front-line faculty and staff (e.g. residence hall staff, academic advisors, first-year seminar instructors, or retention committee members) to help identify students at risk and to empower interventions with those students or groups of students.

5:10-5:50 pm COMMITTEE MEETING (Track 0)
608, Level Six, Convention Center

Knowledge Matrix Committee Meeting (057)

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

Meeting of the Knowledge Matrix Committee.

5:10-5:50 pm POSTER (60 MINUTES) (Track 7)
6ABC, Level Six, Convention Center

ALL AIR Poster Sessions (745)

102 — The Influence of Academic Self-Efficacy on Academic Performance

106 — Assessing Engagement: Comparing Native and Transfer Students Using Longitudinal NSSE Data

128 — Experiences in Doctoral Study: How International Students Are Socialized toward Post-PhD Careers?

133 — What Does It Mean to be a Doctoral Student?: Creating New Identities

Forum Chair's Pick

139 — Comparison of Entering College Characteristics of Students with Disabilities and Non-Disabled Students

140 — Improving College Success: Do Males and Females and Students with Disabilities Differ with Respect to Their Reasons for Leaving College and the Characteristics That Predict Attrition?

143 — What do Community College and University Students Value Most about their Teachers? Types of Student Engagement as Reflected by Student Comments on "Positive Influences"

149 — facebook and MySpace: The Use and Impact of Social Networking Sites

153 — Assessing Student Engagement: A Comparison of Students in Learning Communities to a Community College Student Body

162 — Institutional Research for Behavior Change? A Web-based Alcohol Screening, Personalized Feedback, and Brief Intervention Program for First Year Students

206 — Degree Attainment of Undergraduate Student Borrowers in Four-year Institutions: A Multilevel Analysis

208 — Measures of Learning that Predict Course Completion Among Adult Transfer Students

240 — Analysis and Use of Evidence of Student Learning: Community College Faculty Perspectives

250 — Assessing the Effectiveness of a Computer-Assisted College Algebra Course

255 — Assessing the Outcomes of Intergroup Contact on Student Perceptions

257 — Evaluation of a Student Success Seminar at a Two-Year Technical College

262 — National Survey of Student Engagement: Analysis of Student-Level Response Rates Based on Pre-College Engagement

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279 — A Mixed Methods Approach to Assessing Student Learning Outcomes

284 — Encouraging Improved Student Learning through Assessment Feedback

294 — Lessons Learned from Entering Freshmen Performance in the MAPP Test

295 — Remediation Through Immersion: Evaluation of a First-Year Pre-College Program to Improve Math Skills

298 — Implementing an Assessment Program for a Revised Curriculum

302 — Creative Solutions for Analyzing Faculty and Administrator Salaries

337 — Faculty Turnover at a Public Research-Extensive Land Grant Institution: A First Glance

414 — Proposed Structural Model for Examining Factors that Influence the Use of Information Technology and the Research and Learning Productivity of Colleges and Universities

417 — A Matter of Time - Factors that Influence Time to Doctoral Degree in Education.

420 — Twenty Years of Increasing Graduation Rates: From Reporting "Good News" to New Opportunities for Institutional Anaysis

427 — Counseling and Guidance for All? An Analysis of Community Colleges

441 — First-Year Performance of GED Recipients in a Non-Traditional College Setting: Are They Doing Better or Worse?

456 — Expanding the Delaware Study's Peer Analysis to the College and Campus Level

463 — Analysis of Faculty Turnover at a Public Research University: A Profile of Attracted and Retained Academics

480 — Parents' Expectations and Financial Preparations for their Child's Postsecondary Education: An Exploratory Study

499 — Using Time Series Graphs to Quantify and Analyze Undergraduate Admissions Data

548 — Continuing Professional Education for Japanese Government Officials in Graduate and Professional Schools: A Comparative Study Between the U.S. and Japan

620 — Increasing Survey Response Rates: Combining Experimental Manipulations

627 — How Students Define Work and Its Effects on Their Academic Success: A Mixed Methods Study from the Working Students Collaborative

643 — Developing a Faculty Flow Model Using SAS

658 — Predictors of Graduate Degree Attainment and Retention Utilizing the Baccalaureate and Beyond Longitudinal Study: DAS-Based Logistic Regression Analyses

668 — Computing and Presenting Graduation Rates by College and Program

678 — Community College Institutional Research Learning Network: A Certificate Program for Two-Year Practitioners

706 — Certificate in Institutional Research at Florida State University — Designed for the Working Professional in Mind

5:10-5:50 pm SPECIAL INTEREST GROUP (Track A)
Lobby Lounge

Louisiana AIR (LAIR) (A32)

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

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

5:10-5:50 pm SPECIAL INTEREST GROUP (Track S)
214, Level Two, Convention Center

Research on Faculty (S02)

VALERIE M. CONLEY (Convener), Associate Professor of Higher Education and Director, Center for Higher Education, Ohio University

Join institutional researchers and others for this year's special interest group session on Research on Faculty. Issues will focus on some of the primary data collection activities related to faculty; research on faculty issues published in higher education journals such as Research in Higher Education, New Directions for Institutional Research, The Journal of Higher Education, and The Review of Higher Education; and updates from participants. As always, the format for the discussion will be informal and we welcome participation from anyone interested in research on faculty.

5:10-5:50 pm SPECIAL INTEREST GROUP (Track S)
616, Level Six, Convention Center

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

MICHAEL F. MIDDAUGH (Convener), Assistant Vice President of Institutional Research and Planning, University of Delaware
HEATHER A. KELLY (Convener), Assistant Director of Institutional Research and Planning, University of Delaware
ALLISON M. WALTERS (Convener), Institutional Research Analyst, University of Delaware

This session will provide an open forum for those interested in discussing all aspects of the Delaware Study.

5:10-5:50 pm SPECIAL INTEREST GROUP (Track S)
617, Level Six, Convention Center

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

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

This is a discussion/question-and-answer session for both Kansas Study participants and individuals from institutions that might be interested in participating in the Study.

5:10-5:50 pm SPECIAL INTEREST GROUP (Track S)
310, Level Three, Convention Center

iStrategy Users (S26)

SARAH MATTINGLY (Convener), Senior Research Analyst, University of Louisville

Meet other iStrategy users and discuss challenges and issues related to its implementation and use.

5:10-5:50 pm SPECIAL INTEREST GROUP (Track S)
606, Level Six, Convention Center

National Survey of Student Engagement (NSSE) Users (S27)

JILLIAN L. KINZIE (Convener), Associate Director of NSSE Institute, Indiana University at Bloomington

Please join us to learn more about new developments at NSSE and its related surveys, FSSE, BCSSE and LSSSE, share ideas with staff, and exchange approaches to using NSSE data with other users.

5:10-5:50 pm SPECIAL INTEREST GROUP (Track S)
620, Level Six, Convention Center

Aid to Success (S29)

MEIHUA ZHAI (Convener), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators
RICHARD A. VOORHEES (Convener), Principal, Voorhees Group LLC

This SIG is to provide a platform for those interested in the study of student aid to exchange experiences, ideas and resources. Other related issues include: student access; aid and affordability; institutional enrollment management strategies; student persistence patterns and their college success; as well as student debt management; and more will also be discussed.

5:10-5:50 pm SPECIAL INTEREST GROUP (Track S)
618, Level Six, Convention Center

AAUP-AIR Advisory Committee (S34)

JOHN W. CURTIS (Convener), Director of Research, American Association of University Professors

AIR members advise the AAUP research director on various aspects of the AAUP Faculty Compensation Survey and other research projects.

5:10-5:50 pm SPECIAL INTEREST GROUP (Track S)
611, Level Six, Convention Center

Achieving the Dream IR Professionals (S36)

JAN W. LYDDON (Convener), Executive Vice President of Research and Institutional Effectiveness, San Jacinto College
RIGOBERTO RINCONES (Convener), Program Director, MDC, Inc.

Achieving the Dream is an initiative that has data at its core. For some IR offices this has been a stretch to add new responsibilities and analyses to their work. Learning from one another about what works and what is less-than-effective is important in the initiative.

5:10-5:50 pm SPECIAL INTEREST GROUP (Track S)
604, Level Six, Convention Center

College and University Outreach (S37)

PAMELA J. ROELFS (Convener), Director of Institutional Research, University of Connecticut

Discussion of recent developments and successes in college and university outreach, public service, engagement, and service learning will focus on several topics: definition, difficulties of measurement, perspectives of different institutions, and impacted publics.

5:10-5:50 pm SPECIAL INTEREST GROUP (Track S)
303, Level Three, Convention Center

HEDS Consortium (S39)

ERIKA N. SHEHATA (Convener), Research Associate, Higher Education Data Sharing Consortium

HEDS Staff will update participants on the recent activities of the Consortium. Representatives from HEDS member institutions as well as others interested in HEDS are welcome.

5:10-5:50 pm AFFILIATED GROUPS (Track A)
615, Level Six, Convention Center

Mid-America AIR (MidAIR) (A12)

KRISTIN M. MOSER (Convener), Senior Research Analyst,Office of Institutional Research, University of Northern Iowa

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.

5:10-5:50 pm AFFILIATED GROUPS (Track A)
607, Level Six, Convention Center

Rocky Mountain AIR (RMAIR) (A17)

DAWN R. KENNEY (Convener), Director of Planning and Institutional Research, Central New Mexico Community College

Meet and greet friends and colleagues from RMAIR. Discuss and review plans for the next annual meeting.

5:10-5:50 pm AFFILIATED GROUPS (Track A)
201, Level Two, Convention Center

North East AIR (NEAIR) (A24)

DENISE A. KRALLMAN (Convener), Director of Institutional Research, Miami University Oxford

Members and all those interested in learning more about the North East Association for Institutional Research are invited to attend this informal session for networking and discussion of current events.

5:10-5:50 pm AFFILIATED GROUPS (Track A)
619, Level Six, Convention Center

SUNY Association for IR and Planning Officers (AIRPO) (A26)

BRUCE P. SZELEST (Convener), Assistant Vice President, Institutional Research, Planning and Effectiveness, State University of New York at Albany

The aim of this meeting will be for SUNY Institutional Research, Planning, and Assessment officers to discuss system topics and other pressing issues affecting practice.

5:10-5:50 pm AFFILIATED GROUPS (Track A)
609, Level Six, Convention Center

National Community College Council for Research and Planning (NCCCRP) (A28)

GEORGIA I. GUDYKUNST (Convener), Director of Academic Assessment and Research, Maricopa Community College District

NCCCRP is the only national organization addressing research and planning topics and needs for the community college arena. The NCCCRP meets at the AIR FORUM each year to hold its business meeting. After the businees meeting, members can enjoy a non-host dinner.

5:10-5:50 pm AFFILIATED GROUPS (Track A)
602, Level Six, Convention Center

Southern University Group (SUG) (A34)

CHERYL JORGENSON (Convener), Assistant Provost/Director of Institutional Research and Planning, University of Oklahoma

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.

5:30-Until SPECIAL EVENT (Track 0)
Sheraton Seattle Hotel Lobby

2008 Forum Committee Reception (Invitational event) (031)

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University
JENNIFER A. BROWN (Host), Director of Institutional Research and Policy Studies, University of Massachusetts Boston

The Forum Planning Committees and volunteers are invited to celebrate the 2008 Forum.

6:00-7:30 pm SPECIAL INTEREST GROUP (Track S)
612, Level Six, Convention Center

CIC and NAICU Reception (Invitational Event) (S09)

HAROLD V. HARTLEY (Host), Senior Vice President, Council of Independent Colleges

Forum attendees interested in or serving independent colleges and universities are cordially invited to attend a reception and orientation session. June 4, in the Washington Park Place I room of the Westin Hotel. The session will feature updates from the National Association of Independent Colleges and Universities (NAICU) and the Council of Independent Colleges (CIC), along with an opportunity to network with colleagues from similar institutions. Refreshments will be served. Please RSVP to Gigi Jones, CIC Director of Research at 202-785-8866 by May 19.

6:00-Until SPECIAL INTEREST GROUP (Track S)
608, Level Six, Convention Center

HERI/CIRP Invitational Reception (S20)

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

7:30-8:20 am SPECIAL EVENT (Track 0)
607, Level Six, Convention Center

AIR Annual Business Meeting (048)

MARY ANN COUGHLIN (Committee Chair), 2007-2008 AIR Board President, and Professor of Research and Statistics, Springfield College
FRED LILLIBRIDGE (Associate Committee Chair), Campus Institutional Effectiveness and Planning Officer, Dona Ana Community College

Please plan to participate in the Annual Business Meeting of your Association. The printed agenda and Annual Report will be provided at the meeting.

8:40-9:40 am COMMITTEE MEETING (Track 0)
204, Level Two, Convention Center

Professional File Editorial Board (010)

GERALD W. MCLAUGHLIN (Committee Chair), Associate Vice President, DePaul University
DEBORAH B. DAILEY (Associate Committee Chair), Assistant Provost for Institutional Effectiveness, Washington and Lee University

Professional File Editorial Board meeting.

8:50-9:30 am AIR GRANT PAPER (Track 7)
615, Level Six, Convention Center

College Choice and Degree Attainment Among Transfer Students (703)

DAI LI (Author), Graduate Student, Pennsylvania State University

The scenario of the increasing number of students engaged in multi-institutional attendance patterns gives rise to important higher education issues that have not been closely examined. This dissertation investigates how transfer behaviors affect the baccalaureate degree attainment among transfer students. In addition, it examines the patterns of how students choose transfer out of other departure alternatives and their choice of destination institutions. The results of this study may shed lights on the future study of student attendance and re-enrollment patterns. The educational practitioners may benefit from this study to assist students to make wise transfer decisions.

8:50-9:30 am DEMONSTRATION (40 MINUTES)
(Track 4)
610, Level Six, Convention Center

Developing a Dashboard to Aid in Effective Project Management (410)

M. PAIGE BORDEN (Author), Director and Data Administrator of Institutional Research, University of Central Florida
ALI Y. YORKOS (Author), Coordinator of Computer Applications, University of Central Florida
MAUREEN H. MURRAY (Author), Coordinator, Computer Applications, University of Central Florida

Technology is fundamental to every action taken by Institutional Research, whether preparing executive management reports, allowing self-service data gathering or providing end-users with complex reporting tools. To meet these data needs of the university many IR offices are morphing into miniature IT shops. Accurately tracking programming support and applications development can be a complex task. This challenge was solved by the development of a dashboard utilizing SAS Business Intelligence functionality that provides quick access in an easy to read graphical display of numerous key performance indicators. This presentation will detail the development, testing, release and end-user requirements of the dashboard.

8:50-9:30 am DEMONSTRATION (40 MINUTES)
(Track 6)
307, Level Three, Convention Center (M)

Self-Updating Spreadsheets in Support of Department-Level Reporting (646)

MARY M. SAPP (Author), Assistant Vice President, Planning and Institutional Research, University of Miami
SELMA MAJID (Author), University of Miami

While preparing data for a National Research Council project, a university used Excel to develop user-friendly "self-updating reports"calculated from unit-record data that programs were asked to update. This approach allowed graduate programs to focus on correcting data for students and faculty and on supplying data unavailable centrally, while IR downloaded central data, developed NRC tables, and answered questions about methodology. With "self-updating reports," programs maintained ownership and could immediately see the impact of their corrections on the final reports rather than having to depend on IR to update these reports. This process has since been used for other applications.

Upcoming AIR Publication

Assessment in Writing

Take advantage of the on site AIR bookstore in the Exhibit Hall! Forum attendees receive a ***special 20% discount!***

Association for Institutional Research

8:50-9:30 am DEMONSTRATION (40 MINUTES)
(Track 6)
201, Level Two, Convention Center

Using a "Wiki" in Environmental Scanning: Creating a Centralized Information Repository to Increase Collaboration and Participation Across the Organization (674)

JANN M. CONTENTO (Author), Coordinator Student Success, Estrella Mountain Community College
DAMITA KALOOSTIAN (Author), Coordinator, Institutional Effectiveness, Estrella Mountain Community College
LINDA J. HAWBAKER (Author), Director of Strategic Information Technology, Maricopa Community College System Office

The process of synthesizing information into an environmental scan that is useful for planning and decision-making is often a time intensive process. The primary objective was to utilize a "wiki" to strengthen the environmental scanning process by creating a centralized repository to collect information and collaborate with others across the organization. The process expanded participation outside of IR, created an ongoing scanning process, provided participants with immediate access to posted information, maximized communication on the identification and implications of emerging trends, better aligned process with existing organization timelines, and streamlined creation and published a timeline of a final document.

8:50-9:30 am RESEARCH IN ACTION (40 MINUTES)
(Track 1)
617, Level Six, Convention Center

"Lost Talent" Undergraduates: Exploring How Hope Theory Can Bolster Retention (118)

JESSICA A. GREENE (Author), Director, Institutional Research, Boston College

Undergraduates who fail to achieve to the level that their academic record predicts have been described as "lost talent" and their risk of falling short of graduating puts them at a distinct disadvantage in today's competitive marketplace. Factors often cited which help to curb this failure include constructs such as motivation, optimism, and hope. This study will explore the relationship between degree of hope and academic achievement among undergraduates and the ways in which student affairs administrators can develop and launch programs which can instill and nurture hope, so requisite for post graduation success and service as a civically-minded individual.

8:50-9:30 am RESEARCH IN ACTION (40 MINUTES)
(Track 3)
303, Level Three, Convention Center

Who's Teaching This Term? Exploring Quantitative Methods of Tracking, Analyzing and Understanding Part-time Faculty Retention (312)

JACLYN A. CAMERON (Author), Research Analyst, DePaul University
JUDAH VIOLA (Author), Research Associate, DePaul University

The project authors will lead the audience through a quantitative exploration of part-time faculty retention data. To accomplish this we will share what we believe to be the necessary ingredients for building, maintaining, and analyzing a faculty retention database. Furthermore, we will demonstrate some uses of a part-time faculty retention database and discuss operational definitions, successes, challenges, and limitations relevant to the database and analyses. Additionally, we will discuss the benefits and limits of building the data to fit cross-sectional or longitudinal designs.

8:50-9:30 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
605, Level Six, Convention Center

Benchmarking Excellence: Assessing Faculty Productivity and Scholarly ROI (416)

LAWRENCE MARTIN (Author), Dean of Graduate School, Academic Analytics, LLC

Although faculty scholarly productivity is one of the key determinants of program quality, department administrators have struggled to find meaningful ways to measure it. With the introduction of the Faculty Scholarly Productivity IndexTM (FSPI), developed through a collaboration between the Research Foundation of Stony Brook University and Educational Directories Unlimited, Inc., research institutions now have a consistent, reliable method of assessing and documenting this key aspect of program quality, individual faculty performance, and departmental performance. This presentation will explore how the FSPI is currently being used by institutions, and how it can be used to support institutional strategic goals.

8:50-9:30 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
203, Level Two, Convention Center

Update on the Redesign Activities for the NSF Survey of Research and Development Expenditures at Universities and Colleges (419)

JAMES W. FIRNBERG (Author), Consultant,
RONDA BRITT (Author), Project Manager, Academic R & D Expenditures Survey, National Science Foundation

The purposes of this session are: to present the results of a large-scale redesign activity of the NSF R&D Survey aimed at better reflecting the academic R&D enterprise; to discuss future plans for the survey; and to receive additional input from AIR members who respond to the survey.

8:50-9:30 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
618, Level Six, Convention Center

From Vision to Outcomes: Building a Comprehensive Continuous Improvement System for High Performance (431)

FONDA VERA (Author), Dean, Research and Planning for Institutional Effectiveness, Richland College

The presenter will describe how one community college utilized the Malcolm Baldrige in Education criteria to establish a comprehensive continuous improvement system for high performance. The presenter will describe the genesis of the Baldrige-inspired system, system maturation, successes and opportunities for improvement over multiple cycles, and suggestions for replication. The presentation will include a demonstration of the college monthly report card; a tool college leadership uses for data-informed decision making and to track actual performance to target. Attendees will take away examples including the monthly report card, continuous improvement tools and reporting formats.

8:50-9:30 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
603, Level Six, Convention Center

Ph.D. Attrition and Attrition Patterns (435)

XUELUN LIANG (Author), Senior Institutional Research Analyst, University of Toronto

Issues surrounding Ph.D. attrition have recently drawn more and more serious attention from both graduate deans and researchers. A study was conducted by using both student record data and survey results to explore reasons for Ph.D. attrition and attrition patterns. The study investigated withdrawn students from three doctoral cohorts. Interesting findings include: only one-third of withdrawn students left their program within two years after admission; over half of withdrawn students had spent as much or even more time in programs than those who graduated; and reasons for withdrawing varied considerably among students who withdrew at different stages of program.

8:50-9:30 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
609, Level Six, Convention Center

Using National Community College Benchmark Project (NCCBP) Data for Community College Comparisons (471)

RALPH JUHNKE (Author), Senior Research Analyst, Johnson County Community College

The National Community College Benchmark Project (NCCBP) collects and reports information regarding institutional characteristics, student outcomes, and institutional performance to support community colleges' performance comparisons and selections of meaningful comparison groups. This presentation describes research that identifies characteristics that define community college comparison groups and summarizes relationships between traditional and not-so-traditional institutional categories that might be applied to inter institutional comparisons.

8:50-9:30 am RESEARCH IN ACTION (40 MINUTES)
(Track 5)
604, Level Six, Convention Center

AIR/NASFAA Initiative on Financial Aid and the Cost of College (551)

CATHY J. LEBO (Author), Assistant Provost, Johns Hopkins University
MEIHUA ZHAI (Author), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators
RONALD W. URODA (Facilitator), Vice President Research, Association of Independent Colleges and Universities of Pennsylvania

College is more affordable than people think. Even though tuition and fees increase each year, more financial aid is available than ever before. Alarmed by sticker prices and confused by a complex array of financial aid figures, consumers lose sight of their prospects for college. The AIR Higher Education Data Policy Committee and the National Association of Student Financial Aid Administrators have launched a joint initiative to improve information on financial aid and the cost of college. The goal of the project is to improve the accuracy, consistency, and clarity of information, both for prospective students and policy makers.

8:50-9:30 am RESEARCH IN ACTION (40 MINUTES)
(Track 6)
308, Level Three, Convention Center (M)

Increasing Response Rates: Examples from the CIRP Surveys (649)

JOHN H. PRYOR (Author), Director of CIRP, Higher Education Research Institute
JESSICA SHARKNESS (Author), Student, University of California-Los Angeles

The Cooperative Institutional Research Program (CIRP) surveys are conducted by hundreds of institutions each year. This presentation will summarize the results of studies by CIRP into the most effective methodologies used in achieving high response rates in the CIRP Freshman Survey, YFCY, and CSS. Institutional participants in the CIRP surveys are asked to complete an administrative report form that describes the methodology used on their campus. This presentation will detail which methodologies are most likely to achieve high response rates, comparing paper versus web, use of incentives, and mail out versus classroom administrations. A must for CIRP users!

8:50-9:30 am RESEARCH IN ACTION (40 MINUTES)
(Track 6)
608, Level Six, Convention Center

Creation of a Data Superstore: How the IR Office at a Mid-Size University Developed Web Based Data Tools to Support Policy Analysis, Accountability, Planning, and Research on Student Success (691)

ROY MATHEW (Author), Director of CIERP, University of Texas at El Paso
DENISE CARREJO (Author), Assistant Director, University of Texas at El Paso
ROY D. IKENBERRY (Facilitator), Director of Institutional Research, Belmont University

Institutional research offices must respond to critical data requests for planning, accountability and research under short timelines. At one mid-size university, the data team at an IR office developed a functional array of web based data tools in a secured environment. These tools have allowed the IR staff and university administrators to access multiyear information about students and faculty and to examine data in multiple systems. The development of these tools has been instrumental in supporting a major longitudinal research project on student success, as well as shortening the response time to data requests and easing the production of various reports.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
620, Level Six, Convention Center

Taking College Admission Tests Seriously: A Gatekeeper on the Path to Postsecondary Education (111)

ALBERTO F. CABRERA (Author), Professor, University of Maryland
CHUL LEE (Author), Director of Institutional Research, Western Iowa Technical Community College
LAURA W. PERNA (Author), Associate Professor, University of Pennsylvania

This study examined determinants of taking college admission tests by 12th-grade. In order to test these questions, the study developed a model specifying the role of student-level and school-level characteristics. This model builds upon the social-capital-theory by adding college choice theory and school effectiveness study, and hypothesized that not only student-level but also school-level characteristics directly affect admission test participation. This study provides findings that support both points of view. Both individual-level and school-level variables predicted the probability of taking college admission tests.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
211, Level Two, Convention Center

Characteristics of At-Risk Students Who Graduate (155)

MICHAEL J. DOORIS (Author), Director, Planning, Research, and Assessment, Pennsylvania State University, The
MARIANNE GUIDOS (Author), Quality and Planning Research Associate, Pennsylvania State University, The

At a selective research university with high graduation rates overall, only one in five low-income freshmen who perform poorly during their initial semester graduate in six years. What are the characteristics of the students who, unlike the large majority of that group, are able to overcome financial and academic barriers to graduation? Using descriptive data and logistic regression, this analysis investigates the relationship of first-year retention and six-year baccalaureate degree completion to prior academic preparation and intentions, use of financial aid (including institutional, state, and federal aid), first-semester academic achievement, and other student traits such as ethnicity and gender.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
616, Level Six, Convention Center

The Student Element in Engagement (184)

DENISE C. GARDNER (Author), Director of Institutional Research, University of Georgia
JONATHAN E. GORDON (Author), Director of Assessment, Georgia Institute of Technology
JOSEPH W. LUDLUM (Author), Coordinator of Survey Research, Georgia Institute of Technology
BRENDA WOODS (Facilitator), Director of Research and Assessment, Georgia Institute of Technology

Student engagement is a two-party endeavor: The institution provides the opportunities, and the student then chooses how (or if) they will connect. But how much of a role does each play in engagement, particularly at the beginning of college? To explore this question, two major research institutions are using National Survey of Student Engagement (NSSE) first-year student data to see how this measure of engagement relates to demographic traits and pre-college attitudes and experiences, including the Cooperative Institutional Research Program (CIRP) freshman survey.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
310, Level Three, Convention Center

The Role of Family Orientation on Academic Performance for Students of Diverse Ethnicity (205)

HARRY S. YANG (Author), Analyst, Office of Analysis and Information Management, University of California-Los Angeles

This presentation investigates the influences of cultural factors on postsecondary students' academic achievement. Specifically, the relationship between ethnicity and family orientation on academic performance are examined. Results suggest students of different ethnicity may achieve at different academic levels. Students who indicated Anglo-Caucasian ethnicity scored higher in course performance and overall GPA compared to East Asian, South Asian (East Indian), and students who reported another ethnicity. Further investigation revealed that these ethnic group differences may be associated with a culturally-related factor, namely family orientation. Implications for future research and limitations to this study, and overall research on ethnicity, are discussed.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
619, Level Six, Convention Center

Meeting the Challenge of Poor Assessment Results: A Checklist for Improving Student Performance (234)

GITA W. PITTER (Author), Associate Vice President of Academic Affairs, Florida A&M University
SERENA ROBERTS (Author), Curriculum & Evidence Coordinator, FAMU Teaching Learning Institute, Florida A&M University
KIMBERLY A. THOMPSON (Facilitator), Director of Assessment & College Research, Regis University

Assessment and the use of results to improve student performance in the classroom have become widespread expectations in higher education over the past two decades. However, many faculty members are still uncertain of the way to improve student performance when assessment results do not meet expectations. The proposed paper will provide a checklist of strategies to explore to improve student performance through programmatic changes. The checklist will be illuminated by discussions of an institution's intensive work in attempting to increase student success in barrier courses with high failure rates, particularly in science and mathematics.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
602, Level Six, Convention Center

Factors Affecting the Retention of Immigrants at Public Four-Year Higher Education Institutions (249)

KEVIN B. MURPHY (Author), Associate Director of Institutional Research and Policy Studies, University of Massachusetts Boston

This paper uses data from the 1996 Beginning Postsecondary Students Longitudinal Study (BPS:96/01) to construct and test a model of one year retention for immigrants who began their higher education careers at public four year higher education institutions in 1996. It examines the differences in relationships of certain characteristics and behaviors such as SAT scores, socioeconomic factors, and student integration (using living with family versus on campus as a proxy) to one year retention to the same institution for immigrants compared to native U.S. born students.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
614, Level Six, Convention Center

Engagement, Academic Outcome and Satisfaction of First-Year Students: An Approach Through Structural Equation Model (296)

ZHAO YANG (Author), Manager, Institutional Research and Senior Statistician, Old Dominion University
YING ZHOU (Author), Associate Director of Institutional Assessment, George Mason University
ELLEN M. BOYLAN (Facilitator), Director of Institutional Research and Assessment, Marywood University

Previous research revealed that academic outcome at college has high correlation with academic preparation at high school. Using structural equation modeling (SEM), this study explores effects of certain pre-college characteristics, institutional support, engagement in college life, and campus diversity on freshmen s academic outcomes and overall satisfaction at a major four-year institution. Academic outcomes are measured by their first-year GPA and retention. With NSSE data, engagement in certain activities shows strong positive effects on perceived learning gains and satisfaction, though relative weak on first-year GPA. The effect on retention and implications of findings are also discussed.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 4)
606, Level Six, Convention Center

The Correlates of Prestige in the U.S. News Rankings of Graduate Programs (409)

KYLE V. SWEITZER (Author), Data Resource Analyst, Michigan State University, The
J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, Pennsylvania State University, The
MICHAEL D. MCGUIRE (Facilitator), Executive Director, Office of Planning & Institutional Research, Georgetown University

Few studies have examined the correlates of prestige for individual graduate programs, despite the fact that graduate disciplines are rated separately, not only by the 1982, 1995, and 2008 NRC ratings, but also by the annual US News and World Report (USNWR) graduate rankings. Even fewer studies have analyzed the USNWR graduate rankings. We examine the variables most strongly associated with the prestige of graduate professional schools in the fields of business, education, engineering, law, and medicine. What are the correlates of prestige among the nation's graduate professional schools, and are there parallels with research findings at the undergraduate level?

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 4)
607, Level Six, Convention Center

Minority Undergraduate Academic Success: Do Institutional Expenditures Matter? (459)

THEREISA COLEMAN (Author), Institutional Research Associate, Huston-Tillotson University
HANSEL E. BURLEY (Author), Associate Professor, Texas Tech University

This study examines the impact of specific institutional expenditures, including academic support, instruction, and research, as predictors of minority undergraduate academic success within the universe of publicly controlled colleges and universities in the United States. A researcher designed dataset was created by merging nationally representative student level data from the National Education Longitudinal Study of 1988, with follow-up from 2000 surveys, using institutional level data from the IPEDS census surveys. A clearer understanding of the differential impact of institutional expenditures on the academic success of minority undergraduates serves students and institutional decision makers, and could increase student persistence and graduation rates.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 4)
611, Level Six, Convention Center

Stopouts or Dropouts: Applying the Risk-Factor Index (462)

CHAD BROWN (Author), Dean, Division of Health, Public Service and Service-Related Program, Zane State College
LARRY T. HUNTER (Author), Director, Institutional Research and Assessment, Capital University

The persistence risk-factor index was first described by Horn (1996). However, subsequent work by Horn (1998), demonstrated that some of these same risk-factors describe not only dropout, but also stopout behavior. Brunsden, Davies, Shevlin, and Bracken (2000) suggest that stopping out is not always a detriment to the students, as it may help students to refocus their energy toward fulfilling their academic goals. Using the risk-factor index, this study is designed to compare the characteristics of stopouts and dropouts for first-time beginners using the National Center for Education Statistics BPS:96/01 longitudinal survey data.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES)
(Track 5)
613, Level Six, Convention Center

Tuition Discounting at Public Colleges: Who Benefits and How Can We Link Theory to Practice? (535)

NICK HILLMAN (Author), Graduate Student, Indiana University
CURTIS D. PENROD (Facilitator), Associate Director, Institutional Research, Northwestern State University of Louisiana

Little is known about the extent to which public four-year colleges use tuition discounting strategies to recruit and retain students. We know even less about the students receiving these discounts. This study analyzes NPSAS financial aid data finding that low-income, non-resident, and freshmen students are most likely to receive discounts at public four-year colleges. However, discount rates vary significantly depending on student demographics, academic achievement, choice of major, institution type, and state in which students attend college. This analysis utilizes descriptive statistics and logistic regression to compare the range of tuition discounting practices and to provide policy implications related to these strategies.

