



Association for Institutional Research
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Executive Director
Randy L. Swing

Welcome from AIR President Jennifer A. Brown

Dear Forum Participants,

I am happy to offer a hearty welcome to the 2012 Forum from the AIR Board of Directors. We are very pleased to be with you in the vibrant city of New Orleans.

This year, the Forum is a refreshing combination of new and traditional opportunities. The conference program is developed by the membership for the membership—we have come together to learn and benefit from each other's knowledge, experience, and insight. Also, in celebration of our theme Defining Institutional Research, a rich array of presentations and panels is available for us to enjoy and appreciate.

AIR members continue to be among the most generous professionals in higher education. Our focus on the value of higher education and on our critical role in contributing to improvements in learning, operational practices, access, efficiencies, and data quality and integrity lend themselves to the culture of shared learning within the Association.

Learning, collegiality, great food, a wonderful city – what's not to like!

Best wishes,

Jennifer A. Brown
2011-2012 President

2011–2012 Board of Directors

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AIR | FORUM

NEW ORLEANS • 2012

Greetings, and welcome to the 2012 Forum. I am excited about the outstanding educational and professional development opportunities that await us, and look forward to the thought-provoking interaction with colleagues that makes this conference so special and important to me.

As the current Vice President and incoming President of the Association, I am privileged to be charged with looking forward to the future of AIR. Fellow Board members and I are eager to talk with as many of you as possible about your aspirations, and to learn how AIR can best support the professional growth of members. We will be reaching out to you here in New Orleans and throughout the year to capture your thoughts and ideas about the future of institutional research.

Of course I am already excited about next year's Forum in beautiful Long Beach, California! Mark your calendars now and plan to explore new ideas and skills with colleagues May 18-22, 2013.



Julie Carpenter-Hubin
2011-2012 Vice President

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Sunday	SIG/Affiliated Organizations
Monday	Congratulations/Thanks
Tuesday	Author/Presenter Index
Wednesday	Floor Plans and Maps
Posters	

Schedule

Saturday, June 2

8:00 a.m. – 4:00 p.m.	Pre-conference Workshops ^(S)
9:30 a.m. – 10:00 a.m.	Pre-conference Refreshment Break, <i>Sponsored by ZogoTech</i>
2:00 p.m. – 2:30 p.m.	Pre-conference Refreshment Break, <i>Sponsored by Tableau Software</i>

Sunday, June 3

8:00 a.m. – 3:45 p.m.	Pre-conference Workshops ^(S)
9:30 a.m. – 10:00 a.m.	Pre-conference Refreshment Break, <i>Sponsored by TaskStream</i>
10:00 a.m. – 6:00 p.m.	Forum Registration Desk Open, 3 rd Floor
1:00 p.m. – 3:15 p.m.	Pre-conference Masters Seminars ^(S)
2:00 p.m. – 2:15 p.m.	Pre-conference Refreshment Break, <i>Sponsored by Snap Surveys</i>
3:30 p.m. – 5:45 p.m.	Sunday Educational Events <ul style="list-style-type: none">• Gainful Employment• Large Scale Surveys: Advantages and Limitations• IR International Caucus
6:00 p.m. – 7:00 p.m.	Affiliated Organization Meetings
6:30 p.m.	Dinner Groups

Monday, June 4

6:30 a.m. – 6:00 p.m.	Forum Registration Desk Open, 3 rd Floor
7:00 a.m. – 8:00 a.m.	Newcomers to Forum Breakfast
7:00 a.m. – 8:15 a.m.	Forum Attendee Breakfast, <i>Sponsored by Campus Labs</i> * Buffet lines close promptly at 8:00 a.m.
8:30 a.m. – 10:00 a.m.	Welcome and Opening Keynote, <i>Sponsored by Higher Education Research Institute at UCLA</i>
10:15 a.m. – 10:55 a.m.	Concurrent Sessions
11:10 a.m. – 11:50 a.m.	Concurrent Sessions
12:05 p.m. – 12:45 p.m.	Concurrent Sessions
11:00 a.m. – 5:30 p.m.	Exhibit Hall and AIR Networking Hub Open
1:00 p.m. – 2:00 p.m.	Concurrent Sessions
2:15 p.m. – 2:55 p.m.	AIR Annual Business Meeting
2:15 p.m. – 2:55 p.m.	Concurrent Sessions
2:55 p.m. – 3:20 p.m.	Refreshment Break, <i>Sponsored by EBI</i>

^(S) *Pre-registration required*

For Special Interest Group (SIG) and Affiliated Organization Meetings, see page 132

3:20 p.m. – 4:00 p.m.	Concurrent Sessions
4:00 p.m. – 5:30 p.m.	Welcome Reception Hosted by AIR Board of Directors, <i>Sponsored by Digital Measures and Poster Gallery, Sponsored by Thomson Reuters and WEAVE</i>
5:45 p.m. – 6:15 p.m.	Affiliated Organization Meetings
5:45 p.m. – 6:15 p.m.	Graduate Student Gathering
6:30 p.m.	Dinner Groups

Tuesday, June 5

7:30 a.m. – 5:30 p.m.	Forum Registration Desk Open, 3 rd Floor
8:30 a.m. – 9:00 a.m.	Morning Coffee in the Exhibit Hall, <i>Sponsored by EvaluationKIT</i>
8:30 a.m. – 3:30 p.m.	Exhibit Hall and AIR Networking Hub Open
9:00 a.m. – 10:00 a.m.	Concurrent Sessions
10:15 a.m. – 10:55 a.m.	Concurrent Sessions
11:10 a.m. – 11:50 a.m.	Concurrent Sessions
12:05 p.m. – 12:45 p.m.	Concurrent Sessions
1:00 p.m. – 1:40 p.m.	Concurrent Sessions
1:55 p.m. – 2:35 p.m.	Concurrent Sessions
2:35 p.m. – 3:30 p.m.	Dessert in the Exhibit Hall, <i>Sponsored by SAS</i>
3:30 p.m. – 4:10 p.m.	Concurrent Sessions
4:25 p.m. – 5:05 p.m.	Concurrent Sessions
5:15 p.m. – 6:15 p.m.	Affiliated Organization Meetings
6:30 p.m. – 9:00 p.m.	Duckwall Scholarship Celebration (Ticketed Event)

Wednesday, June 6

7:30 a.m. – 10:00 a.m.	Forum Registration Desk Open, 3 rd Floor
8:00 a.m. – 8:40 a.m.	Concurrent Sessions
8:50 a.m. – 9:30 a.m.	Concurrent Sessions
10:00 a.m. – 12:00 p.m.	Farewell Brunch and Closing Keynote, <i>Sponsored by eXplorance</i>

For Special Interest Group (SIG) and Affiliated Organization Meetings, see page 132

AIR Members,

Institutional research has spent the better part of 50 years trying to differentiate “real research” from “institutional research” without offending those of us who do both. The term “action research” has been used, but has never felt quite right. It is no wonder that faculty often question our methodology and value since we have not clearly established the parameters of appropriate practice for using real-world, messy data that can rarely be examined in true experimental design.

It is a long-standing joke among AIR members that we can’t explain to our mothers what we “do.” It is easy to see why the joke hits home for institutional researchers who often have multiple roles tied together with titles that wrap to the second lines on their business card. But like most jokes, there is a serious message lurking in the punch line.

If we cannot easily tell others—including our presidents, provosts, and board members—what we do and show the value of our work, why should we expect our efforts to be valued, used, and supported? If we fail to define the field of IR, are we willing to have others define the field for us?

Add to the confusion the debate over institutional effectiveness. Is IE part of IR, a specialization area, higher order skills, or just another task to add to the growing list in AIR members’ titles? Is the field of decision-support improved with the creation of more isolated towers rather than through the development of connective pathways? Certainly the conversation would be deepened if we could benefit from agreed-upon definitions of the various work roles and tasks we face every day.

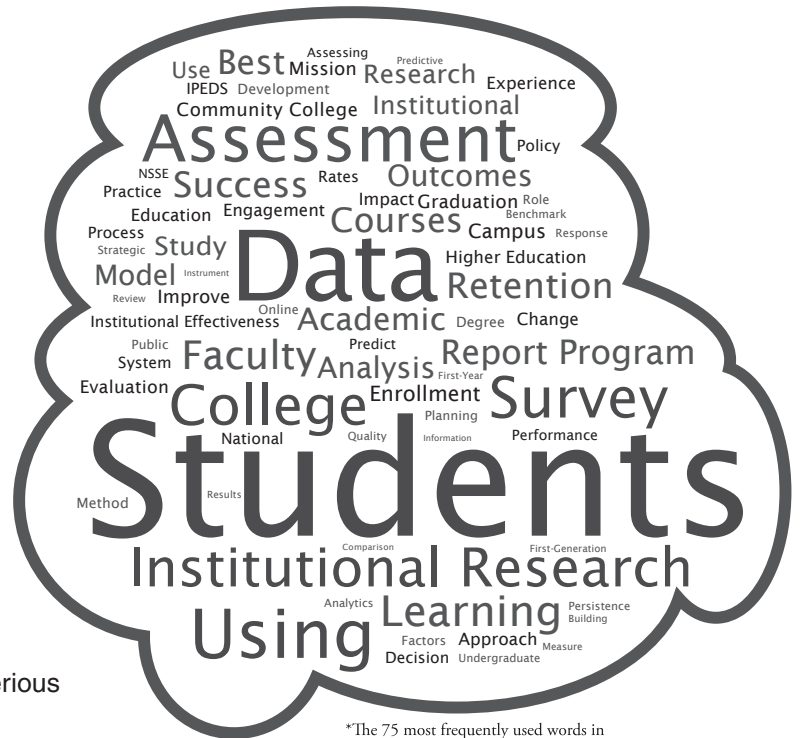
If the IE vs. IR debate isn’t enough distraction, let’s toss in the buzzword of the day: “analytics.” Yep, it seems the best of us are not mere IR officers, but have risen to be masters of analytics (even if we can’t agree on a definition of the term.)

As you look around the Forum, you’ll see a word cloud as our logo. It is comprised of the 75 words most commonly used in titles of sessions at this year’s conference. The size of the word in the logo reflects the number of times it is used in session titles. It is a delightful sign that “student” is the most common word used in Forum presentations. It is entirely appropriate that students are central to the work of institutional research.

Over the next two years, the theme of Defining IR will be a focus of AIR. It is not simply an intellectual exercise. As we clearly define the scope of the field, we’ll be better able to design professional development opportunities, apply AIR’s resources, and actively advocate for the use of data-supported decisions. Defining IR is work that will require the combined knowledge of all AIR members. I look forward to lively and productive discussions as we answer the question, “So, what do you do in IR?”



Randy L. Swing
AIR Executive Director



*The 75 most frequently used words in
2012 AIR Forum educational session titles

Using the Forum Program Book

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

Headers allow for easy identification of different types of events and sessions taking place in each time segment

Tab denotes the day/event

Icon denotes format of session

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

11:10 AM–11:50 AM **Monday**

11:10 AM–11:50 AM

Special Interest Group Meeting

National Community College Benchmark Project (NCCBP) – 3118
Rampart

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.

Concurrent Sessions

AIR Code of Ethics Review – 3161
Armstrong Ballroom: Discussion Group Table 4 Collaboration

This discussion will address proposed revisions to the Code and the rationale for the suggested changes. The Committee to Review the AIR Code of Ethics will seek member input on these questions: 1) At what level is the ethics code intended to apply – individual researchers, offices of institutional research, or both; 2) Are issues of competency appropriately separated from ethical issues; 3) To what degree might the Code affect various sectors of higher education differently; and 4) How can the Code best be deployed to assist institutional researchers with ethical dilemmas?

Presenters
Rachel Boom, Drake University
Julie Carpenter-Hubb, Ohio State University-Main Campus
Youssef Diallo, Florida Agricultural and Mechanical University
John Moore, Temple University
Kimberly Pearce, Capella University
Dawn Geronimo Terkla, Tufts University

An Investigation of the Relationship Between Revenue Sources and Undergraduate Students' Graduation Rates – 2240
Estherwood

Research in this study uses concepts from the higher education production function, the resource dependency theory, and the Principal-Agent Model to investigate the relationship between undergraduate students' graduation rates and revenue sources at public research universities. The research provides a greater degree of transparency into the relationship between dollars invested in public research universities and undergraduate students' graduation rates than has previously been shown. As a result of this relationship analysis, the research enables the development of a model for predicting undergraduate student graduation rates relative to dollars invested in the institution from different sources.

Best Practices in Defining Your Reporting Terminology – 2652
Napoleon A3

Most questions posed by campus and external constituents can be answered through summary information supplied by the IR office. However, in recent years, colleges and universities are wanting to use data for decision making. This has increased the need for various offices across a college campus to create and distribute their own information. The need for clearly defined data and how data should be used is becoming critical so there is consistency and reliability of information across the institution. This session is designed to help the attendee learn what makes a good definition and how they can build a structure on campus that allows them to develop a data dictionary.