8:50-9:30 am SCHOLARLY PAPER (40 MINUTES) (Track 6)
206, Level Two, Convention Center

Supporting Data-Driven Decision Making: The Classification and Regression Tree (CART) Algorithm (664)

JOSE N. CARABALLO (Author), Dean of Academic Affairs, University of Puerto Rico-Cayey
IRMANNETTE TORRES-LUGO (Author), Director, University of Puerto Rico-Cayey

Twelve years after the implementation of revised admission criteria, recursive partitioning, by means of the Classification and Regression Tree (CART) algorithm, has been identified as the method for analyzing the relationship amongst variables gathered through student application forms and student achievement information contained in the institution's database, as well as the predictive value of the current admission criteria. Theoretical underpinnings of the model, its implementation and considerations, and its value to institutional research will be discussed through the analysis of a dataset consisting of admission and achievement data from over 4,800 first-time degree students of the 1996 through 2001 cohorts.

8:50-9:30 am TABLE TOPIC (Track T)
612, Level Six, Convention Center

The Art of Making Assessment Anti-Venom: Injecting Assessment in Small Doses to Create a Faculty Culture of Assessment (T09)

PHILIP KRAMER (Author), Director of Academic Assessment, College of Saint Benedict and Saint John's University

This table topic discussion examines faculty resistance to student outcomes assessment and offers participants a lively discussion on methods to overcome faculty opposition to assessment. The presenter suggests that overcoming faculty resistance to assessment is similar to creating the anti-venom to a venomous bite. By injecting small amounts of venom into an animal, the animal creates an immune response that produces venom antibodies that may then be used for others receiving venomous bites.

8:50-9:30 am TABLE TOPIC (Track T)
612, Level Six, Convention Center

AAUP Faculty Compensation Survey (T10)

JOHN W. CURTIS (Author), Director of Research, American Association of University Professors

An opportunity to learn more about the annual AAUP Faculty Compensation Survey. Ask questions about the mechanics of submitting data, and learn about reports and other data products that you can use for planning and peer comparisons at your institution. It's your chance to help make the AAUP survey even more useful.

8:50-9:30 am TABLE TOPIC (Track T)
612, Level Six, Convention Center

Finding Your Way On Facebook (T17)

MICHELLE S. APPEL (Author), Associate Director, Enrollment Policy and Planning, University of Maryland

This session will provide tips for getting started and using Facebook as a networking tool. Ample time will be allotted for conversation about the benefits and potential pitfalls of using Facebook in IR work.

8:50-9:30 am TABLE TOPIC (Track T)
612, Level Six, Convention Center

Chief Institutional Research Officers: Their Qualifications, Occupational Duties, and Implications for Institutional Research (T18)

JANG WAN KO (Author), Senior Research Associate, George Mason University

The purpose of this study is to describe the work duties and qualifications of chief institutional research officers and how they are related to future direction of institutional research. The results of this study provide the role of the chief IR officers and how their duties and qualifications are related to institutional effectiveness.

9:30-10:30 am MORNING COFFEE BREAK (Track 0)
6ABC, Level Six, Convention Center

Morning Coffee Break

— Sponsored by Thompson Scientific (046)

Please join us for a morning exhibitor-sponsored coffee break and take time to visit with the exhibitors and catch up with your colleagues.

10:00 am-12:00 pm COMMITTEE MEETING (Track 0)
No Room

Ad Hoc Committee on Evaluating IR (014)

WILLIAM E. KNIGHT (Committee Chair), Assistant Vice President for Planning and Accountability, Bowling Green State University

The Committee will meet in the Presidential Suite to discuss evaluating IR programs and offices.

10:30-11:10 am BEST PAPER/PRESENTATION SESSION (Track 7)
604, Level Six, Convention Center

Best Forum Visual Presentations: Designing and Creating Visual Presentations (722)

SHARRON L. RONCO (Committee Chair), Associate Provost, Florida Atlantic University
GAIL WISAN (Facilitator), Director of Institutional Research, Goucher College

This presentation by the Best Visual Presentation Committee offers an overview of visual design, including what makes visual presentations effective. Members of the audience are invited to participate in a general discussion of what makes a good visual presentation.

10:30-11:10 am COMMITTEE MEETING (Track 0)
614, Level Six, Convention Center

AIR and IR in the 1980s (016)

MARGARET K. COHEN (Moderator), Assistant Vice President of Institutional Research, George Washington University
DAWN GERONIMO TERKLA (Moderator), Associate Provost of Institutional Research, Assessment and Evaluation, Tufts University

Forum Chair's Pick

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

10:30-11:10 am DEMONSTRATION (40 MINUTES) (Track 5)
616, Level Six, Convention Center

Using the CIRP Surveys in Accreditation (532)

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

The CIRP surveys are some of the most widely used assessment tools by institutions of higher education in the United States. As accrediting agencies are increasingly more concerned with assessment and using data for institutional improvement, schools using the CIRP surveys are called upon to address specific accrediting report demands by using CIRP data. This session will demonstrate effective uses of CIRP data in the self-study process. Because of the longitudinal design of the CIRP surveys, they are uniquely situated to demonstrate institutional effectiveness, and have a 40-year history of being used for such purposes.

10:30-11:10 am RESEARCH IN ACTION (40 MINUTES) (Track 1)
602, Level Six, Convention Center

What do Graduate Students Want? Using the Typology of Congnitive/Affective/Psychomotor Learning Domains to Explore Good and Bad Learning Experiences (172)

MARIANNE REIFF (Author), Assistant Professor of Education, Lesley University

Graduate education courses taught nationally included a task in which students told good and bad learning experiences, and then synthesized experiences into factors to answer: What made that learning experience good or bad? The lenses of Cognitive/Affective/Psychomotor learning domains were used to examine that data. We propose an interactive session about effective course design for adult graduate students. Participants will do the Good and Bad Learning Experiences task that generated the data sets for this study. They will generate an equivalent data set from their own experience and use it to understand our research design and initial findings.

10:30-11:10 am RESEARCH IN ACTION (40 MINUTES) (Track 2)
617, Level Six, Convention Center

From a Comprehensive Study of Undergraduate Learning to Outcomes-Based Assessment (287)

CATHARINE H. BEYER (Author), Senior Research Scientist, University of Washington
GERALD M. GILLMORE (Author), Director of Education Assessment, University of Washington

Recently, researchers at our institution completed a longitudinal study that focused on six areas of undergraduate learning. Using both qualitative and quantitative methods with a beginning sample of 304 students, researchers found that all learning was mediated by the academic disciplines, particularly those of students' majors. As a result, our institution has been working with departments to develop methods for assessing the learning of their undergraduate majors, rather than seeking out centralized and standardized assessment approaches. This forum briefly describes the study, its results, and its assessment aftermath on our campus, with a focus on assessment in three academic departments.

10:30-11:10 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
606, Level Six, Convention Center

Retention of Non-Traditional Adult Students: A Quantitative Approach (423)

TRACY MOHR (Author), Senior Research Associate, DePaul University

This study attempts to identify quantitative factors affecting undergraduate retention in a well-established adult learning program at a large Midwestern catholic university. Using a cohort from the university's Fall 2000 quarter, when 332 undergraduate students entered the university's adult learning program, quantitative methods were used to identify variables predictive of retention. Initial results identified three specific variables as significant predictors of retention. Identifying these variables will enable the university to target retention strategies to these students.

10:30-11:10 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
608, Level Six, Convention Center

Enhancing Minority Attainment: Using Reflective and Peer Review Exercises to Develop Campus Diversity Action Plans (434)

SUSAN D. JOHNSON (Author), Research Analyst, Indiana University at Bloomington

Colleges and universities must be more explicit in and accountable for their diversity efforts. Yet, few institutions take the time to thoroughly learn about the campus climate for students, faculty, and staff or to infuse diversity throughout the campus culture. This program highlights a self-study and peer review process used to assess the current status of diversity and equity efforts of a multi campus institution.

10:30-11:10 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
607, Level Six, Convention Center

A Brief Survey of Community College Transfer Students' Satisfaction with Their Education and Preparation for Transfer to a Four-Year Institution (447)

LEAH ADAMS-CURTIS (Author), Associate Dean for Social Sciences, Illinois Central College
DAVID A. COOK (Author), Six Sigma Black Belt, Illinois Central College
AIMEE L. COOK (Author), Director of Institutional Research, Illinois Central College

Information regarding community college students transferring to four-year institutions, and related performance is accessible. We have not had data regarding our students' perception of their education while at the community college. These data are important for faculty teaching transfer courses, for advising staff, and for the college for understanding more about this student population. We present a short survey that examines students' goals, perceptions of academic rigor and satisfaction with student services. Results indicate students are focused on transferring rather than degree seeking, and indicate that course work prepared them for the four-year institution.

10:30-11:10 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
206, Level Two, Convention Center

A Strategic Model for Innovation and Change: How Institutional Research Supports Planning (448)

MIKE ROGERS (Author), Director for Institutional Research, University of the Pacific
ROBERT J. BRODNICK (Author), Assistant Provost, Planning, Innovation and Institutional Assessment, University of the Pacific

This presentation will show how one institution approached renewal through innovative and collaborative strategic planning. The institutional research office played a key role in support of each of the four planning foci that included meta-outcomes for the strategic document, enrollment modeling for program innovation; data analysis and synthesis for a program review process redesign; and methodological and analytical database architecture for assessment. Through exploration of the planning foci and detailed examples of the critical IR contributions, participants will learn how to become more involved in planning processes and take away new skills to apply to their work.

10:30-11:10 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
609, Level Six, Convention Center

Bringing the Power of Human Networks to University Advancement (451)

MYRA NORTON (Author), CEO, Community Analytics

Learn how uncovering the true Alumni Leaders and their social networks helps institutions reach development and alumni engagement goals. Classify the natural Leaders, as recognized by their peers, and leverage this knowledge to reach new donors, recruit the right leadership and improve overall alumni involvement and support. Maps which illustrate the connections of your alumni can guide you in better understanding who influences whom when it comes to making decisions about donating time, talent and resources. Discover the next generation of alumni who will play the critical roles of supporters and advocates by analyzing their social networks.

10:30-11:10 am RESEARCH IN ACTION (40 MINUTES)
(Track 6)
307, Level Three, Convention Center

We're Engaged! Panel Surveys That Take the Student-College Relationship to Another Level (626)

NANCY C. SHOWERS (Author), Director of Institutional Research, Oakland Community College
STEPHANIE D. WREN (Author), Research Analyst, Oakland Community College

Students are demanding more convenient and less time-consuming forums in which to be involved in all areas of their education, including sharing their ideas about their educational experiences. Web surveys are becoming more prevalent as a technologically advanced research medium being used throughout higher education. As such, this methodology is proving to be an effective means of allowing students to provide their input. One arena that has yet to be fully explored is whether or not the use of incentives will encourage a higher response rate among students participating in a web based survey initiative.

10:30-11:10 am RESEARCH IN ACTION (40 MINUTES)
(Track 6)
613, Level Six, Convention Center

Insights in a Hurray: Automating End-of-Course Evaluation Reports Using SAS (655)

JEFF GRANN (Author), Manager of Assessment, Capella University
ARCHANA BHANDARI (Author), Manager of Institutional Research, Capella University

Despite the efficiency of online survey delivery, considerable back end work is required to deliver assessment results to stakeholders in a timely manner. This presentation illustrates how SAS can facilitate such reporting using custom macros that connect survey results with data warehouse information in order to email results to stakeholders automatically. Several innovations on this basic structure will be presented to make a more general point concerning the role of institutional researchers relative to technological innovations.

10:30-11:10 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
618, Level Six, Convention Center

Students' Perspectives on Diversity and Equity at a Predominantly-Caucasian University (144)

JESSIE ANTONELLIS (Author), Graduate Research Assistant, The University of Arizona
DEBORAH LEVINE-DONNERSTEIN (Author), Faculty, Department of Educational Psychology, University of Arizona
MELISSA OUSLEY (Author), Research Analyst, Multicultural Affairs and Student Success, The University of Arizona

Students bring a more inclusive way of thinking about diversity that differs from past generations. Results from a survey of a student cohort at a research-intensive, predominantly Caucasian university in the Southwest found that minority students are torn between wanting increased equity for minorities and wanting to deemphasize diversity and focus exclusively on merit and achievement. Students are varied in their awareness and acceptance of social issues and values related to diversity. This research provides educational leaders with an understanding of students' perspectives, informing them of how to better interact with and prepare their students to succeed in a multicultural world.

10:30-11:10 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
310, Level Three, Convention Center

Impact of Adult Learners' Strategies for Balancing Work, Family, and Studies in a Distance Education Environment (150)

KATHRYN E. DEBOER (Author), Director of Institutional Research, Walden University
ERIC RIEDEL (Author), Executive Director, Office of Institutional Research & Assessment, Walden University
CURTIS D. PENROD (Facilitator), Associate Director, Institutional Research, Northwestern State University of Louisiana

Although adult learners are often motivated by professional and family concerns, balancing work, family, and school often presents a significant challenge. Despite the availability of institutional options designed to meet these needs, there is little understanding of the strategies adult learners employ to balance obligations. This study examines working adult students at a large, distance-education university. Over a third report balancing family and professional obligations with studies as difficult and most seek to cut back on personal, social, and family commitments before reducing commitments to work or school. The study explores the impact of these strategies on retention and learning.

10:30-11:10 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
615, Level Six, Convention Center

Planned Resilience: A Preliminary Model for Predicting College Outcomes (256)

LUCY BARNARD (Author), Texas Tech University
HANSEL E. BURLEY (Author), Associate Professor, Texas Tech University
KEVIN GOSSELIN (Author), College of Education Instructor, Office for the Provost, Research Assistant, Texas Tech University

The purpose of this study was to identify factors that predict the performance of college students, particularly developmental education (remedial) students. The model in this study, planned resilience, is informed by two theories: Ajzen's Theory of Planned Behavior (TPB) and Resiliency Theory. The data come from the NELS 88: 2000 and the PETS 2000 data sets. The model accounted for as much as 41% of the variance in college graduation, and it correctly predicted 75% of the college outcomes by respondents. Preliminary findings suggest that aspects of the model have predictive utility and warrant further study.

10:30-11:10 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
204, Level Two, Convention Center

Comparing the Utility of the 2000 and 2005 Carnegie Classification Systems in Research on Students' College Experiences and Outcomes (281)

GEORGE D. KUH (Author), Chancellor's Professor and Director, Indiana University at Bloomington
ALEXANDER C. MCCORMICK (Author), Director and Associate Professor, National Survey of Student Engagement (NSSE) at Indiana University
GARY R. PIKE (Author), Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis

This study compared the explanatory power of the Carnegie 2000 categories and variables underlying the Carnegie 2005 classification system using data from the National Survey of Student Engagement's spring 2004 administration. Results indicated that the variables used in the 2005 classification system were more strongly related to cognitive outcomes and engagement than were the Carnegie 2000 classifications. The variables most consistently related to outcomes and engagement were graduate and undergraduate coexistence, residential character of the campus, and percent of undergraduate enrollment in arts and sciences. Implications of the findings for research, assessment, and the selection of peers are discussed.

10:30-11:10 am SCHOLARLY PAPER (40 MINUTES)
(Track 5)
620, Level Six, Convention Center

Measuring Retention Rates, Movement, and Employment of Newly Certified Graduates of Education Programs (519)

BEN PASSMORE (Author), Director of Policy Research and Analysis, University System of Maryland
NANCY SHAPIRO (Author), Associate Vice Chancellor for Academic Affairs, University System of Maryland
TREVA STACK (Author), Research Analyst/Statistician, University of Baltimore
DAVID W. STEVENS (Author), Executive Director, University of Baltimore

This paper reports teacher retention findings for up to five years following graduation from public teacher education programs in one state. The state's delivery of teacher education changed during the five graduation/certification years covered, so comparisons of cohort retention are reported. The replicable methodology tracks teacher retention using quarterly employment and earnings records for the study state and nearby states. Illustrative findings include retention in study state public districts, district-to-district transitions, and employment status of leavers.

10:30-11:10 am SCHOLARLY PAPER (40 MINUTES)
(Track 5)
619, Level Six, Convention Center

An Analysis of State-Level Virtual Universities (530)

HAIXIA XU (Author), Doctoral Candidate, University of Georgia

In response to the increasing integration of online education to higher education in the past decade, nearly every state has launched a statewide or system-wide distance education collaborative, generally called virtual university, to serve as the central support unit or/and to bring out more collaborative higher education programs. Using a case study approach, this study examines the policies and practices that guide some of the state-level virtual universities to success. Findings and recommendations will be provided on state-level collaborative and institutional collaboration.

10:30-11:10 am SCHOLARLY PAPER (40 MINUTES)
(Track 6)
303, Level Three, Convention Center

Instructor Evaluations: Employing Institutional Research to Sort Through the Facts and the Fiction (672)

MICHAEL COGAN (Author), Director of Institutional Research and Analysis, University of St. Thomas

This paper addresses common concerns expressed by faculty employing a common teacher evaluation form utilized across the institution. Issues addressed by the author include measuring the reliability of the instrument and using multivariate analysis to identify factors influencing the teacher evaluation ratings. The focus study analyzed data from more than 37,000 undergraduate student evaluations at a private mid-western doctoral institution during the 2006-07 academic year. The researcher linked more than 20 variables commonly housed in higher education information systems to include instructor attributes, course attributes, and the demographic composition of the students enrolled in each course.

10:30-11:10 am EXHIBITOR DEMONSTRATION
(Track E)
603, Level Six, Convention Center

Using Student Ratings to Improve Program Quality and Student Learning (E16)

KRISTI ROBERSON-SCOTT (Presenter), Director, Institutional Effectiveness and Research, Roane State University

The IDEA Student Ratings of Instruction is a national system used by over 250 institutions. IDEA has long been used to support and enhance teaching effectiveness and to improve student learning outcomes. As a learning-centered instrument, IDEA provides diagnostic assessment information for both institutional, programmatic and individual instructional effectiveness. This information can be used to close the assessment loop by guiding institutional data-driven faculty development efforts for improved student learning. Roane State Community College will describe how they use IDEA to support individual and institutional effectiveness efforts. Dr. Amy Gross Vice President Integrative Client Services The IDEA Center.

10:30-11:10 am EXHIBITOR DEMONSTRATION
(Track E)
605, Level Six, Convention Center

Tk20 Campus Wide Assessment, Reporting and Management System (E17)

MELISSA GARLAND (Presenter), Product Director, Tk20, Inc
BHUPI BHASIN (Presenter), President, Tk20, Inc.

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

10:30-11:10 am EXHIBITOR DEMONSTRATION
(Track E)
610, Level Six, Convention Center

X25 Stategic Graphical Analysis (E18)

HEIDI VANDERVOORN (Presenter), Conference Coordinator, CollegeNET., Inc
BRUCE SYLVA (Presenter), Series Sales Manager, CollegeNET, Inc.
JOHN KILLELEA (Presenter), Series Sales Manager, CollegeNET, Inc.

Core scheduling decisions often pivot on intangibles: gut feelings, instincts, and political sensitivities. Yet, the buy-in for any decision is strongest when supported by clear, concrete facts. CollegeNET's space reporting and analysis tool, X25 Strategic Graphical Analysis, provides the hard data you need for supporting space management decisions and developing sound policy. A wide array of X25 filters lets you focus on the metrics that matter most to your campus. The clear, colorful graphs immediately present stark patterns, anomalies, and help you to strongly identify wherein lie your real problems.

AIR Bookstore

Stop by the AIR Bookstore and purchase AIR publications and journal subscriptions! Forum attendees receive a ***20% discount on all orders!***

The bookstore is located in the Exhibit Hall in the Convention Center.

10:30-11:10 am SCHOLARLY PAPER (40 MINUTES) (Track 5)
203, Level Two, Convention Center

An Analysis of Five-Year Trends in Major Student and Financial Indicators in Public Research Universities (511)

BIN NING (Author), Director, Institutional Research, University of Toledo-Main Campus
JESSAMINE C DUNN (Facilitator), Institutional Research Anlayst, Georgia Institute of Technology-Main Campus

Using Integrated Postsecondary Education Data System (IPEDS) Dataset Cutting Tool, this study gathered student and financial data for 124 public research universities in the nation (i.e., research-extensive/-intensive) to examine the five-year short-term change trends in major student and financial indicators between 2001 and 2006. The study applied descriptive and correlation analysis to summarize findings, which helped answer three questions: what are the overall five-year trends in student enrollment and graduation, as well as institutional finance; are there any significant relationships between the trends of major enrollment and financial indicators; and what are the profound implications on higher education policies?

10:30 am-12:10 pm PANEL (100 MINUTES) (Track 3)
201, Level Two, Convention Center

Program Review Under Review: Turning It Into A Dynamic, Focused and Constructive Process (313)

ELENA V. BUBNOVA (Panelist), Director of Institutional Research, Truckee Meadows Community College
ARMIDA FRUZZETTI (Panelist), Chair of Social Sciences, Truckee Meadows Community College
JULIA HAMMETT (Panelist), Truckee Meadows Community College
JOWEL LAGUERRE (Panelist), Truckee Meadows Community College
PAT SLAVIN (Panelist), Truckee Meadows Community College

The panel consisting of academic and administrative leadership, faculty and institutional research professionals will describe the experience of a large, urban community college revitalizing its program and discipline review process. The discussion will center on the following key issues: intent of the program and discipline review; participants and architecture of the process; core data elements, support and resources; and, asks the question, when do you know that it is finally working?

10:30 am-12:10 pm PANEL (100 MINUTES) (Track 5)
611, Level Six, Convention Center

Common Data Set Update (509)

RENEE L. GERNAND (Author), Senior Director of Guidance Services, College Board
ROBERT J. MORSE (Author), Director of Data Research, U.S. News and World Report
MEIHUA ZHAI (Author), Director of Research and Policy Analysis, National Association of Student Financial Aid Administrators
CATHY J. LEBO (Author), Assistant Provost, Johns Hopkins University
STEPHEN SAUERMELCH (Author), Director of Research, Peterson's, a Nelnet Company

Come learn about changes to the Common Data Set for the year ahead. The work of an AIR Higher Education Data Policy Committee subcommittee's focus on the quality and comparability of the CDS financial aid information will be highlighted.

10:30 am-12:10 pm PANEL (100 MINUTES) (Track 6)
211, Level Two, Convention Center

Institutional Research: Beyond the Facts and Figures (632)

LORNE KUFFEL (Author), Executive Director, University of Alabama
GERARD A. DIZINNO (Author), Associate Vice Provost for Institutional Research, University of Texas at San A[illegible]o
CHRISTINA L. LEIMER (Author), Director of [illegible] Research, Assessment and Plann[illegible] University- Fresno

CANCELLED

This session [illegible] aspects of institu[illegible] career in the field. Many, if not [illegible] focus on methods of analysis or the re[illegible] This session will present lessons learned by thre[illegible] enced institutional research professionals to help guide others in the subtleties of IR and the development of their careers. The intended audience is newcomers to the field of institutional research or current institutional research staff interested in advancing their career.

10:30 am-12:10 pm SPECIAL EVENT (Track 0)
612, Level Six, Convention Center

International Gathering (Invitational Event)

— Sponsored by The Collegiate Learning Assessment (022)

TIMOTHY K. C. CHOW (Host), Director of Institutional Research, Rose-Hulman Institute of Technology
GAIL R. FISHMAN (Guest), National Manager of IPEDS Training Programs and Affiliated Group Relations, Association for Institutional Research

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

11:30 am-12:10 pm AIR GRANT PAPER (Track 7)
604, Level Six, Convention Center

Internet Investigations of Text Material to Compare Programs Across Institutions (705)

PATRICIA B. CERRITO (Author), Professor of Mathematics, University of Louisville

Institutions and their faculty now post considerable amounts of information on their web sites. Unfortunately, most of it is difficult to extract and to use to make comparisons across institutions. Web and text mining tools have been developed that can be used to investigate this information, and to make institutional comparisons. We demonstrate the feasibility of these tools by using them to make comparison of expectations in degree programs. In particular, we look at degree requirements for a PhD in the sciences, and demonstrate that a few programs are shifting from examination-based to research-based programs.

11:30 am-12:10 pm AIR GRANT PAPER (Track 7)
308, Level Three, Convention Center

The 'Matthew Effect' in Postsecondary Remediation: Testing the Efficacy of Remediation across Varying Depths and Breadths of Under-Preparation (712)

PETER RILEY BAHR (Author), Assistant Professor, Wayne State University

Postsecondary remediation is a controversial topic. On one hand, it fills an important and sizeable niche in higher education. On the other hand, critics argue that it wastes tax dollars, diminishes academic standards, and demoralizes faculty. Yet, despite the ongoing debate, few comprehensive, large-scale, multi-institutional evaluations of remedial programs have been published. In this study, I employ a large-scale, multi-institutional dataset to address several questions concerning the effectiveness of remediation. Specifically, is remediation equally efficacious across levels (varying degrees) of skill deficiency? Similarly, is remediation equally efficacious for students who have multiple deficiencies, relative to students who are singly deficient?

11:30 am-12:10 pm AIR GRANT PAPER (Track 7)
204, Level Two, Convention Center

Merit-Based Financial Aid and Student Pathways to the Baccalaureate Degree in Science and Engineering (743)

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

State sponsored merit-based financial aid programs have been enacted in many states during the past decade. Since college grades are considered in the award renewal process and the well-documented grading disparity across disciplines, concerns have arisen over the impact of those programs on student choice of major field. Using the student unit record data, this project examined whether Florida's Bright Futures, a merit-based financial aid program, affects student decisions to pursue a science or engineering baccalaureate degree. Findings from this study could have strong implications for state merit aid policies, institutional academic policies, and policies regarding science and engineering education.

11:30 am-12:10 pm BEST PAPER/PRESENTATION SESSION (Track 7)
602, Level Six, Convention Center

MdAIR Best Paper — New Online Benchmarking Tool for NACUBO's Tuition Discounting Study (714)

JESSICA SHEDD (Author), Director of Research and Policy Analysis, National Association of College and University Business Officers

For over fifteen years, NACUBO has conducted a survey on the tuition discounting practices of independent four-year colleges and universities. In the past, results have been distributed to participants in PDF format, limiting the opportunity for benchmarking with the data. In August, NACUBO launched a new online benchmarking tool for the tuition discounting study that allows participants to define a unique peer group for comparison purposes as well as run reports on the entire survey population. This session will discuss NACUBO's long-standing tuition discounting study, demonstrate the new tool, and discuss NACUBO's plans for future benchmarking initiatives.

49th Annual Forum

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in Atlanta, GA for the 49th Annual Forum:

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11:30 am-12:10 pm BEST PAPER/PRESENTATION SESSION (Track 7)
619, Level Six, Convention Center

KAIR Best Paper — Student Demographic Fingerprints: A Practical Methodology to Understand Second and Third Year Retention Rate and Its Relationship to the Six-Year Graduation Rate (717)

ROBERT S. GOLDSTEIN (Author), Assistant University Provost, University of Louisville
CHERYL B GILCHRIST (Author), Director of Retention Management and Research, University of Louisville
BECKY S. PATTERSON (Author), Institutional Research Analyst, University of Louisville
KATHERINE J. LYNCH (Facilitator), Data Coordinator, Institutional Effectiveness, Louisiana State University in Shreveport

Metrics of academic accountability and institutional effectiveness have become driving forces in today's competitive higher education market. The national focus has been primarily on increasing first-year retention rates. For institutions to improve their six-year graduation rates, improvements must occur between the second to third years and beyond. The correlation of data variables readily available within universities' information management systems can be used to make inferences regarding the reasons for students' attrition. The learning objective of our session will include a review of our findings and a facilitated discussion about developing practical interventions aimed at increasing retention and graduation rates.

11:30 am-12:10 pm BEST PAPER/PRESENTATION SESSION (Track 7)
303, Level Three, Convention Center

ALAIR Best Paper — Institutional Effectiveness as Determined by Alumni and Non-returning Students (734)

BEATRIZ JOSEPH (Author), Director, Assessment, University of South Alabama
CECELIA MARTIN (Author), Institutional Research Analyst II, University of South Alabama

11:30 am-12:10 pm BEST PAPER/PRESENTATION SESSION (Track 7)
608, Level Six, Convention Center

MI/AIR Best Paper — The Big Payoff? Use of Incentives to Enhance Participation in Web Surveys (735)

NANCY C. SHOWERS (Author), Director of Institutional Research, Oakland Community College
STEPHANIE D. WREN (Author), Research Analyst, Oakland Community College

Web surveys are becoming more prevalent. One arena that has yet to be fully explored is whether or not the use of incentives will encourage a higher response rate among students participating in a web-based survey initiative.

11:30 am-12:10 pm BEST PAPER/PRESENTATION SESSION (Track 7)
620, Level Six, Convention Center

VAMAP Best Paper — Academic Program Review: Integrating Planning, Assessment and Core Quality Indicators (736)

JACKIE R. BOURQUE (Author), Director of Office of Institutional Effectiveness, J Sargeant Reynolds Community College

This session describes an academic program review model utilized at a community college that requires annual assessment and planning reporting along with a more comprehensive program review once every five years. The comprehensive program review looks for evidence of effective strategic planning, need for the program, student learning, use of assessment results as a decision-making tool, a strong action plan for improvement, performance benchmarks being met, student success after leaving the program, and effective use of advisory committee. The web-based system for providing core indicator data to programs will be demonstrated.

11:30 am-12:10 pm DEMONSTRATION (40 MINUTES) (Track 2)
616, Level Six, Convention Center

Assessing General Education Outcomes in the Community College Setting (223)

GEARY GREENLEAF (Author), Dean of Instructional Programs, Lower Columbia College
WENDY LAPIC HALL (Author), Director of Institutional Research, Lower Columbia College

This session includes a description of one community college's approach to assessment of General Education Outcomes. Using locally developed rubrics, student artifacts collected from capstone courses, and a college foundation grant, a faculty team was assembled in a summer institute to conduct the assessment. Findings are being used to improve the college's curriculum, but what was most surprising about the project was the collectively high level of satisfaction expressed by the participants.