College Experience Impacted by Political Orientation? – 2295
Grand Couteau

Students enter college with various background characteristics, which invariably interact with the collegiate environment and ultimately affect what they get out of college. This study aims to test two hypotheses: (a) does political orientation affect participation in academic activities such as internship, studying abroad, and volunteering, etc.; and (b) what differences are there among students with varying political leanings in fitting in and learning gains? Data include 965 juniors and seniors at a major Midwestern private research university, who participated in an online survey conducted in spring of 2011. Preliminary results showed that perceived gains in a number of areas are statistically significant.

Course Demand Analysis – 2646
Gallier B

This research paper presents a theoretical framework of course demand analysis. The framework looks at course offering and course consumption at higher

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Listing of session track—See page 24 for detailed descriptions

Session ID is used for session evaluations

Schedule at a Glance for Monday, June 4, 2012

6:30 a.m. – 6:00 p.m. Forum Registration Desk Open, 3rd Floor

7:00 a.m. – 8:15 a.m. Newcomers to Forum Gathering

7:00 a.m. – 8:15 a.m. Breakfast, Sponsored by Campus Labs
**Buffet lines close promptly at 8:00 a.m.*

Icon Key



Sponsor Session



Scholarly Paper Download Available



Spotlight Series



Best Presentation

General Forum Information

AIR Networking Hub

The AIR Networking Hub, located in the Exhibit Hall (Napoleon Ballroom), is your official Forum information and connection spot. Learn more about Forum activities, check the messages board, meet with colleagues, or plug in and connect using the cyber stations or wireless Internet. The AIR Networking Hub is open during Exhibit Hall hours:

Monday, June 4	11:00 a.m. – 5:30 p.m.
Tuesday, June 5	8:30 a.m. – 3:30 p.m.

AIR Store

The AIR Store, located at the Registration Desk, is the place to purchase products or raffle tickets for a chance to win one of several prizes. The AIR Store only accepts AIRBucks and will be open during the following hours:

Monday, June 4	12:00 p.m. – 6:00 p.m.
Tuesday, June 5	8:30 a.m. – 5:30 p.m.

Dinner Groups

Meet new people, network with colleagues, and enjoy the city of New Orleans by joining a dinner group. Visit the Registration Desk for information and to select your Dinner Group for Sunday or Monday.

Exhibit Hall

Visit the Exhibit Hall in the Napoleon Ballroom to meet exhibitors with the latest information on IR software, products, and services. The Exhibit Hall is the site of the AIR Networking Hub, Poster Gallery, and Welcome Reception hosted by the AIR Board of Directors.

Monday, June 4	11:00 a.m. – 5:30 p.m.
Tuesday, June 5	8:30 a.m. – 3:30 p.m.

MyForum

MyForum is a web-based application that provides Forum attendees tools to search for specific sessions, build schedules, and download presentation materials. In addition, presenters can use MyForum to upload presentation materials. Visit <http://forum.airweb.org/2012/> and sign in with your AIR username and password to make the most of your time before, during, and after the conference.

Publication and Award Opportunities

AIR Best Poster

AIR will recognize an outstanding presentation from the Poster Gallery. All posters will be considered for this award, which will be presented at the beginning of the Q&A session with poster presenters on Monday, 4:00 p.m. – 5:15 p.m.

AIR Charles F. Elton Best Paper Award

Papers presented at the Forum are invited to be considered for the AIR Charles F. Elton Best Paper Award. The award is presented for the paper that most clearly exemplifies standards of excellence established by the award's namesake and that makes a significant contribution to the field of institutional research and decision-making in higher education. The award recipient is recognized at the next Forum.

To be considered for the Charles F. Elton Best Paper Award, papers should be e-mailed in MS Word or PDF format to bestpaper@airweb.org. A blind peer review process is used, culminating in the designation of one submission as "Best Paper."

Submissions are due by 11:59 p.m. EDT on Friday, June 29, 2012. All authors will be notified of the final dispositions of their papers as soon as possible.

Research in Higher Education (RHE) Manuscript Submission

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

To be considered, authors should submit their manuscripts in electronic format through the journal's online submission tool (<http://rihe.edmgr.com/>). At the time of submission, please be sure to indicate that the manuscript is to be considered for the Forum Issue of RHE.

Manuscripts must be submitted by June 29, 2012 to be considered for publication.

Registration Desk

Forum Registration is located on the 3rd Floor.

Sunday, June 3	10:00 a.m. – 6:00 p.m.
Monday, June 4	6:30 a.m. – 6:00 p.m.
Tuesday, June 5	7:30 a.m. – 5:30 p.m.
Wednesday, June 6	7:30 a.m. – 10:00 a.m.

The Registration Desk will also host the AIR Store.

Recycling

In coordination with AIR's sustainability effort, conference attendees are encouraged to recycle. The Sheraton New Orleans is a sustainability leader in the hotel industry; one of the facility's many programs is the availability of recycle bins for paper, plastic, and trash in the foyer of each meeting room floor.

State/Regional Affiliated Organizations

Looking to expand your professional network? The Affiliated Organization meetings provide opportunities to gather with colleagues from a geographical area or who share a common focus. Affiliated Organizations are independent, non-profit entities that have been recognized by AIR as sharing our mission to improve the field of IR. While we share the mission of supporting high quality, data-informed decisions for the enhancement of higher education, the local or topical focuses of Affiliated Organizations make them particularly effective networking opportunities. Attend an Affiliated Organization meeting to connect with other AIR members, find dinner companions, and engage in conversations that only these groups can offer.

2012 Forum Sponsors

Diamond Sponsor



Platinum Sponsors



Gold Sponsors

(CLA) Collegiate Learning Assessment • EBI • Entrinsik Inc. • ETS • EvaluationKIT
GradesFirst • IBM Corporation • iDashboards • iData Inc. • Information Builders
National Survey of Student Engagement • QS Intelligence Unit • Qualtrics Labs Inc.
Rapid Insight Inc. • SAS • Scantron, an affiliate of GlobalScholar • Snap Surveys
Tableau Software • TaskStream • Thomson Reuters • WEAVE • ZogoTech

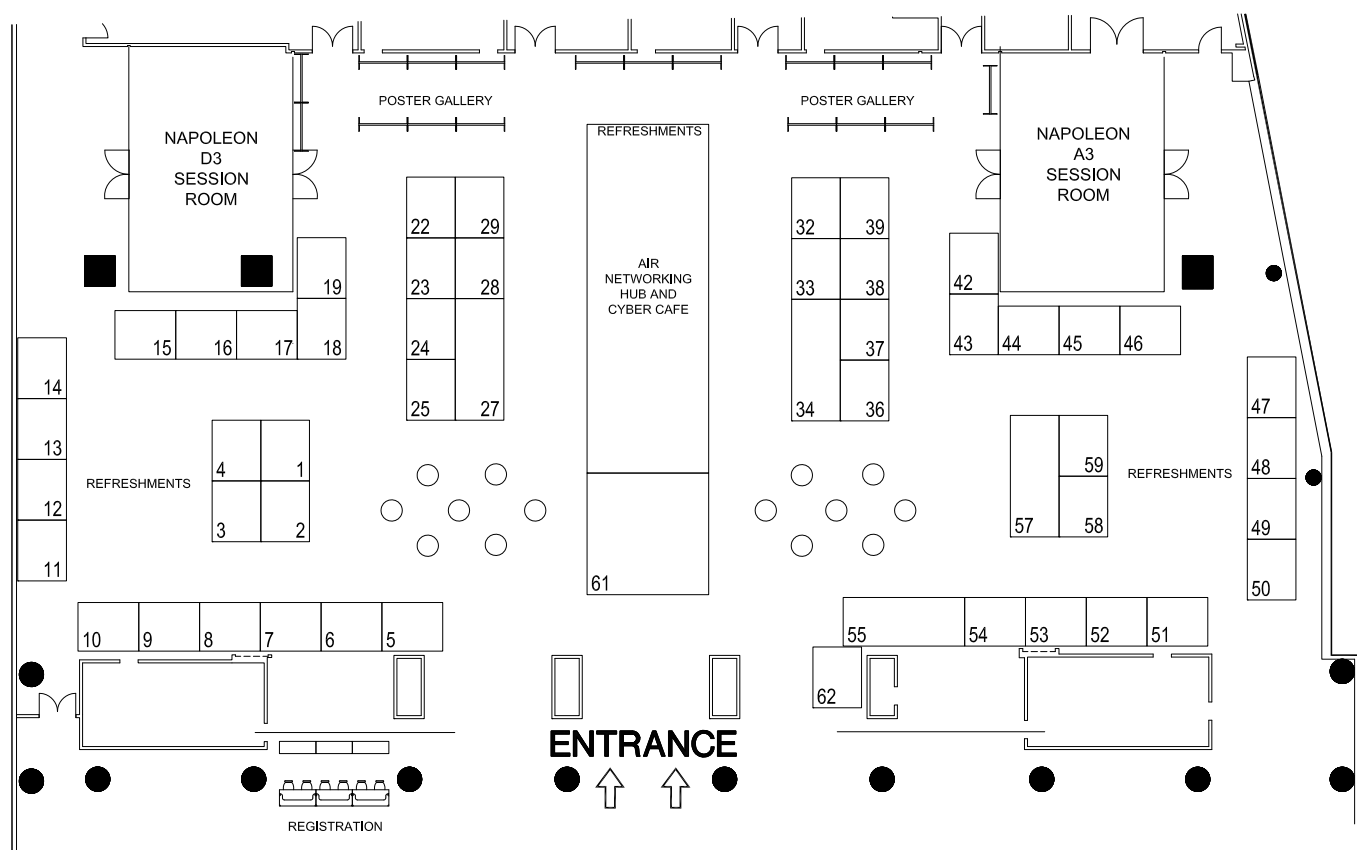
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ExamSoft Worldwide, Inc. • Incisive Analytics
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Academic Analytics, LLC • AIR Data and Decisions® Academy • ConnectEDU
Data180 • Evisions, Inc. • Gravic – Remark Products Group • LiveText
ModernThink • National Center for Education Statistics
National Science Foundation, National Center for Science and Engineering Statistics • Noel Levitz
Nuventive • PACAT • SmartEvals • Strategic National Arts Alumni Project
Strategic Planning Online • Symplectic • The College Board • The IDEA Center
Tk20, Inc. • U.S. News & World Report

Exhibit Hall Floor Plan



Company Name	Booth Number	Company Name	Booth Number	Company Name	Booth Number
Academic Analytics, LLC	10	iDashboards.	24	Scantron, an affiliate of GlobalScholar	44
AIR Data and Decisions Academy.	62	iData Inc.	19	SmarterServices.	9
Campus Labs	27	Incisive Analytics	23	SmartEvals	14
(CLA) Collegiate Learning Assessment	33	Information Builders	7	Snap Surveys	1
ConnectEDU.	13	LiveText.	4	Strategic National Arts Alumni Project	53
Data180.	11	ModernThink	47	Strategic Planning Online.	15
Digital Measures	61	National Center for Education Statistics.	48	Symplectic	45
EBI	6	National Science Foundation, National Center for Science and Engineering Statistics	49	Tableau Software	29
Entrinsik Inc.	46	National Student Clearinghouse.	52	TaskStream	5
ETS	36	National Survey of Student Engagement	54	The College Board	8
EvaluationKIT	2	Noel Levitz	59	The IDEA Center.	39
Evisions, Inc.	16	Nuventive	3	Thomson Reuters	32
ExamSoft Worldwide, Inc.	22	PACAT.	50	Tk20, Inc.	51
eXplorance	57	QS Intelligence Unit.	37	Tripp Umbach	38
GradesFirst	43	Qualtrics Labs Inc.	42	U.S. News & World Report	12
Gravic - Remark Products Group	58	Rapid Insight, Inc..	28	WEAVE	18
Higher Education Research Institute at UCLA.	55	SAS	34	ZogoTech	25
IBM Corporation	17				

Sponsors

Academic Analytics, LLC [Booth 10]

Academic Analytics is a private company, founded in 2005 as an alternative to the NRC study being conducted at that time. We provide custom business intelligence data and solutions to research universities in the United States and the UK.



Our mission is to help universities and university systems by providing high quality objective data that administrators can use to support strategic decisions.

AIR Data and Decisions Academy [Booth 62]

AIR's Data and Decisions® Academy courses provide self-paced, online professional development for community college institutional researchers. Academy courses build IR skills needed to support data-informed decision making. Topics covered include: Data Management, Longitudinal Tracking, Survey Design, Learning Outcomes, Descriptive Statistics, Research Design and Student Success Through the Lens of Data.



Campus Labs [Booth 27]

Campus Labs is a leading provider of campus-wide assessment technology for higher education. Our platform provides insight to colleges and universities by enabling them to centralize, organize, and report on data in a variety of key functions from strategic planning and accreditation to curricular and co-curricular learning outcomes assessment. Over 650 institutions have chosen Campus Labs as part of their assessment initiatives. Learn more at www.campuslabs.com



(CLA) Collegiate Learning Assessment [Booth 33]

The CLA equips institutions of higher education to improve higher-order skills through the connection of teaching, learning, and assessment through authentic performancebased practices.



ConnectEDU [Booth 13]

CoursEval™, our web-based software, allows institutional users to evaluate courses and faculty online, typically replacing the paper process. Our software provides a means to create, deploy, and analyze results over time and across courses, departments, and schools.



CoursEval™ can also be used to conduct formative mid-course evaluations or to create evaluations for clinical evaluations for block schedule courses. CoursEval™ will also support self-assessment activities and has a new feature that allows faculty to 'reflect' on their results as part of the reporting process. Please visit our website at www.connectedu.com/courseval or call 716-867-8434.

Data180 [Booth 11]

Data180 provides Web-hosted solutions to support academic institutions in the following areas:



- Faculty credentialing and activity reporting
- Assessment management
- e-Portfolios
- Co-curricular transcripts

All Data180 applications are customizable and easy to use.

Digital Measures [Booth 61]

Gain visibility into your faculty's



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

EBI [Booth 6]

Since 1994, EBI® has empowered over 1,500 colleges and universities to impact student development, learning, retention and satisfaction through the MAP-Works® student retention and success platforms, and through national benchmarking assessments for accreditation and continuous improvement.



EBI's retention effectiveness is grounded in theory, research, and statistical methods. Our assessment programs are rooted in accreditation and professional standards, and continuous improvement principles.

EBI offers over 50, nationally-benchmarked academic and student affairs assessments as well as MAP-Works, a comprehensive student success and retention platform. EBI's MAP-Works and benchmarking assessments are the essential foundation of an effective assessment and student success initiative.

Entrinsik Inc [Booth 46]

Informer: Real-time Data Analysis and Dashboards for Institutional Research



Colleges and universities work with enormous amounts of data every day - from student and donor data to classes, faculty and grants. Hundreds of institutions around the country use Informer to analyze this data to support strategic planning, evidence-based decision making, and outcomes assessment. See how Informer's powerful web-based query engine and user-friendly interface provides powerful ad hoc reporting and analysis capabilities based on real-time institutional data. And with Dashboards, Informer can quickly turn this information into departmental visualizations that monitor critical performance indicators. Watch a brief product tour at <http://www.entrinsik.com/informer> or call 888-703-0016 for a FREE trial.

ETS [Booth 36]

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



Listening. Learning. Leading.®

EvaluationKIT [Booth 2]

EvaluationKIT is an affordable, fully-hosted course evaluation and survey system that features turnkey integrations with a variety of campus systems, including Blackboard and Moodle, to streamline your setup and drive student participation in your surveys. There is no hardware to buy, setup, or maintain. Designed for colleges and universities, EvaluationKIT provides all the functionality you need to manage these important institutional processes, including: survey authoring tools, instructor and administrator access to automated reports, mobile apps for iPhone and Android, and much, much more! Stop by our booth and learn how collecting student feedback can be made simple with EvaluationKIT (www.evaluationkit.com)!



Evisions, Inc. [Booth 16]

Evisions has been building great products and delivering fantastic service since 1998. Our products include Argos, an Enterprise Reporting Solution, IntelCheck, a Payment Processing Solution, DataMasque, a Personal Data Transformation Solution, Cayuse 424, a Proposal Development Solution, and FormFusion, a Document Enhancement & Distribution Solution. We are passionate about working with our clients to find the best solution. Our clients drive everything we do – our research, products, service, and support. We truly believe that it is great relationships that make all the difference – when you work with us, you are part of the Evisions team. For more information visit: www.evisions.com.



ExamSoft Worldwide, Inc. [Booth 22]

ExamSoft is a computer-based testing solutions company. Our powerful, easy to use software supports the entire testing process: exam design, administration, delivery, and analysis. We enable our clients to test securely, anywhere, using any computer, including a student-owned laptop. We eliminate the need for accessing local files, software, and the Internet during the exam. Clients use our software to analyze learning outcomes, leveraging an unlimited number of user-defined categories to provide detailed longitudinal student reports and improve feedback. Institutions are able to measure whether they are meeting their learning objectives with access to detailed reports for simplifying accreditation documentation.



eXplorance [Booth 57]

eXplorance is a global Course Evaluation and Surveys software provider counting colleges and universities like the University of Pennsylvania, Georgian College, the University of Toronto, the University of Louisville, RMIT University, UAE University, Boston College, Ursinus College and Hong Kong City University among our many satisfied clients.



Today, the Blue suite of products provides educators with web-enabled software for all enterprise-class feedback management processes allowing for the full automation of:

- surveys
- course evaluations
- voting campaigns
- performance appraisals
- 360 degree feedback reviews

GradesFirst [Booth 43]

At GradesFirst our mission is simple: to empower student support personnel with software to enhance daily workflow efficiencies and execute effective retention plans. Our approach uniquely integrates an early alert and student support system with the most advanced communication technology available for academic advising. We also enable departmental collaboration and a more streamlined infrastructure to manage student success. As a result, GradesFirst gives campus supervisors the ability to document processes for institutional control and make valuable assessments to guide effective retention strategies.



Gravic - Remark Products Group [Booth 58]

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



Higher Education Research Institute at UCLA [Booth 55]

The Cooperative Institutional Research Program (CIRP) is the nation's largest and most comprehensive study of higher education, involving longitudinal data on 1,900 institutions and 15 million students.



Administered by UCLA's Higher Education Research Institute, CIRP covers all the essential elements to support your assessment of student learning and consists of the Freshman Survey, Your First College Year Survey, the College Senior Survey and the new Diverse Learning Environments Survey.

IBM Corporation [Booth 17]

IBM® SPSS® predictive analytics software is a recognized leader in helping organizations predict what will happen next so they can take the best action to drive better business outcomes. The IBM SPSS portfolio of solutions enables organizations to analyze all of their structured and unstructured to discover powerful new insights such as how to maximize every customer interaction to profitably grow revenues while increasing satisfaction and loyalty; detect and prevent threats in real-time to reduce cost; and proactively manage assets and resources to improve effectiveness and efficiency. By incorporating IBM SPSS predictive analytics into their daily operations, organizations become predictive enterprises that can optimize and automate decisions at the point of impact to meet business goals and achieve measurable competitive advantage.



iDashboards [Booth 24]

iDashboards is an enterprise-class dashboard application that helps colleges and universities leverage information in real-time through visually rich, responsive and personalized business intelligence dashboards. Dashboards can help you consolidate key performance indicators to monitor financial and operational results. There is a strong payback when users can instantly access, analyze and drilldown through of a wealth of information for effective decision-making. iDashboards brings disparate data sources into a single business intelligence platform that improves monitoring of and insight into all facets of operations including institutional research. Visit www.iDashboards.com/edu to learn more.



iData Inc. [Booth 19]

iData Incorporated is a higher education technology consulting and software solutions firm. Our staff has decades of experience working with higher education data, and we strive to help institutions bridge the gap between their IR and IT departments. iData provides services in three primary areas: Institutional Research, Technology (programming and system integration), and System Implementation.



iData is also the creator of the Data Cookbook—the first tool to help you manage your institution's data definitions easily and obtain better requirements and documentation during the reporting process. For more information: visit www.datacookbook.com or www.idatainc.com.

Incisive Analytics [Booth 23]

Incisive Analytics is a Business Intelligence consulting firm. Our services focus on solving the client's most challenging analytics problems. We provide Business Intelligence solutions including needs discovery, tool selection, technical design, and implementation and user acceptance into 'an analytics culture'. We advocate star schema design and take an agnostic approach to technology platforms. At Incisive Analytics, we:

Your power behind Business Intelligence



- Coach organizations to think measurements.
- Identify appropriate things to measure.
- Write mathematical formulas.
- Design and create measurement visualization dashboards and reports.
- Design target measurement databases.
- Design and code data integration.
- Assess and correct data quality.
- Teach clients how to think and do Business Intelligence.

Information Builders [Booth 7]

Information Builders helps you achieve goals such as student success, affordability, compliance, as well as doing more with less. We accomplish this using our 3 I's: business INTELLIGENCE, data INTEGRITY, and data INTEGRATION. For 36 years as a leading, global, independent software provider, our goal has been customer success. Let us hear your needs for cohort tracking, retention analytics, comparative enrollment, longitudinal analysis, and data visualization. We make decision-making easier for all your functional users. Check out our easy-to-use Retention/Enrollment Tracking & Analysis (RETA) application template, either at booth 7, at our Sponsor Demonstration session, or at www.informationbuilders.com/highered.



LiveText [Booth 4]

LiveText is a leading provider of campus-wide solutions for strategic planning, assessment, and institutional effectiveness. Our customizable and comprehensive solutions allow for seamless integration and data reporting to effectively measure outcomes-based learning goals and institutional objectives for accreditation and continuous improvement.



ModernThink [Booth 47]

ModernThink offers an extensive suite of survey and assessment services. Our company collects and analyzes data strategically from all levels of an organization to proactively identify themes and patterns to manage more effectively.



National Center for Education Statistics [Booth 48]

The National Center for Education Statistics (NCES) fulfills a



congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally. IPEDS, the Integrated Postsecondary Education Data System, is the core postsecondary education data collection program for NCES. Data are collected from all primary providers of postsecondary education in the United States in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid. These data are made available to students, researchers and others through College Navigator and our Data Center at the IPEDS website: <http://nces.ed.gov/ipeds/>.

National Science Foundation, National Center for Science and Engineering Statistics [Booth 49]

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



NCSES is responsible for data and information on the following:

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

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

National Student Clearinghouse [Booth 52]

The National Student Clearinghouse

NATIONAL STUDENT CLEARINGHOUSE®

is the nation's trusted source for education verification and student educational outcomes research.

Over 3,300 colleges and universities, enrolling over 96% of all students in public and private U.S. institutions, participate in the Clearinghouse. Institutions provide us access to actual enrollment and degree information on each of their students. As a result, only the Clearinghouse can offer FERPA-compliant access to a nationwide coverage of enrollment and degree records.

Through verification and reporting services, the Clearinghouse saves institutions cumulatively nearly 400 million dollars annually. Most Clearinghouse services are provided to colleges and universities at little or no charge, including enhanced transcript and research services, enabling institutions to redistribute limited staff and budget resources to more important efforts.

National Survey of Student Engagement [Booth 54]

The National Survey of Student Engagement (NSSE) and affiliated surveys, the Faculty Survey of Student



Engagement and Beginning College Survey of Student Engagement (BCSSE), help institutions assess quality in undergraduate education and strengthen the learning environment. More than ever before, current concern about student learning outcomes requires that institutions examine the extent to which their students engage in educational practices that matter to learning and development. Incorporating what we have learned over the past decade, while preserving NSSE's signature focus on diagnostic and actionable information for institutions, we are pleased to announce an updated version of NSSE launching in 2013.

Noel Levitz [Booth 59]

A trusted partner to higher education, Noel-Levitz offers customized solutions in student success and retention, recruitment, and strategic enrollment planning. Our retention services help campuses assess students, intervene early, and remove barriers to persistence. Assessments include the Student Satisfaction Inventory, the College Student Inventory, plus surveys for other campus populations. Visit www.noellevitz.com or <http://blog.noellevitz.com>.



Nuventive [Booth 3]

Nuventive is a leader in technology and services for assessing, managing, and improving higher education. Nuventive's enterprise software solutions – TracDat planning and assessment software, iWebfolio electronic portfolio system, and Insight software for presenting institution-wide initiatives – equip individuals and organizations to meet demands for continuous quality and academic improvement. To learn more, visit www.nuventive.com.



PACAT [Booth 50]

PACAT is the key to balancing external accountability with internal autonomy. For nearly three decades, we have specialized in creating the ACATs, nationally standardized instruments that recognize the uniqueness of individual academic departments. Departments select components that match their teaching and learning goals rather than using a test with one-size-fits-all content. The ACAT can be administered using a pencil-and-paper format or by computer. The two methods are fully compatible and the data are provided in a consolidated report. The ACAT is available for 12 disciplines and is in use on over 500 two- and four-year campuses.



QS Intelligence Unit [Booth 37]

QS has been  **INTELLIGENCEUNIT** conducting research in a range of areas since 1990 beginning with a global survey of MBA employers. The QS World University Rankings® have been in existence since 2004.

To meet the increasing interest for comparative data on universities, and the growing demand for institutions to develop deeper insight into their competitive environment, the QS Intelligence Unit (QSIU) was formed in 2008 as an autonomous department.

Committed to the key values of rigorous integrity, undeniable value and charismatic presentation, QSIU is a trusted independent source of global intelligence on the higher education sector.

Qualtrics Labs Inc. [Booth 42]

Qualtrics Research Suite has become a standard for universities of all kinds to engage in any type of data collection including survey research, experimental research, student feedback, recruitment, website feedback and online assessments.



This is why the Qualtrics system is currently being used by over 600 universities worldwide. The Qualtrics team has experience implementing their solution on Department, College-wide, and University-wide levels. With Qualtrics, sophisticated research is made simple.

Rapid Insight, Inc. [Booth 28]

Rapid Insight provides software



that simplifies data analytics. Whether building your own predictive models, creating ad hoc reports, or automating your IPEDS, Rapid Insight makes it easy to be data-driven. Visit us at booth 28 to learn why institutional researchers continue to choose Rapid Insight to make their jobs easier.

SAS [Booth 34]

SAS' academic roots were established 30 years ago when it was founded at North Carolina State University. Today, more than 3,000 educational institutions use SAS® Business Analytics software to obtain accurate, critical and timely information. With SAS, users can aggregate and analyze data to improve decision making and strategic planning.