11:30 am-12:10 pm DEMONSTRATION (40 MINUTES) (Track 2)
206, Level Two, Convention Center

Asking the Right Questions (ARQ): Helping Your Faculty Use Evidence from their Students to Improve Teaching and Learning with Technology (232)

STEPHEN EHRMANN (Author), Vice President, Director of the Flashlight Program, The TLT Group

ARQ provides institutions with materials to offer a collection of very brief, peer-led faculty workshops. ARQ's goal is to help faculty members learn new ways to collect feedback from their students in order to improve teaching and learning with technology in their courses. ARQ modules are so brief that workshops can be inserted as agenda items in departmental faculty meetings, or made the topic of a series of brownbag lunches, or provide content for a series of brief online workshops. Institutions could also offer a series of ARQ modules, one after another, in conventional institutes and workshops.

11:30 am-12:10 pm PANEL (100 MINUTES) (Track 6)
211, Level Two, Convention Center

Institutional Research[illegible]nd the Facts and Figures (63[illegible]

CANCELLED

Continued [illegible]ame period

11:30 am-12:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 2)
618, Level Six, Convention Center

Creating an Assessment Guide: A Tangible Representation of Assessment Practice Alignment (260)

LATASHA LANE (Author), PhD Student / Presidential Fellow, University of Toledo

Colleges and universities are charged to regularly examine their methods in addressing student learning outcomes and program outcomes. Commonly there are few resources that illustrate an institution's assessment blueprint inclusive of its internal protocols, use of national and regional evaluation inventories, in-house development and local distribution of surveys and the piloting and implementation of contemporary tools to measure learning outcomes in the classroom.

This session will showcase how an institutionally strategic initiative resulted in an all-in-one assessment guide reflecting the assessment practices of teaching, learning and services throughout a multi-campus community college district.

11:30 am-12:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 2)
617, Level Six, Convention Center

First Look at Results from a Study of Counseling-Enhanced Developmental Learning Communities (293)

MAUREEN A. PETTITT (Author), Director of Institutional Research, Skagit Valley College

The paper presents the results from the first phase of a longitudinal study examining the relationship between various configurations for developmental education courses and student achievement. The research focus is on three delivery options for developmental education courses: stand-alone courses, learning community courses, and learning communities with a counselor-enhanced component. The presentation will include an overview of the methodology, the quantitative and qualitative data collected during the first year of the project, and implications for future practice with regard to both the project and the research methods.

11:30 am-12:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 3)
607, Level Six, Convention Center

Faculty Workload: How Much Effort Is Needed and How Should It Be Funded? (335)

C. DONALD COMBS (Author), Associate Dean for Planning and Health Professions, Eastern Virginia Medical School
THOMAS HAHN (Author), Senior Associate, Eastern Virginia Medical School

This paper details the methodology for determining the precise breakdown of faculty time and effort needed to deliver the education curriculum at a private, free-standing medical school. The key question asked following the institution's most recent accreditation site visit and corresponding report was: How many faculty are needed to deliver the institution's medical education program? While the institution knew its curriculum requirements and student contact hours, the precise breakdown of faculty time and effort was unknown. The authors describe the study the institution undertook to determine how much effort is needed and how it should be funded.

11:30 am-12:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 4)
610, Level Six, Convention Center

Using Student Perception Surveys in University Macro-Assessment: The SSI and Its Use in Institutional Research (421)

TIMOTHY DETWILER (Author), Associate Provost, Cornerstone University
PATRICIA GILLMAN (Author), Executive Director of Institutional Planning and Continuous Quality Improvement, State Fair Community College

This session is designed to demonstrate the linkage between institutional research and the effective use of perceptual surveys in the scheme of a campus-wide assessment program. Macro-assessment is an important aspect of determining the context out of which learning occurs and the Student Satisfaction Inventory has proven to be a crucial data component to guide campus decision making. Two institutional stories are told with practical advice given in the selection of the tool, the administration of the survey instrument, the collection of student attitudinal data, and the use of data to make changes.

11:30 am-12:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 6)
613, Level Six, Convention Center

Jumping into Data Mining: The Triumphs and Tragedies of Our First Year (670)

DOUGLAS K. ANDERSON (Author), Director, Enrollment Planning and Research, Indiana University
ADAM LEARY (Author), Research Analyst, Indiana University at Bloomington
BRIDGETT J. MILNER (Author), Assistant Director, Enrollment Planning and Research, Indiana University
MICHAEL J. SAUER (Author), Senior Research Analyst, Indiana University at Bloomington

This presentation focuses on the experiences of one institution in their first year of data mining. Successful and unsuccessful projects performed across areas of Enrollment Management are presented. The ease of use and difficulties encountered with data mining software, the benefits of data mining projects over other techniques, and the expectations and realizations of the possibilities of the tool are discussed.

11:30 am-12:10 pm SCHOLARLY PAPER (40 MINUTES) (Track 1)
614, Level Six, Convention Center

The Role of Financial Aid Information on First-Time College Attendance Decisions (158)

BELKIS SUAZO DECASTRO (Author), , Teachers College, Columbia University
THEREISA COLEMAN (Facilitator), Institutional Research Associate, Huston-Tillotson University

The present study investigated the role of information on financial aid application and receipt, and in turn, the effects of determinants of financial aid receipt on postsecondary enrollment at both two- and four-year colleges using data from the National Education Longitudinal Study of 1988. The findings show that students who seek or receive information about financial aid are more likely to apply for financial aid, and subsequently enroll in a postsecondary educational institution. The effect of school information on the odds of applying for financial aid was stronger for black and Latino students than for their white counterparts.

11:30 am-12:10 pm SCHOLARLY PAPER (40 MINUTES) (Track 2)
310, Level Three, Convention Center

Institutional Type and Civic Value Development among Latinos/as and Other Undergraduates (263)

MARGARET M. RYAN (Author), Associate Director for Planning & Assessment, Boston College

Using longitudinal data from the Cooperative Institutional Research Program (CIRP), this study examined students' commitment to civic values at four types of institutions: Catholic, other religious (non-Catholic), private (nonsectarian), and public. The sample included 23,544 students from 142 institutions. Multivariate analyses were conducted to determine the relative importance of institutional type when factors such as pre-college commitments to civic values, background characteristics, pre-college and in-college activities and experiences, and other institutional characteristics. Results of the analysis indicate that attending a Catholic college or university had a direct, positive influence on student's commitment to civic values

11:30 am-12:10 pm SCHOLARLY PAPER (40 MINUTES) (Track 6)
615, Level Six, Convention Center

An Analysis of Institutional Research Publications in Higher Education: The Communication of Knowledge (652)

JOAN M. MERLO (Author), Vice President Research and Technology, Molloy College
LORI HOEFFNER (Author), Assistant Director, Adelphi University
CHRISTOPHER R MERLO (Author), Assistant Professor, Mathematics, Computer Science & Information Technology, Nassau Community College

Following Russell (2007) an analysis of publication activity through the use of bibliometric and other techniques is presented. Productivity of first author and research fronts in the field of Institutional Research are considered. Publication data from three premier journals in higher education with an interest in Institutional Research (n=1,488) were analyzed using Lotka's Law (1926) and coefficients of variation. Results indicate that the productivity distribution of first authors is inconsistent with Lotka's distribution and that research interests follow previously established patterns. Conclusions are presented about where the domain may be headed in the future.

11:30 am-12:10 pm SCHOLARLY PAPER (40 MINUTES) (Track 6)
307, Level 3, Convention Center

Towards a Latino College Persistence Model (653)

LORENZO A. GUTIERREZ-JARQUIN (Author), Doctoral Student, University of Michigan

To move towards a theoretical framework relevant to Latino students in college, I propose a working model that reflects theory and literature on college persistence. The Latino College Persistence Model intends to incorporate the major thematic concepts found in the literature. I propose that student's background and prior academic characteristics are important in explaining college persistence outcome among Latinos. While in college, comfort level, social support systems, and institutional structures play a greater role in their college persistence. Race/ethnicity, perceived discrimination and familia seem to influence students before college entry, while in-college, and in their decision-making processes.

11:30 am-12:10 pm EXHIBITOR DEMONSTRATION (Track E)
603, Level Six, Convention Center

Retain Students More Effectively through Data Mining with SPSS Clementine (E19)

JOHN NORTON (Presenter), System Engineer, SPSS

Student retention is an important challenge in institutional research today. How might even a small increase in student retention translate into reduced expenses for your college or university?

Data mining with SPSS Clementine can help you decrease the costs associated with recruiting new students by providing you with the capability to accurately identify students who are at risk for dropping out or transferring, and identify those who may be in need of financial assistance. Using Clementine's visual approach to data mining, you can uncover and understand the hidden patterns resident in your student data, more accurately predict individual behavior, and take action before a student drops out or transfers.

In this demonstration, you will see how SPSS Clementine can: access data from a variety of sources and formats; simultaneously develop and compare predictive models and segmentation profiles using a variety of data mining algorithms; and immediately deploy the results for more informed decision making.

11:30 am-12:10 pm EXHIBITOR DEMONSTRATION (Track E)
605, Level Six, Convention Center

Automating and Streamlining Your Reporting and Analytic Needs. An Introduction to Rapid Insight® Data Integration Technology (E20)

DIDI OXNER, (Presenter), Analyst, Rapid Insight, Inc.

Rapid Insight has developed Data Integration and Data Mining software which makes it easy for Institutional Research Professionals to work with their data. Data can be integrated and aggregated from multiple disparate sources, and reporting processes can be streamlined and automated. The creation of visual "data jobs" can be used to track information from its point of extraction, all the way through to final reports and analytic datasets. In this session we'll explore this Data Integration Technology and how it's currently being used by Institutional Research Professionals.

12:00-5:00 pm COMMITTEE MEETING (Track 0)
202, Level Two, Convention Center

2008-2009 AIR Board of Directors Meeting (040)

WILLIAM E. KNIGHT (Committee Chair), Assistant Vice President for Planning and Accountability, Bowling Green State University

2008-2009 AIR Board of Directors meeting.

12:00-5:00 pm SPECIAL EVENT (Track 0)
617, Level Six, Convention Center

Forum Evaluation Survey (Invitational Event #3) (053)

MITCHELL S. NESLER (Committee Chair), Assistant Vice President for Academic Affairs, State University of New York Empire State College

Forum Evaluation Survey (Invitational Event Number Three)

12:30-1:10 pm SPECIAL INTEREST GROUP (Track S)
613, Level Six, Convention Center

Research on Mission-Based Student Success and Learning Outcomes as Documentation for Accreditation (S38)

KIMBERLEE MOORE (Convener), Assistant Manager for Policy and Research, Accrediting Council for Independent Colleges and Schools
THOMAS H. WICKENDEN (Convener), Director for Policy and Accreditation Systems, Accrediting Council for Independent Colleges and Schools

Evidence of student success and learning is commonly required by accreditors as documentation that an institution is fulfilling its mission. Researchers employed by accrediting commissions or by accredited institutions are invited to explore solutions to fundamental issues concerning mission-based assessment, such as how to identify distinct educational goals within a comprehensive institutional mission; how to identify the students, programs, and outcomes that fulfill a particular goal; how to measure and set appropriate standards for a student success or learning outcome; and how mission-based assessment might be further developed.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
605, Level Six, Convention Center

Arizona AIR (AZAIR) (A02)

RICHARD J. KROC (Convener), Associate Vice Provost, University of Arizona

Please join us for conversation about common issues and our annual conference.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
303, Level Three, Convention Center

Alabama AIR (ALAIR) (A05)

YARDLEY BAILEY (Convener), Director of Institutional Research, University of Alabama System

The ALAIR officers will update members on association activities and initiatives.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
614, Level Six, Convention Center

Ohio Association for IR and Planning (OAIRP) (A07)

NEAL A. STARK (Convener), Director, Research and Assessment, University of Cincinnati

The most important meeting you will attend.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
608, Level Six, Convention Center

Michigan AIR (MI/AIR) (A13)

JENNIFER L. DUNSEATH (Convener), Director of Institutional Effectiveness, Kettering University

MI/AIR members will get together to welcome new members and to discuss the fall conference and other issues of mutual interest to the group.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
609, Level Six, Convention Center

Southeastern Association for Community College Research (SACCR) (A16)

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

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

12:30-1:10 pm AFFILIATED GROUPS (Track A)
616, Level Six, Convention Center

Tennessee AIR (TENNAIR) (A18)

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

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

12:30-1:10 pm AFFILIATED GROUPS (Track A)
611, Level Six, Convention Center

New Mexico Association for IR and Planning (NMAIRP) (A20)

MARY BETH WORLEY (Convener), Coordinator for Institutional Research, Dona Ana Community College

Members of NMAIRP will conduct a business meeting.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
602, Level Six, Convention Center

Maryland AIR (MdAIR) (A21)

KEVIN W. SELLERS (Convener), Research Associate, Towson University

Meeting of Maryland AIR members and friends.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
610, Level Six, Convention Center

Indiana AIR (INAIR) (A22)

SHERRY WOOSLEY (Convener), Associate Director of Institutional Effectiveness, Ball State University

An information meeting for INAIR used to apprise Indiana members of events or announcements.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
618, Level Six, Convention Center

Georgia Association of IR, Planning, Assessment, and Quality (GAIRPAQ) (A27)

SARAH E. MAY (Convener), Director of Institutional Research, Mercer University

Join colleagues for a discussion of higher educaiton issues in Georgia.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
619, Level Six, Convention Center

Kentucky AIR (KAIR) (A29)

CHRISTINA E. WHITFIELD (Convener), Director of Research and Policy Analysis, Kentucky Community and Technical College System

Meet fellow institutional researchers and learn more about institutional research in Kentucky.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
607, Level Six, Convention Center

Illinois AIR (IAIR) (A30)

MARILYN M. MARSHALL (Convener), Director of University Academic Programs and Services, University of Illinois

Members and all those interested in learning more about the Illinois Association for Institutional Research are invited to attend this informal session.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
206, Level Two, Convention Center

Florida AIR (FAIR) (A33)

JAIME G. CASTRO (Convener), Research Coordinator, Santa Fe Community College

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

12:30-1:10 pm AFFILIATED GROUPS (Track A)
620, Level Six, Convention Center

Virginia Association for Management Analysis and Planning (VAMAP) (A35)

SANDRA A. BOLLINGER (Convener), Director of Assessment & Institutional Research, Longwood University

Members will discuss plans for the upcoming year.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
606, Level Six, Convention Center

Pacific AIR (PacAIR) (A38)

PAUL H. FREEBAIRN (Convener), Director of University Assessment and Testing, Brigham Young University Hawaii

An informal opportunity for members, prospective members and interested colleagues to meet, socialize and discuss issues of interest to Hawaii and the Pacific. All are welcome to join us.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
310, Level Three, Convention Center

Colorado Association of Planners and Institutional Researchers (CAPIR) (A39)

GREGORY B. APPLING (Convener), Director of Institutional Research and Effectiveness, Aims Community College

A chance to connect with others from Colorado.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
211, Level Two, Convention Center

North Carolina AIR (NCAIR) (A40)

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

A brief gathering to update NCAIR members on issues and events following the annual conference.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
201, Level Two, Convention Center

Iowa AIR (IAAIR) (A41)

KRISTIN M. MOSER (Convener), Senior Research Analyst,Office of Institutional Research, University of Northern Iowa

IAAIR is an organization dedicated to advancing the field of institutional research in the State of Iowa. The organization will seek to promote communication and cooperation among the institutional research professionals, promote professional development, facilitate information and network among colleagues. This session is an informal opportunity for members, prospective members, and other interested colleagues to meet and discuss issues pertaining to IR in Iowa and to IAAIR.

12:30-1:10 pm AFFILIATED GROUPS (Track A)
603, Level Six, Convention Center

Mississippi AIR (MAIR) (A45)

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

Meet your friends from Mississippi for some Southern hospitality.

1:30-2:10 pm BEST PAPER/PRESENTATION SESSION (Track 7)
603, Level Six, Convention Center

TENNAIR Best Paper — The Shape of Higher Education: A Look Back to 1960 and Forward to 2020 (720)

GREGORY J. SCHUTZ (Author), Director of Assessment and Effectiveness, Tennessee Board of Regents

This paper explores the current call to serve more students and to show results at colleges and universities in the United States. As the economy becomes more global, the United States has slipped to 12th in higher education attainment among other industrialized nations. A current call from a federal Commission on the Future of Higher Education is compared to a past call by a past commission that looked forward to the year 1960 in the year 1947. From our vantage point in 2007, what are the needs for higher education in the year 2020?

1:30-2:10 pm COMMITTEE MEETING (Track 0)
203, Level Two, Convention Center

AIR and IR in the 1990s (067)

RICHARD D. HOWARD (Moderator), Director of Institutional Research and Reporting, University of Minnesota
GERALD W. MCLAUGHLIN (Moderator), Associate Vice President, DePaul University

Forum Chair's Pick

Do you remember IR before IPEDS? Before HEGIS? Before Federal reporting? Do you remember punch cards and mainframes before there was Windows and personal computers? Ledger paper before there was Excel? Encyclopedias before there was Wikipedia? What do you remember about the last 50 years of IR? In preparation for the AIR golden anniversary celebration, the AIR50 committee is compiling an IR history, and we need YOUR help. A series of "memory dump" panels is scheduled covering the last five decades. If you were doing IR in the 1990s, please join this session and dump your memories!

1:30-2:10 pm DEMONSTRATION (40 MINUTES) (Track 6)
201, Level Two, Convention Center

First, Get Their Attention: Getting Your Results Used (650)

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

Fostering data-driven decision-making is not an easy task, nor is getting busy people's attention in this age of information overload, but how we write about and disseminate our findings can help. Writing to the audience, timing, formatting, choice of medium, and connecting results to current, even controversial, issues are keys. This IR director and former journalist will offer tips and examples to help get your work noticed and talked about, the first step in getting it used.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 1)
604, Level Six, Convention Center

Different Approaches to Charting Transfer Student Pathways to the Baccalaureate: Examples from Two States (103)

JAN M. IGNASH (Author), Associate Professor, University of South Florida
KATHI A. KETCHESON (Author), Director of the Office of Institutional Research and Planning, Portland State University

A collaborative multi-institutional research project is charting the pathways underrepresented and minority transfer students take to achieve the baccalaureate. Findings may lead to improved institutional policies and practices nationally. In one state, centralized data collected and maintained at the state level provide a rich portrait of community college and university students. In another state, individual student records obtained from an urban university and area community colleges are combined to create a new data base. These different approaches suggest methods that may be used by other institutions to identify factors that inhibit or promote successful transfer and degree attainment.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 1)
618, Level Six, Convention Center

First Generation Students — Indicators of College Success (129)

JOHN MICHAEL LEE (Author), Assistant Research Scientist, The College Board
RICHARD J. REEVES (Author), Director of Research, National Student Clearinghouse
ANDREW WILEY (Author), Executive Director of Higher Education Research, College Board, The
JEFFREY N. WYATT (Author), , Fordham University
SHARRON L. RONCO (Facilitator), Associate Provost, Florida Atlantic University

First generation students are a unique and important segment of the college-bound population. These students have been found to be at a disadvantage in terms of post-secondary access and degree attainment. This study will look at college-bound first generation seniors in the 1999-2007 cohorts to determine the characteristics, academic preparation, college plans, aspirations, and enrollment and persistence trends among these students. This study seeks to provide a greater understanding of the aspirations and plans of college-bound first generation students in these cohorts.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 1)
611, Level Six, Convention Center

Evaluation of a Co-Admission Program: Community College Transfer Students' Experiences and Outcomes at an Urban University (167)

ROWANNA CARPENTER (Author), PhD Student, Portland State University
LINA LU (Author), Research Assistant Professor, Portland State University
JULIETTE M. STOERING (Author), Institutional Research Analyst, Portland State University

A co-admission program between an urban university and community colleges in a metropolitan region, has served transfer students for over 10 years with the goal of supporting transfer from community college to university. The program provides co-admit students with access to advising, coordinated financial aid, and dual enrollment opportunities. To evaluate the effectiveness of the program, researchers compared regular and co-admit transfer students' academic performance, retention and graduation rates and self-reported perceptions of their transition to the university. Findings indicated that transfer students generally had positive transfer experiences and that co-admit students had higher rates of graduation than regular transfers.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 1)
619, Level Six, Convention Center

Do College Outcomes at Highly Selective Private Institutions Vary by Economic Status? (169)

TAO ZHANG (Author), Research Analyst, Faculty of Arts and Sciences Office, Washington University in St. Louis
MARGARET M. RYAN (Facilitator), Associate Director for Planning & Assessment, Boston College

This project proposes to compare the perceptions between economically disadvantaged students and their rich peers in the nation's highly selective private institutions regarding overall satisfaction with their educational experience, their willingness to recommend home institutions and perceived gains in areas such as critical thinking and communication skills. The data came from over 40,000 students who responded to a student survey in Spring 2007. The results will enlighten on the perceived collegiate outcomes of the economic minority at elite institutions.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 1)
620, Level Six, Convention Center

Family Ties: An Examination of the Relationship Between Frequency of Student-Parent Contact and Student Self-Confidence and Engagement in Campus Activities (183)

GREGORY HARRIS (Author), Assistant Director of Institutional Research, Massachusetts Institute of Technology
JONATHAN D. SCHWARZ (Author), Assistant Director of Admissions for Institutional Research, Massachusetts Institute of Technology

Popular media has no shortage of anecdotal editorials and opinion articles lambasting what has come to be known as "helicopter parenting". From a development standpoint, one of the most commonly cited arguments against highly involved parenting is that it hinders a student's ability to develop independent thought and autonomy. Looking at matched student and parent survey responses, we explore the relationship between frequency of student-parent contact and student engagement in meaningful educational activities.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 2)
602, Level Six, Convention Center

Hit the Ground Running II (244)

DEBBIE L. ELLIS (Author), Senior Analyst, University of California- Berkeley
ROBERT F. DALY (Facilitator), Assistant Vice Chancellor, Institutional Planning, University of California-Riverside

This public university has an annual new student ratio, freshmen to transfer, of 70 to 30. Rather than comparing the two populations, this study will focus on the transfer experience and it's affect on graduation from this four-year college. Over the last ten years the transfer two-year graduation rate has increased from 41 percent of the 1994 cohort to 54 percent of the 2004 cohort. This study will concentrate on the 2004 cohort, comparing those graduating in two years with those not yet graduating through an analysis of institutional data and survey responses.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 4)
610, Level Six, Convention Center

Informing Institutional Planning via a Child Care Needs Assessment: Collaboration between Institutional Research, University Senior Leadership, and Human Resources (404)

MICHAELA ROME (Author), Manager of Program Evaluation, New York University
SARAH LEONARD (Author), Institutional Research Analyst, New York University

In an effort to address the needs of University employees with children and to determine the allocation of available funds, a Child Care Task Force (CCTF) was created. Institutional Research worked closely with senior administration and Human Resources to develop a needs assessment to query employees regarding their work/life balance experiences, satisfaction with current University family-friendly benefits, and preferences for additional benefits. Survey findings informed decision making regarding current and future family-friendly benefits. In addition, the survey, which listed all current family-friendly benefits, served as a learning tool for employees who may not have been knowledgeable about benefits available to them.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 4)
608, Level Six, Convention Center

Leveraging Software to Assist with Multi-Objective Enrollment Management Decisions (428)

MICHAEL J. JOHNSON (Author), Director, Institutional Research, Dickinson College

EM decisions shape the new cohort in complex, interrelated ways. We demonstrate one approach to analyzing the effect these decisions have on several measures simultaneously. Rapid Insight® is used to create predictive models based on historical data for each measure of interest. Then Excel® is used to conduct "what-if" analysis by observing changes in all the responses as a function of the various inputs. Control box features (scroll bars and spin buttons) in Excel are used to update a series of charts, making "what-if" analysis easier to use. The goal is to achieve the desired class characteristics confidently and efficiently.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 4)
609, Level Six, Convention Center

The Dollars and Cents of Institutional Effectiveness: Conducting a University Economic Impact Study (470)

TATYANA A. KARAMAN (Author), Director, Institutional Research, Samford University
SARAH C. LATHAM (Author), Assistant to the President, Samford University

Colleges and universities are commonly viewed as central contributors to the intellectual and societal good of their communities. However, these institutions also have a vital economic impact on cities, counties, and states. Economic impact studies are valuable tools and institutional researchers are key contributors to the process. This presentation will describe how to conduct an economic impact study and review the many ways in which the findings can be incorporated into branding efforts, key performance indicators, and governmental relationships.

Forum Exhibit Hall

Have YOU visited the Exhibitors for the 48th Annual Forum today?

They are located in the Exhibit Hall in the Convention Center.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 5)
206, Level Two, Convention Center

The Psycho-Social and Cultural Variables Influencing Institutional Data Integrity (505)

DONALD R. TURK (Author), Director of Institutional Research, Colorado Mountain College
KENDRA L. CARPENTER (Author), Institutional Research Analyst, Colorado Mountain College
VENEEYA M. KINION (Author), Institutional Research Analyst, Colorado Mountain College
BARB JOHNSON (Author), Institutional Research Analyst, Colorado Mountain College
MEETA B. GOEL (Author), Dean of Institutional Effectiveness, Colorado Mountain College

Virtually all academic institutions rely heavily upon data that are input by variously trained and motivated data entry personnel. With the exception of error-preventative training for such personnel and standard data cleaning activities, the integrity of institutional data is commonly assumed. An examination of specific psychosocial and cultural variables that influence data entry at a large community college demonstrates that such an assumption may not always be warranted. Those relying upon institutional data for strategic planning and continuous quality improvement would benefit from this session.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 5)
616, Level Six, Convention Center

Promoting or Perturbing Access: Longitudinal Effects of Financial Aid on Latino Students' Academic Success (507)

JACOB PK GROSS (Author), Associate Director for Research, Indiana University/Project on Academic Success

Using event history analysis this study explores the effects of financial aid on Latino students' academic success, measured here as persistence year-to-year. Much of the prior research on patterns of Latino students' receipt of aid has relied on cross-sectional data. This study further contributes to understandings of relationships among race/ethnicity, income, institutional sector financial aid, and academic success. Data come from a statewide student unit record system and the Free Application for Federal Student Aid.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 5)
310, Level Three, Convention Center

A Milestone Year for Community College Accountability in California (517)

PATRICK C. PERRY (Author), Vice Chancellor of Technology, Research and Information Systems, California Community Colleges Chancellors Office
WILLARD C. HOM (Author), Dean, Director for Research and Planning, California Community College System Office
CATHARINE LIDDICOAT (Author), Specialist, California Community Colleges Chancellor's Office
ALICE VAN OMMEREN (Author), Research Specialist, California Community College System Office
LEANN FONG-BATKIN (Author), Program Assistant II, California Community College System Office

This presentation covers the developments regarding California's new accountability program, ARCC (for Accountability Reporting for the Community Colleges). The ARCC may inform researchers in other states although California's educational policy and system size (109 colleges) does affect their ability to generalize from the ARCC.

This presentation begins with a review of the recent history. Next, it describes the actual methodological features. This presentation will also discuss various stakeholders'reactions to the ARCC and future developments, concluding with lessons that the California experience offers to policy makers and higher education officials.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 5)
615, Level Six, Convention Center

International Grant Work for Institutional Research: A Real Model (552)

EUGENE P. DEESS (Author), Director of Institutional Research and Planning, New Jersey Institute of Technology
VLADIMIR BRILLER (Author), Director of Outcomes Assessment, New Jersey Institute of Technology
RAYMOND A. CALLUORI (Author), Information System Analyst, Institutional Research & Planning, New Jersey Institute of Technology

This paper describes a program of international work engaged in by an institutional research office. It lays out a design for the type of funded research work in which IR offices can engage to make a difference for international education while covering the costs at home. It includes a discussion of the development of a basic software package to set up a registrar office, training seminars in data driven management decisions, preparation for accreditation, building a regional association for registrars, promoting a regional association for registrars, and developing other projects to promote academic integrity.

1:30-2:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 6)
307, Level Three, Convention Center

Beginning in the Middle: Developing a New Institutional Research Office (616)

JEANINE L. ROMANO (Author), Director of Institutional Research, The American University of Sharjah
JAMES THOMAS CORAGGIO (Author), Assessment Coordinator for Academic Programs, St. Petersburg College
AHMED ABOUBAKER (Author), Institutional Research Analyst, American University of Sharjah
CRISTI CARSON (Facilitator), Director of Institutional Research, Keene State College

CANCELLED

Developing a new institutional research office within a new institution can be viewed as an arduous task or an opportunity for creative collaboration. It requires planning, assessment, curriculum development, and force an honest appraisal of strengths and challenges. This program will explore the development of an IR office from its inception through the many challenges throughout the first academic year, both good times and the trying ones. A special segment of this presentation will be devoted to the development of an IR office at an institution in another country where cultural differences can create special challenges.

1:30-2:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 3)
607, Level Six, Convention Center

Does Interaction with Faculty Enable First-Year Students to Meet New Challenges? (319)

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

This paper presents a model for assessing the impact of interaction with faculty on student outcomes. Based on analyses of 1500 freshman responses to Your First College Year Survey, the study identified significant relationships between interaction with faculty and perceived growth in knowledge (r = .29, p ¡Ü.001); academic adjustment (r = .23, p ¡Ü.001); and satisfaction with courses (r = .37, p ¡Ü.001). Regression analysis revealed that, after controlling for relevant factors, interaction with faculty (b = .11) significantly predicted academic performance and satisfaction with faculty contact (b = .09) significantly predicted overall satisfaction.

1:30-2:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 4)
605, Level Six, Convention Center

Increasing Accountability: Changing College Costs to Positively Impact the Discount Rate and Student Outcomes at Independent Colleges (405)

M. L. FELDMANN (Author), Director of Institutional Research, Blackburn College

This scholarly paper presentation will encourage independent colleges to consider reducing stated tuition costs, and simplifying financial aid to more accurately represent college finance policy to current and potential students and their parents. It has the benefit of decreasing the discount rate to strengthen college finances. If completed carefully, colleges will maintain and/or increase net tuition revenue, improve accountability and transparency, and promote student retention.

1:30-2:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 4)
606, Level Six, Convention Center

The Impact of Attitudes on College Applicants' Enrollment Decisions (464)

DALE W. TRUSHEIM (Author), Associate Director of Institutional Research and Planning, University of Delaware

This paper explores the ability of multi attribute variables to predict college enrollment decisions. Data for the study are obtained from a recent administration of the College Board Admitted Student Questionnaire Plus. The use of attitude measures summarizing the difference between a particular institution and competitor institutions appears to hold particular promise in the analysis of enrollment decisions. The analytic strategy presented can be used with nationally available admissions or entering student questionnaires.

1:30-2:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 4)
613, Level Six, Convention Center

College Rankings: Do They Really Matter for Students Deciding Where to Attend College? (487)

JESSICA SHARKNESS (Author), Student, University of California-Los Angeles
VICTOR SAENZ (Author), Assistant Professor, Higher Education Administration, University of Texas at Austin
KYLE V. SWEITZER (Facilitator), Data Resource Analyst, Michigan State University, The

As college rankings fall under increasing national scrutiny by the media and college administrators, two important questions come to mind: "Just how important are magazine rankings to students?" and "To whom are they most important?" This study attempts to answer these questions using nationally representative data drawn from the Cooperative Institutional Research Program's Freshman Survey over the past 12 years. Specifically, this study examines the changing influence of college rankings in students' choice processes over the last decade as well as how this influence on students varies based on demographic, socioeconomic, and institutional characteristics.

1:30-2:10 pm SCHOLARLY PAPER (40 MINUTES) (Track 5)
211, Level Two, Convention Center

The Effects of Institutional Attributes on the Initial Choice of College (501)

TY M. CRUCE (Author), Senior Policy Analyst, Indiana University
ALLAN JOSEPH MEDWICK (Facilitator), Doctoral Candidate, University of Pennsylvania

This study uses exploded logit modeling to examine for a sample of college-bound seniors two broad sets of relationships: the effects of the student's background characteristics on his or her rank ordering of the relative importance of different college attributes (e.g., type, cost, and location) in selecting a college; and the effects of the match between the student's preferences and the attributes of the colleges in his or her choice set on the student's initial rank ordering of these colleges. This approach provides the net effects of these attributes on college choice, a much-needed contribution to the literature.

1:30-2:10 pm SCHOLARLY PAPER (40 MINUTES) (Track 6)
308, Level Three, Convention Center

How Do Transfers Survive after "Transfer Shock"? A Longitudinal Study of Transfer Student Departure at a Four-Year Institution (625)

TERRY ISHITANI (Author), Research Analyst, University of Memphis

Prompted by the notion of "Transfer Shock", numerous studies examined academic performance of transfer students at senior institutions. However, few studies are found that examine how the varying nature of semester GPAs impact subsequent persistence behavior of transfer students. This study longitudinally investigated departure behavior of transfer students at a senior institution. Particular attention was given to how entry at different timing and semester GPAs affected transfer student departure over time. Results indicate that during their first semester, sophomore and junior transfer students were 73 percent less likely to depart than freshman transfer students.

2:30-3:10 pm AIR GRANT PAPER (Track 7)
614, Level Six, Convention Center

College Readiness to Degree Completion: Remedial Placement and Patterns of College Persistence Project Description (740)

MICHAL KURLAENDER (Author), School of Education, University of California-Davis

2:30-3:10 pm BEST PAPER/PRESENTATION SESSION (Track 7)
611, Level Six, Convention Center

TAIR 2008 Best Paper — Using Baldrige Discipline to Improve Through Benchmarking and Environmental Scanning (719)

FONDA VERA (Author), Dean, Research and Planning for Institutional Effectiveness, Richland College
BAO N. HUYNH (Author), Director, Institutional Research, Richland College

This session will describe how one college used the discipline gained from the Malcolm Baldridge criteria to benchmark and scan the environment more effectively. Specific examples of benchmarking inside and outside of higher education will be discussed as well as the use of a business model to increase the college market share in dual credit, distance learning and transfer courses. The presentation will discuss options for benchmarking when funds are unavailable and guidelines for selecting benchmark institutional profiles. Session presenters will discuss the difficulty of overcoming institutional resistance benchmarking and methods used to address this issue.

2:30-3:10 pm DEMONSTRATION (40 MINUTES) (Track 2)
206, Level Two, Convention Center

An Online System for Administering the Classroom Assessment of Student Engagement (215)

CHARLES H. HAWKINS (Author), Director of Institutional Research and Planning, North Georgia College and State University
SEAN M. MULLINS (Author), Institutional Effectiveness Professional, North Georgia College and State University

An online system for administering Smallwood's and Ouimet's (2005) Classroom Assessment of Student Engagement (CLASSE) will be demonstrated. This system provides secure, anonymous, administration of this instrument, with immediate feedback to faculty members. CLASSE is an instrument that takes the concept and measurement of student engagement to the classroom level, providing data usable by faculty in improving their instruction.

2:30-3:10 pm DEMONSTRATION (40 MINUTES)
(Track 6)
608, Level Six, Convention Center

IPEDS — Demonstration of Data Use Tools (602)

JANICE A. PLOTCZYK (Author), Team Leader, IPEDS Data Collection, National Center for Education Statistics
SAMUEL F. BARBETT (Author), Leader of IPEDS Data Quality Team, National Center for Education Statistics
MOHAMAD A. SAKR (Author), Chief Architect, Innovative Solutions

The National Center for Education Statistics is committed to constantly improving the suite of IPEDS data use tools, and enhancements to these useful tools are made on an ongoing basis. Here's your chance to see what's new in IPEDS data access.

Panelists will show the latest version of the college search tool, College Navigator, as well as enhancements to the Peer Analysis System, Dataset Cutting Tool, Executive Peer Tool, and Data Analysis System. Tool capabilities will be discussed and demonstrated using actual problems or examples.

2:30-3:10 pm DEMONSTRATION (40 MINUTES)
(Track 6)
201, Level Two, Convention Center

StatFinder — A Tool for University Transparency and Accountability (624)

SAMUEL J. AGRONOW (Author), Coordinator of Admission Research and Evaluation, University of California
CHARLES MASTEN (Author), Office of Planning, Office of Postsecondary Education of the U.S. Department of Education

StatFinder, a combination of prepared web based tables and a dynamic query tool, will be demonstrated. StatFinder provides data to the public and to the university community on undergraduate admissions and outcome measures like graduation, retention and time-to-degree. The authors will discuss the design of the system in terms of transparency in admissions, accountability in undergraduate education, and the protection of student privacy. The planned expansion of StatFinder to include additional data and statistics, along with a system to assess the characteristics and performance of students enrolling at the university from individual high schools and community colleges will be described.

2:30-3:10 pm DEMONSTRATION (40 MINUTES)
(Track 6)
303, Level Three, Convention Center

A DW and Enterprise Report Platform Initiative: Combining The Best of In-House and Out-of-the-Box Efforts (671)

SUSAN H. CLONINGER (Author), Director of Institutional Research, University of Maryland University College

A demonstration of an Enterprise Data Warehouse and Reporting Platform Initiative. Join us for a few lessons learned and a demonstration of our new Oracle-based EDW, and Business Objects XI r2 reporting structure and toolset. This initiative attempts to harness the information-rich potential of our transaction systems (PS 8.0 Student, PS 8.0 HR, and PS 8.9 Financials) in order to deliver the right information, to the right people, at the right time.

2:30-3:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 1)
616, Level Six, Convention Center

Tracking Student Satisfaction Data to Determine Success of Retention Efforts (134)

GLORIA A. DOHMAN (Author), Associate Vice President for Institutional Effectiveness, North Dakota State College of Science

This session is designed to demonstrate a comprehensive process to improve the success of students by providing the resources students need and want and monitoring the success of the initiatives through student satisfaction data. A comprehensive planning process, state accountability measures, and integration of the data into the AQIP accreditation process are part of this comprehensive model. Longitudinal data from the Student Satisfaction Inventory and Priorities Survey for Online Learners provided quanitative support for future planning and success of retention initiatives.

2:30-3:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 1)
211, Level Two, Convention Center

Are Transfers Different from Non-Transfer Students in the Post-Graduate Placement? A Case Study in a Public Four-Year Institution (145)

LILLIAN Y. ZHU (Author), Director of Institutional Research and Planning, State University of New York College at Brockport

The study explored the difference of after graduation placement (employment, graduate studies, or both) between the transfers and their non-transfer peers. A multi year sample was used for the study that included 3,800 baccalaureate degree receipts during 2004-2007 who responded to the college placement survey 12 months after graduation. The study examined the transfers' pre- and post-transfer experience, identified the differences in placement between transfers and non-transfers, and tested the factors that differentiate the transfers and non-transfers. Implications highlighted the impact of transfer placement on campus practice and policy making in advisement and student career development services.

2:30-3:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 2)
618, Level Six, Convention Center

Integrated Reading and Writing Learning Communities: A Comparative Analysis of Student Learning (221)

ANDREW S. LAMANQUE (Author), Supervisor of Institutional Research, De Anza College

This "Research in Action" presentation will use the results from an independent learning outcomes assessment to compare the learning in a pre-collegiate integrated reading and writing Learning Communities (LinC) with a stand alone writing course at a large community college. The study will also include results of an end of class survey of LinC students which asks students about the learning taking place in the course. In addition, longitudinal data will be used to compare next course success rates. Suggestions for departmental policy will be included.

2:30-3:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 4)
609, Level Six, Convention Center

Bridging the Gap: Understanding the Academic Preparation of High School Graduates for College Admission (430)

SCOTT A SCHULZ (Author), Program Director, University of Southern California
RICHARD J. KROC (Author), Associate Vice Provost, University of Arizona

This study provides a practical framework for federal policy makers, state governing boards and four-year institutions to utilize research data to inform policy as it pertains to facilitating access. In effect, by studying the academic eligibility of high school graduates, decision makers can make informed judgments with regard to investments in student aid and academic preparation programs, new admissions-related initiatives, and more effectively make use of limited resources during the recruitment process.

2:30-3:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 4)
603, Level Six, Convention Center

The Growth and Stratification of College Endowment in the United States (468)

HSIULING LEE (Author), Assistant Professor, I-Shou University
DARWIN D. HENDEL (Author), Associate Professor, University of Minnesota

Annual statistics present data on the growth of endowments for specific institutions (NACUBO, 2006; CAE, 2006), while relatively little research has been conducted to better understand the institutional factors that account for differential changes in the overall endowment value of institutions. This study is to determine what relationships exist between institutional characteristics and endowment growth by comparing and categorizing institutions with endowment market values in excess of $120 million in 1995 and tracing the pattern of growth for the past decade, so as to offer relevant information to higher education institutions for making sound administrative policy in the future.

2:30-3:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 4)
308, Level Three, Convention Center

Organizing Data to Drive Decisions: Empowering the Boss (490)

DOUGLAS K. ANDERSON (Author), Director, Enrollment Planning and Research, Indiana University
BRIDGETT J. MILNER (Author), Assistant Director, Enrollment Planning and Research, Indiana University
CHRISTOPHER FOLEY (Author), Director of Undergraduate Admissions, Indiana University-Purdue University Indianapolis
KATHERINE J. LYNCH (Facilitator), Data Coordinator, Institutional Effectiveness, Louisiana State University in Shreveport

This presentation focuses on the process of and real-world outcomes from making data easily accessible and useful for policy makers in their decision making. The value of using data in decision making, the ways in which data should be used, and the methods for creating simple tools in familiar software for policy maker data use are discussed. Real examples of data effectively informing and driving admissions decisions for one large Midwestern university are presented.

2:30-3:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 4)
613, Level Six, Convention Center

Exploring Potential Research Using National Student Clearinghouse StudentTracker (496)

YUN FU (Author), Computer Coordinator, University of Central Florida
SANDRA J. ARCHER (Author), Director for University Analysis and Planning Support, University of Central Florida

The National Student Clearinghouse StudentTracker System has been widely used by higher education institutions for research in enrollment planning, admissions, retention and other related areas. As a first-year subscriber of StudentTracker, our office is exploring research potentials for using this system. Our research-in-action discussion topic will include identifying university units that may benefit from the system, defining innovative research questions, solving problems with incomplete data, as well as developing effective programs and applications for cyclical data analysis and process management. This presentation is intended to inspire creative research topics for institutional researchers.

2:30-3:10 pm RESEARCH IN ACTION (40 MINUTES)
(Track 6)
310, Level Three, Convention Center

Is the Achieving the Dream Initiative Transforming the Role of the Institutional Practitioner? (677)

MARK P. CHAMPION (Author), Information Analyst, Grand Rapids Community College
RIGOBERTO RINCONES (Author), Program Director, MDC, Inc.

Is the role of the community college's IR practitioner in the process of being changed from data collector to storyteller? Rapid changes in information technology are making data easy to obtain, but who will explain what it means? Will institutional research play a key role in creating a "data-driven" culture of evidence? Achieving the Dream(SM) Community Colleges Count is a multiyear national initiative committed to establishing data-driven strategies which help more community college students succeed. The intent of this presentation is to link possible changes in an institutional research practitioner's role with the changes occurring at Achieving the Dream schools.

2:30-3:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 1)
615, Level Six, Convention Center

Time as an Ally: Understanding Personality and Attitudinal Correlates of Time Usage and Helping Students Maximize Their Use of Time (174)

BRUCE BROWN (Author), Professor, Brigham Young University
PAT ESPLIN (Author), , Brigham Young University
DANNY R. OLSEN (Author), Director of Institutional Assessment and Analysis, Brigham Young University
STEVE WYGANT (Author), Assessment Consultant, Brigham Young University

Learning to use time effectively is strongly related to student success, purpose in life, overall health, optimism about the future and more efficient study habits. This session will report findings from a study of attitudes toward time utilization and usage of time management tools. Data suggest that students who believe they do not need to manage time carefully appraise their abilities unrealistically. Students who are clearer about their educational goals manage their study time more effectively. Findings from a related second study will demonstrate relationships between MBTI types, StrengthsQuest preferences and time usage attitudes and behaviors.

2:30-3:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 1)
602, Level Six, Convention Center

How Sampling Matters: A Methodological Explanation for the Mixed Findings in the Area of Student Persistence (180)

RONG CHEN (Author), Assistant Professor of Education, Seton Hall University
SCOTT L. THOMAS (Author), Associate Professor of Higher Education, University of Georgia
MANDI YU (Author), Graduate Research Assistant, University of Michigan

In recent decades, a considerable amount of research uses large-scale secondary data from NCES to examine educational opportunities in higher education. However, findings related to financial aid effects on student persistence, in particular, have been inconclusive. To better understand this issue, we hypothesize that complex survey design may offer an important partial explanation for the inconsistent research results in this area. With our theoretical and empirical evidence, we conclude the bias due to inappropriate consideration of design effects may have affected conclusions in the research of financial aid effects on student persistence, and impacted our knowledge base in this area.

2:30-3:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 2)
604, Level Six, Convention Center

Expected Value Added: A Research Note on the CLA Method (219)

PHILIP GARCIA (Author), Senior Director, California State University-Long Beach
JENNIFER VIDETTO (Facilitator), Director Institutional Research, Northwestern State University of Louisiana

The push is on for colleges and universities to demonstrate that students that complete bachelor's programs have significantly more academic skills and abilities than they possessed when they entered higher education as incoming freshmen. The Collegiate Learning Assessment (CLA) program is one organized activity designed to do just that: measure value added. This paper is an examination of the results from the 2005-06 administration of the CLA program. The notable finding was that the method used to estimate campus-specific benchmarks for success, the "expected value added," was flawed. The nature of the error is thoroughly explained and remedies are presented.

2:30-3:10 pm SCHOLARLY PAPER (40 MINUTES) (Track 4)
605, Level Six, Convention Center

Opportunities Lost: Transfer Student Successes and Failures (406)

LEONARD GOLDFINE (Author), Assistant Director, Office of Institutional Research, University of Minnesota-Twin Cities
MICHAEL COGAN (Facilitator), Director of Institutional Research and Analysis, University of St. Thomas

Lee (2007) notes three critical factors in transfer student success: financial security; academic readiness; and personal, cultural, and social support. Examination of 1,808 transfer students to a Midwest flagship public research university in Fall 2002 demonstrates that academic readiness, measured through the number of credits transferred, does contribute to short-term and long-term success. And despite a lack of personal, cultural, and social support (in terms of non-participation in freshman seminars and other engagement programs), transfer students are as likely, if not more so, to complete their educational goals, albeit slower.

2:30-3:10 pm SCHOLARLY PAPER (40 MINUTES) (Track 4)
620, Level Six, Convention Center

A Case Study of Evaluating Strategic Plan Initiatives (466)

MARGARET L. DALRYMPLE (Author), Assistant Director of Institutional Research, Purdue University

The current environment of oversight and accountability, along with declining state support for higher education, have prompted many universities to utilize strategic planning in order to achieve their objectives. Yet strangely, relatively little research has been done on evaluation models for assessing strategic planning in higher education institutions. This study endeavors to shed some much-needed light on how higher education institutions have assessed their university-wide strategic plans by focusing on their evaluation methods. This study focuses on the methodology of various approaches used in collecting data and evidence during the evaluation phase, the final stage of strategic planning.

2:30-3:10 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

National Accreditation as a Model for Mission-Based Outcomes Assessment (T07)

THOMAS H. WICKENDEN (Author), Director for Policy and Accreditation Systems, Accrediting Council for Independent Colleges and Schools
KIMBERLEE MOORE (Author), Assistant Manager for Policy and Research, Accrediting Council for Independent Colleges and Schools

A major problem faced by the assessment movement in higher education is that each institution's mission is different. Therefore, an approach is needed that will help institutions to assess the effectiveness with which they achieve their unique missions. An analysis of the outcome measures and standards utilized by the national accreditors to ensure the quality of education at institutions with a mission of career education (professional, technical or occupational) reveals the central features of a mission-based approach to assessment that could also be applied to institutions with a unique blend of various missions.

2:30-3:10 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Faculty Qualifications: An Evaluation of Developmental Trends and Attitudes within the Professoriate in Light of the Online Revolution (T08)

KEVIN GOSSELIN (Author), College of Education Instructor, Office for the Provost, Research Assistant, Texas Tech University
HANSEL E. BURLEY (Author), Associate Professor, Texas Tech University

Higher education faculty face increasing professional developmental challenges in meeting the emergent demands for distance education. From a constructivist paradigm and by utilizing the constant comparative method (Glaser & Strauss, 1967) to analyze data from faculty interviews, the aim of this study was to extrapolate and evaluate emergent thematic faculty attitudes that pertain to distance education. The resulting themes outline salient developmental challenges and concerns that faculty must contend with in light of the increasing emphasis on distance instruction. The sharing of information with other educators interested in faculty development is a primary directive of this research.

Morning AIR

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2:30-3:10 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Using Claritas PRIZM Data and Creating Effective Partnerships with Data Users to Develop Relevant, Actionable Research (T14)

KAROLYNN HORAN (Author), Research Associate, DePaul University

This session examines how research along with relationship building was used to influence institutional decision making. A large, private Midwestern university shares the results of an analysis that refined the Freshman Search purchase and mailing strategy. Institutional and Claritas PRIZM data were used to locate regions with the highest market potential and target students who are most likely to enroll. Building a working partnership with data users was vital and resulted in relevant, actionable research. Discussion will also include other ways to incorporate PRIZM data into IR projects and tips for building successful partnerships with data users.

2:30-3:10 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Tracking Student Goal Progress and Attainment: An Alternative Model (T16)

GARY A. RICE (Panelist), Associate Vice Provost of Institutional Research, University of Alaska Anchorage

This model takes an expansive view of tracking students with dramatic results. Using traditional metrics it tracks all students, not just degree seekers, provides a more complete story of efforts to assist students. It is applicable at 2-year and 4-year institutions, tracks student goal progress as well as goal attainment of degree and non-degree seekers, tracks sub cohorts, includes data already gathered and available at every institution and links accountability to institutional mission congruency rather than goals outside the institution's control. It's easy to implement and maintain with a small staff and no additional finances. Stop by to learn more!!

2:30-4:10 pm PANEL (100 MINUTES) (Track 3)
607, Level Six, Convention Center

Teaching, Learning and Doing Institutional Research: Where Have We Been, Where are We Now and Where Should We Go? (307)

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

Forum Chair's Pick

This retrospective examination of the growth and development of institutional research practice provides a platform for the examination of what institutional research has become, and how, and what it should become, and how. The presenters, heavy on experience in developing the profession and the foundations of current practice identify their concerns about what must be done to keep pace with the changing needs of institutions and institutional research users.

2:30-4:10 pm PANEL (100 MINUTES) (Track 5)
619, Level Six, Convention Center

Update on the Progress of the Working Group to Develop Graduate Data Definitions (522)

LAURA A. SCHARTMAN (Committee Chair), Director of Institutional Research and Assessment, Oakland University

The Working Group to Develop Graduate Data Definitions (formerly the Working Group to Align Graduate Surveys), which includes representatives of the IR community and survey sponsors, has been working to improve the process of providing data for surveys of graduate programs since the 2003 AIR Forum. At the 2007 Forum, the group decided to change its name and focus its efforts on developing standard definitions of terms where possible. This session will present the results so far for discussion and feedback from interested parties.

2:30-4:10 pm PANEL (100 MINUTES) (Track 6)
606, Level Six, Convention Center

The Not-Quite-Antiques Roadshow: A Colloquium for Experienced Practitioners (630)

MICHAEL J. DOORIS (Author), Director, Planning, Research, and Assessment, Pennsylvania State University, The
MICHELLE S. APPEL (Author), Associate Director, Enrollment Policy and Planning, University of Maryland
JAMES F. TRAINER (Author), Director of Planning and Assessment, Villanova University

How can IR and planning veterans stay sharp? How can our offices anticipate and address changing needs and continue making contributions valued by our stakeholders? This session, a popular feature of past AIR and NEAIR meetings, is geared especially toward practitioners with several years of experience. It's an opportunity to share thoughts and exchange ideas on emerging topics, challenges, and creative approaches (that is, beyond the usual reports). Through these conversations, IR veterans can help one another, to keep ourselves engaged and our work lives productive and satisfying.

2:30-4:10 pm PANEL (100 MINUTES) (Track 7)
610, Level Six, Convention Center

U.S. News & World Report's America's Best Colleges-What Will be New in 2008 and What Changes Were Made Last Year and Why (707)

ROBERT J. MORSE (Author), Director of Data Research, U.S. News and World Report
SAMUEL M. FLANIGAN (Author), Deputy Director of Data Research, U.S. News and World Report

The presentation will review the 2008 Edition of America's Best Colleges that was published in August 2007 and discuss the various methodology and presentation changes that were made and the reason behind those changes. There will be a discussion of other methodology and presentation issues being considered for the upcoming 2009 Edition of America's Best Colleges rankings to be published in August 2008. Also there will be comments on the various controversies surrounding the U.S. News college rankings. Details on the various efforts U.S. News makes to communicate with AIR members will be reviewed.

3:30-4:10 pm AIR GRANT PAPER (Track 7)
613, Level Six, Convention Center

Documenting Public Service: Increasing the Accuracy and Usefulness of IPEDS Finance Data (710)

MARI MCCARTY (Author), Executive Vice President, Wisconsin Association of Independent Colleges and Universities

Private non-profit colleges and universities provide many acts of service to their communities above and beyond their primary educational function, but many fail to document them in the Public Service rubric of the IPEDS Finance Survey because "public service" is not part of their audited financial statement. In 2007-2008, through an AIR grant, the Wisconsin Association of Independent Colleges and Universities (WAICU) worked with business officers at its member institutions to develop techniques enabling institutions to improve the accuracy of their reporting of public service expenditures. This session will describe the year's outcomes and share the resulting best practices.

3:30-4:10 pm AIR GRANT PAPER (Track 7)
307, Level Three, Convention Center

The Effect of Loans on Time to Doctorate Degree: Differences by Race, Gender, and Field of Study (723)

DONGBIN KIM (Author), Department of Educational Leadership and Policy Studies, University of Kansas

The median accumulative federal loans for doctorate recipients was $44,743 in 2003, more than triple the amount of $14,927 in 1995. This increase was faster than other groups who completed Associate, Bachelor's, Master's, or professional degrees. Nevertheless, research efforts on borrowing patterns have mainly focused on undergraduate students. Policymakers are left to make decisions with little information on the implications of financial aid policy at doctoral level. Using data from the Survey of Earned Doctorate, this study will clarify the effects of individual, field of study, institutional variables, as well as cross-level interaction effects on time to the doctorate degree.

3:30-4:10 pm AIR GRANT PAPER (Track 7)
620, Level Six, Convention Center

First-Generation Community College Students: The Impact of College Experiences and Outcomes on Educational Attainment (744)

3:30-4:10 pm BEST PAPER/PRESENTATION SESSION (Track 7)
611, Level Six, Convention Center

TAIR 2007 Best Paper and AIR Grant Paper — Leaks in the Educational Pipeline (729)

PATRICIA NORMAN (Author), Research and Policy Analyst, University of Texas System Administration
ROY MATHEW (Author), Director of CIERP, University of Texas at El Paso

The Closing the Gaps initiative has promoted ambitious enrollment targets. However, given recent enrollment trends, meeting these goals may be problematic. After significant increases in the early 2000s, universities experienced some of their lowest gains (0.6 percent) in 2005. A System's academic universities experienced enrollment increases of less than two percent overall, compared to a seven percent increase in 2002. These trends raise the questions: Are their leaks in the educational pipeline? If so, how will they impact CTG targets? This presentation will review the educational pipeline and explore an institution's efforts to identify and plug some of the leaks.

3:30-4:10 pm BEST PAPER/PRESENTATION SESSION (Track 7)
618, Level Six, Convention Center

CAIR Best Paper — Financial Aid and Student Retention: Gauging Causality in Discrete-Choice Propensity Score-Matching Models (738)

SERGE B. HERZOG (Author), Director of Institutional Analysis, University of Nevada, Reno
ROBERT F. DALY (Facilitator), Assistant Vice Chancellor, Institutional Planning, University of California-Riverside

To correct for the endogeneity or self-selection bias in the research on financial aid in higher education, this study uses a discrete-choice propensity scoring model to estimate the influence of aid on freshmen retention. Using panel data from over 5,000 students at a public research university, the findings reveal substantial endogeneity bias without matching students on the propensity for receiving aid. The pattern of correlations from 24 tested models suggests a dual strategy that emphasizes academic success for low-income students and greater financial assistance to those with higher incomes to yield the greatest improvement in overall retention.

3:30-4:10 pm DEMONSTRATION (40 MINUTES) (Track 6)
308, Level Three, Convention Center

Creating Lightweight Interactive Web-Based Reports with SAS (619)

ALEX USHVERIDZE (Author), , Capella University
CHUN FAN (Author), Research Analyst, Capella University

We discuss methods of using SAS for creating simple web based interactive reports which would allow technically non-experienced people to easily interact with these reports and instantly get answers to their specific high-level questions. One of the key features of these reports is their complete independence of any external data processing applications and platforms. These reports are standalone HTML documents which could be placed anywhere on the Web or on local PC and do not need anything to be executed except a browser (like Internet Explorer).

3:30-4:10 pm DEMONSTRATION (40 MINUTES) (Track 6)
615, Level Six, Convention Center

A Tool for Enhancing the Use of Multilevel Modeling with SAS Proc Mixed or HLM 6 (654)

THEODORE MICCERI (Author), Statistical Data Analyst, University of South Florida

Due to its power, efficacy, appropriateness and robustness, MultiLevel Modeling (MLM, mixed modeling, hierarchical linear modeling, etc.) has become increasingly popular in educational analyses. Unfortunately, MLM is quite complex and the outputs of multilevel analyses test one's ability to properly analyze and evaluate results. To assist in this process of organizing output, I created and verified a tool that uses statistical output from either HLM 6 or SAS Proc Mixed, organizes it and computes about every feasible statistic or prediction for guiding the analysis process. This tool, Multtool.xls is available for download at http://www.freewebs.com/tedstats.

3:30-4:10 pm PANEL (100 MINUTES) (Track 3)
607, Level Six, Convention Center

Teaching, Learning and Doing Institutional Research: Where Have We Been, Where are We Now and Where Should We Go? (307)

Continued from previous time period. (See Page 109)

3:30-4:10 pm PANEL (100 MINUTES) (Track 5)
619, Level Six, Convention Center

Update on the Progress of the Working Group to Develop Graduate Data Definitions (522)

Continued from previous time period. (See Page 109)

3:30-4:10 pm PANEL (100 MINUTES) (Track 6)
606, Level Six, Convention Center

The Not-Quite-Antiques Roadshow: A Colloquium for Experienced Practitioners (630)

Continued from previous time period. (See Page 109)

3:30-4:10 pm PANEL (100 MINUTES) (Track 7)
610, Level Six, Convention Center

U.S. News & World Report's America's Best Colleges-What Will be New in 2008 and What Changes Were Made Last Year and Why (707)

Continued from previous time period. (See Page 110)

3:30-4:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 1)
211, Level Two, Convention Center

Student Drop-Outs: In Relation to Student Goals (185)

JOAN C. PECHT (Author), Graduate Assistant, Pennsylvania State University, The
ALEXANDER C. YIN (Author), Graduate Assistant, Pennsylvania State University, The

Among retention literature, two models, Tinto's (1993) Model of Institutional Departure and Reason and Terenzini's (2005) Comprehensive Outcomes Model, examine factors that may influence student's departure decision. Structural equation modeling (SEM) and the 2004/ 06 Beginning Postsecondary Students (BPS:04/06) national dataset will be used to analyze the relationships between students' reasons for leaving and their goals for attending college. One model will focus specifically on drop-out students at community colleges and another on students at four-year colleges.

3:30-4:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 2)
310, Level Three, Convention Center

First Year Learning Cooperative: Facilitating Conversations on Student Learning (276)

JENNIFER GRUENING (Author), Research Associate for Analytic Studies, Saint Xavier University

The Higher Learning Commission has established the Academy for Assessment of Student Learning. As an Academy member institution, our student learning project is focused on student learning during the first year experience. We formed the First Year Learning Cooperative, consisting of individuals involved in the first year experience from across campus, to support our Academy project. The Cooperative is responsible for sharing data and beginning campus-wide conversations about student learning. This session will discuss the formation of the Cooperative as well as experiences communicating information and facilitating conversations around first year learning with the campus community.

3:30-4:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 5)
206, Level Two, Convention Center

New Approaches to Presenting Data on Diversity and Affordability for Accountability (542)

MATT REED (Author), Policy Analyst, The Institute for College Access and Success
ROBERT SHIREMAN (Author), Executive Director, Institute for College Access and Success, The
SRIKANTH SIVASHANKARAN (Author), Research Associate, The Institute for College Access and Success

Data-driven accountability, diversity and affordability are all hot topics in higher education. However, discussions of accountability often focus on finances and academics. Despite challenges in defining performance indicators for diversity and affordability, existing data shed light on these issues. The presenters will present their work on a new approach to using the web to present comparative data about campus diversity and affordability. Participants will be invited to provide feedback on the development of this new web resource and share what they would most like to see on such a website.

3:30-4:10 pm RESEARCH IN ACTION (40 MINUTES) (Track 6)
608, Level Six, Convention Center

Your Program's Contribution to the Economy: Return on Investment Analysis for Community Colleges (645)

ROBERT H. THORNTON (Author), Dean of Outreach Services, Housatonic Community College
KJELL CHRISTOPHERSEN (Author), President, CCbenefits, Inc.

Community colleges are in a unique position to be able to respond to local workforce needs by providing the training that is critical to a thriving regional economy. However, volatile labor markets make it difficult for colleges to align scarce resources with areas of greatest workforce demand and remain accountable to stakeholders. Learn how new research allows colleges to demonstrate the direct economic benefits of program specific investments and take your program planning and accountability to the next level.

3:30-4:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 1)
614, Level Six, Convention Center

Family Budgets, Burden Sharing, and the Impact of Paying for College Among Parents of Students at Selective Private Colleges (110)

STEPHEN D. MINICUCCI (Author), Senior Research Associate, Consortium on Financing Higher Education

Using a 2007 survey of more than 32,000 parents of undergraduates in a set of highly selective colleges, this paper will: describe how families combine asset-based, income-based, and debt-based resources to pay for college and the correlates of the resulting burdens on income; examine how debt burdens are shared between students and their parents across different types of families; show how net price and debt levels affect overall evaluations of the college experience as well as reported levels of financial stress. The results will be contrasted with a similar survey conducted in 2002.

3:30-4:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 1)
616, Level Six, Convention Center

Exploring the Importance of Student Differences Associated with Wealth, Immigrant Status, Religion, Politics, Race and Ethnicity (131)

STEVEN P. CHATMAN (Author), SERU/UCUES Project Director, University of California-Berkeley

This study explores the relationships among campus composition, students' sense of belonging, and frequency of student interactions among students that differ by social class, religious affiliation, generations as a U.S. citizen, political affiliation, and race and ethnicity across the campuses of a major university system. Initial empirical evidence for operational definitions of the Constitutional admissions concepts compelling interest and critical mass is reported and institutional climate measures and areas for targeted intervention are identified.