SAS helps institutions:

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

Since 1976, SAS has given educators The Power to Know®.

Scantron, an affiliate of GlobalScholar [Booth 44]

For over 40 years, Scantron, an affiliate of GlobalScholar, has delivered assessment and survey solutions to the higher education market, allowing institutions to make informed decisions about overall instructional quality, measure and improve effectiveness, and meet accreditation standards. The company's testing and evaluation management solutions provide the necessary tools to understand your constituents, helping to improve recruitment, retention, and graduation rates. GlobalScholar is comprised of the education solution offerings of Scantron, GlobalScholar and Spectrum K12.



SmarterServices [Booth 9]

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



SmartEvals [Booth 14]

SmartEvals.com provides:



1. A retention solution guaranteed to raise your school's retention or it is free. Find out how we raised one client's retention by 2%... during their free trial period!
2. Online Course Evaluation solutions with the best analysis tools in the industry, the lowest cost of ownership and the highest response rates. Set OnlineCourseEvaluations.com up and forget about!
3. Online appointment scheduling software that streamlines offices and enhances communications with your students
4. Alumni survey software and employee evaluation software.

Drop by our booth for your chance to win a free iPad and to learn more about our low-price guarantees.

Snap Surveys [Booth 1]

Snap Surveys offers both Survey Software and



Feedback Management Solutions supporting all higher education research needs including course evaluations, needs assessment, alumni surveys, longitudinal studies, and more.

Snap Survey Software and Feedback Management Solutions are complete tools for seamless survey design, administration, data collection, and analysis. Snap Surveys supports all survey modes, including: online, mobile (including iPad/iPhone & Android devices), paper, scanning, kiosk, phone and tablet PC, in any language with robust analysis capabilities (tables, charts, reports, descriptive & multivariate statistics). The solution is very extensible – MS Access and SQL database connectivity and seamless integration with SPSS and MS Office.

Strategic National Arts Alumni Project [Booth 53]

The Strategic National Arts Alumni Project (SNAAP)



investigates the educational experiences and career paths of arts graduates nationally. Based at the Indiana University Center for Postsecondary Research, SNAAP annually surveys alumni of postsecondary arts programs, including research universities, liberal arts colleges, and independent arts colleges. The SNAAP instrument provides actionable information to institutions about their curriculum and services as well circumstances that alumni face in their work and personal lives. SNAAP provides individualized reports to participating institutions and aggregate findings for policymakers and philanthropic organizations in order to improve arts training, inform cultural policy, and support artists.

Strategic Planning Online [Booth 15]

Strategic Planning Online is specifically designed to help institutions automate



the strategic planning, budgeting, assessment, and accreditation processes. We guide your institution

through every stage of institutional effectiveness, increasing participation and producing results. From strategic planning and budgeting to assessment and accreditation we have a solution for your needs.

Symplectic [Booth 45]

Symplectic was founded in 2003 in London, UK to serve the needs of researchers and research



administrators and now works with a global portfolio of clients. Symplectic's flagship solution, known as Elements, is designed to help faculty capture and manage data on their publications, grants, and professional activities. Symplectic Elements gives research managers, strategy teams, and institutional leaders the tools they need to assess their institution's strengths and plan for growth.

Tableau Software [Booth 29]

Tableau Software, a privately held company in Seattle WA, builds software



that delivers fast analytics and rapid-fire business intelligence to everyday businesspeople. Our mission is simple: help people see and understand data. Tableau's award-winning products integrate data exploration and visualization to make analytics fast, easy and fun. They include Tableau Desktop, Tableau Server, Tableau Digital and the free Tableau Public.

We understand the needs of businesspeople, non-technical and technical alike, when it comes to retrieving and analyzing large volumes of data. As a result, Tableau has already attracted over 65,000 licensed users in companies from one-person businesses to the world's largest organizations.

TaskStream [Booth 5]

TaskStream provides powerful, flexible, cloud-based solutions to advance



excellence in education. Known for offering world-class support services, TaskStream helps students reflect upon and demonstrate learning outcomes,

and empowers educational organizations to manage assessment processes and promote continuous improvement.

The College Board [Booth 8]

The College Board is a mission-driven not-for-profit organization that connects students to college success and



opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. For further information, visit www.collegeboard.org

The IDEA Center [Booth 39]

Celebrating 35 years serving higher education, The IDEA Center provides tools to assess and improve teaching,



learning, and administrative leadership. The Center's services are built on an extensive, nation-wide research program, supporting the evaluation and development of both programs and people. The IDEA Student Ratings of Instruction system helps faculty solicit feedback and evaluate teaching as it relates to student learning. The IDEA Feedback Instruments for Department Chairs and Administrators allow leaders to assess how their personal and institutional objectives are realized. The Center also has a benchmarking service that allows campuses to compare their results with peer institutions (www.theideacenter.org).

Thomson Reuters [Booth 32]

Thomson Reuters is the world's leading



THOMSON REUTERS™

provider of intelligent information for businesses and professionals. Our solutions for research evaluation provide reliable data on research productivity at your institution. Thomson Reuters InCites™ allows you to compare your institution to others, while Research in View™ can host and highlight all your activities in one place. Let us provide expert consulting with a custom tailored research management solution that best fits your needs. For more information, visit researchanalytics.thomsonreuters.com/impact

Tk20, Inc. [Booth 51]

Tk20's CampusWide is a comprehensive assessment and reporting system for collecting and managing your program, departmental, and



Proven Assessment Solutions

institutional data, both academic and non-academic, for the measurement of accountability, institutional effectiveness, and accreditation. CampusWide lets you collect your data systematically, plan your assessments, compare them against desired outcomes/objectives, and generate detailed reports for compliance, analysis, and program improvement. In addition, data imports from student information systems and other sources provide a comprehensive view of information by which student learning and program quality can be assessed. A large array of accompanying services ensures that these systems are customized based on the needs of each institution.

Tripp Umbach [Booth 38]

Tripp Umbach is a nationally recognized consulting firm providing market intelligence, strategy, economic analysis and creative solutions to drive organizations and communities to leverage their assets and seize new opportunities. Through highly engaged relationships that balance vision, innovation, uncompromising service and attention to detail, Tripp Umbach enables our clients to transform challenges into opportunities and ideas into action. Headquartered in Pittsburgh Tripp Umbach has completed thousands of assignments nationally; providing an essential blueprint through market research, strategic planning and economic impact, for our clients and their communities to generate billions of dollars through new initiatives.



U.S. News & World Report [Booth 12]

U.S. News & World Report offers a robust Web site, usnews.com, as well as comprehensive education rankings and guides. U.S. News & World Report is also launching U.S. News Academic Insights, ai.usnews.com, a new analytics dashboard. Utilizing high-level graphing capabilities and data visualizations, the dashboard will feature a historical archive of U.S. News's rankings and ranking data.



WEAVE [Booth 18]

Supported by a community of experienced assessment and planning professionals, our mission at WEAVE is to enrich education through better assessment and planning. For almost a decade, WEAVE has provided software to institutions of higher education to facilitate institutional and program-level processes for quality assurance and enhancement. In addition to providing WEAVEonline software, WEAVE is a community of expertise, including consulting and professional learning opportunities.



ZogoTech [Booth 25]

ZogoTech's business intelligence and data warehousing software helps colleges and universities become more data-driven. We do this by delivering value and meaning from the flood of information generated on campuses every day. Developed through partnerships with leaders in higher education, our software precisely answers the needs of executives, institutional researchers, and student services personnel. ZogoTech solutions are coupled with superior customer support, proven usability, and an unparalleled knowledge of higher education.



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Tracks

Sessions are organized by tracks to help you design a schedule that meets your needs and interests.

Analysis: Research Methods and Data Analysis

This track focuses on research methods, experimental design, survey techniques and response rates, and analysis methods (qualitative and quantitative) that produce sound information for decision making. Use of national datasets or consortia data is included. The emphasis of this track is on the tools, methods, and sources used to arrive at results.

Assessment: Accountability, Institutional Effectiveness, and Accreditation

This track focuses on the development and measurement of student learning outcomes; assessment studies of general education, academic program, and co-curricular offerings; analyses undertaken for accreditation review; strategic planning assessment; and the ties between assessment results and measurement of institutional effectiveness.

Collaboration: Communicating Inside and Outside the Institution

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

Resources: Faculty, Finance, and Facilities

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

Students: Enrollment and Experience

This track focuses on studies of enrollment management, retention/graduation, student engagement, transfer, student and alumni satisfaction, demand for majors and programs, and co-curricular activities. Studies of student financial aid practices are included.

Technology: Data Management, Warehousing, Internet, and Computers

This track focuses on the technology used to achieve outcomes. Topics include data management issues, such as data storage and data dictionaries; data warehousing; data marts; the technology involved in developing dashboard or scorecard sites and online fact books; and demonstrations of new technologies.

Program Highlights

Pre-conference Workshops

Pre-conference workshops are interactive half- and full-day opportunities on Saturday and Sunday designed to engage participants in learning about practical tools and techniques of assessment, institutional research, and statistics. Advance registration is required.

Pre-conference Masters Seminars

Led by authorities in the field, these Sunday seminars stimulate thinking and provoke questions on foundational subjects, allowing participants to emerge with personalized conceptual maps and ideas about how to approach related tasks in the IR office. Advance registration is required.

Sunday Educational Events

Sunday events are open to all Forum attendees (advance registration is not required) and address a rich variety of focused topics in areas of interest to AIR members, including examining international issues, new reporting requirements, and the latest issues in assessment and IR.

Spotlight Series

Spotlight Series are linked sessions that elaborate on important challenges facing IR. Invited opening speakers frame an overall issue, and subsequent related concurrent sessions by AIR members flesh out the issue with campus-specific presentations. Combined, the linked sessions provide a “mini-track” with a tight focus on a single issue. Spotlight Series sessions are open to all Forum attendees.

Best Presentations

Top performing sessions from regional and state IR conferences are featured. The Best Presentation sessions were selected by peers at Affiliated Organizations because of the importance of the topics and quality of the presentations.

Dinner Groups

Meet new people, network with colleagues, and enjoy the city of New Orleans by joining a dinner group. Visit the Registration Desk for information and to select your Dinner Group for Sunday or Monday.

Saturday, June 2

Pre-conference Workshops

8:00 a.m. – 11:30 a.m.

Basics of Program Evaluation

Sharron Ronco, Marquette University
Bayside C

Designing Effective Tables and Charts: Theory and Practice

Rebecca Carr, AAU Data Exchange
Mary Harrington, University of Mississippi
Maurepas

Improving Student Success: A Closer Look at a Successful Institutional Change Model

Jan Lyddon, Organizational Effectiveness Consultants
Rigoberto Rincones Gomez, Broward College
Bayside A

8:00 a.m. – 4:00 p.m.

Data Mining: An Intensive Introduction

Sutee Sujitparapitaya, San Jose State University
Lin Chang, Colorado State University–Pueblo
Grand Chenier

Excel Macros Boot Camp for Spreadsheet Automation

Mark Leany and Tim Stanley, Utah Valley University
Grand Couteau

Introduction to Statistics Using SPSS

Kevin Eagan, University of California–Los Angeles
Jessica Sharkness, Tufts University
Nottoway

IR Best Practices: Reporting and Using IPEDS Data for Office Efficiencies

Kristina Cragg, Bridgepoint Education
Oak Alley

12:30 p.m. – 4:00 p.m.

Assessing Student Learning in the Major: Strategies and Instruments

J. Fredericks Volkwein, The Pennsylvania State University
Bayside A

Fundamentals of Logic Models and Evaluation

Rigoberto Rincones Gomez, Broward College
Liliana Rodriguez Campos, University of South Florida
Maurepas

Sunday, June 3

Pre-conference Workshops

8:00 a.m. – 11:30 a.m.

Dashboards in Excel: An Introduction

Craig Abbey, The Center for Measuring University Performance
Nottoway

Qualitative Research: Best Practices

Bill Hayward and Anne Lee, Slover Linett Strategies
Bayside A

IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness

Kimberly Thompson, Individual Consultant
Borgne

8:00 a.m. – 3:45 p.m.

Assessing Institutional Effectiveness: A Basic Toolbox

Michael Middaugh, University of Delaware
Maurepas

Balanced Scorecards: Development and Use in Strategy Execution

Jan Lyddon and Bruce McComb, Organizational Effectiveness Consultants
Grand Couteau

Data Mining: Clustering and Predictive Modeling Techniques

Sutee Sujitparapitaya, San Jose State University
Lin Chang, Colorado State University–Pueblo
Grand Chenier

Data Warehousing: An Introduction

John Milam, Lord Fairfax Community College
Bayside C

12:30 p.m. – 3:45 p.m.

Dashboards in Excel: Advanced

Craig Abbey, The Center for Measuring University Performance
Nottoway

The Well-Organized Institutional Research Office: A Better Practice Checklist

Mary Lelik, University of Illinois at Chicago
Bayside A

Pre-conference Masters Seminars

1:00 p.m. – 3:15 p.m.

Assessment of Learning Outcomes: Selecting the Measurement Devices and Data to Collect

Keston Fulcher, James Madison University
Borgne

Research Design, Statistics and the Practice of Institutional Research: Comparing Group Mean Differences

Mary Ann Coughlin, Springfield College
Rhythms Ballroom II

Sunday Educational Events

See Sunday Daily Events on page 32 for full descriptions.

3:30 p.m. – 5:45 p.m.

Gainful Employment

David Bergeron, U.S. Department of Education
Rhythms Ballroom III

Large Scale Surveys: Advantages and Limitations

Gerard Dizinno, Facilitator, The University of Texas at San Antonio
Rhythms Ballroom I

IR International Caucus

Jennifer Brown, Convener, University of Massachusetts–Boston
Waterbury Ballroom

6:30 p.m.

Dinner Groups

Monday, June 4

7:00 a.m. – 8:00 a.m.

Newcomers to Forum Breakfast

Waterbury Ballroom

If you are a newcomer to the AIR Forum, join us for an informal session about AIR and its annual meeting. Veteran Forum attendees will lead breakfast group discussions and offer tips and advice to ensure you have a pleasant and educational experience. After breakfast, enjoy further discussion with fellow Newcomers at the Monday morning welcome and keynote, as a special seating section will be reserved for you. This is a great way to meet new people and expand your IR knowledge. Advance registration is not necessary.

7:00 a.m. – 8:15 a.m.

Forum Attendee Breakfast

Rhythms Ballroom and Grand Ballroom

*Buffet lines close promptly at 8:00 a.m.

8:30 a.m. – 10:00 a.m.

Welcome and Opening Keynote Session

Data and the College Cost Problem: Using Data to Inform Public Policy

Jane V. Wellman

Grand Ballroom

One of the challenges for managing the college cost problem lies in the fractured conversation about college costs, and the inconsistent and sometimes even oppositional views about the topic as it is viewed by the general public, policy makers, and within higher education. The data that exist historically have focused on prices or institutional revenues and budgets, with almost no attention to how resources are used, or the relationships between prices, subsidies and costs. The fact that there is no consistent framing of the issue is a frustration to policy makers and analysts alike, as there is no shared understanding of the topic that might serve as a basis for developing solutions to it. Different groups have strongly held views about both defining the key problem and developing solutions to it. Jane Wellman, Executive Director of the National Association of System Heads and founding director of the Delta Project on Postsecondary Costs, Productivity and Accountability, will share the experience of the Delta Cost Project in using national data to inform the conversation, including the development of metrics and a strong focus on public communication to multiple audiences.

11:00 a.m. – 5:30 p.m.

Exhibit Hall and AIR Networking Hub Open

Napoleon Ballroom

1:00 p.m. – 2:00 p.m.

Spotlight Series Opening Session: Defining Student Success

Archie P. Cubarrubia, National Center for Education Statistics, U.S. Department of Education
Rhythms Ballroom III

This Spotlight Series will focus on institutional efforts to improve measures of postsecondary student success. With increased attention on college completion and student success at the national, state, and local levels, more

comprehensive measures of success for a wider group of students are critical.

Subsequent Related Sessions in this Series

- Innovative Methods for Exploring Community College Student Constituencies and Factors that Influence Their Success, 2:15 p.m.
- Using Grouped Data to Predict and Compare Academic Success Rates, 2:15 p.m.
- Graduation Rate Performance, Institutional Rankings, and Performance Funding, 3:20 p.m.
- A Comprehensive Graduation Metric Based on Current Information: The Normalized Graduates-to-Leavers Ratio, 3:20 p.m.

**Spotlight Series Opening Session:
Politics and Policy of Data Usage in Higher Education**

Hans Peter L'Orange, State Higher Education Executive Officers (SHEEO)
Rhythms Ballroom I

This Spotlight Series will guide participants in the increasingly important relationship between data and public policy, review several current national policy initiatives that have institutional data implications, look at methods for opening lines of communication with government affairs offices and policy groups, and provide tips for using available resources to stay current in the data/policy loop and how to stay up-to-date on changing requirements.

Subsequent Related Sessions in this Series

- College Completion: The Complete College America Common Completion Metrics and Reporting Process, 2:15 p.m.
- VFA: Using the National Accountability Framework Built By and For Community Colleges, 2:15 p.m.
- Common Education Data Standards (CEDS) Alignment and Utilization: Innovative Tools for Implementation, 3:20 p.m.
- Higher Education Regulations Study: Final Report and Recommendations, 3:20 p.m.

2:15 p.m. – 2:55 p.m.

Annual Business Meeting

Jennifer A. Brown, Convener
Grand Ballroom E

The Annual Business Meeting of the Association is scheduled at each year's Forum and all AIR members are invited to attend. The meeting is led by the current Board of Directors and attended by newly elected Board members as well. The Annual Report of the Board of Directors is released at the meeting to provide an overview of Board activities in the previous year. Also included is the official count of membership, election results, and the Board Treasurer's report to the membership about the association's financial position. Current Board members will be present to answer questions and discuss future plans for AIR.

4:00 p.m. – 5:30 p.m.

Welcome Reception Hosted by AIR Board of Directors and Poster Gallery

Napoleon Ballroom

Join us in the Exhibit Hall for refreshments and hors d'oeuvres. Network with colleagues, take advantage of Q&A time with poster presenters (4:00 p.m. – 5:15 p.m.), and learn from our exhibitors about the latest products and services to improve the effectiveness of your office and the performance of your institution.

5:30 p.m. – 6:30 p.m.

Community College and Two-Year Institutional Research Networking Reception (Invitational Event)

Grand Chenier

Join your community college and two-year colleagues for a networking reception and celebration hosted by AIR's Data and Decisions Academy.

5:45 p.m. – 6:15 pm

Graduate Student Gathering

Waterbury Ballroom

Graduate students are encouraged to attend this informal gathering to learn about the benefits of AIR scholarships, professional development institutes, and other funding and volunteer opportunities. In addition, there will be time for discussion about the transition into the institutional research world and how AIR can help, as well as words of advice from members of AIR's Board of Directors.

6:30 p.m.

Dinner Groups

Tuesday, June 5

8:30 a.m. – 3:30 p.m.

Exhibit Hall and AIR Networking Hub Open

Napoleon Ballroom

9:00 a.m. – 10:00 a.m.

**Spotlight Series Opening Session:
Managing the Work, Leveraging the Resources**

Michelle Appel, University of Maryland
Rhythms Ballroom I

This Spotlight Series will provide participants with tips on how to leverage resources to prioritize and balance the workload, how to demonstrate results and provide access, how to use new technology and vendor tools, and will include suggestions for streamlining IPEDS and other mandatory reporting tasks.

Subsequent Related Sessions in this Series

- Navigating Data: Further Exploration in Choosing the Best Resource, 10:15 a.m.
- Simplifying Data Analysis and Reporting for External Surveys, 10:15 a.m.
- Organizing and Integrating Data Management Across Multiple Applications, 11:10 a.m.
- The Right Question: A Key Collaboration Skill, 11:10 a.m.

6:30 p.m. – 9:00 p.m.

Duckwall Scholarship Celebration

(Ticketed Event)

The Bourbon House, 144 Bourbon Street

Join AIR President Jennifer Brown, Immediate Past President Jim Trainer, and Vice President Julie Carpenter-Hubin to celebrate the legacy of Julia M. Duckwall. Net proceeds from the event benefit the Julia M. Duckwall Scholarship fund. The scholarship is awarded in the spirit of her tireless passion for advancing the field of institutional research. Inquire about available seats at the Registration Desk.

Wednesday, June 6

8:00 a.m. – 9:30 a.m.

Best Presentations

Best presentations are encore performances of the best sessions from AIR Affiliated Organizations. These sessions were presented at a state or regional conference and received outstanding reviews from participants. Following nomination and selection by the Affiliated Organization, these presentations were submitted to the Forum as having a proven track record as an important topic presented by an outstanding presenter. Watch for the Best Presentation icon among our concurrent sessions listings.

10:00 a.m. – 12:00 p.m.

Farewell Brunch and Closing Keynote

On the Nature of Institutional Research and the Knowledge and Skills It Requires:

Plus ça change . . . ?

Patrick T. Terenzini
Grand Ballroom

Twenty years ago, Patrick Terenzini described three kinds of organizational intelligence (technical and analytical, issues, and contextual intelligence) that he believed institutional research professionals needed to draw upon in order to be effective. In this presentation, Terenzini will briefly examine how the worlds of higher education and institutional research have changed over time, and discuss

the extent to which he thinks the skill sets needed two decades ago are still relevant today and, more importantly, whether they have any utility for the institutional researcher of 2020. Patrick Terenzini is Distinguished Professor of Higher Education and Senior Scientist, Emeritus in the Department of Education Policy Studies and the Center for the Study of Higher Education at The Pennsylvania State University.

SEE YOU IN LONG BEACH!



SAVE THE DATE

MAY 18 – MAY 22, 2013

Mark your calendar and
plan to join your colleagues
for the 2013 Forum in
Long Beach, California.

<http://forum.airweb.org/2013>

Schedule at a Glance for Sunday, June 3, 2012

8:00 a.m. – 3:45 p.m.	Pre-conference Workshops ^(S)
9:30 a.m. – 10:00 a.m.	Pre-conference Refreshment Break, <i>Sponsored by TaskStream</i>
10:00 a.m. – 6:00 p.m.	Forum Registration Desk Open, 3 rd Floor
1:00 p.m. – 3:15 p.m.	Pre-conference Masters Seminars ^(S)
2:00 p.m. – 2:15 p.m.	Pre-conference Refreshment Break, <i>Sponsored by Snap Surveys</i>
3:30 p.m. – 5:45 p.m.	Sunday Educational Events <ul style="list-style-type: none">• Gainful Employment• Large Scale Surveys: Advantages and Limitations• IR International Caucus
6:00 p.m. – 7:00 p.m.	Affiliated Organization Meetings
6:30 p.m.	Dinner Groups

^(S) *Pre-registration required*

* *See pages 26-27, 32-33 for event details*

3:30 PM–5:45 PM

Educational Events

Gainful Employment and the White House College Scorecard – 3095

Rhythms Ballroom III

David Bergeron, Deputy Assistant Secretary of the Office of Post-Secondary Education, will provide a broad overview of the Department of Education's new Gainful Employment reporting and disclosure requirements as well as the College Scorecard that has been proposed by the White House. Gainful employment reporting is an effort to provide students and families with better information about the value of programs subject to the requirement they lead to gainful employment in recognized occupations. Institutions are required to report information about students who start and complete a program including costs, debt levels, graduation rates, and placement rates. The goal of the proposed College Scorecard is to make it easier for potential students and their families "to identify and choose high quality, affordable colleges that provide good value" based on five dimensions of data: costs, graduation rates, student loan repayment, student loan debt, and earnings potential. Following Mr. Bergeron's presentation, a panel of higher education professionals will discuss the impact of the regulations on different sectors of higher education.

Presenter(s)

David Bergeron, US Department of Education
Christopher S. Coogan, Association for Institutional Research (Moderator)
Patrick Perry, California Community Colleges Chancellors Office (Panelist)
Thomas Babel, DeVry, Inc. (Panelist)
Melanie Madaio-O'Brien, Boston University (Panelist)
Sandra Kinney, Technical College System of Georgia (Panelist)

IR International Caucus – 3097

Waterbury Ballroom

Seeking a global perspective on institutional research? Join international and U.S. AIR members to learn more about countries represented at the Caucus: trends and challenges facing IR professionals, higher education systems, data quality, and other driving issues. Small group discussions will allow attendees to make meaningful connections with colleagues from around the world. Jennifer Brown, Convener

Convener

Jennifer Brown, University of Massachusetts-Boston

Large Scale Surveys: Advantages and Limitations – 3096

Rhythms Ballroom I

This panel of IR practitioners and researchers will present perspectives on the usefulness and validity of large-scale academic surveys to clarify the underlying concepts and the advantages and limitations of the instruments. This session will assist institutional research/assessment practitioners in better utilizing these instruments to improve student success and understand institutional effectiveness.

Presenter(s)

Gerard Dizaino, The University of Texas at San Antonio (Facilitator)
Victor Borden, Indiana University-Bloomington
Gloria Crisp, The University of Texas at San Antonio
Alexander McCormick, Indiana University-Bloomington
Gary Pike, Indiana University-Purdue University Indianapolis
Stephen Porter, North Carolina State University at Raleigh

6:00 PM–7:00 PM

Affiliated Organization Meetings

Association for Institutional Research in the Upper Midwest (AIRUM)

Salon 820

AIRUM members and guests are invited to join this informal session to visit with colleagues, learn about organizational activities, and discuss fall conference planning.

Canadian Institutional Research and Planning Association (CIRPA)

Salon 801

Delegates are invited to attend a round table session to meet fellow Canadians and share information about projects underway or issues at their institution/province. Following the session, the group will visit a local establishment for dinner (cost at delegate's expense).

Mid-America Association for Institutional Research (Mid-AIR)

Salon 821

This session will be an informal opportunity for members, prospective members, and other interested colleagues to meet, socialize, and learn more about program for the next year. Mid America AIR (MidAIR) consists of members from Arkansas, Iowa, Kansas, Nebraska, Missouri, and Oklahoma.