3:30-4:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 4)
604, Level Six, Convention Center

Institutional Activity Centered on Student Persistence in High and Low Performing States (403)

JOHN M. BRAXTON (Author), Professor of Education, Vanderbilt University
WILLIS A. JONES (Author), Graduate Student, Vanderbilt University

Do individual colleges and universities in those states with high retention rates differ from individual colleges and universities in states with low retention rates on the type of activities they perform to understand and reduce student departure? This paper reports that the most common activities were assessments of the college environment and experiences, whereas multivariate studies and bivariate studies were the least frequent. Institutions in low performing states conduct more bi-variate studies, whereas institutions in high performing states more frequently compare the percent of retained students with the percent of non-retained students. Questions for institutional researchers spring from these findings.

3:30-4:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 4)
605, Level Six, Convention Center

Evaluating the Effectiveness of Provosts in Building a Student Learning Assessment-Supportive Organizational Culture: A Multiple-Site Evaluation within the California State University System (413)

CHRIS PROCELLO (Author), Academic Assessment Coordinator, University of San Diego

To address the need for empirically- and theoretically-based research on how provosts can be more effective in building an assessment-supportive organizational culture, preliminary data from a quantitative, multiple-site evaluation where various strata of California State University (CSU) administrators were surveyed about the effectiveness of their provost in building an ideal culture supportive of assessment is presented. The aim of the evaluation was to inform efforts toward organizational improvement in the area of student learning. The larger significance of the evaluation lies in its exploration of the extent to which the student assessment movement has been institutionalized within the CSU system.

3:30-4:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 4)
609, Level Six, Convention Center

Assessing the Campus Environment through a Student Lens (418)

JACQUELINE ASHBY (Author), Graduate Student, University College of the Fraser Valley
DONNA G. ALARY (Author), Director, Enrolment Management, University College of Fraser Valley

This qualitative study represents perceptions of students regarding campus environment and campus life at a public four-year university. Participants were asked to photograph and document their impressions of the school, including images that represented their institution. Analysis of the participants' photographs and journals revealed five interrelated themes: student support services, student space, venues for self-expression, the physical environment of the campus, and its physical growth. The results of this study were presented to policymakers as recommendations to the planning and development of the institution's academic and physical environment.

3:30-4:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 4)
603, Level Six, Convention Center

How the Cost Guarantee Program Impacts Student Enrollment, Retention, and Graduation in a Comprehensive Public University (438)

JOHYUN KIM (Author), Associate Director, Planning, Budget and Institutional Research, Western Illinois University
RHONDA K. KLINE (Author), Director Institutional Research and Planning, Western Illinois University
RACHEL E. SMITH (Author), Institutional Research Data Coordinator, Western Illinois University
CHARLES C. GILBERT (Author), , Western Illinois University
DENISE C. GARDNER (Facilitator), Director of Institutional Research, University of Georgia

As the costs of tuition, fees, room and board continue to rise, students and parents are searching for tuition-and-fee stability in an unpredictable economic environment. Considering this, a comprehensive public university has guaranteed a four-year rate for tuition, fees, and room and board for new undergraduate students entering the university since fall 1999. This study examined the impact of the University's Cost Guarantee program on freshman enrollment, retention and graduation.

3:30-4:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 5)
602, Level Six, Convention Center

Identifying Outperforming Research Universities: Data Envelopment Analysis Approach (539)

JUNG-CHEOL SHIN (Author), Assistant Professor, Department of Education, Seoul National University
SANDE D. MILTON (Author), Professor, Florida State University

In this study, we will identify the outperforming research universities using the Data Envelopment Analysis (DEA). Since the 1980s, the annual release of ranking report by the U.S. News has attracted the attentions from policymakers and academic administrators. However, there are methodological issues in ranking universities because the weightings between indicators are arbitrary and result in opposite results when the formula is changed. Thus, recently, researchers began to apply the DEA to rank universities based on comparisons with the best practices. Therefore, we will compare the university rankings based on the DEA and the rankings based on subjective weighting method.

3:30-4:10 pm SCHOLARLY PAPER (40 MINUTES)
(Track 6)
303, Level Three, Convention Center

Toward Research Transparency: Fostering Collaboration, Increasing Accountability, and Building a Knowledgebase Using Open Source Methods (611)

DANIEL P. NUGENT (Author), Management Information Associate, Pennsylvania State University, The
NICHOLAS D. WARCHOLAK (Author), Analysis and Planning Associate, Pennsylvania State University, The

A complex research project often requires greater collaboration among researchers, increased accountability, and a focus on establishing a robust knowledgebase to facilitate future research. Unfortunately, such efforts are often difficult to coordinate and excessively time-consuming. We propose that adopting some existing practices and tools primarily used by open source software engineering communities can render research projects transparent and in the process enable more effective collaboration, improve accountability, and result in the creation of better quality knowledgebases.

3:30-4:10 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Alternative Definitions of Institutional Transfer Rates in Community Colleges (T11)

JOSEPH P. BAUMANN (Author), Manager, Academic Research Services, William Rainey Harper College
JOHN G. ZHANG (Author), Research Analyst, William Rainey Harper College

In the current climate of accountability, community colleges will feel increasing pressure to report students' transfer rates. However, defining a successful transfer is not straightforward. The differing facets of the college's mission and the varied goals and behaviors of the students should be considered when institutional metrics such as transfer rates are computed. We explore different definitions of a transfer cohort and a successful transfer, and compute multiple transfer rates based on these definitions. Discussion will focus on how transfer can best be defined at participants' institutions and the potential utility of using multiple models for differing audiences.

3:30-4:10 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Development of a Survey Management Process at a Large Public University to Improve Survey Coordination and Effectiveness of Survey Data (T12)

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

Institutional Research staff at a large public university is charged with responsibility for leading efforts on our campus to develop a survey management process in hopes of decreasing the number of surveys, raising response rates, and ensuring that survey research conducted on campus is producing useful assessment data. Policy is in development to guide the management, development and administration of all administrative surveys conducted on campus or targeting members of the university community. Discussion will focus on the process of implementing a campus-wide survey management initiative in a collaborative manner.

3:30-4:10 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Implementing Strategic Diversity Plans: Challenges and Opportunities at Predominately White Institutions (T15)

CARLTON MCHARGH (Author), Director of Recruitment Programs and Alternative Certification, University of Alabama

This informal table topic discussion focuses on initiatives taken by predominately white institutions (PWIs) to affirm institutional commitment to diversity as a compelling interest and value worth protecting in an era of the devolution of affirmative action. The commitment to meaningful diversity initiatives at PWIs is particularly tenuous in light of recent Supreme Court decisions on affirmative action that have had a chilling effect on universities' efforts to diversify the student body and faculty. Drawing from research of diversity initiatives at both liberal arts and research institutions, participants will discuss concerns related to the implementation of campus diversity initiatives and exchange strategies institutions of higher education have employed to demonstrate their commitment to institutional diversity.

3:30-4:10 pm TABLE TOPIC (Track T)
612, Level Six, Convention Center

Meeting a State's Needs for an Educated Citizenry and Vital Economy: A Proposed Incentive System to Reward Colleges for Student Achievement and Success (T20)

DAVID PRINCE (Author), Research Manager, Washington State Board for Community and Technical Colleges
DEBORAH STEPHENS (Author), Researcher, State Board for Community and Technical Colleges
LORETTA J. SEPPANEN (Author), Research and Analysis Manager, Washington State Board for Community and Technical Colleges

Our state is embarking on an initiative to provide incentives to colleges for advancing more students to higher levels of attainment. Incentives are based on momentum points representing students' incremental gains toward college success and achievement of certificates, degrees and apprenticeships. Students achieve momentum points by: improving preparation for college level courses; building to a year of college credit; completing college level math; completing certificates, degrees, and apprenticeship training; and an advisory team and national experts assisted with measure development. The first year is a "learning year" to understand the data and share promising practices.

4:30-5:10 pm SPECIAL INTEREST GROUP (Track S)
613, Level Six, Convention Center

Colonial IR Group (S32)

MARY M. SAPP (Convener), Assistant Vice President, Planning and Institutional Research, University of Miami

Learn more about the Colonial IR Group.

4:30-5:10 pm AFFILIATED GROUPS (Track A)
620, Level Six, Convention Center

South Carolina AIR (SCAIR) (A04)

CATHERINE E. WATT (Convener), Director of the Alliance for Research on Higher Education, Clemson University

Join your fellow South Carolina colleagues for a short business meeting followed by an opportunity for fun and fellowship. All are welcome to attend.

4:30-5:10 pm AFFILIATED GROUPS (Track A)
609, Level Six, Convention Center

Traditionally Black Colleges and Universities (TBCU) (A08)

MARTIN B. FORTNER (Convener), Director of Planning, Assessment and Research, Southern University at Shreveport

Annual Business Meeting for the TBCU affiliate group. Forum attendees are encouraged to attend.

4:30-5:10 pm AFFILIATED GROUPS (Track A)
615, Level Six, Convention Center

Texas AIR (TAIR) (A11)

JOSEPH M. MEYER (Convener), Director of Institutional Research, Texas State University-San Marcos

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 the opportunity to plan activities for next year.

4:30-5:10 pm AFFILIATED GROUPS (Track A)
607, Level Six, Convention Center

Overseas Chinese AIR (OCAIR) (A14)

FAXIAN YANG (Convener), Director of Institutional Research, Middlesex County College

Go OCAIR, To a Brighter Tomorrow. This is a special session for all current OCAIR members and for those who are interested in OCAIR affairs. We'll go to dinner as a group after the meeting.

4:30-5:10 pm AFFILIATED GROUPS (Track A)
618, Level Six, Convention Center

California AIR (CAIR) (A25)

SAMUEL J. AGRONOW (Convener), Coordinator of Admission Research and Evaluation, University of California

Current members and others interested in learning more about CAIR are invited to attend this informal exchange of ideas, discussion of plans for CAIR 2008, and dinner after the meeting.

AIR Store

Stop by the AIR Store and pick up some **AIR goodies**, including **t-shirts**, **stress relievers**, and **water bottles**! Your Forum experience isn't complete until you've visited the AIR Store!

7:40-8:20 am COMMITTEE MEETING (Track 0)
614, Level Six, Convention Center

Forum Publications Editorial Advisory Committee (008)

RICHARD J. KROC (Committee Chair), Associate Vice Provost, University of Arizona

Meeting of the members of the Forum Publications Editorial Advisory Committee.

7:40-8:20 am DEMONSTRATION (40 MINUTES)
(Track 3)
206, Level Two, Convention Center

Program Profiles — A Web-Based Graphical Tool for Assessing the Quality of Graduate Programs (305)

SALLY S. MIKEL (Author), Director, Information Management Systems, University of Illinois at Urbana-Champaign

The Program Profile tool was recently developed by the Graduate College. It provides online single-page snapshots of summary data for each graduate program at our institution that speaks to their quality. The information is presented as a set of dynamic graphs with tabs for demographic breakouts. Each graphical element is a hyperlink to drill down to more detailed information. The current version includes admissions, enrollments, awarded degrees, and time until degree for each of our advanced certificate, master's and doctoral programs.

7:40-8:20 am DEMONSTRATION (40 MINUTES)
(Track 6)
303, Level Three, Convention Center

SNAP® to Adapt (690)

ONECIA M. GIBSON (Author), Data Research Analyst, University of Kentucky

Many times data beyond what is available in a campus-wide student data warehouse is needed for reporting purposes. This demonstration will show how The Graduate School has used web-based survey software, specifically SNAP® survey software, to collect the data needed for reporting purposes, such as accreditation.

7:40-8:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 1)
310, Level Three, Convention Center

Graduate Students' Advising Experiences: An Exploration of Multiple Dimensions of a Complex Relationship (122)

LAURA HENDERSON (Author), Evaluation Specialist, University of Massachusetts Amherst
MARTHA L.A. STASSEN (Author), Director of Assessment, University of Massachusetts

The quality of the relationships that graduate students have with their advisors is an important component of students' success. A survey of graduate students' advising and mentoring experiences on our campus identified a number of important dimensions linked to the quality of those advising relationships. Substantial differences in experience were also found to exist for different groups within the student population. The survey instrument and particularly interesting results will be shared in this presentation. The survey results show the positive relationship between satisfaction with advising and several indicators of persistence, including understanding degree requirements and timely degree progress.

7:40-8:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 1)
617, Level Six, Convention Center

Using Scenarios to Assess Student Perspectives on Diversity and Understand Social Desirability (132)

TERRA SCHEHR (Author), Director of Institutional Research, Loyola College in Maryland

Assessments of student views about diversity often ask students about their experiences or plans for socializing with people who are not like themselves. While such self-reports have value, they are limited in what they tell us about students' perspectives about issues of diversity. This presentation will demonstrate that asking students to respond to scenarios that describe a range of opinions about a diversity issues provides more nuanced and meaningful information for use in program planning and assessment of the impact that a college may have in helping students develop the capacity to live and work in a diverse world.

7:40-8:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 2)
608, Level Six, Convention Center

Facebook, Blogs, and Other Electronic Communication: How Students Construct Learning Environments Through Social Networking Sites (213)

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

The use of social networking sites such as Facebook has risen markedly among students. This has created speculation and debate among educators about the impacts of these sites on academic and personal development. Our presentation team has used both national and local questions from the CIRP Freshman Survey, as well as locally administered surveys through StudentVoice web and PDA administration, to learn about student use of social networking, and will share our findings.

7:40-8:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 2)
604, Level Six, Convention Center

Making Sense of Critical Thinking: What Is It? How Do We Teach It? How Do We Assess It? (271)

RANDALL A. LENNOX (Author), Assistant Director Institutional Research, College of the Marshall Islands

Critical thinking is an important skill to develop and many institutions identify critical thinking as a learning outcome. But, few institutions clearly define what critical thinking is, how it should be incorporated into classroom learning, and how it should be assessed.

This research consists of three interrelated projects that attempt to address these issues. The first project is a survey to identify how different institutions define critical thinking as a learning outcome. The second project explores theories of critical thinking development and implications for teaching critical thinking skills. The third project explores critical thinking assessment.

7:40-8:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 2)
615, Level Six, Convention Center

A Collaborative Study on the Preparation of Community College Students for the Four-Year Experience with a Focus on Integrated Learning (286)

ELIZABETH HARTSOCH (Author), Research Analyst, Western Washington University
MAUREEN A. PETTITT (Author), Director of Institutional Research, Skagit Valley College

This presentation will describe the methodology and findings from a joint study conducted by a community college and a nearby four-year institution. The primary methodology for this study included focus groups of community college transfers conducted by the university to explore how well students' learning experiences at the community college, particularly in integrated courses, helped transfer students in their academic progress at the four-year institution. An analysis of data from surveys of transfer students regularly conducted by the university also helped gain understanding about how well the college prepared students for the four-year experience.

7:40-8:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 3)
201, Level Two, Convention Center

Explicit Guidance: A Collaborative Strategy for Improving Faculty Recruitment, Development, and Success (336)

KIERNAN R MATHEWS (Author), Director, Collaborative on Academic Careers in Higher Education, Harvard Graduate School of Education

Many higher education officials have been unfulfilled by attempts to improve faculty recruitment and retention outcomes based on one-size-fits-all surveys of faculty and staff job satisfaction. In addition, IR professionals are increasingly taxed by requests for data and labor-intensive analysis "translated" for senior executives. Based on job satisfaction data from over 100 colleges and universities, this project suggests a solution through: designing survey instruments relevant to discrete faculty populations; investing in dynamic, peer-based reports readily translated into policy responses; and connecting research to action by sharing "what works best at the best places to work.

7:40-8:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
610, Level Six, Convention Center

Student Demographic and Performance Information for Transfer Originating Institutions — An Update (439)

LAWRENCE W. WESTERMEYER (Author), Director of Institutional Research, University of Missouri - Saint Louis
CAROL S. SHOLY (Author), Institutional Research Associate, University of Missouri - Saint Louis

Transfer students represent an important source of new students at many institutions of higher education, particularly those in urban areas. Many states have mandated or strongly encouraged articulation agreements between community colleges and four-year institutions. Transfer originating institutions may receive little, if any, feedback from the transfer receiving institution on the performance of their students. If communication between the institutions is lacking, it is difficult to identify and correct systemic problems that may be hindering degree completion for transfer students. This presentation will present one example of ongoing efforts to provide such information.

7:40-8:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
611, Level Six, Convention Center

Connecting Assessment with Institutional Practice: Shifting the Paradigm from "Interesting" to Valuable (460)

DONALD R. WHITAKER (Author), Executive Director of Institutional Effectiveness, Ball State University
SHERRY WOOSLEY (Author), Associate Director of Institutional Effectiveness, Ball State University
DARLENA JONES (Author), Director of Research and Development, Educational Benchmarking, Inc.

Ever wonder why you have so many potentially interesting reports sitting on your bookshelf collecting dust? This session focuses on the importance of shifting assessment from being merely "interesting" to that which can directly affect institutional practice related to student learning and retention. The key to this paradigm shift is to design assessment instruments and effective reporting that guarantee practitioners will read and use the information. By analyzing specific examples, participants will gain a better understanding of effective design and reporting techniques that will ensure that assessment efforts directly influence practice.

7:40-8:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 6)
606, Level Six, Convention Center

Racial Identity and Government Classification: A Better Solution (605)

C. ANTHONY BROH (Author), Director of Research, Consortium on Financing Higher Education
STEPHEN D. MINICUCCI (Author), Senior Research Associate, Consortium on Financing Higher Education

The Department of Education Guidance for the collection of data about race and ethnicity allows greater flexibility than many recognize. Final guidance is likely to offer even greater flexibility. This presentation suggests techniques for collecting data about race and ethnicity that responds to the needs of higher education, the scholarly literature about race and ethnicity, and data collection from several private, highly selective colleges and universities.

7:40-8:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 6)
308, Level Three, Convention Center

Dropout StopOut Behavior of Students: Putting the Pieces Together Using a Psychometric Approach (648)

EDWARD A. HUMMINGBIRD (Author), Assistant Director of Institutional Research, Collin County Community District
NASREEN AHMAD (Author), Research Analyst, Collin County Community College

This study analyzes the factors that underlie drop-out behavior, with an emphasis on developmental education students. Term-to-term persistence is a matter of great administrative concern, yet few frameworks exist to address factors that force students to leave before achieving their goals. Using a survey the study would explore the reasons why students who enrolled in fall of 2007 do not return in the following semester. Correspondence analysis would be used to study segments of students who do not return, to help identify how specific issues affect decisions, and how patterns of multiple issues affect the decision not to return to college.

7:40-8:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
602, Level Six, Convention Center

An Examination of Students' Propensity to Cheat: The Importance of Peers and Faculty Influences (141)

DANIEL TEODORESCU (Author), Director of Institutional Research, Emory University
ANDREI TUDOREL (Author), , Academy of Economic Studies, Department of Statistics and Econometrics

The purpose of this research was to examine student perceptions of academic integrity among students at Bucharest's main public universities. The study explores the factors that might influence academic dishonesty among college students and compares the relative importance of faculty influences and peer influences on students' intent to cheat. The study differs from the existing literature on academic integrity in that it examines the degree to which a student cheating in college is influenced by the quality and relevance of instruction and the integrity of his or her instructors and peers.

7:40-8:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
619, Level Six, Convention Center

Bonds and Bridges: The Relative Importance of Relations with Peers and Faculty for College Student Achievement (176)

SANDRA DIKA (Author), Institutional Researcher, University of Puerto Rico-Mayaguez

This study integrates aspects developed by Coleman, Bourdieu, and Lin to conceptualize social capital as the academically focused interactions of students with their peers and with faculty members. Specifically, the study seeks to determine the effects of interaction with peers and faculty members on college achievement over and above the effects of family background and previous achievement. Preliminary results demonstrate the important effects of previous achievement, family background, and social capital on college achievement. The model explains from 30 percent to 40 percent of the variance in college GPA. Quality of relationships with faculty members emerged as the most important social capital variable.

7:40-8:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
603, Level Six, Convention Center

Why They Come: Student Reasons for Selecting an Educational Institution and Their Levels of Engagement and Satisfaction (177)

DANNY R. OLSEN (Author), Director of Institutional Assessment and Analysis, Brigham Young University
STEVE WYGANT (Author), Assessment Consultant, Brigham Young University

As an outcome variable (following Astin's I-E-O model), student satisfaction has been linked to various facets of student engagement and success. Less attention has been paid to the relationship between student intentions on entering an institution and their levels of engagement and later satisfaction. This session presents findings regarding several facets of student experience as related to motivation for choosing educational institution. Students choosing their college for more purely intrinsic reasons engage in behaviors which are more academically productive and result in better socio-emotional development. They also see more positive impact from their experience and are more satisfied at graduation.

7:40-8:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
618, Level Six, Convention Center

Institution Location and Socio-Economic Status Differences in Student Financing of Undergraduate Education (182)

VALERIE M. CONLEY (Author), Associate Professor of Higher Education and Director, Center for Higher Education, Ohio University
JENNIFER L. MASKIELL (Author), Assistant Director, Residence Life, Ohio University

As tuition costs rapidly increase and financial aid programs change, low-income students are facing greater issues of accessibility and affordability to higher education. The homogeneous nature of the current literature on low income students only provides a narrow understanding of how these students pay for college. This study, by utilizing the 2004 National Postsecondary Student Aid Study data, will focus on how low income students who attend rural institutions finance their postsecondary education and whether or not there are differences in how these students pay for college compared to students who attend urban institutions. The study will focus on selected characteristics such as institution location, family income, amount of financial aid, and type of financial aid received.

7:40-8:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
620, Level Six, Convention Center

Validity and Response Bias in Student Engagement Survey Questions: Can We Accurately Measure Academic Challenge? (203)

JASON PONTIUS (Author), Doctoral Research Assistant, Iowa State University
STEPHEN R. PORTER (Author), Associate Professor, Iowa State University

Although responses to survey questions are widely used in assessment and evaluation, little research has been devoted as to whether these questions actually measure what we think they are measuring. Using a web survey of seniors at a public research university and a collection of syllabi for the courses they took, we compare responses to academic challenge questions (number of books, papers, and problem sets assigned) to the actual number assigned, derived from their course syllabi. We compare the validity and bias of these responses to questions more easily answered by college students, such as college major and GPA.

7:40-8:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
211, Level Two, Convention Center

IR and the Challenge of Learning Outcomes Assessment:

Case Study of an Institutional Research Office's Collaboration with the Writing Faculty to Assess the College's Writing Program (236)

PALLABI G. ROY (Author), Assistant Director, Institutional Research, Goucher College
GAIL WISAN (Author), Director of Institutional Research, Goucher College
MARTIN B. FORTNER (Facilitator), Director of Planning, Assessment and Research, Southern University at Shreveport

In the context of the increasing emphasis on student learning outcomes assessment, this paper reports on how an office of Institutional Research (IR) responded to the challenge of helping directly support the faculty's assessment of the college's writing program and indirectly support the college's assessment of its effectiveness and its first-year experience. This paper reports on the IR Office's collaboration with the English writing faculty's assessment of the writing program and also considers the implications of the research results.

7:40-8:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
609, Level Six, Convention Center

Technology and Learning-Centered Education: Research-Based Support for How the Tablet PC Embodies the Seven Principles of Good Practice in Education (264)

JAMIE L. CROMACK (Author), Program Manager, Microsoft Research

Student learning improves when faculty use learner-centered teaching practices, and a distinct relationship exists between technology and learning-centered education. One technological tool, the Tablet PC, offers university faculties a powerful way to enhance student learning. The Seven Principles for Good Practice in Undergraduate Education offer a framework for learning-centered education. This paper will illustrate each of the Seven Principles of Good Practice in Undergraduate Education through research data focused on pedagogically appropriate uses of Tablet PCs. Examples include assessment research data from MIT, DePaul, Rose-Hulman Institute of Technology, University of Washington, Pace University, University of Michigan and Virginia Tech.

7:40-8:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 4)
612, Level Six, Convention Center

Hitting a Moving Target: Using Multi-Dimensional Aggregation to Navigate the Landscape of Ever-Changing College Rankings (450)

LEONARD GOLDFINE (Author), Assistant Director, Office of Institutional Research, University of Minnesota-Twin Cities
RONALD L. HUESMAN (Author), Assistant Director, University of Minnesota
DANIEL JONES-WHITE (Author), Analyst, University of Minnesota-Twin Cities
GILJAE LEE (Author), Graduate Student, University of Minnesota

This study examines three national higher education ranking systems. Despite having different foci, all three are significantly and positively correlated. Difficulty of movement within the ranking systems, especially as institutions approach the top, is discussed as is a proposed consolidated system that incorporates scores from all three rankings. IPEDS data are then used to determine what changes in institutional characteristics are associated with positive change over time.

7:40-8:20 am SCHOLARLY PAPER (40 MINUTES) (Track 4)
607, Level Six, Convention Center

The Role of Institutional Practices in College Student Persistence: Results from a Policy-Oriented Pilot Study (485)

DONALD R. HOSSLER (Author), Faculty, Indiana University at Bloomington
MARY ZISKIN (Author), Senior Research Associate, Indiana University at Bloomington
JOHN V. MOORE (Author), Research Associate, Project on Academic Success, Indiana University at Bloomington
PHOEBE K. WAKHUNGU (Author), Research Associate, Indiana University at Bloomington

In this paper, we report results from a funded pilot study exploring the linkages between campus policy and student persistence. Looking across institutions with diverse missions, student demographics, and geographic locations, the study illuminates how students' experiences with institutional practices play a role in supporting students' persistence in college. Of particular interest to institutional researchers, results suggest that the role of campus policies in promoting student persistence can be documented and understood through further inquiry. Additionally, the paper discusses the process of designing and revising the study's survey instrument through the first two years of this effort.

7:40-8:20 am SCHOLARLY PAPER (40 MINUTES) (Track 6)
605, Level Six, Convention Center

Survey of Recent Graduates as an Instrument for Assisting in the Assessment of Institutional Effectiveness (615)

TERESA WARD (Author), Research Associate, Georgia State University
BETHANN NORTHUP (Author), Associate Research Institutional, Gerogia State University

In 2003, the Office of Institutional Research at our university was asked to design an exit survey that would go beyond measuring student satisfaction and primarily focus on learning outcomes for assessment purposes. In this presentation, we discuss the conceptual model for the survey, how and why the survey changed over time, the technical aspects associated with online survey administration, the methods we use in disseminating survey data across the university, and how exit survey data is used by academic departments and university administrators for policy and planning purposes.

7:40-8:20 am SPECIAL EVENT (Track 0)
Daily Grill

Past Forum Chairs (004)

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

Past Forum Chairs gather to enjoy the camaraderie of the Forum.

7:40-11:20 am COMMITTEE MEETING (Track 0)
613, Level Six, Convention Center

The Best Visual Presentation Committee (007)

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

Best Visual Presentation Committee meeting.

8:30- End COMMITTEE MEETING (Track 0)
202, Level Two, Convention Center

Forum Evaluation Committee Working Session (050)

MITCHELL S. NESLER (Committee Chair), Assistant Vice President for Academic Affairs, State University of New York Empire State College

Forum Evaluation Committee working session.

7:40-9:20 am PANEL (100 MINUTES) (Track 2)
204, Level Two, Convention Center

Voluntary System of Accountability — A Status Report (209)

JOHN W. MILLER (Panelist), President, Central Connecticut State University
GARY R. PIKE (Panelist), Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis

There have been numerous calls for higher education accountability in many forums. A shared perception of a greater need for usable "consumer" information available to the public is clear. In July of 2006 an effort was launched to formulate a voluntary participation system of accountability. A process was developed which involved broad-based participation from the membership of two professional organizations. Eighty-two people formed into a presidential-advisory commission and several task forces. Therefore, the purpose of this presentation is to inform attendees of all aspects of the project now titled College Portrait, a Voluntary System of Accountability.

8:00 am-12:00 pm SPECIAL EVENT (Track 0)
616, Level Six, Convention Center

Forum Evaluation Survey (Invitational Event) (051)

MITCHELL S. NESLER (Committee Chair), Assistant Vice President for Academic Affairs, State University of New York Empire State College

Forum Evaluation Survey (Invitational Event).

8:40-9:20 am DEMONSTRATION (40 MINUTES)
(Track 4)
607, Level Six, Convention Center

A Nearest Neighbor Methodology for Forming Comparable Groups for Benchmarking (407)

GERALD W. MCLAUGHLIN (Author), Associate Vice President, DePaul University
JOSETTA S. MCLAUGHLIN (Author), Associate Professor of Management, Roosevelt University
RICHARD D. HOWARD (Author), Director of Institutional Research and Reporting, University of Minnesota

This presentation focuses on a spreadsheet model to identify similarity of institutions to a focal institution. Over 200 data items and a preliminary set of over 600 institutions that are broadly similar are collected from IPEDS. The data are entered into three worksheets and mapped into a balanced scorecard. Proximal measures are set for each metric. Similarity scores are assigned for each institution, for each measure and weighted where difference in importance exists. Institutions are ranked on nearness to the focus institution. This model has been used successfully on both large and small institutions.

8:40-9:20 am DEMONSTRATION (40 MINUTES)
(Track 4)
605, Level Six, Convention Center

College Dashboard Development: Comparing Multiple Years of Actual Data and Associated Goals in a Slide Bar Dashboard Design (473)

YANG ZHANG (Author), Director of Institutional Research Office, Edgewood College
LAURA J. UERLING (Author), Director, Planning and Insitutional Research, Stonehill College

This work demonstration will show a unique institutional dashboard development process step by step. Sections include: the IR Office role in the development process, coordinating the efforts of administrators from across the college; defining dashboard indicators, creating peer groups; building a data warehouse; creating a dashboard display and glossary of terms; and presenting the final product. This dashboard has a unique slide bar display which can easily compare multiple years of actual data and associated goals.

8:40-9:20 am DEMONSTRATION (40 MINUTES)
(Track 6)
610, Level Six, Convention Center

Using SPSS for Windows as a Data Management Tool with Latest Generation Student Administration Software (628)

DALE W. TRUSHEIM (Author), Associate Director of Institutional Research and Planning, University of Delaware
STEPHEN W. THORPE (Author), Director of Institutional Research, Widener University

This demonstration will share tips and techniques of how SPSS for Windows can facilitate database usage with the newer generation of administrative software (e.g., PeopleSoft, Datatel). Delivered query tools with the software tend to be inadequate for more complex reporting tasks, and SPSS contains functionality that make it very suitable for both data extraction and manipulation. This demonstration is intended for new or intermediate SPSS for Windows users.

Upcoming AIR Publication

Assessment in Writing

Take advantage of the on site AIR bookstore in the Exhibit Hall! Forum attendees receive a ***special 20% discount!***

Association for Institutional Research

8:40-9:20 am DEMONSTRATION (40 MINUTES)
(Track 6)
206, Level Two, Convention Center

Building a Dynamic Institutional Research Portal Using Microsoft Business Intelligence Technology (633)

CHONGJIE JACK XUE (Author), Research Analyst, Fordham University

To meet the growing demands for performance evaluation in various levels of a higher-education institution, institutional researchers are adopting business intelligence (BI) technologies to streamline data management, reporting and assessment processes. BI software comes with advanced data integration, reporting and data mining capabilities. Used in combination with the traditional statistical software packages (i.e. SAS and SPSS), BI software enhances end-user experience and improves institutional data management. The demo shows a real-world application of Microsoft SQL Server, Windows SharePoint Server and Excel Services in delivering real-time analytical reports in a centralized web portal at an institutional research office.