Middle East North Africa Association for Institutional Research (MENA-AIR)*Salon 825*

This is the affiliate meeting for AIR conference participants from Middle East and North Africa, MENA-AIR members, and those interested in MENA-AIR.

North East Association for Institutional Research (NEAIR)*Bayside B*

Members and those interested in learning more about North East Association for Institutional Research (NEAIR) are invited to attend this informal session for networking and discussion of current events.

Pacific Northwest Association of Institutional Research and Planning (PNAIRP)*Salon 817*

Our organization serves Washington, Oregon, and Arkansas in the U.S. as well as British Columbia and the Yukon in Canada. Come hear about our upcoming conference and network with your colleagues.

Rocky Mountain Association for Institutional Research (RMAIR)*Salon 828*

Meet and greet friends and colleagues from Rocky Mountain AIR (RMAIR). We will discuss current activities and find out about our upcoming conference in Laramie Wyoming, October 3-5, 2012.

Southern Association for Institutional Research (SAIR)*Bayside C*

SAIR members, individuals working at SAIR institutions, and all interested parties should attend to learn about SAIR opportunities and our fall conference.

AIR Research and Dissertation Grant Program

With support from the National Science Foundation (NSF), the National Center for Education Statistics (NCES), and the National Postsecondary Education Cooperative (NPEC), the Association for Institutional Research operates a grant program that supports research on a wide range of issues of critical importance to U.S. higher education. Recipients of AIR Grants present their research at the AIR Forum. An annual call for proposals occurs each fall. More information can be found at: www.airweb.org/GrantsandScholarships.

AIR Grant Recipients Presenting at the 2012 ForumResearch Grant Presentations:

Rong Chen, Seton Hall University

Nick Hillman, University of Utah

Jaekyung Lee and Lois Weis, University of Buffalo

Alyssa Bryant Rockenbach, North Carolina
State University

Xueli Wang, University of Wisconsin

Yonghong Xu, University of Memphis

Dissertation Grant Presentations:

Sarah Ryan, University of California at Riverside

Di Xu, Columbia University

Schedule at a Glance for Monday, June 4, 2012

- | | |
|-------------------------|--|
| 6:30 a.m. – 6:00 p.m. | Forum Registration Desk Open, 3 rd Floor |
| 7:00 a.m. – 8:00 a.m. | Newcomers to Forum Breakfast |
| 7:00 a.m. – 8:15 a.m. | Forum Attendee Breakfast, <i>Sponsored by Campus Labs</i>
*Buffet lines close promptly at 8:00 a.m. |
| 8:30 a.m. – 10:00 a.m. | Welcome and Opening Keynote, <i>Sponsored by Higher Education Research Institute at UCLA</i> |
| 10:15 a.m. – 10:55 a.m. | Concurrent Sessions |
| 11:00 a.m. – 5:30 p.m. | Exhibit Hall and AIR Networking Hub Open |
| 11:10 a.m. – 11:50 a.m. | Concurrent Sessions |
| 12:05 p.m. – 12:45 p.m. | Concurrent Sessions |
| 1:00 p.m. – 2:00 p.m. | Concurrent Sessions |
| 2:15 p.m. – 2:55 p.m. | AIR Annual Business Meeting |
| 2:15 p.m. – 2:55 p.m. | Concurrent Sessions |
| 2:55 p.m. – 3:20 p.m. | Refreshment Break, <i>Sponsored by EBI</i> |
| 3:20 p.m. – 4:00 p.m. | Concurrent Sessions |
| 4:00 p.m. – 5:15 p.m. | Poster Gallery and Q&A with Poster Presenters, <i>Sponsored by Thomson Reuters and WEAVE</i> |
| 4:00 p.m. – 5:30 p.m. | Welcome Reception Hosted by AIR Board of Directors, <i>Sponsored by Digital Measures</i> |
| 5:30 p.m. – 6:30 p.m. | Community College and Two-Year Institutional Research Networking Reception, Invitational Event |
| 5:45 p.m. – 6:15 p.m. | Affiliated Organization Meetings |
| 5:45 p.m. – 6:15 p.m. | Graduate Student Gathering |
| 6:30 p.m. | Dinner Groups |

***See pages 27-29 for event details**

Reminder: Select a lunch time that fits with your schedule.

For your convenience, lunch carts will be open in the Exhibit Hall from 11:00 a.m. – 2:00 p.m.

Icon Key



Sponsor Session



Spotlight Series



Scholarly Paper Download Available



Best Presentation

7:00 AM–8:00 AM

Special Interest Group Meeting

National Survey of Student Engagement – 3116

Salon 801

NSSE friends and participating institutions are invited to attend this session to learn more about the launch of NSSE 2.0 in 2013. We will reveal the 2013 survey and discuss new reporting options. Join us to exchange ideas about this important update.

7:00 AM–8:15 AM

Breakfast Opportunities

Forum Attendee Breakfast (7:00 a.m. – 8:15 a.m.)

Rhythms Ballroom and Grand Ballroom

Buffet lines close promptly at 8:00 a.m.

Newcomers to Forum Breakfast (7:00 a.m. – 8:00 a.m.)

Waterbury Ballroom

See page 27 for details

8:30 AM–10:00 AM

Welcome and Opening Keynote

Board Welcome

As the official Forum opening conducted by the AIR Board of Directors, the session will include acknowledgement of member volunteers, announcement of the Outstanding Service Award winner, and introduction of our keynote speaker.

Convener

Jennifer Brown, University of Massachusetts-Boston

Keynote Session: Data and the College Cost Problem: Using Data to Inform Public Policy – 3175

Grand Ballroom

One of the challenges for managing the college cost problem lies in the fractured conversation about college costs, and the inconsistent and sometimes even oppositional views about the topic as it is viewed by the general public, policy makers, and within higher education. The data that does exist historically has focused on prices or institutional revenues and budgets, with almost no attention to how resources are used, or the relationships between prices, subsidies and costs. The fact that there is no consistent framing of the issue is a frustration to policy makers and analysts alike, as there is no shared understanding of the topic that might serve as a basis for developing solutions to it. Different groups have strongly held views about both defining the key problem and developing solutions to it. Jane Wellman will share the experience of the Delta Cost Project in using national data to inform the conversation, including the development of metrics and a strong focus on public communication to multiple audiences.

Speaker

Jane Wellman, Delta Cost Project

10:15 AM–10:55 AM

Special Interest Group Meeting

Higher Education Data Sharing Consortium – 3123

Rampart

Join us for a meeting of current and potential Higher Education Data Sharing Consortium representatives to discuss the consortium's services, surveys, and upcoming activities.

Concurrent Sessions

Advancing Your Survey Practices Through Collaboration, New Ways of Thinking, and a Software Solution – 2387

Oak Alley

Collaboration

For 45 years, the University of Minnesota has made concerted efforts to identify and address survey issues and concerns across its system. Survey data collection efforts were fragmented due to advances in and availability of technology, a decentralized organizational structure, and a lack of coordination. The presenters describe steps that were taken to establish baseline data, create new processes and procedures, develop community education platforms, and centralize online survey software ownership. They also explain how addressing an institutional problem led to the community organizing to solve the challenge that the institution had been facing for decades.

Presenter(s)

Christina Frazier, Northwestern Health Sciences University
Shelly Wymer, University of Minnesota

Assessing the Assessment: A Methodology to Facilitate Universitywide Reporting – 2350

Maurepas

Assessment

While individual academic departments are best able to conduct assessment of student learning in degree programs, universities have a need to synthesize assessment activities in order to create an overall picture of institutional engagement with student learning assessment. This presentation describes a methodology for reviewing the assessment activities of individual departments and reporting unit-level and aggregate data on how well-developed assessment practices are across the campus. At the end of

this session, participants will have the knowledge needed to adapt the meta-assessment process for use at their institutions.

Presenter(s)

Terra Schehr, Loyola University Maryland

Assessing Writing: What We Learned About Student Writing While Building Assessment Capacity – 2550

Salon 817

Assessment

This session discusses our experience in building assessment capacity while undertaking a collegewide assessment project. The presentation includes discussion of a variety of faculty development activities and resources that were used to help to support assessment on campus surrounding a project on assessing student writing in our accreditation process. This presentation also shares what we learned about student writing and stumbling blocks in our assessment process.

Presenter(s)

Jessica Ickes, Saint Mary's College
Daniel Flowers, Saint Mary's College

Balancing The Needs for The Pursuit of Knowledge and Timely Graduation: What Affect the Total Number of Degree Credits – 2967

Armstrong Ballroom:

Discussion Group Table 1

Assessment

This discussion addresses the determinants of the total number of credits earned at the time of baccalaureate degree completion within the context of balancing institutional accountability and quality of education. Completion rates and time-to-degree have been used as predominant performance measures. Three guiding questions are raised in the course of the proposed discussion: (a) What factors are associated with degree completion? (b) What are the determinants of baccalaureate degree credits earned? (c) What policy implications can we draw, with regards to student success metrics, from comparing the determinants of degree completion to those of degree credits?

Presenter(s)

Giljae Lee, University of Minnesota-Duluth
Felly Chiteng Kot, Georgia State University
Jungmi Lee, Korean Educational Development Institute

Design Thinking Applied to Institutional Research – 2250

Gallier B

Analysis

Higher education has a rich history of design thinking and application, but it is often constrained to master planning, architecture and building design, and the art and engineering departments. Now, authors and artisans are sharing their thinking in frameworks applicable to a broadening range of

problems. Participants are exposed to general design thinking principles, see five specific applications that they can apply at work, and consider the range of possibilities of using design thinking principles to change the way they approach institutional research.

Presenter(s)

Robert Brodnick, University of the Pacific

Designing and Assessing an Integrated Educational Experience: Alignment of Student Learning Outcomes Across Curricular and Co-Curricular Units at Georgia Gwinnett College (GGC) – 2667

Salon 801

Assessment

With the growing demand for assessment of institutional student learning outcomes, it becomes necessary to develop systematic practices that assess both unit-specific and institutional outcomes. We present a solution that provides an Integrated Educational Experience based on an overarching set of institutional outcomes by aligning and integrating student learning outcomes from multiple units including academic disciplines, student support services, and student activities. This solution provides a framework for developing unit outcomes as well as a mechanism for assessing the effectiveness of both individual units and the College. Attendees explore the potential for applying this approach to their own institutions.

Presenter(s)

Juliana Lancaster, Georgia Gwinnett College

Developing Dashboards to Track the Vision, Mission, and Core Values of the University – 2668

Bayside B

Technology

Data dashboards can be an excellent way to distribute and organize complex information about key performance indicators within the university. This presentation details the challenges and steps used to develop dynamic data dashboards linked to university vision, mission, and core value statements. It also discusses the creation of a dashboard development team and the relationships between that team and content experts within various units at the university, and end-user groups including the university's board of trustees.

Presenter(s)

*Donald Rudawsky, Nova Southeastern University
Barbara Packer-Muti, Nova Southeastern University*

Differences in Disciplines: A Diminishing Issue? – 2725

Bayside A

Resources

It is becoming increasingly important for institutional researchers to understand the differences between disciplines as more faculty are collaborating across disciplines. To better understand these differences, Biglan (1975) developed a taxonomy of disciplines based on several factors. However, as more research has become interdisciplinary, the differences between disciplines may have changed. This study utilizes a more recent measurement of how faculty in different disciplines value certain characteristics in determining graduate program quality, the National Research Council's A Data-Based Assessment of Research-Doctorate Programs in the United States, to determine if there is still a noticeable difference between disciplines.



Presenter(s)

*Kathryn Felts, University of Missouri-Columbia
Mardy Eimers, University of Missouri-Columbia*

Economic Impacts, Universities, and Natural Disasters – 2981

Armstrong Ballroom:

Discussion Group Table 2

Analysis

This discussion addresses methodological issues in applying the Regional Input-Output Modeling System (RIMS II) model in the context of estimating the economic impacts of Xavier University on the New Orleans-Metairie-Kenner, LA Metropolitan Statistical Area (MSA) during a period that includes just before and after Hurricanes Katrina and Rita struck New Orleans. Questions to be addressed include: Why is this topic important? What methods are available to the researcher and what are their limitations? What information is needed? What critical methodological issues must the researcher take care to address? What are the critical issues in producing an accurate report?

Presenter(s)

*Frederick Rodgers, Villa Maria College Buffalo
Ronald Durnford, Xavier University of Louisiana*

Enrollment Management, Net Price Calculators – 2983

Armstrong Ballroom:

Discussion Group Table 3

Assessment

The Higher Education Opportunity Act of 2008 required that every college and university have a "net price calculator" (NPC) on its website to help prospective students estimate the price of attendance by October 2011. This discussion session focuses on the impact of the NPC and how it will affect the way we think and talk about the price of going to college. What have we learned about explaining college

pricing to the public? How will Net Price Calculators change the way we talk about financial aid? What terminology is descriptive of the money students pay for a college education?

Presenter(s)

C. Anthony Broh, Broh Consulting Services

Getting the Most Out of a Graduating Senior Survey – 2733

Edgewood A/B

Analysis

In support of a universitywide student success initiative, many IR offices use the results of a graduating senior survey as a barometer of how well the institution serves its students. But how well does your survey work for your institution? This presentation provides a detailed look at how an IR unit of a large research institution is using a multiphase approach to redesign an existing graduating senior survey to maximize the response rate and the quality of information collected. Attendees learn techniques for increasing participation, writing questions, identifying meaningful results, and disseminating results to appropriate stakeholders.

Presenter(s)

Michael Bolen, University of South Florida

Higher Education Act (HEA) Reauthorization and Title IV Programs – 3196

Oakley

Collaboration

The National Association of Student Financial Aid Administrators (NASFAA) is hosting listening sessions around the country to gather input and suggestions for changes to the Title IV programs. If you are concerned with the amount and substance of the data and information required in the administration of Title IV programs, join this conversation on Financial Aid programs, institutional accountability, and consumer protections to help shape the next HEA Reauthorization.

Presenters

Thomas Babel, DeVry University-Illinois

Insights from Across the World – 2989

Armstrong Ballroom:

Discussion Group Table 4

Collaboration

At the 2010 AIR Forum in Chicago, the White-Paper-Discussion group on “Going Global: Institutional Research Studies Abroad” called for an IR peace corps. At the 2011 Forum in Toronto, we established the Network of International Institutional Researchers (NIIR). In discussions with practitioners across the globe, some questions arose: How can we find out how IR is developing abroad? Which elements of it are done? Who is doing them? Does this differ within an educational system? Can a global evaluation help

to find these answers and lift “home-IR” to the next level? This discussion addresses multinational insights in IR. Come learn about an innovative definition for “IR.”

Presenter(s)

Stefan Buettner, University of Tuebingen

Measuring Faculty Activity and Workload – 2968

Armstrong Ballroom:

Discussion Group Table 5

Resources

This discussion addresses the systematic and repeatable measurement of tenure-track faculty workload across a wide range of activities including instruction, mentoring and advising, research activity, and publications and other work products. How does your university assess tenure-track faculty activity and workload? What decisions do these data support? How do you present or document measures of faculty activity and workload? (Participants are encouraged to bring examples for sharing.) What is your experience with the set of available tools and products for collection and gathering of faculty activity data?

Presenter(s)

John Leonard, Georgia Institute of Technology-Main Campus

Modeling Transfer Outcomes: Insights from Four-Year Institutions – 2416

Salon 828

Students

Transfer students are an ever-growing population in higher education and as a result, a growing need to understand factors that enhance or hinder transfer students' baccalaureate degree attainment exists. This paper builds upon results of recent analyses, including demographic characteristics, academic records, and student experiences as attributes of persistence, degree attainment, transfer out, or attrition. A large, institutional, longitudinal dataset is analyzed using CHAID (decision tree) to identify pathways through and thresholds within factors related to achievement. Conclusions help inform policy, procedure, or intervention strategies aimed at supporting successful outcomes for transfer students.

Presenter(s)

Jaclyn Cameron, DePaul University

Joseph Filkins, DePaul University

Laura Kehoe, Roosevelt University

Playing With Numbers: An Examination of Quantitative Reasoning Activities – 2409

Salon 820

Students

Findings from national studies, along with more frequent calls from those who employ college graduates, suggest an urgent need to increase opportunities for developing quantitative reasoning (QR) skills. To address this need, the current study examines the



relationship between the frequency of QR activities during college and student characteristics, as well as whether students at institutions with organized QR programs report more QR activity. Results show that gender, major, full-time status, first-generation status, age, and precollege ability relate to frequency of QR activities. Findings also suggest that institutions with formal QR programs succeed at increasing such activities.

Presenter(s)

Louis Rocconi, Indiana University
Amber Lambert, Indiana University-Bloomington
Shimon Sarraf, Indiana University-Bloomington
Alexander McCormick, Indiana University-Bloomington

Predictability of the Noel-Levitz College Student Inventory for GPA, Academic Capacity, Credits Completed Versus Credits Attempted, and Retention – 2639

Evergreen

Analysis

Ten years of College Student Inventory (CSI) data were used to study in detail its applicability to the students of one doctoral campus. Data of first five years were used to develop predictive regression equations for GPA and academic capacity. These equations were powerfully predictive, as were the instrument's Dropout and Academic Difficulty percentiles and stanines of retention. Predictabilities of regression equations were tested with data of next five years. Extent to which the 20 CSI variables were predictive of credits completed vs. attempted was measured. Success of expressing credits completed vs. attempted as deciles are reported.



Presenter(s)

William Slanger, North Dakota State University-Main Campus
Emily Berg, North Dakota State University-Main Campus
Paul Fisk, North Dakota State University-Main Campus

Predicting Academic Risk and Using the Results Wisely – 2526

Rhythms Ballroom I

Students

The session explores the development of student risk assessment models as part of an early alert system being developed at a multicampus public university. Three types of information are incorporated into the model: pre-enrollment characteristics; early semester class attendance and performance; and "student engagement footprints" derived from interaction with network-based tracking systems (e.g., use of courseware and participation in campus activities). The information is combined through a multidimensional risk model that employs convergent statistical methodologies (regression analysis and decision trees). Actions taken as a result of the risk information are tracked and their impact evaluated.

Presenter(s)

Victor Borden, Indiana University-Bloomington

Results from the 2011 NACUBO Tuition Discounting Study – 2623

Rhythms Ballroom II

Resources

The National Association of College and University Business Officers (NACUBO) Tuition Discounting Study explores 10 years of historical institutional grant data at four-year, private, not-for-profit institutions. The report highlights trends in the average discount rate for freshmen and all undergraduates, the average change in net tuition revenue, the percentage of aid funded by the institution's endowment, and other institutional aid indicators. Data are collected annually through the electronic tuition discounting survey of NACUBO members each fall. Participants have the opportunity to understand tuition discounting practices and issues from the Chief Business Officer's perspective.

Presenter(s)

Natalie Pullaro, National Association of College and University Business Officers (NACUBO)

Review of the New Data Elements in StudentTracker – 2286

Rhythms Ballroom III

Analysis

Learn about the new student-level enrollment and degree data that the National Student Clearinghouse will be releasing through its StudentTracker service. These elements include class level, enrollment major, and additional degree major variables. We review the new variables, report their current coverage, and suggest ways that these new data could be used. We also discuss ideas and plans for the next version of StudentTracker coming in 2012.

Presenters

Doug Shapiro, National Student Clearinghouse
Josh Leake-Campbell, National Student Clearinghouse

Student-Institution Fit, College Adjustment, and Retention – 2413

Nottoway

Students

Many institutional researchers and scholars agree that student-institution fit is important, but few studies have assessed this phenomenon directly. This session provides an overview of current perspectives on student-institution fit and shares evidence regarding key dimensions of fit and how these can be measured effectively. Participants also learn about—and possibly have the opportunity to participate in—a national study that examines the relationship between student-institution fit, college adjustment, and retention.

Presenter(s)

Nicholas Bowman, Bowling Green State University-Main Campus

Swirling: A Longitudinal Study of Student Enrollment Across Institutions – 2251

Salon 821

Students

In 2008, the University of Wyoming Outreach School completed a longitudinal study of swirling enrollments of its students. The study identified academic and demographic factors common to particular enrollment patterns, and the results of those enrollments on student retention and graduation. In 2011, the Outreach School is expanding the study for five additional years with the original cohorts and adding three additional cohorts. The original study and these newest data are presented. The presentation describes the methodologies used for gathering enrollment information, analysis of the data, and use of that information for decision-making in the Outreach School.

Presenter(s)

Erin Maggard, University of Wyoming
Brent Pickett, University of Wyoming

Taking Care of Undergraduate Nursing Students' Retention and Success at a Private College – 2475

Salon 824

Students

Analyzing factors impacting student retention and graduation for various academic programs on campus can be an important task of many IR professionals. This presentation provides a comprehensive analysis of the challenges to retention and success of undergraduate prenursing/nursing students at a private college using data from institutional 10th-day file, academic file, faculty questionnaire, NSSE survey, and National Student Clearinghouse, with special attention given to Hispanic prenursing/nursing students. Participants learn how to integrate and examine data from various sources and provide useful information to support institutional enrollment and retention initiatives targeted at particular academic programs or minority student groups.

Presenter(s)

Yanli Ma, Elmhurst College
James Kulich, Elmhurst College

The Changing First-Year Student: Implications from 45 Years of the CIRP Freshman Survey – 2509

Borgne

Students

Each year, the characteristics of our entering first-year students change, sometimes in small ways, other times in large ways that will define their college career. Join the director of the richest source of information on students entering four-year colleges, the CIRP Freshman Survey, as he highlights the changes seen over the 45 years administration of this valuable tool. How has academic preparation changed? What characteristics make our current

students different from those who came before, and what are the implications for institutional research and higher education?

Presenter(s)

John Pryor, Higher Education Research Institute

The Effect of Merit Awards on Net Price Tuition for First-Generation College Freshmen – 2675

Grand Chenier

Students

This study explores the differences in net price tuition paid by first-generation college students compared to their continuing-generation peers. The effect of merit aid on net price tuition paid by first-generation college students compared to continuing-generation college students is examined. The policy shift from need-based grants toward merit awards and loans created a situation in which first-generation college students, traditionally less academically prepared than their continuing-generation peers, pay higher average net price tuition. Data from the National Postsecondary Student Aid Study (NPSAS) for the five-year period 1998–99 through 2005–06 are used in a comparative analysis.



Presenter(s)

Bridget Miller, Cazenovia College

The Role of Parental Involvement on First-Generation Students' Degree Aspirations – 2785

Salon 825

Students

While first-generation students are gaining more access to postsecondary institutions today, disparities continue to exist for this population, especially at four-year institutions. This study investigated the role of parent involvement on first-generation students' college choice process and in particular the type of degree first-generation students were interested in pursuing. Utilizing the HSL:09 survey, this study used descriptive and multivariate analyses to examine within-group difference of the first-generation student population. Participants of this session will gain a better understanding of the role of parents on first-generation students' college choice process and how findings can influence current policy.

Presenter(s)

Jennifer Cortes, University of Florida

The Strategic Use of Occupational Projections at a Research University – 2341

Salon 829

Assessment

In setting strategic priorities and assigning the use of resources, many college and university administrators look to IR offices to provide data and information for their decision-making. In our case, we used occupational projection data to help administrators peer into the future and assess how

university offerings could be aligned with future employment demands. In this presentation, we share the method we used to match occupational projections to areas of study, the problems we encountered along the way, and the cautions we offered in the use of the data.

Presenter(s)

Marianne Guidos, University of Wisconsin-Milwaukee
Gesele Durham, University of Wisconsin-Milwaukee

Technology and Institutional Processes – 2980

Armstrong Ballroom:

Discussion Group Table 6

Technology

This discussion addresses the use of technology to define and enforce institutional processes within the context of increasing the effectiveness of institutional research and assessment. The discussion focuses on best practices for managing institutional assessment and increasing the quality of institutional data using enterprise applications such as Banner workflow and SharePoint. Questions: How are you currently managing/organizing the work associated with institutional assessment and reporting? What challenges have you faced in implementing processes to increase the effectiveness and efficiency of this work? If you had to do it over again, what would you do differently?

Presenter(s)

Greg Hodges, East Carolina University

Using Existing Survey Data to Identify Students' Possible Risk Behaviors Related to College Performance – 2365

Gallier A

Students

This study used the CIRP Freshmen Survey to explore relationships between students' self-reported social context and academic expectations and their first-year academic performance. Correlation and factor analyses were used to identify highly correlated items and latent variables of student characteristics. The results showed that latent variables such as fun-seeking behaviors, self-rating of academic ability, and financial concerns are related to first-year GPA and retention. The findings are profound in identifying possible risk behaviors related to college performance. The methodology serves as a practical way for institutions to make greater use of existing survey data to help improve student learning outcomes.

Presenter(s)

Bin Ning, Eastern Michigan University
Tingho Huang, Eastern Michigan University

Using Oracle's Analytical Functions to Leverage Institutional Reporting – 2242

Grand Couteau

Technology

In an environment where IR professionals are increasingly being asked to do more with less, institutional reporting often requires creating several database views or tables from which to query. It also often requires using software such as SAS, SPSS, Microsoft Excel, and the like, to format the data in certain ways before sharing with the requesting end-users. In this presentation, the audience learns how to use some analytical functions released with Oracle 9i, 10g, and 11g to easily produce some well-known higher education reports in fewer steps and lines of codes.

Presenter(s)

Benji Djeukeng, College of William and Mary

Will They Come? Examining Quantitative and Qualitative Approaches to Predicting Yield in Undergraduate Admissions – 2259

Salon 816

Students

For institutions that are heavily tuition-dependent or interested in targeting new types of students, understanding why students choose to enroll is critical to their overall success. Researchers at one institution employed quantitative and qualitative methods to improve current predictions of yield. For the quantitative approach, researchers created logistic regression models to predict the individual probabilities of students enrolling at the institution. For the qualitative approach, researchers examined summaries of applicants to predict matriculation based on "institutional fit." This session explains the two methodologies and identifies the strengths and weaknesses of each approach.