8:40-9:20 am DEMONSTRATION (40 MINUTES)
(Track 6)
603, Level Six, Convention Center

Promoting Dialog Through Data: The Transfer Profiles Online Reporting Tool (639)

MICHELLE S. APPEL (Author), Associate Director, Enrollment Policy and Planning, University of Maryland
ERIC A. SPEAR (Author), Data Systems Manager, University of Maryland College Park
CHAD A. MUNTZ (Author), Senior Research and Policy Analyst, University of Maryland

Often, tense conversations between public universities and community colleges are based on anecdotal evidence. This session will demonstrate an alternative, an online tool used to promote dialog by providing access for community colleges to aggregate information on their transfer students as well as context/comparison data.

8:40-9:20 am DEMONSTRATION (40 MINUTES)
(Track 6)
615, Level Six, Convention Center

Roxanne — Content Analysis — Simplifying the Process (657)

STEPHEN C. ZERWAS (Author), Director, Academic Assessment, University of North Carolina at Greensboro
MARK A. DAVENPORT (Author), Senior Research Analyst, University of North Carolina at Greensboro

Content analysis is a powerful approach to systematically identify the characteristics of communication and make inferences about its meaning (Stemler 2001). Frequently content analysis procedures are under-utilized because of the labor intensity of analysis. Computer applications facilitate the analysis of large amounts of data, but frequently the cost of learning complex applications and using their functionality exceeds the benefit of use. Roxanne provides the user with needed functionality without overwhelming them with high levels of complexity. Roxanne has the power to simplify the content analysis process and make it accessible. Trial versions will be provided to program participants.

8:40-9:20 am PANEL (100 MINUTES) (Track 2)
204, Level Two, Convention Center

Voluntary System of Accountability — A Status Report (209)

Continued from previous time period. (See Page 122)

8:40-9:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 2)
619, Level Six, Convention Center

How Institutional Research And Assessment "Shine The Spotlight" On The First-Year Experience (212)

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

The Office of Assessment and Institutional Research at a small, private, liberal arts college was responsible for assessing the impact and effectiveness of the recently implemented first-year program. This program was intended to impact student engagement, improve retention rates, and enable students to achieve specific learning outcomes. This session will describe the various approaches used to determine the effectiveness of the first-year experience. A brief summary of findings will be shared. The strategies for determining effectiveness of a first-year experience program are not only applicable to the presenter's institution but can implemented at a variety of institutions.

8:40-9:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 2)
211, Level Two, Convention Center

Going Beyond the Benchmarks: Aligning NSSE with Accreditation Themes and Student Learning Outcomes (275)

HALYNA M. KORNUTA (Author), Director of Assessment and Educational Effectiveness, California Lutheran University
LEANNE NEILSON (Author), Associate Provost, California Lutheran University
KIMBERLY A. THOMPSON (Facilitator), Director of Assessment & College Research, Regis University

Institutions that participate in the NSSE are interested in the "benchmark scores" which aggregate item scores of student engagement in five areas. In this presentation we will share four ways that our institution has used NSSE data beyond the benchmarks: Using NSSE data to measure our accreditation themes and to engage in campus reflection on these themes; Disaggregating NSSE data to compare results of particular demographic groups; Using NSSE and BCSSE items to measure student learning outcomes and to activate change; and Using NSSE items as key performance indicators within our strategic plan.

8:40-9:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 3)
310, Level Three, Convention Center

Issues Impacting Institutional Researchers Regarding the Health Professions: Workforce Shortages and Projected Growth; Rising Degree Levels; Constraints on Program Expansion (316)

STEPHEN N. COLLIER (Author), Director and Professor, University of Alabama at Birmingham
HAROLD P. JONES (Author), Dean and Professor, University of Alabama at Birmingham

The presentation will cover three main areas: national data and examples of sub-state data on health workforce supply and demand in a number of health professions, including medicine, nursing, pharmacy, and the allied health professions; a brief review of the issues around rising degree levels and extending the length of the educational program in some health professions programs such as advance practice nursing, physical therapy, and audiology; and constraints and issues that institutional researchers and educators must deal with in considering the creation of new programs and/or the expansion of existing health professions programs.

8:40-9:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
609, Level Six, Convention Center

Data Mining Deregistration: How Deep Do We Need to Dig (467)

DEREK REED (Author), Project Analyst, Sinclair Community College
PENELOPE A. PARMER (Author), Project Analyst, Sinclair Community College

Deregistration procedures are common to most colleges and universities around the country. Albeit common, this process can have potentially negative consequences for various stakeholders. The input-environment-outcome (I-E-O) model can provide as useful means of studying de-registration. Past research lends some support to the notion that registration as an event and process can serve as a catalyst to both positive and negative educational outcomes. Student academic and demographic data compiled over a four to five year period will be examined within a logistic regression framework with the goal of identifying a deregistrant profile and enacting institutional level interventions.

8:40-9:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
604, Level Six, Convention Center

Using Results from the Delaware Study (493)

GLENN W. JAMES (Author), Director of Institutional Research, Tennessee Technological University
DONALD C. BOECKMAN (Facilitator), Senior Research Associate, Southeastern Louisiana University

The National Study of Instructional Costs and Productivity (the Delaware Study) is an important data collection and examination of costs in American higher education. Institutional researchers can help their institutions to utilize Delaware Study results more effectively by providing a concise, focused summary that facilitates quicker understanding of the results and can guide users into deeper examination of study results as needed. The purpose of this session is to provide an effective format for conveying Delaware Study results to campus users. The presenter will explain a rationale for this type of summary and provide a template for implementing this approach.

8:40-9:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 5)
611, Level Six, Convention Center

Answering Calls for Greater Accountability: The VSA Project (512)

CHRISTINE M. KELLER (Author), Director of Research and Policy Analysis, National Association of State Universities and Land-Grant Colleges

This session will describe how public institutions are providing comparable and transparent information on the undergraduate student experience to prospective students, families, policymakers, faculty, staff, and other higher education stakeholders through a common web reporting template, the College Portrait. The College Portrait is part of the Voluntary System of Accountability (VSA) that was developed through the collaboration of two higher education associations and leaders from over 70 colleges and universities. The VSA is a mechanism for public higher education to be more accountable for student learning and development, as well as provide useful information to prospective student and their families.

8:40-9:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 6)
608, Level Six, Convention Center

Prediction of Graduation and Retention at a Public Suburban University Using Artificial Neural Networks (684)

PHYLLIS Y. EDAMATSU (Author), Director of Strategic Planning and Institutional Research, Delaware State University
DRAGANA JANKOVIC (Author), Assistant Technician, Delaware State University
DRAGOLJUB POKRAJAC (Author), , Delaware State University
JANKO MILUTINOVIC (Author), , Delaware State University

Artificial neural networks (ANN) are powerful modeling tools. They consist of a number of computational nodes/neurons. The strength of connection between two nodes is controlled by a weight, which can be adjusted. Values of attributes are submitted to the input layer and classification is performed based on values generated at the output. Using readily available data at a public suburban university, the authors will develop an artificial neural network model to predict whether a particular student will graduate. More precisely, the authors are interested in the plausibility of graduation (which can be naturally obtained from a neural network model).

8:40-9:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 6)
303, Level Three, Convention Center

Using a Wiki to Manage Metadata for Institutional Research (692)

JOSEPH KEITH. FORTOWSKY (Author), Coordinator, Institutional Research, University of Regina
MICHAEL COGAN (Author), Director of Institutional Research and Analysis, University of St. Thomas

This presentation will report upon the experiences of two Universities with new Metadata Management Systems (MMS) to support Institutional Research (IR). Both systems use wikis, a web technology that allows direct editing by authorized users. The potential for use of a wiki as an MMS was discovered during a needs assessment for an MMS for IR. Documentation to be provided will consist of a structural summary of each University's implementation, and the final version of the initiating MMS needs assessment.

8:40-9:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
617, Level Six, Convention Center

Financial Aid and Its Impact on Student Satisfaction and Performance (108)

RAMZI N. NASSER (Author), Assistant Professor and Researcher in the Office of Testing and Measurement, Northern University
DIANE NAUFFAL (Author), Director and Assistant Professor

CANCELLED

This investigation examines students' financial aid [illegible] higher education. The study [illegible] who qualified and received financial aid to [illegible] applied and did not receive financial aid. The comparisons are made based on output measures as grade point average and general satisfaction with university services.

8:40-9:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
602, Level Six, Convention Center

Sense of Community: Findings from a Survey of Students in a Western Canadian University (166)

HEATHER CUMMINGS (Author), Associate Director, Office of the Student Experience, University of Calgary
JEANETTE T. GOMES (Author), Coordinator, Assessment & Retention Studies, University of Calgary

The relationship between sense of community within the university/college and student development is an important one that impacts more than student academic success. This paper highlights findings from a 2007 survey asking students about sense of community and campus involvement. The campus is located in a western Canadian urban centre, serving primarily commuter students. Information collected was related to the following areas: high school communities; current communities; sense of community with the university; and frequency of co-curricular participation. More detailed information was collected about the (self-identified) two most important communities with respect to level of and reasons for involvement.

8:40-9:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
614, Level Six, Convention Center

Understanding the Relationship Between Gender and Engagement: A Multi-Level Investigation (171)

TANNER BATEMAN (Author), Graduate Student, Virginia Polytechnic Institute and State University
JARON TODD HOLMES (Author), Research Assistant, Office of Leadership Develpment, Virginia Polytechnic Institute and State University
EMILEE B. TISON (Author), Graduate Assistant, Virginia Polytechnic Institute and State University
STEVEN M. CULVER (Author), Assistant Director of Academic Assessment, Virginia Polytechnic Institutie and State University

Research examining relationships between gender and engagement has provided few definitive findings. The current study explores two possible reasons for the lack of clarity regarding these relationships: inconsistent conceptions and measures of student engagement and a lack of multi-level analyses across pertinent literature. National Survey for Student Engagement (NSSE) data was analyzed using hierarchical linear modeling (HLM) with results indicating that relationships between gender and engagement are significantly impact engagement type as well as an institution level factor (i.e. gender ratio of academic majors). Furthermore, we discuss the implications from our findings as well as future directions for research.

8:40-9:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 4)
201, Level Two, Convention Center

The Learning College Journey: Declaring Vs. Doing (497)

DONALD R. TURK (Author), Director of Institutional Research, Colorado Mountain College
MEETA B. GOEL (Author), Dean of Institutional Effectiveness, Colorado Mountain College
VENEEYA M. KINION (Author), Institutional Research Analyst, Colorado Mountain College
KENDRA L. CARPENTER (Author), Institutional Research Analyst, Colorado Mountain College
BARB JOHNSON (Author), Institutional Research Analyst, Colorado Mountain College

Following the examination of theoretical and empirical research available on Learning College,experiences of other Learning College schools and any available assessments, we will construct questions to help assess the college's current state of knowledge and attitudes about Learning College. Participants will also study using these questions with focus groups of college employees and students during fall 2007 and also using force field analysis to identify key drivers and restrainers underlying Learning College implementation. These sessions will be filmed and excerpts presented with questionnaire and force field analysis data. A secondary goal will be to determine the content validity of the questionnaire using exploratory factor analytic techniques.

8:40-9:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 5)
606, Level Six, Convention Center

Accounting for Transfer Behavior in Graduation and Retention Rates (502)

RICHARD J. REEVES (Author), Director of Research, National Student Clearinghouse
PETER T. EWELL (Author), Vice President, National Center for Higher Education Management Systems
PATRICK J. KELLY (Author), Senior Associate, The National Center for Higher Education Management Systems

National graduation and enrollment rates do not include the outcomes of transfer students, consequently all transfer students are not accounted for in federal reporting statistics on retention and graduation. A national non-profit organization (NPO) in the United States that collects enrollment and degree data on 92 percent of the nation's enrollment from both public and private institutions. This study observes the change in graduation and retention rates when transfer patterns are included in reporting. Results show that observed cohort graduation rates increased by 7-15 percent depending on state and mission (two-year or four-year) institution.

8:40-9:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 5)
618, Level Six, Convention Center

Enrollment Patterns and Completion Status: Students in North Carolina Public Postsecondary Institutions (503)

XIAOYUN YANG (Author), Director of Policy Analysis and Accountability, University of North Carolina General Administration
J. KEITH BROWN (Author), Associate Vice President for Planning, Accountability, Research and Evaluation, North Carolina Community College System
KEITH J. BROWN (Author), Applications Analyst Programmer, University of North Carolina at Chapel Hill

This study investigates the enrollment patterns of students in the University of North Carolina's (UNC) 16 campuses and North Carolina Community College System (NCCCS) 58 institutions in relation to their completion status. Students enrollment paths within UNC, NCCCS, and across the two systems will be examined, which include parallel and horizontal transfer within one system, vertical transfer from NCCCS to UNC, reverse transfer from UNC to NCCCS, and swirlers between the two systems. This study will examine how students enrollment patterns affect their completion. Students in distance education programs will also be included in the analysis.

8:40-9:20 am SCHOLARLY PAPER (40 MINUTES) (Track 5)
620, Level Six, Convention Center

Title IX & The NCAA: Adapting To Women's and Men's Athletic Participation Since 1981 (544)

JENNIFER LEE HOFFMAN (Author), Research Associate, University of Washington
CHRISTOPHER BEATTIE (Facilitator), Senior Research Analyst, Brown University

Since 1981-1982, the NCAA has been offering championships in intercollegiate sports for both women and men. Member institutions have made many changes to the sports they offer since 1981, dropping some sports and adding others. Most of the blame for these changes is placed on compliance with Title IX gender equity policy. This paper presents data from NCAA participation reports that demonstrates these cuts have less to do with gender equity and more to do with how institutions prioritize spectator oriented sports.

8:40-9:20 am SCHOLARLY PAPER (40 MINUTES) (Track 6)
307, Level Three, Convention Center (M)

Using Robust Regression to Predict Student's Academic Outcomes (647)

BEILING XIAO (Author), Research Associate, Northern Illinois University

Robust regression was applied to develop models using standard test score, high school class percentile and demographic background data to predict students GPA. Fall 2004 new freshmen in a big public university were used to develop the prediction models. The MM estimation method was used in the robust regression. The effectiveness of the robust regression results were examined by comparing the results with that of the Ordinary Least Squares (OLS) regression in real outcome measures in the original sample and another similar sample. Results suggested that robust regression can improve the effectiveness of prediction when the data was contaminated by outliers.

9:00-12:00 pm AFFILIATED GROUPS (Track A)
203, Level Two, Convention Center

NEAIR Steering Committee and Strategic Planning Committee (Invitational Meeting) (A03)

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

Invited meeting of the NEAIR Steering Committee and Strategic Planning Committee.

9:40-10:20 am COMMITTEE MEETING (Track 0)
617, Level Six, Convention Center

RHE Forum Issue Committee (009)

STEPHEN R. PORTER (Committee Chair), Associate Professor, Iowa State University

RHE Forum Issue Committee meeting.

9:40-10:20 am DEMONSTRATION (40 MINUTES) (Track 4)
206, Level Two, Convention Center

Developing Strategic Planning Through Online Collaboration Techology (479)

CLAYTON HUBNER (Author), Dean, School of Business, Brigham Young University Hawaii
WILLIAM G. NEAL (Author), Assistant to the President, Brigham Young University Hawaii

Strategic planning in higher education is an inclusive process, involving efforts of multiple individuals working in concert to complete several planned elements, as well as extensive input from stakeholders. Traditional project planning and management techniques are insufficient to overcome the challenges from this loosely structured collaboration.

In developing the latest strategic plan, our university supplemented traditional communication forms with online collaboration tools, including Engage ThoughtWare. This approach enabled our institution to conduct multiple asynchronous, online conversations that rapidly pushed forward the strategic plan formulation process.

This presentation describes some of the challenges and results associated with using collaboration tools.

9:40-10:20 am DEMONSTRATION (40 MINUTES)
(Track 6)
606, Level Six, Convention Center

The Power of Pivot Tables in Microsoft Excel and Access (603)

ELIZABETH P. MOEN (Author), Information Systems Specialist, Wayne State University

Microsoft Excel and Access Pivot Tables and Pivot Charts are an extremely efficient and versatile way to summarize data on a spreadsheet. They can be used to easily and readily summarize information for faculty and staff, finance and enrollment reporting. There is no need to be intimidated by the pivot table function! I propose to demonstrate the tables and charts in such a manner that shows that not only are the tables and charts very useful — they are not complicated or involved.

9:40-10:20 am DEMONSTRATION (40 MINUTES)
(Track 6)
605, Level Six, Convention Center

Data Warehouse and Reporting from BANNER, All In One (656)

LINDA PEREZ (Author), Director of Institutional Research, University of the Incarnate Word
MICHAEL TAFT (Author), President, Zogo Tech

The university of the Incarnate Word needed a data warehouse but the problem remained how to build the reports and with which reporting software. Currently, data warehouses on the market do not have a reporting tool. Reporting tools are usually sold separately and programmers have to take time to build them for users.

This presentation will review the advantages we saw in a data warehouse vis a vis other reporting solutions and our decision-making process (build versus buy). We will discuss our decision to work with ZogoTech, the deployment process, our progress so far, and lessons learned. Utilizing this solution has helped to provide accurate and accessible reports that provide users information in a timely fashion. There will be a demonstration of cohort-based retention analyses focusing on stop-outs and course completion by division, among others.

9:40-10:20 am DEMONSTRATION (40 MINUTES)
(Track 6)
201, Level Two, Convention Center

Tracking and Measuring Outcomes of Independent Student Retention Initiatives with Relative Ease (669)

CYNTHIA DEVORE (Author), Director of Institutional Effectiveness, Research and Planning, Inver Hills Community College

In this age of action research and heightened accountability, students at a given institution are likely subject to a variety of retention initiatives. This practical session is for those who are asked (or should be asked) to determine outcomes of individual initiatives in a multiple initiative environment. Attendees will learn how to set up an infrastructure to support the individual analyses and an overall analysis of retention initiatives.

9:40-10:20 am DEMONSTRATION (40 MINUTES) (Track 6)
303, Level Three, Convention Center

A Single Version of the Truth: Tools that Empower Departments to Report (681)

KAT COLLISON (Author), Senior Institutional Research Analyst, University of Delaware
KAREN DEMONTE (Author), Institutional Research Analyst, University of Delaware

With the final phase of PeopleSoft, university-wide reporting was transferred from the traditional location in Information Technologies to the Office of Institutional Research. IR was faced with the challenge of providing departments with easily accessible and accurate reports in a timely manner. A developing data warehouse and Cognos BI tools granted us an opportunity to provide departments with reporting tools they could use on their own. To ensure that 'a single version of the truth' is maintained on campus, we will demonstrate how we use flattened data extracts, prompt driven reports, training and documentation plans for our non technical users.

49th Annual Forum

Join us May 30 – June 3, 2009,
in Atlanta, GA for the 49th Annual Forum:
World Class Institutional Research!

9:40-11:20 am PANEL (100 MINUTES) (Track 6)
204, Level Two, Convention Center

Becoming a Published Author: Options, Opportunities, Requirements and Strategies of the Editors (623)

GARY R. PIKE (Author), Executive Director, Information Management and Institutional Research, Indiana University-Purdue University Indianapolis
RICHARD D. HOWARD (Author), Director of Institutional Research and Reporting, University of Minnesota
JOHN A. MUFFO (Author), Administrator, Special Projects, Ohio Board of Regents
GERALD W. MCLAUGHLIN (Author), Associate Vice President, DePaul University
RICHARD J. KROC (Author), Associate Vice Provost, University of Arizona
JOHN C. SMART (Author), Professor of Higher Education, University of Memphis

This session provides an overview of AIR publications, the emphasis and desired submission format for each publication and the review and selection processes used by each. Panelist will also share suggestions for preparing ideas and papers that are being submitted or revised and resubmitted for consideration. It also discusses the relationship between publishing and the professional growth and ability, how do they strengthen each other? All colleagues interested in being published and in what is being published, will benefit from attending this session with the AIR publication editors and the Chair of the Publications Committee.

9:40-10:20 am RESEARCH IN ACTION (40 MINUTES) (Track 2)
619, Level Six, Convention Center

Measuring the Quality of Academic Advising: Making Connections between Academic Advising and Student Success (226)

PU-SHIH D. CHEN (Author), Assistant Research Scientist, Indiana University at Bloomington
CHAD CHRISTENSEN (Author), , Indiana University Bloomington

Research has shown that high-quality advising can lead to greater persistence and student engagement. The presenters will highlight the development and results of an academic advising questionnaire that was administered with the NSSE 2007. The primary purpose of this questionnaire was to gather student views on the quality of academic advising and to connect it with student engagement, satisfaction, and other desirable college outcomes. The presenters will also discuss how we measured the quality of academic advising and its application for institutional researchers.

9:40-10:20 am RESEARCH IN ACTION (40 MINUTES) (Track 4)
611, Level Six, Convention Center

Identifying Student and Institutional Factors that Contribute to Undergraduate Student Success: Results for the Analyses of Three FTIC Cohorts (446)

LAWRENCE J. REDLINGER (Author), Executive Director, University of Texas at Dallas
SHARON F. ETHEREDGE (Author), Assistant Director, University of Texas at Dallas
XU ZHAO (Author), Institutional Research Associate, University of Texas at Dallas
ANDREA STIGDON (Author), Administrative Services Officer, Office of Strategic Planning and Analysis, University of Texas at Dallas

In this presentation on undergraduate student success, graduating in six years or less, we describe the multiple analytical modes we used to determine the variables of consequence. The data consist of the entering 1999, 2000 and 2001 FTIC freshmen cohorts to the university (n=2,458). We discuss how we conducted in-depth analyses utilizing multiple methods and discuss the methodological difficulties with regard to cohort analyses as well as the methodological issues involved in using archival data (e.g., omitted variables). We analyze the data using grounded, predictive, backward (critical path) modeling, and analyses of successful and unsuccessful careers in selected popular majors.

9:40-10:20 am RESEARCH IN ACTION (40 MINUTES) (Track 4)
307, Level Three, Convention Center (M)

Closing the Loop on Retention Studies (477)

LYNN E. WILLIFORD (Author), Assistant Provost for Institutional Research and Assessment, University of North Carolina at Chapel Hill
LARRY D. MAYES (Author), Director of Assessment, University of North Carolina at Chapel Hill

This presentation describes the results of a comprehensive, multi-method retention study at a large public research institution. Presenters will describe how the results were used to design and implement institutional strategies for improving retention and graduation rates, and the assessment strategies used to determine the effectiveness of those interventions.

9:40-10:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
308, Level Three, Convention Center (M)

Identifying Students at Risk: Using Surveillance Survey Results to Assess Alcohol and Related Harms Prevention Planning on Your Campus (495)

PATRICE M. LANCEY (Author), Associate Director, University of Central Florida

National surveys in the 1990s focused attention on the heavy alcohol drinking patterns of college students and related harms. This presentation focuses on a partnership between the assessment office and the director of alcohol and other drugs. The collaboration led to critical changes in the strategic plan to prevent heavy alcohol consumption and reduce related harms. The advantages of applying a new framework for conceptualizing CORE Alcohol and Drug Survey results to institutional assessment will be described. A novel analysis strategy that estimates alcohol risk groups and the association of group membership to harms and student characteristics will be highlighted.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
211, Level Two, Convention Center

Mentoring Students at Hispanic Serving Institutions: Validation of a Theoretical Framework (130)

GLORIA CRISP (Author), Assistant Professor, University of Texas at San Antonio

The intent of the present study will be to validate the underlying domains that comprise the mentoring experiences of students attending a Hispanic Serving Institution in order to identify the support functions that should be included within mentoring experiences provided to this unique group of students. It is hypothesized that mentoring is comprised of four interrelated components as measured by items in the College Student Mentoring Scale. Participants will be selected from a stratified random sample of courses offered in spring of 2008 at a HSI (n = 788). The hypothesized measurement model will be tested using confirmatory factor analysis.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
620, Level Six, Convention Center

Student and Institutional Self-Construction: Community Colleges as Developmental Sites (151)

CHRISTINE CERVEN (Author), Graduate Student, University of California, Riverside
JOHN S. LEVIN (Author), Bank of America Professor of Education Leadership and Director, California Community College Collaborative (C4), University of California Riverside
VIRGINIA MONTERO-HERNANDEZ (Author), Graduate Student Researcher for the California Community College Collaborative, University of California Riverside

We use a case study approach to explain how the process of self-construction among nontraditional learners is influenced by the organizational structure of a community college in Washington State. Symbolic Interactionism and Culture Theory are integrated to argue that institutional agents along with students produce self-meaning and sustain an organizational identity through a process of co-construction. Co-construction is assumed as a cultural practice through which people define who they are as well as the culture/characteristics of the organization in which they participate. Institutional agents' support allows nontraditional learners to adopt new roles, internalize values, and redefine themselves accordingly.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
310, Level Three, Convention Center

How Do The International Students Compare? A Mixed-Methods Research On Professional Socialization Toward Career Aspirations in U.S. Doctoral Education (163)

SHEILA SHU-LING HUANG (Author), Doctoral Student, University of Washington

This mixed-methods study sheds light on how the process of professional socialization in doctoral education has an impact on international students' career aspirations compared to their U.S. citizen counterparts. All departments in a public research university in social sciences (9) and engineering (9) participate in an online survey, and one of each is selected for in-depth interviews.

Expected findings include that the program status (pre-Ph.D. candidacy versus Ph.D. candidacy), personal traits (English language skills) and adjustment to the American culture will have great impact on students' access to the departmental resources facilitating doctoral socialization, and consequently influences post-degree career goals.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
604, Level Six, Convention Center

Weaving Diversity into the Fabric of Higher Education: Assessing Campus Climates, Practices, and Outcomes (269)

LUCY ARELLANO (Author), , University of California-Los Angeles
MARCELA CUELLAR (Author), Doctoral Student, University of California-Los Angeles
KIMBERLY GRIFFIN (Author), Graduate Student, University of California-Los Angeles
SYLVIA HURTADO (Author), Professor and Director of the Higher Education Research Institute, Higher Education Research Institute

Over the last 15 years, researchers have added a great deal to our understanding of the experiences and outcomes of diversity on campus. This study synthesizes the scholarship related to diversity climate, campus practices, and outcomes. Our review revealed many limitations within this field of scholarship, including: a lack of attention to practice, confined generalizability, and limited use of common measures. We suggest emerging ways of assessing environments, campus-based initiatives, and outcomes that address many of these concerns.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
618, Level Six, Convention Center

The Effect of Motivation on the College Environment and Student Achievement: A Structure Equation Model (285)

JOSEPH C. HERMANOWICZ (Author), Research Analyst, University of Chicago
NING WANG (Author), Research Analyst, University of Georgia
KAREN L. WEBBER (Author), Associate Professor of Higher Education, University of Georgia

This study examined how college students' motivations affected their perceived first-year gains. Responses to CIRP and CSEQ surveys of 174 students at a Midwest doctoral-extensive university were analyzed. Factor analyses abstracted three student motivation factors, four campus environment factors, two quality effort factors, and four perceived gain factors. A path model was then built based on the four sets of factors. The result showed that although students' motivations had some effects toward their perceived gains, the process was far from being direct, rather it was strongly mediated by the college environment and the efforts the students put into different activities.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
610, Level Six, Convention Center

Assessing the CLA: An Evaluation of the Psychometric Properties of the Collegiate Learning Assessment's "Value-Added" in Cross-Sectional Administrations (291)

GARY N. LARSON (Author), Dean of Information and Technology, Wheaton College
THOMAS K. MARTIN (Facilitator), Associate Vice President for Research and Institutional Effectiveness, Collin County Community College District

Along with NSSE, the CLA has become the next "big test" in outcomes assessment, witnessed by its endorsement by the Spelling's Commission. While the CLA has perhaps undisputable value in longitudinal analyses that test the same cohort as freshmen and seniors, practicality drives its use in primarily cross sectional administrations. At its core the CLA suggests that "value-added" can be measured by the difference between senior and freshman residuals from a regression that correlates average SAT and CLA scores. This paper tests the assumptions and procedures that underlie this claim, concluding that within cross sectional administrations, comparative value-added claims are somewhat dubious.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 3)
609, Level Six, Convention Center

Evaluation of a Hiring Initiative: Recruitment and Retention of Faculty of Color, Dual Career Couples, and Women in Science (322)

MARGARET N. HARRIGAN (Author), Senior Policy and Planning Analyst, University of Wisconsin-Madison

This paper analyzes the impact of a faculty hiring program on increasing the number of women in science and minority faculty at a major research university. Central university funds are allocated to encourage departments to make these strategic hires. In addition, funds are available to assist with recruitment of dual career couples. Data is provided on the recruitment and retention of dual career couples, minorities and women in science faculty both prior to and during the program. Our results show that these programs can have a positive impact on hiring under-represented faculty, but retention is still a concern.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 5)
602, Level Six, Convention Center

Multiple Enrollment Patterns of Contemporary Postsecondary Students: An Exploratory Regional Analysis (515)

KURT L. GUNNELL (Author), Associate Director for Institutional Research, Kansas Board of Regents

Students' attendance at multiple institutions across their academic career was examined (coenrollment and transferring). A U.S. Department of Education study researching this topic was analyzed further to determine any differences by region. Census data was used to establish an educational and demographic background for these enrollment patterns.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 5)
603, Level Six, Convention Center

State Policy Climates for College Student Success: An Analysis of State Policy Documents Pertaining to Student Retention and Graduation (555)

MICHAEL K. MCLENDON (Author), , Vanderbilt University

While a large literature has addressed efforts at increasing student retention and graduation at the campus level, too little is known about the policy landscapes of the 50 states. Our research takes a step toward remedying this dearth of understanding. Our research has focused on developing a comprehensive analysis of policy documents pertaining to college student retention and graduation in eight key states representing the spectrum of state success in that arena. We analyzed more than 275 documents. Our paper reports the results of this analysis and of implications of our work.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 6)
607, Level Six, Convention Center

Improving Survey Response Rates: The Differences in Response Rates between Using On-line and Paper Surveys and Offering Incentives (608)

PETER M. TEITELBAUM (Author), Assistant Vice Provost, New York University
SARAH LEONARD (Author), Institutional Research Analyst, New York University
MICHAELA ROME (Author), Manager of Program Evaluation, New York University

This study examines the differences in survey response rates between using online and paper questionnaires as well as the impact of offering incentives. More specifically, we randomly separated survey recipients into four equal groups: students who received an online survey with an incentive; students who received an on-line survey without an incentive; students who received a paper survey with an incentive; and students who received a paper survey without an incentive. In sum, incentives enticed students to complete surveys, and students were more likely to complete an online questionnaire than a paper questionnaire.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 6)
615, Level Six, Convention Center

Evaluation of a Bayesian Statistical Decision Model for College Admissions (667)

MARIA TSYPKINA (Author), , Fordham University

This study aims to apply Bayesian decision theory (BDT) to the college admission process by outlining the elements necessary for such an analysis, and then comparing the decisions that are made at a four-year private university to those that would be predicted by the model. BDT introduces a useful and innovative way to think about decision-making in institutional settings. The theory behind the concepts of decisions as "acts", consequences as "loss functions" and personal beliefs as "prior probability" will be explained and arguments for the significance of the BDT method will be presented. Empirical evidence will be evaluated.

9:40-10:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 6)
608, Level Six, Convention Center

The Role of Majority Status in Determining Persistence at a Large Urban California University: An Application of GIS Analysis (675)

J. M. POGODZINSKI (Author), Professor of Economics and Acting Chari, San Jose State University

This paper extends results of a paper last year on GIS techniques in the Application-Admission-Enrollment funnel. The focus of this paper is on persistence of racial and ethnic subgroups, and in particular on whether majority status in the community of origin affects success rates of racial and ethnic minorities. The effect of economic and demographic variables on applications, admissions, enrollment, and persistence at the university can then be analyzed. Detailed ethnic data from the U.S. Census Sample File 2 (SF2) are employed.

9:40-10:20 am SPECIAL EVENT (Track 4)
612, Level Six, Convention Center

NCAA Reporting Update (401)

MARIA K. DEJULIO (Presenter), Contractor, National Collegiate Athletic Association
TIMOTHY A. WALSH (Facilitator), Director of Institutional Research, Temple University

This session will provide attendees with an overview of the various required academic reporting to the NCAA (Graduation Rates, Graduation/Academic Success Rate (GSR/ASR), Academic Performance Rate (APR) and Academic Tracking System (ATS)). In addition, information on the NCAA/EADA Financial Reporting System will be covered. Practical advice will be offered relating to the completion of these electronic forms, and common questions and problems will be discussed.

9:40-10:20 am EXHIBITOR DEMONSTRATION (Track E)
614, Level Six, Convention Center

Applying Visual Analytics in Institutional Research (E21)

KEVIN BROWN (Presenter), Vice President, Tableau Software

As colleges and universities collect more data across broader categories, there is an increased emphasis being placed on analysis and reporting. The application of visual analytics is creating new techniques and methods for seeing and understanding a wide range of data. In this session you will learn: how visual analytics can measurably increase the quality and speed of Institutional Research; how the visual exploration of multi-variate data facilitates the discovery of trends, patterns, and anomalies; how to apply the dimension of geographic information to Institutional Research; how to make your published research more informative and collaborative.

10:40-11:20 am AIR GRANT PAPER (Track 7)
609, Level Six, Convention Center

International Faculty in the United States: An Examination of their Workload, Productivity, and Job Satisfaction (708)

KETEVAN MAMISEISHVILI (Author), Doctoral Student, University of Missouri- Columbia

Using the 2004 National Study of Postsecondary Faculty (NSOPF:04) dataset, the study provides a comprehensive profile of international faculty members' teachings, research, service productivity and job satisfaction in comparison with their U.S. citizen counterparts. Employing a two-factor structural equation modeling (SEM), the study simultaneously defines and measures international and citizen faculty members' productivity and job satisfaction and tests for the direct effects of productivity on their job satisfaction. The findings will help universities in developing a supportive policy environment in which international professorates can utilize its expertise more effectively and serve as a resource that benefits the university.

10:40-11:20 am AIR GRANT PAPER (Track 7)
308, Level Three, Convention Center (M)

The Influence of Institutional and Geographic Factors on the Enrollment of Out-of-State Freshmen at Four-Year Colleges and Universities (726)

ALLAN JOSEPH MEDWICK (Author), Doctoral Candidate, University of Pennsylvania

The competition between states and regions for talent is high and will likely increase in the future. Understanding which factors are associated with an institution's ability to attract out-of-state freshmen is essential to both college administrators and public policymakers as they consider ways to increase geographic diversity and attract talented students from other states. This study examines the factors associated with the decision to enroll in an out-of-state college and the influence of geography on aggregate enrollment patterns.

10:40-11:20 am COMMITTEE MEETING (Track 0)
211, Level Two, Convention Center

AIR and IR in the 2000s (068)

DAWN R. KENNEY (Moderator), Director of Planning and Institutional Research, Central New Mexico Community College
MICHAEL J. VALIGA (Moderator), Director of Survey Research Services, ACT, Inc.

Forum Chair's Pick

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

10:40-11:20 am DEMONSTRATION (40 MINUTES)
(Track 2)
618, Level Six, Convention Center

Continuing Dialectic Thought at a Small University (272)

KELSEY COWDEN (Author), Institutional Research Analyst, Brigham Young University-Hawaii
RONALD M. MILLER (Author), Professor, Brigham Young University Hawaii

Dialectical thinking is the process of objectively considering opposing aspects of the same issue. This type of thought has been studied in depth concerning Asians and Americans yet Pacific Islanders have been neglected in this area. It has also been shown that college education increases this cognitive ability yet we still do not fully understand this increase. This research has found that Pacific Islanders actually display more dialectical thought than Asians and Americans in certain circumstances. Additionally, there was a difference found between freshmen and seniors and between different majors.

10:40-11:20 am DEMONSTRATION (40 MINUTES)
(Track 3)
206, Level Two, Convention Center

Effort Reporting for Faculty: A Systematic Approach (327)

KEVIN FRENZEL (Author), FAIR Project Manager, University of South Florida
KUNAL GUPTA (Author), Programmer/Analyst, University of South Florida

We will demonstrate a software application for Faculty Activity Reporting, Federal Effort Reporting, and Time and Labor Reporting.

10:40-11:20 am DEMONSTRATION (40 MINUTES)
(Track 4)
608, Level Six, Convention Center

The Integration of People, Relationships and Information: Using a Portal Environment to Strategically Manage Enrollment (443)

AMANDA A. YALE (Author), Associate Provost Enrollment Services, Slippery Rock University of Pennsylvania
CARRIE J. BIRCKBICHLER (Author), Director, Institutional Research, Slippery Rock University

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

10:40-11:20 am DEMONSTRATION (40 MINUTES)
(Track 6)
615, Level Six, Convention Center

Get Fancy Departmental Level Excel Reports Using SAS Tagsets (680)

RAYMOND WALLACE (Author), Administrative Planning Specialist, Institutional Research, Washington State University

The SAS tagset, EXCELXP, allows SAS users to control many features of MS Excel by using SAS programs. This can help in the automation and consistency of reporting, especially if you are creating several similar reports at once as in the case of department level reports. In this demonstration, participants will be introduced to several options to controlling the Excel document such as frozen headers, column widths, header and footer controls, comments within a cell, and Excel number formats. Participants will also be introduced to the SAS Macro facility that will allow "looping" through departments.

10:40-11:20 am PANEL (100 MINUTES) (Track 6)
204, Level Two, Convention Center

Becoming a Published Author: Options, Opportunities, Requirements and Strategies of the Editors (623)

Continued from previous time period. (See Page 130)

10:40-11:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 2)
606, Level Six, Convention Center

A Comparative Analysis of Institutional Reports and Peer Review Committee Reports for the SACS Off-Site Review Process: A Study of Forty Undergraduate Institutions (243)

DAVID A. CARTER (Author), Vice President and Director of Training and Research, Southern Association of Colleges and Schools

The study analyzes issues and trends related to the evaluation of learning outcomes, assessment, and general education competencies for forty undergraduate institutions [illegible]e completed the offsite review component [illegible]n peer review process for the Southern [illegible]d Schools during 2007.

CANCELLED

Three [illegible]y of this study: Off-Site Co[illegible] Certificates of Compliance, and [illegible]ors of the peer review teams. The study exan[illegible]ssues and themes involved in the development of professional judgment when peer review committees judge whether an institution's case establishes compliance with an accreditation standard.

10:40-11:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 4)
607, Level Six, Convention Center

The Power of Imagining...(Numbers): Using Mathematical Models to Support Planning and Decision Making (429)

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

Nobel Prize winning research on human judgement under uncertainty has demonstrated that, under certain conditions, judgmental heuristics fail us (Tversky & Khaneman, 1974). This presentation describes several heuristics that fail us and demonstrates how mathematical models have guided institutional planning and decision making at a private doctoral university from the recruitment of undergraduate students through degree completion. These models were developed over ten years in a small institutional research office and primarily used data collected during the admission process. The author also describes methodological improvements that he has discovered in the course of developing these models.

10:40-11:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 5)
620, Level Six, Convention Center

Postsecondary Education Accountability in the New Millennium: By Whose Standards? (543)

WADDELL M. HERRON (Author), Associate Director, California State University System

Accountability is a major "hot-button" policy, planning, and political issue in postsecondary education. For many institutions, accountability has evolved into "knee-jerk" reactions and responses to demands from both the private and public sector. The paper will address competing and sometimes conflicting accountability requirements at the micro (inter and intra-campus) and macro (state and federal government) levels imposed on a large public postsecondary education system. Particular focus will be placed on the comprehensive, collaborative, equity, and managerial practices utilized by the institutional research component within this system to address accountability from a proactive rather than reactive stance.

10:40-11:20 am RESEARCH IN ACTION (40 MINUTES)
(Track 6)
307, Level Three, Convention Center (M)

Transformation of an Institutional Research Department to Support a Centralized Decision-Making Organizational Model (621)

ROGER P. MOURAD (Author), Director of Institutional Research, Washtenaw Community College

This presentation will describe the transformation of a research department to meet the needs of a new college leadership. Elements discussed in depth to stimulate discussion include technological system, processes, policy, research program, and staff composition.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
619, Level Six, Convention Center

Institutional Research's Role in Identifying, Enhancing and Sharing Best Practices in Student Retention (115)

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

Institutional Research can be solely a provider of data for decision making, or an integral part of the decision process. IR can serve as a clearinghouse of best practice and as trusted counsel in implementing effective retention initiatives. This paper discusses how to play a key role in retention enhancement efforts, both methodologically and by creating and sharing knowledge that produces results. It discusses how institutional research can contribute to identifying best practices in student retention, and how researchers can enhance specific retention initiatives and practices, and share those best practices in a systematic and meaningful fashion across the institution.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 1)
602, Level Six, Convention Center

On Mattering and Marginality: Differences Between International and American Students Attending College (117)

MERRIL A. SIMON (Author), Associate Professor, California State University, Northridge
ESAU TOVAR (Author), Graduate Student, Claremont Graduate University

This presentation addresses the differences experienced by international students and American (U.S. Citizens) students attending a community college in the U.S. with respect to perceived "mattering," interpersonal relatedness, and degree of involvement in college. The presentation will further elaborate on international students' gender and racial/ethnic differences. Lastly, a discussion on the development and validation of the Community College Mattering Inventory and opportunities for future research will ensue.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 2)
310, Level Three, Convention Center

Commitments and Resources that Influence the Sustainment and Improvement of Program-Level Assessment Plans (233)

ELIZABETH A. JONES (Author), Associate Professor, West Virginia University
CHRISTOPHER A. MCCULLOUGH (Author), Graduate Student, West Virginia University

Assessment in higher education has become increasingly important throughout the past 20 years (Ewell, 2002). Institutions of higher education engage in student outcomes assessment for a plethora of purposes (Ewell, 2002; Ruppert, 1996; Huba & Freed, 2000). This study investigated the current assessment practices at the undergraduate program-level. The researchers determined the effectiveness of assessment plans within specific disciplines at institutions that have implemented and sustained their assessment plan (Banta, 2002) and identified the degree to which related institutional commitments and resources were provided to support the assessment process.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 3)
605, Level Six, Convention Center

Challenges Inherent in the Assessment of the Impact of Prerequisite Courses (308)

FRANK K. ABOU-SAYF (Author), Director of Planning and Institutional Research, Kapiolani Community College

In this study, the different types of research designs used to assess the impact of prerequisite courses are presented. Based on meta-analysis findings, the challenges that face the assessment of the impact of prerequisites, from political to statistical, are identified and their pitfalls are pointed out. The challenges inherent in the use of quantitative methods the preferred method in assessing the impact of prerequisites are presented and discussed. New trends to validate prerequisites based on new identification and design paradigms are advanced.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 3)
611, Level Six, Convention Center

The Effect of Teaching General Education Courses on Deep Approaches to Learning: How Disciplinary Context Matters (326)

AMY GARVER (Author), FSSE Project Associate, Indiana University at Bloomington
THOMAS F. NELSON LAIRD (Author), Assistant Professor, Indiana University at Bloomington

Building on work examining differences in the emphasis faculty place on effective educational practices, this study uses data from over 8,000 faculty members from the 2007 Faculty Survey of Student Engagement to explore how disciplinary area moderates the effect of teaching a general education course (GEC) on the emphasis faculty place on deep approaches to learning. Results suggest that the effect of GECs is strongest in hard-applied-life fields and weakest in hard-pure-life and soft-applied-life fields, suggesting that proponents of general education reform need to temper their efforts by an understanding of disciplinary differences.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES)
(Track 6)
603, Level Six, Convention Center

Traditionalism as a Classifier for Community Colleges (644)

KATHRYN LAURA KECK (Author), Research Associate, American Association of Community Colleges

The proposed paper utilizes a measu
college traditionalism to explor
characteristics, progra
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dent
portion of students
e analysis will investigate
dimension for classifying
, and how well this dimension relates to other
aracteristics of community colleges and the students
who attend them.

10:40-11:20 am SCHOLARLY PAPER (40 MINUTES) (Track 6)
610, Level Six, Convention Center

Redefining Student Success: Assessing Different Multinomial Regression Techniques for the Study of Student Retention and Graduation Across Institutions of Higher Education (663)

DANIEL JONES-WHITE (Author), Analyst, University of Minnesota-Twin Cities
RONALD L. HUESMAN (Author), Assistant Director, University of Minnesota
PETER M. RADCLIFFE (Author), AHC Director of Planning and Analysis, University of Minnesota
JOHN P. KELLOGG (Author), Assistant Director, University of Minnesota-Twin Cities

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

10:40-11:20 am SPECIAL EVENT (Track 0)
616, Level Six, Convention Center

Forum Evaluation Survey (Invitational Event) (051)

Continued from previous time period

10:40-11:20 am AFFILIATED GROUPS (Track A)
203, Level Two, Convention Center

NEAIR Steering Committee and Strategic Planning Committee (Invitational Meeting) (A03)

Continued from previous time period

10:40 am-12:20 pm PANEL (100 MINUTES) (Track 5)
604, Level Six, Convention Center

Using State Student Unit Record Data to Strengthen Community College Student Success: Lessons (and Tools) from Leading-Edge States (516)

DAVIS JENKINS (Author), Senior Research Associate, Community College Research Center
PATRICIA WINDHAM (Author), Associate Vice Chancellor for Evaluation, Florida Community College System
CORBY A. COPERTHWAITE (Author), Director of Planning, Research and Assessment, Connecticut Community Colleges
DAVID PRINCE (Author), Research Manager, Washington State Board for Community and Technical Colleges
MATTHEW ZEIDENBERG (Author), Database Manager/ Programmer, Community College Research Center

This panel will examine lessons from community college agencies in three states that are at the leading edge of using student unit record (SUR) databases to improve student outcomes. State community college agency researchers will discuss recent studies using SUR data that they have conducted to inform improvements in policy and practice in their states. A researcher from a national postsecondary research center that has worked with states to analyze SUR data will present a new "how-to" guide for state and college researchers on using SUR data to measure and improve milestone attainment by students.

10:40 am-12:20 pm PANEL (100 MINUTES) (Track 5)
201, Level Two, Convention Center

NRC Assessment of Research-Doctorate Programs (523)

JAMES VOYTUK (Convener), Senior Program Officer, National Academies
CHARLOTTE V. KUH (Author), Deputy Executive Director, National Research Council

The National Research Council began the study of research-doctorate programs in the fall of 2005. Questionnaires gathered data from institutions, programs, faculty, and students from the spring to the fall of 2007. In addition, data from national databases were used to assess the productivity of program faculty. The study report and data will be released in fall of 2008. At the AIR Panel session members of the study committee and university institutional research staff will describe the process used in developing program ratings and rankings and will discuss plans for access and use of the data.

10:40 am-12:20 pm PANEL (100 MINUTES) (Track 6)
303, Level Three, Convention Center

The Tsunami Effect: Cleaning Up After the Implementation of a New Integrated Student Information System (634)

SAM W. STIGALL (Author), Associate Director, University of Texas at Arlington
ROBERT LORICK (Author), Institutional Research Associate, University of Texas at Arlington, The
TERRI DAY (Author), Institutional Research Associate, University of Texas at Arlington

The University of Texas at Arlington recently implemented a new student information system and this process has dramatically changed the way institutional research is conducted on the campus. This session will discuss the lessons learned during the implementation process.

10:40 am-12:20 pm PANEL (100 MINUTES) (Track 6)
617, Level Six, Convention Center

Data Mining — Concepts, Myths and Case Studies (641)

THULASI KUMAR (Author), Director of Institutional Research and Assessment, University of Missouri - Rolla
SUTEE SUJITPARAPITAYA (Author), Associate Vice President, San Jose State University
LIN CHANG (Author), Director of Institutional Research and Analysis, Colorado State University - Pueblo
PAUL C. KOCH (Author), Associate Vice President for Assessment and Institutional Research, St. Ambrose University
SERGE B. HERZOG (Author), Director of Institutional Analysis, University of Nevada, Reno
PATRICIA B. CERRITO (Author), Professor of Mathematics, University of Louisville

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.

11:40 am-12:20 pm COMMITTEE MEETING (Track 0)
202, Level Two, Convention Center

Forum Evaluation Committee Working Session (050)

Continued from previous time period

11:40 am-12:20 pm DEMONSTRATION (40 MINUTES) (Track 5)
206, Level Two, Convention Center

The American Society for Engineering Education's Engineering Colleges Database (531)

MICHAEL GIBBONS (Author), Director of Data Research, American Society for Engineering Education
LYDIA S. SNOVER (Author), Director of Institutional Research, Massachusetts Institute of Technology

The American Society for Engineering Education collects a wide range of data from U.S. colleges with ABET-accredited programs. This data is published annually in the Profiles of Engineering Colleges as well as online at www.asee.org/ colleges through detailed college profiles, indexes and national overview tables. Over 370 institutions participate in this survey, including 339 U.S. and 8 Canadian engineering colleges and 35 engineering technology institutions. This presentation includes a history of the database, a discussion of the current fields and query tools, and the organization of the disciplines/taxonomy. The presentation also presents proposed changes to the database structure and report-writing tools.

11:40 am-12:20 pm DEMONSTRATION (40 MINUTES) (Track 6)
607, Level Six, Convention Center

Ensuring the Quality of Survey Response through the Data Quality Index (DQI): Using NSSE as an Example (679)

PU-SHIH D. CHEN (Author), Assistant Research Scientist, Indiana University at Bloomington

Survey is a powerful tool for collecting student opinions and investigating student attitudes and behaviors. However, survey results are only valid if the data are of good quality. For many years, survey researchers have tried to find a way to identify survey respondents who do not response to the survey seriously or those who intentionally produce twisted survey results. This presentation will introduce the concept and technique of constructing a survey data quality index. The presenter will also demonstrate how the data quality index may affect the response rates and survey results.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 3)
606, Level Six, Convention Center

Collaborative Use of Text Analysis in Program Reviews (331)

HALYNA M. KORNUTA (Author), Director of Assessment and Educational Effectiveness, California Lutheran University

The purpose of this presentation is to describe a faculty process used to mine data for evidence needed for decision making and continuous improvement. A study was conducted to discover students' perceptions of the level of challenge and engagement in a program and their perceptions of program experiences. Data were gathered in a survey as part of the university's program review process. Analysis was carried out by faculty with the assistance of a text analysis tool.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 4)
611, Level Six, Convention Center

Improving Transfer Retention: An Iterative Research Process between Student Support Services and Institutional Research (411)

CAROL SCHNEIDER (Author), Director of Student Academic Services, Seattle University
KEITH CHRISTENSEN (Author), Human Resources Analyst, Seattle University
ROBERT L. DUNIWAY (Author), Institutional Research Analyst, Seattle University

Institutional Research collaborated with Student Support Services to conduct this data mining study of transfer student success. As a result of this research, the university made changes to the admissions and advising processes designed to improve the transition of transfer students into bachelor's degree programs.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 4)
610, Level Six, Convention Center

Institutional Practices Surrounding Student Retention: Reporting National Benchmarks (494)

DONALD R. HOSSLER (Author), Faculty, Indiana University at Bloomington
MARY ZISKIN (Author), Senior Research Associate, Indiana University at Bloomington
OSMAN CEKIC (Author), Graduate Student, Indiana University
A. STEVEN GRAFF (Author), Director and Senior Consultant, Admission and Enrollment Services, The College Board

This presentation will report results from a pilot study documenting how colleges and universities organize themselves to improve student retention. The study seeks to compile a broad-scale descriptive view of campus retention efforts while also exploring how these efforts influence student persistence across multiple institutional contexts. In the presentation, we will provide pilot survey results that begin to show the scope and impact of the resources and programs four-year colleges and universities devote to improving student retention. Additionally, we will discuss reporting issues and pilot efforts to adapt the model for a survey of practices and policies at two-year institutions.

11:40 am-12:20 pm RESEARCH IN ACTION (40 MINUTES) (Track 6)
619, Level Six, Convention Center

The Predictive Validity of the New SAT Achievement Test and High School Grades on Undergraduate Success (662)

HEIDI M. CARTY (Author), Principal Resarch Analyst, University of California-San Diego
WILLIAM B. ARMSTRONG (Author), Director of Student Research, University of California-San Diego

An instrument is valid only to the extent that its scores permit appropriate inferences to be made about a specific group of people for a specific purpose. Several studies have been conducted questioning the predictive validity of the SAT tests for predicting college success. This research study illustrates the predictive validity of the new SAT Achievement test, and high school grades on school success. In addition, this research demonstrates how high school grades are better predictors of school success compared to scores on the new SAT Achievement test.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 1)
620, Level Six, Convention Center

Strategic Retention Initiatives: The Role of First-year Seminar Programming (161)

MICHAEL DILLON (Author), Director, University of Maryland Baltimore County
SHANNON M. TINNEY (Author), Research Analyst, University of Maryland Baltimore County

First-year seminars are used to integrate students into the university community, prepare students for long-term success, and increase retention. This study was part of a larger effort to assess the impact of voluntary participation in two types of first-year seminar programming'a traditional academic seminar and an extended orientation course on retention at a doctoral research university. Results showed that certain at-risk groups are unlikely to participate in these programs. Freshmen who participated their first semester were more likely to be retained to the second semester, second year, and third year. Results were used to support an extensive expansion of first-year seminar programming.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 1)
602, Level Six, Convention Center

Beyond Counting: How Institutional Research Can Further Our Understanding of Student Racial and Ethnic Diversity (178)

DEBBIE L. ELLIS (Author), Senior Analyst, University of California- Berkeley
GREGG THOMSON (Author), Director of the Office of Student Research, University of California-Berkeley

Providing official student counts by race/ethnic category is an essential IR function. However, in an era of increased accountability, we can easily deepen our understanding of racial diversity by collecting additional survey data. By pooling five years of freshman survey data, we are able to provide our campus with detailed profiles of twelve racial/ethnic groups (African American, American Indian, Chicano, Latino, Chinese, Filipino, Japanese, Korean, South Asian, Vietnamese, Other Southeast Asian, and White). Groups are compared by immigrant generation, socioeconomic status, language, religion, intended field of study, and detailed questions about orientation to college (concerns, values, etc.).

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 3)
605, Level Six, Convention Center

Sufficiency and Sustainability: Individual Capacity Building for HE (323)

TEAY SHAWYUN (Author), Assistant Professor, Assumption University of Thailand

This paper redefines HE's sufficiency philosophy through a middle path philosophy that is moderating, reasonable and self-resilient moderated by the knowledge and virtuous conditions. Sufficiency must be sustained through the institution and individual capacity and capability leading to the transformation of the students. Education value is created through the individual capacity; the nuts and bolts of skills, knowledge, experience and personality interacting within the context of values, beliefs and ideals. In the individual capability aspects, the competency profiles for transforming teaching and learning is Teaching and Student Competency and Effectiveness Index, re-construed to reflect this sufficiency and sustainability philosophy.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES)
(Track 3)
614, Level Six, Convention Center

Career Stage Differences in Perceptions of Campus Climate by Faculty on the Tenure-Track (334)

VALERIE M. CONLEY (Author), Associate Professor of Higher Education and Director, Center for Higher Education, Ohio University
LUIS PONJUAN (Author), Assistant Professor, University of Florida
CATHY A. TROWER (Author), Research Associate, Harvard University

Studies have highlighted junior faculty, women, and faculty of color have to manage and cope with a departmental climate that may hinder their progress towards tenure and/or promotion and often experience a different departmental climate than their counterparts (August & Waltman, 2004; Parker et al., 2003; Prentice, 2000). Olsen and Crawford (1998) found early career work stress was significantly related to later job satisfaction and tenure outcome. We add to this literature by examining career stage differences of tenure-track faculty perceptions of campus climate using data from a multi-institutional study.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 4)
211, Level Two, Convention Center

Is There a Benchmark Model for Remedial Education at Community Colleges? (426)

PO YANG (Author), Doctoral Candidate, Teachers College, Columbia University
VICTOR LEE (Author), Director, School of Continuing and Professional Studies, The Chinese University of Hong Kong

The purpose of this study is to understand the organization, the assessment and placement policies, and instruction approaches for remediation courses at best-performed community colleges. Through literature review, document analysis, and a case study based on multi-site interviews with 36 campus leader, senior administrator, academic staffs and students at five institutions from three states, this study finds most colleges use a mainstreamed model to organize their remedial programs, have mandatory assessment and placement for development courses, and take a variety of instructional approaches and course format. The findings of this study have direct implications for other two-year institutions.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 4)
308, Level Three, Convention Center (M)

The Examination of the Influence of Institutional Factors on Time-to-Degree and Graduation Rates at a Distant Education and Open Learning University (489)

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

Past research in higher education focused mainly on traditional institutions. As distance education institutions come of age, attention is now shifting to these institutions. The study uses multiple regression models to examine the extent to which time-to-degree and graduation rates are influenced by institutional factors. The empirical results indicate that institutional factors such as direct instructional expenditures, student services expenditures, credit requirements, program difficulty, degree types and group delivery mode are significant determinants of time-to-degree and graduation rates. The results can be of considerable value in predicting the institution's overall effectiveness, as well as in institutional self-analysis and policy-making.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 5)
618, Level Six, Convention Center

Merit Aid: The Implications of Variations in Eligibility Requirements on Participation Demographics and Scholarship Retention (526)

ROB E. ANDERSON (Author), Senior Director, West Virginia Higher Education Policy Commission
ADAM GREEN (Author), Rsrch & Plng Anlyst, West Virginia Higher Education Policy Commission

West Virginia and Tennessee are two states that have enacted broad based merit scholarship programs. Although each state has mandated differing eligibility criteria and award amounts, both purport a similar policy goal of improved student access to postsecondary education. This paper examines the impact of these differing policy choices on participation demographics and scholarship retention. It will explore the implications of these decisions by addressing the following areas: student characteristics, scholarship retention rates, variables beyond academic preparation impacting retention, and characteristics of students who return after losing their award versus those who drop out.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 5)
310, Level Three, Convention Center

Using the Disruptive Innovation Theory to Understand the Current Higher Education Marketplace (545)

CHUN-MEI ZHAO (Author), Research Scholar, Carnegie Foundation for the Advancement of Teaching, The
DAVID X. CHENG (Author), Assistant Dean for Research and Planning, Columbia University in the City of New York

In this study the authors borrowed an analytic tool from the business world and conducted an in-depth analysis of the higher education market. Christensen's theory on disruptive innovations is used to help institutions look for signs of change in the higher education market and identify strategies for institutions to survive and succeed. The theory is used to examine a few salient phenomena and emerging trends, from the sustaining ranking frenzy, to the rapid growth of the for-profit sector, as well as the recent rush of many US institutions to China.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 5)
613, Level Six, Convention Center

Examining the Effects of Regional Accreditation on Student Outcomes at American Colleges and Universities (547)

J. FREDERICKS VOLKWEIN (Author), Professor, Senior Scientist, Co-PI, Pennsylvania State University, The
YING LIU (Author), Graduate Research Assistant, Pennsylvania State University, The

This research examines the impact of regional accreditation standards on student outcomes. The six accreditation regions differ significantly not only in the degree of emphasis that their standards place on student learning outcomes, but also in the year of the change in language. To what extent are these differences reflected in different student outcomes, controlling for student and institutional characteristics? Using 12 accreditation-relevant items from NSSE and CSEQ, this research examines the self-reported gains among representative samples of students in these six different accrediting regions at different points in time.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 6)
612, Level Six, Convention Center

Adapting to Meet New Challenges: Moving Institutional Research Forward (610)

CAROL A. OKIGBO (Author), Graduate Student, North Dakota State University, Fargo
MARK A. SCHMIDT (Author), Assistant Professor, North Dakota State University
WILLIAM D. SLANGER (Author), Director of Institutional Research and Analysis, North Dakota State University

Forum Chair's Pick

The purpose of this national study was to explore academic officers' views and expectations of institutional research and how their expectations relate to the use of institutional data for decision-making. We explored how institutional research could move forward to the next level of utilitarian service to higher education by asking respondents what they consider to be the future roles of the institutional research office. Using multivariate statistical analysis and qualitative interpretation of open-ended questions, we found academic officers have high expectations of institutional research offices and that higher education will be best served by institutional researcher with strong analytical skills.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 6)
307, Level Three, Convention Center (M)

Behavior of First Generation Students: A Longitudinal Assessment of Their Path Through the Institution (613)

JOSE M. COLON DE LA MATTA (Author), Executive Officer, University of Puerto Rico-Rio Piedras Campus

First generation students will be identified for the entering class of 2000. The proportion of the student who still enrolled each year will be estimated using a survivor function. The survival function estimates will be followed by a logistic model to capture the attrition behavior in more details. Data of students to be used in this study will be obtained from three sources: application form; freshman survey, and institutional academic records. In addition, data pertaining to institutional policies and procedures, campus environment, and university experience will be collected from the students follow up survey of the entering class of 2000.

11:40 am-12:20 pm SCHOLARLY PAPER (40 MINUTES) (Track 6)
615, Level Six, Convention Center

Educational Attainment as Process: Using Hierarchical Discrete-Time Event History Analysis to Model Students' Rate of Progress (with an Example from Postsecondary Remediation) (651)

PETER RILEY BAHR (Author), Assistant Professor, Wayne State University

Variables that address student enrollment patterns are a longstanding fixture of analytical strategies in educational research, particularly research that focuses on explaining variation in academic outcomes. However, nearly all measures of enrollment patterns are handicapped by untested assumptions about a more fundamental measure, namely students' rate of progress. In this paper, I first explain how students' rate of progress is inextricably linked to other widely used measures of enrollment patterns. I then describe a method of mathematically modeling rate of progress. Finally, I conclude with an empirical application of this method and a discussion of its use in future research.

12:30-2:30 pm SPECIAL EVENT (Track 0)
6C, Level Six, Convention Center

AIR Awards Luncheon

— Sponsored by Tableau Software (049)

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University
JENNIFER A. BROWN (Host), Director of Institutional Research and Policy Studies, University of Massachusetts Boston

Forum Chair's Pick

Join your colleagues and celebrate the 2008 Forum, preview plans for the Atlanta Forum and recognize the accomplishments of AIR award recipients.

4:00-7:30 pm COMMITTEE MEETING (Track 0)
612, Level 6, Convention Center

2009 Forum Committee Meeting (039)

JENNIFER A. BROWN (Committee Chair), Director of Institutional Research and Policy Studies, University of Massachusetts Boston
JULIA W. CARPENTER-HUBIN (Associate Committee Chair), Director of Institutional Research and Planning, Ohio State University, The

Meeting of the 2009 Forum Committee.

4:10-5:50 pm COMMITTEE MEETING (Track 0)
203, Level Two, Convention Center

2008 AIR Nominating Committee (058)

MARY ANN COUGHLIN (Committee Chair), 2007-2008 AIR Board President, and Professor of Research and Statistics, Springfield College

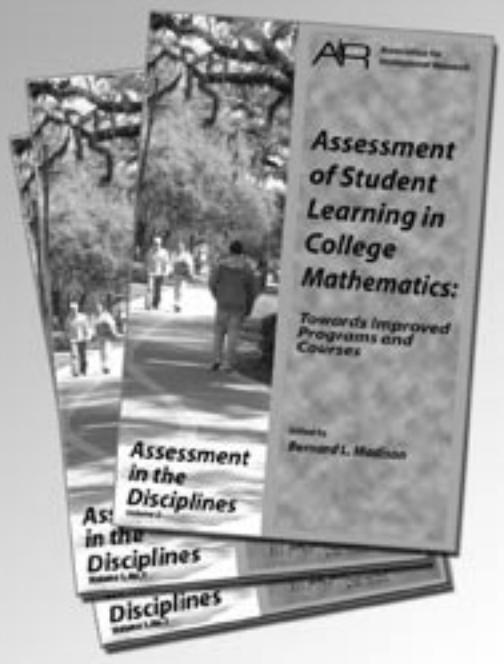
AIR Nominating Committee meeting.

7:00 pm-Until SPECIAL EVENT (Track 0)
Lobby Lounge

Forum Wind-Up Party (029)

MICHELLE HALL (Host), Director of Institutional Research and Assessment, Southeastern Louisiana University
JENNIFER A. BROWN (Host), Director of Institutional Research and Policy Studies, University of Massachusetts Boston

Everyone is invited to relax and unwind at this traditional gathering of Forum Fans. Chat with AIR committee members, executive office staff, and a cross-section of Forum attendees and celebrate the 2008 Forum.



Assessment in the Disciplines Books Series

– Edited by John Muffo

This series provides assistance to both faculty who have taken on responsibility for assessing their academic programs, as well as institutional researchers who are often asked to support student learning assessment.

Assessment of Student Learning in College Mathematics: Towards Improved Programs and Courses; **Edited by Bernard L. Madison**

Assessment of Student Learning in Business Schools: Best Practices Each Step of the Way; **Edited by Kathryn Martell and Thomas Calderon**

Assessment in Engineering Programs: Evolving Best Practices; **Edited by William Kelly**

Association for Institutional Research

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Saturday Room Matrix

	8:00-8:59 am	9:00-9:59 am	10:00-10:59 am	11:00-11:30 am	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-Until
301 - Convention Center								Technology Support Center					
601 - Convention Center	Forum Office												
Alki Board Room - Sheraton					11	11	11	11	11	11			
Aspen - Sheraton	W06	W06	W06	W06		W05	W05	W05	W05				
Cedar - Sheraton	W08	W08	W08	W08		W21	W21	W21	W21				
Douglas - Sheraton	W12	W12	W12	W12									
East Lobby - Convention Center	Registration										32		
Greenwood - Sheraton						W10	W10	W10	W10				
Issaquah - Sheraton	W03	W03	W03	W03		W33	W33	W33	W33				
Willow A - Sheraton	W13	W13	W13	W13		W29	W29	W29	W29				
Willow B - Sheraton						W11	W11	W11	W11				

Sunday Room Matrix

	8:00-8:59 am	9:00-9:59 am	10:00-10:59 am	11:00-11:30 am	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-Until
6ABC - Convention Center								Exhibit Hall			Poster Sessions		
6E - Convention Center												042	
201 - Convention Center							A44	A44	A10	A10			
203 - Convention Center	012	012	012	012	012	012			023	023	023		
204 - Convention Center	030	030	030	030	030	030					005		
205 - Convention Center	013	013	013	013	013	013		025					
206 - Convention Center	W35	W35	W35	W35	W35	W35	W35	W35	W35				
211 - Convention Center	W43	W43	W43	W43	W43	W43	W43	W43	W43				
212 - Convention Center	037	037	037	037	037	037	038	038					
213 - Convention Center	036	036	036	036	036	036							
214 - Convention Center					A15	A15	A15	A15	A15				
301 - Convention Center								Technology Support Center					
303 - Convention Center								006	006				
304 - Convention Center			019	019	019			063	063	064	064		
305 - Convention Center	020	020	020	020	020	020							
306 - Convention Center								A43					
307-308 - Convention Center	054									027			
310 - Convention Center						W37	W37	W37	W37				
601 - Convention Center	Forum Office												
Aspen - Sheraton	W07	W07	W07	W07		W24	W24	W24	W24				
Cedar - Sheraton	W23	W23	W23	W23	W23	W23	W23	W23	W23				
Daily Grill - Sheraton													
Douglas - Sheraton	W40	W40	W40	W40									
East Lobby - Convention Center	Registration												
Greenwood - Sheraton	W15	W15	W15	W15		W09	W09	W09	W09				
Issaquah - Sheraton	W20	W20	W20	W20		W38	W38	W38	W38				
Queen Anne - Sheraton	W26	W26	W26	W26	W26	W30	W30	W30	W30				
Willow A - Sheraton	W36	W36	W36	W36									
Willow B - Sheraton	W32	W32	W32	W32									
4B													041

Monday Room Matrix

	7:30-8:20 am	8:40-9:40 am	9:40-10:40 am	10:40-11:20 am	11:40-12:20 pm	12:40-1:20 pm	1:40-2:20 pm	2:20-3:10 pm	3:10-3:50 pm	4:10-4:50 pm	5:10-5:50 pm	6:00-Until
6ABC - Convention Center	Exhibit Hall		044	Exhibit Hall				045	Exhibit Hall		745	
6E - Convention Center		043		476	472		676		452	452		
201 - Convention Center	A23			709	715		540		704	737	A24	
202 - Convention Center						052	052	052	052	052		
203 - Convention Center					X07	065	065	X08		066	066	066
204 - Convention Center				527	527		072		S21	S21		
206 - Convention Center	A01			440	607		211		606	216		
211 - Convention Center	S11			716	267	S05	164		422	422		
214 - Convention Center	S33			538	702	S06			688	283	S02	
301 - Convention Center	Technology Support Center (Closed during Plenary)											
303 - Convention Center	S23			732	449		659		116	660	S39	
310 - Convention Center	S04			685	687	S10	173		003	003	S26	
601 - Convention Center	Forum Office											
602 - Convention Center	070			168	241		333		549	170	A34	
603 - Convention Center				E01	E04	S07	E08		E10	E13		
604 - Convention Center	A06			017	017				445		S37	
605 - Convention Center				E06	E02		E09		E11	E14		
606 - Convention Center	S03			436	609	S08	458		330	324	S27	
607 - Convention Center	A31			317	278		424		665		A17	
608 - Convention Center	A42			731	321		179		002	002	057	S20
609 - Convention Center	A19			718	718	S19	444		725	725	A28	
610 - Convention Center				E05	E07		E03		E12	E15		
611 - Convention Center	S40			739		S35	604		640	640	S36	
613 - Convention Center	S17			727	721		210		554	259		
614 - Convention Center	S18			147	156	S22	15		220			
615 - Convention Center	A37			425	453	069	265		204	728	A12	
616 - Convention Center	S30			175	536	S25	114		733	730	S14	
617 - Convention Center	A36			713	247	S01	612		248	248	S15	
618 - Convention Center	S31			181	160	S12	529		107	553	S34	
619 - Convention Center				105	138		123				A26	
620 - Convention Center	S16			146	121		693		689	741	S29	
Aspen - Sheraton	028											
Cedar - Sheraton	026											
East Lobby - Convention Center	Registration											
Lobby Lounge - Sheraton											A32	
Sheraton Seattle Hotel Lobby											031	
612 - Convention Center					021	021			T01 T02 T03 T19	T04 T05 T06 T13		S09
307 - Convention Center				724	482		614		617	711		
308 - Convention Center				481	618		642		491	636		

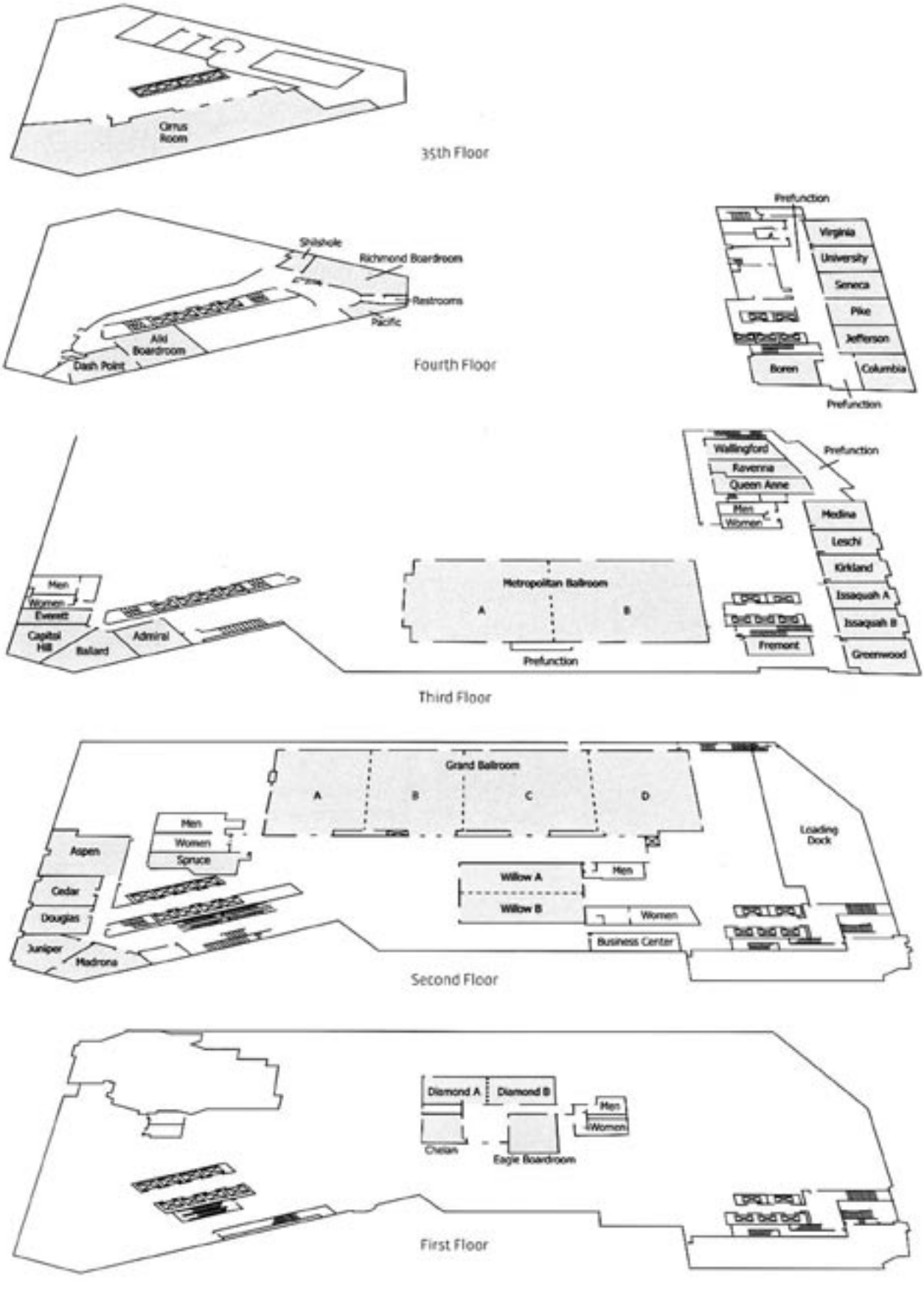
Tuesday Room Matrix

	7:30-8:30 am	8:50-9:30 am	9:30-10:30 am	10:30-11:10 am	11:30-12:10 pm	12:30-1:10 pm	1:30-2:10 pm	2:30 - 3:10 pm	3:30-4:10 pm	4:30-5:10 pm	5:30-6:10 pm	6:15-Until
6ABC - Convention Center	Exhibit Hall		046	Exhibit Hall								
201 - Convention Center		674		313	313	A41	650	624				
202 - Convention Center					040	040	040	040	040	040	040	
203 - Convention Center		419		511			067					
204 - Convention Center		010		281	743							
206 - Convention Center		664		448	232	A33	505	215	542			
211 - Convention Center		155				A40	501	145	185			
301 - Convention Center	Technology Support Center											
303 - Convention Center		312		672	734	A05		671	611			
310 - Convention Center		205		150	263	A39	517	677	276			
601 - Convention Center	Forum Office											
602 - Convention Center		249		172	714	A21	244	180	539			
603 - Convention Center		435		E16	E19	A45	720	468	438			
604 - Convention Center		551		722	705		103	219	403			
605 - Convention Center		416		E17	E20	A02	405	406	413			
606 - Convention Center		409		423	451	A38	464	630	630			
607 - Convention Center	048	459		447	335	A30	319	307	307	A14		
608 - Convention Center		691		701	701	A13	428	602	645			
609 - Convention Center		471		434	735	A16	470	430	418	A08		
610 - Convention Center		410		E18	421	A22	404	707	707			
611 - Convention Center		462		509	509	A20	167	719	729			
613 - Convention Center		535		655	670	S38	487	496	710	S32		
614 - Convention Center		296		016	158	A07	742	740	110			
615 - Convention Center		703		256	652		552	174	654	A11		
616 - Convention Center		184		532	223	A18	507	134	131			
617 - Convention Center		118		287	293	053	053	053	053	053		
618 - Convention Center		431		144	260	A27	129	221	738	A25		
619 - Convention Center		234		530	717	A29	169	522	522			
620 - Convention Center		111		519	736	A35	183	466	744	A04		
East Lobby - Convention Center	Registration											
612 - Convention Center		T09, T10, T17, T18		022	022			T16, T07, T08, T14	T11, T12, T15, T20			
307 - Convention Center		646		626	653		616		723			
308 - Convention Center		649			712		625	490	619			

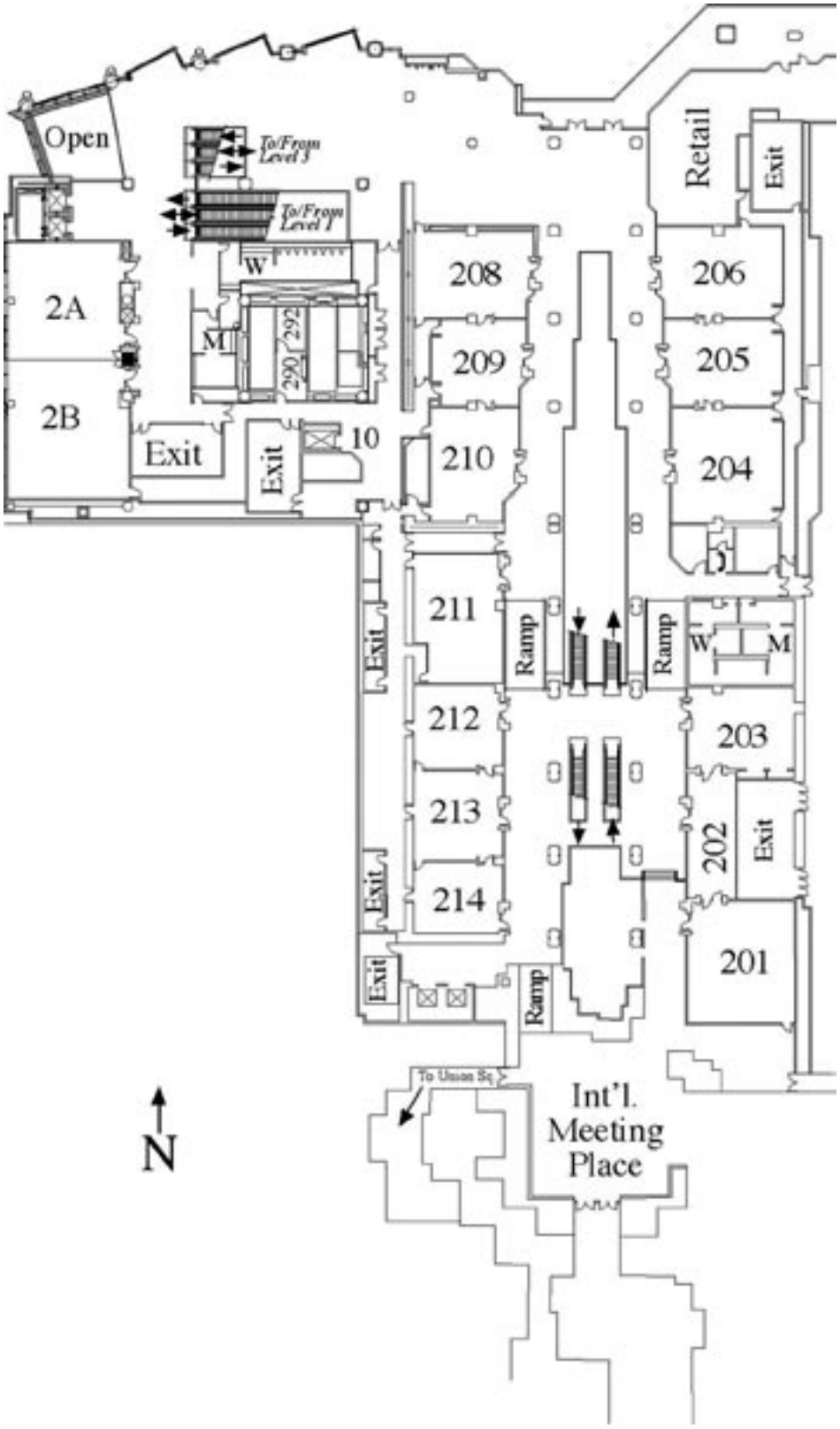
Wednesday Room Matrix

	7:40-8:20 am	8:40-9:20 am	9:40-10:20 am	10:40-11:20 am	11:40-12:20 pm	12:30-2:30 pm	2:50-3:30 pm	3:40-4:20 pm	4:30-4:50 pm	5:00-5:40 pm	6:00-Until
6C - Convention Center						049					
201 - Convention Center	336	497	669	523	523						
202 - Convention Center		050	050	050	050	050	050	050	050	050	050
203 - Convention Center		A03	A03	A03	A03		058	058			
204 - Convention Center	209	209	623	623							
206 - Convention Center	305	633	479	327	531						
211 - Convention Center	236	275	130	068	426						
301 - Convention Center	Technology Support Center										
303 - Convention Center	690	692	681	634	634						
310 - Convention Center	122	316	163	233	545						
601 - Convention Center	Forum Office										
602 - Convention Center	141	166	515	117	178						
603 - Convention Center	177	639	555	644							
604 - Convention Center	271	493	269	516	516						
605 - Convention Center	615	473	656	308	323						
606 - Convention Center	605	502	603	243	331						
607 - Convention Center	485	407	608	429	679						
608 - Convention Center	213	684	675	443							
609 - Convention Center	264	467	322	708							
610 - Convention Center	439	628	291	663	494						
611 - Convention Center	460	512	446	326	411						
613 - Convention Center	007	007	007	007	547						
614 - Convention Center	008	171	E21		334						
615 - Convention Center	286	657	667	680	651						
616 - Convention Center	51	051	051	051	051						
617 - Convention Center	132	108	009	641	641						
618 - Convention Center	182	503	285	272	526						
619 - Convention Center	176	212	226	115	662						
620 - Convention Center	203	544	151	543	161						
Daily Grill - Sheraton	004										
Lobby Lounge - Sheraton										029	
612 - Convention Center	450	X04	401	X06	610			039	039		
307 - Convention Center		647	477	621	613						
308 - Convention Center	648		495	726	489						

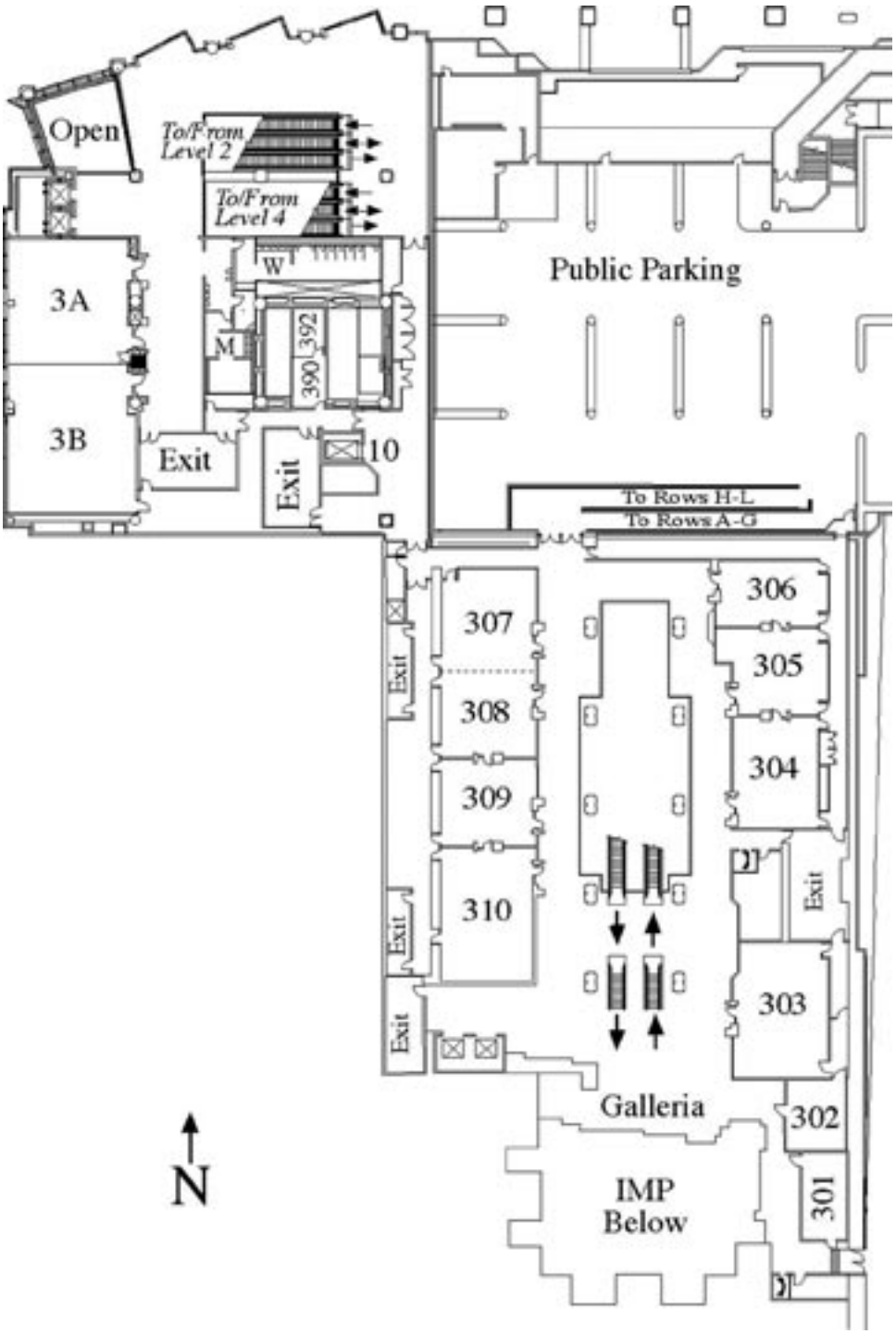
Sheraton Seattle Hotel



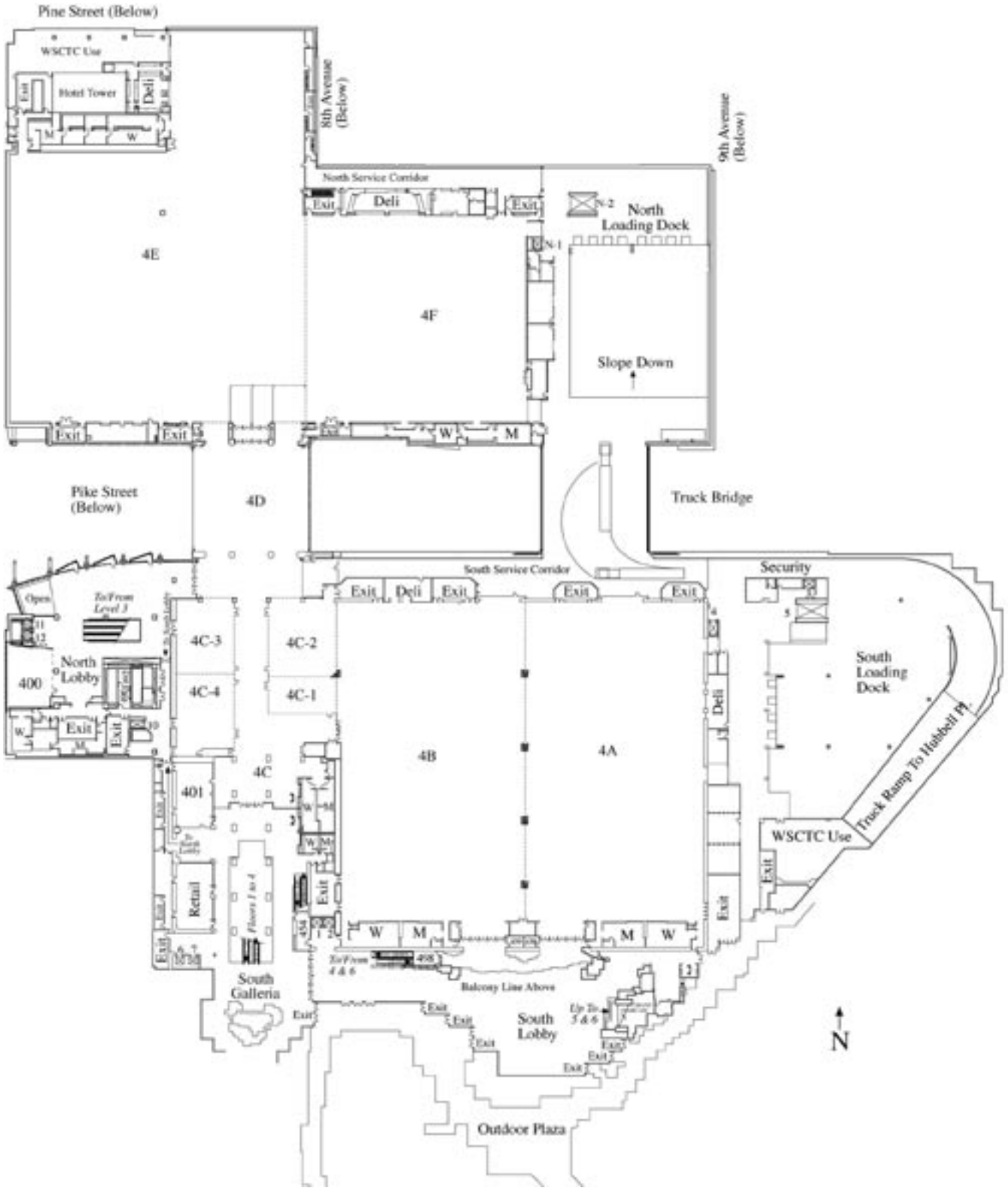
Convention Center — Level 2



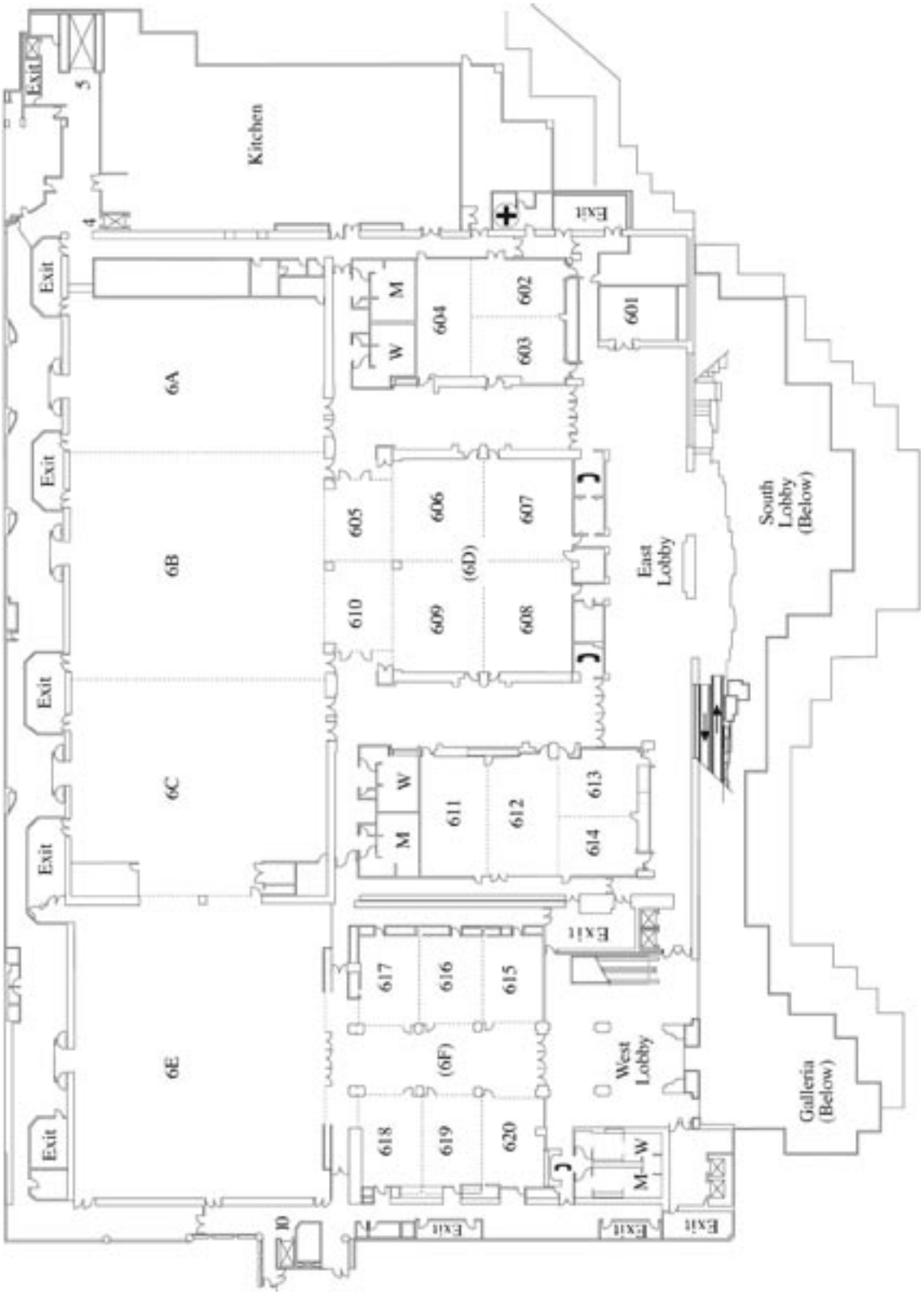
Convention Center — Level 3



Convention Center — Level 4



Convention Center — Level 6


Kitchen
Exit
Exit
Exit