Presenter(s)

Meredith Billings, University of Michigan
Lauren Conoscenti, Tufts University

11:10 AM–11:50 AM

Special Interest Group Meeting

National Community College Benchmark Project (NCCBP) – 3118

Rampart

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.

Concurrent Sessions

AIR Code of Ethics Review – 3161

*Armstrong Ballroom:
Discussion Group Table 4*

Collaboration

This discussion will address proposed revisions to the Code and the rationale for the suggested changes. The Committee to Review the AIR Code of Ethics will seek member input on these questions: 1) At what level is the ethics code intended to apply – individual researchers, offices of institutional research, or both; 2) Are issues of competency appropriately separated from ethical issues; 3) To what degree might the Code affect various sectors of higher education differently; and 4) How can the Code best be deployed to assist institutional researchers with ethical dilemmas?

Presenters

*Rachel Boon, Drake University
Julie Carpenter-Hubin, Ohio State University-Main Campus
Youssef Diallo, Florida Agricultural and Mechanical University
John Moore, Temple University
Kimberly Pearce, Capella University
Dawn Geronimo Terkla, Tufts University*

An Investigation of the Relationship Between Revenue Sources and Undergraduate Students' Graduation Rates – 2246

Estherwood

Analysis

Research in this study uses concepts from the higher education production function, the resource dependency theory, and the Principal-Agent Model to investigate the relationship between undergraduate students' graduation rates and revenue sources at public research universities. The research provides a greater degree of transparency into the relationship between dollars invested in public research universities and undergraduate students' graduation rates than has previously been shown. As a result of this relationship analysis, the research enables the development of a model for predicting undergraduate student graduation rates relative to dollars invested in the institution from different sources.



Presenter(s)

Albertha Lawson, Louisiana Community and Technical College System

Best Practices in Defining Your Reporting Terminology – 2652

Napoleon A3

Collaboration

Most questions posed by campus and external constituents can be answered through summary information supplied by the IR office. However, in recent years, colleges and

universities are wanting to use data for decision making. This has increased the need for various offices across a college campus to create and distribute their own information. The need for clearly defined data and how data should be used is becoming critical so there is consistency and reliability of information across the institution. This session is designed to help the attendee learn what makes a good definition and how they can build a structure on campus that allows them to develop a data dictionary.

Presenter(s)

*Lee Ann Sappington, Aims Community College
Scott Flory, IData, Inc*

Course Demand Analysis – 2646

Gallier B

Analysis

This research paper presents a theoretical framework of course demand analysis. The framework looks at course offering and course consumption at higher education institutions. How can institutions offer the right number of courses (sections) at the right time and at the right place so that students can make a timely progress towards their degree? Does what is offered meet what is needed by students? What variables are needed in estimating (forecasting) the level of demand for a course? This research addresses the above three questions and presents a theoretical framework that enables institutions to meet student course demand.

Presenter(s)

Mehary Stafford, The University of Texas System

Deconstructing Delta: Explaining Educational Costs Through Analysis of the Instructional Portfolio – 2525

Evergreen

Analysis

Assessing the cost of higher education has become a critical policy priority. However, this effort is frustrated by limited information and standards.



The Delta Cost Project has attempted to address this by assembling data on costs across sectors and levels of higher education, but their reports create as much confusion as clarity. Analysis shows that the overwhelming majority of variance in educational spending between institutions can be explained by differences in the disciplinary and degree-level portfolio. Accounting for these differences allows institutions to benchmark themselves and overseers to evaluate the performance of their institutions.

Presenter(s)

Peter Radcliffe, University of Minnesota-Twin Cities

Digging Deeper into Survey Data: Using CIRP Surveys to Explore Institutional Effectiveness – 2468

Bayside A

Assessment

CIRP Surveys are used by hundreds of institutions each year, and yet most are not using them to their fullest potential. This session is designed to identify and explore patterns in student reports on individual campuses. Examples of how to parse institutional data from all five instruments are presented, with a focus on how to use institution-specific reports in combination with results from all survey respondents and local data to create data displays on specific topics. Emphasis is placed on how to use this information to engage the wider campus community in discussions of institutional effectiveness.

Presenter(s)

Laura Palucki Blake, University of California-Los Angeles

Enrollment Intensity and Programs of Study in Community Colleges – 2748

Salon 821

Analysis

This paper examines new research designed to help community colleges strengthen pathways to completion for their students. The paper focuses on findings from two analyses: (a) an examination of the time to complete a significant number of college-level credits in a specific program of study, as well as the time of first completion of an award, and (b) a method for visualizing the different educational pathways for current students by examining their course-completing and institutional enrollment patterns. This paper provides institutional researchers with a new way of looking at intermediate milestones and progression towards a certificate or degree.

Presenter(s)

Sung-Woo Cho, Community College Research Center, Teachers College, Columbia University

Peter Crosta, Teachers College, Columbia University

Fifteen Years of Satisfaction and Priorities Data: Looking Back to Look Forward – 2429

Salon 825

Students

What trends in student satisfaction have been observed over the past 15 years? Have student priorities changed? Are four-year and two-year institutions doing a better job of meeting student expectations? What do the trends from the past 15 years tell us as we plan for assessing student satisfaction in the future? This session focuses on five observations on shifts in satisfaction and importance scores for four-year private institutions, four-year publics, community colleges,

and career schools since the mid-1990s and identifies the potential impact on satisfaction assessment in the years ahead.

Presenter(s)

Julie Bryant, Noel-Levitz

Financial Determinants of Institutional Enrollment – 2964

Armstrong Ballroom:

Discussion Group Table 1

Resources

This discussion addresses how institutional financial factors have influenced the institutional enrollment levels within American colleges and universities from 1988 to 2008. Sub-questions are as follows: (a) How have the enrollment trends changed across public or private institutions of doctoral/master's, bachelor's, and associate's and specialized/tribal types over the 20 years? (b) How have financial factors (e.g., federal grant, state appropriations, endowment, federal/state/institutional student aid, instructional expenditure) differed in their impacts on enrollment across institutional type? (c) What are the implications for institutional research? The preliminary findings from panel data regression using the Delta Cost Project dataset inform the discussion.

Presenter(s)

Lijing Yang, University of Georgia

Identifying Factors that Contribute to Low Persistence Rates in the Biological Sciences: A Study of a Cohort-Based, Survey of a First-Year Biology Class at a Four-Year, Public Research University – 2774

Gallier A

Students

Reversing the low persistence rates within the biological sciences requires strategic interventions to counter the trend among freshman biological sciences majors of changing majors and graduating with a bachelor's degree in business or the social sciences. To examine factors influencing persistence in the biological sciences, this study compares survey data of students who enrolled in a specialized, first-year, cohort-based biology class (BIOL 20) and later completed the introductory biology class (BIOL 5A) to the survey responses of students who enrolled in BIOL 5A only. Results of the survey are then compared to attrition rates among biological sciences majors.

Presenter(s)

Jason Chou, University of California, Riverside

John-Paul Wolf, University of California, Riverside

Gregory Palardy, University of California, Riverside

Institutional Effectiveness Assessment Web Applications: Characteristics and Benefits – 2407

Bayside B

Technology

The assessment movement is firmly seated in the culture of higher education institutions. A paradigm shift is occurring in the use of web applications to capture the knowledge derived from institutional effectiveness assessment processes. This presentation describes the University of Central Florida's Institutional Effectiveness Assessment Web Application with emphasis on its characteristics, functionality, and benefits. Participants are able to identify best practices in the structure and design of an assessment web application, recognize the major benefits, and analyze how this system could be customized and transferred to their institutional effectiveness process.

Presenter(s)

Divya Bhati, University of Central Florida
Patrice Lancey, University of Central Florida
Carlos Martinez, University of Central Florida

Institutional Intelligence: Creating a Dashboard to Support Your Mission – 3082

Napoleon D3

Technology

This session will cover how colleges and universities are creating and leveraging their institutional intelligence. We will show a pre-built, self-service application template that tracks enrollment, retention, and student success. In addition, you will see how to make business intelligence applications accessible to any mobile device.



Presenter(s)

Sherri Sahs, Information Builders
Roy Riggs, Information Builders

Institutional Effectiveness Versus Institutional Research – 2957

Armstrong Ballroom:

Discussion Group Table 2

Assessment

This discussion addresses the differences between an Office of Institutional Effectiveness (OIE) and an Office of Institutional Research (OIR). Questions to be discussed include (a) What is the difference between the functions of Institutional Research and Institutional Effectiveness? (b) When is one type (OIR vs. OIE) of structure more suitable than another? (c) Are your campus needs being met by your existing office? Why or why not?

Presenter(s)

Mary Ann La Fleur, Institute for the Psychological Sciences
Cynthia Tweedell, Mid-Continent University

IPEDS R&D: An Update on NPEC and TRPs – 3083

Borgne

Collaboration

This session provides an overview of recent activities of the National Postsecondary Education Cooperative (NPEC) and outcomes of recent Technical Review Panel (TRP) meetings. NPEC is responsible for research and development activities designed to improve the quality, comparability, and utility of IPEDS data. TRPs convene to suggest ways to implement legislation and regulations, address areas of concern in data collection, and decrease the reporting burden while retaining the federal data necessary for policy-making and analysis. Topics include potential changes to the graduation rate survey as well as the feasibility of reducing the reporting burden by integrating federal data collections.

Presenter(s)

Jessica Shedd, National Center for Education Statistics
Archie Cubarrubia, National Center for Education Statistics

IR Website – Captivate Your Users! – 2961

Armstrong Ballroom:

Discussion Group Table 3

Collaboration

This discussion addresses ways to change or enhance an IR website to keep viewers better informed and interested. Do you need to build a new website or redesign the current one? What do you wish to accomplish with your website? Measures of Success? Are there new tips in design techniques? Should you get rid of outdated design techniques? Our IR office took advantage of the redesign process, and this process helped us to rethink how our information was being utilized and displayed. We will share some tips on how our office survived the "over-haul."

Presenter(s)

Carol Drechsel, University of North Dakota
Carmen Williams, University of North Dakota

Living-Learning Communities Help Male Students Develop Mature Interpersonal Relationships: Intriguing Findings – 2702

Oak Alley

Students

Results of the Student Developmental Task and Lifestyle Assessment with living-learning community (LLC) participants and nonparticipants yielded surprising findings that hold important implications for the role of LLCs in the development of identity and adult patterns of interaction in male college students. Male students who participated in LLCs developed mature interpersonal relationships, particularly tolerance, to a significantly greater extent than did males who were not LLC participants. LLCs may have the potential to mitigate the disengagement found



among male college students and enable male college students to bridge the gender gap in developmental levels of tolerance and instrumental autonomy.

Presenter(s)

William Knight, Ball State University
Amy Petts, Ball State University

Metrics of Excellence: Working with Trustees, Faculty, and Staff to Develop Mission-Centered Measures of Achievement – 2852

Rhythms Ballroom I

Collaboration

This session uses the experience of Beloit College to suggest strategies for effectively developing institutional-level indicators of success. Using the institution's mission statement as the unifying principle and by relying on both commonly used and institution-specific data constructs, Beloit College was able to develop an easily understood, broadly valuable, and dynamically evolving set of metrics to guide strategic planning and the allocation of resources. Participants in this session learn strategies for effectively engaging community members in the process of developing institutional metrics and identify resources with data constructs that may serve as valuable institutional metrics on their own campuses.

Presenter(s)

Cynthia Gray, Beloit College

Mission Statement Review: Overcoming a Potential Identity Crisis Through University Community Engagement – 2640

Salon 817

Assessment

As every university must periodically review for content and pertinence in its institutional mission and purposes, we conducted a mission statement review to assess our institutional identity and to serve as an initial step of the university strategic planning process. This session assists attendees in recognizing key factors to conduct a mission statement, values (objectives), and vision statement review. Participants obtain knowledge of the challenges necessary to plan for and overcome when engaging a skeptic university community. Topics include methods used to collect community feedback, data analysis, communications strategies, timeline and resource considerations, and preparatory processes.

Presenter(s)

Theodore Kruse, American University of Kuwait
Jeanine Romano, American University of Kuwait

NSSE Benchmarks and Institutional Outcomes: A Note on the Importance of Considering the Intended Uses of an Instrument in Validity Studies – 2238

Maurepas

Assessment

Surveys play a prominent role in assessment and institutional research. The NSSE College Student Report is one of the most popular surveys of undergraduate students. Recent studies have questioned the validity of NSSE. Although these studies have been criticized, documenting the validity of an instrument requires an affirmative finding of the adequacy and appropriateness of score interpretation and use. Using national data from NSSE 2008, this study found that the NSSE benchmarks provided dependable measures for groups of 50 or more students and were significantly related to important institutional outcomes, such as retention and graduation rates.



Presenter(s)

Gary Pike, Indiana University-Purdue University Indianapolis

Postsecondary Enrollment Delayers: Delayer Profile and Persistence – 2312

Salon 801

Students

Students who delay immediate postsecondary enrollment may forego individual benefits and withdraw societal benefits or, by not persisting once enrolled, represent misplaced resources for higher education institutions. This study draws on extensive P-16 state student-level data about a cohort of Texas high school graduates to describe delayers' demographic and academic characteristics, as well as institution choice, and to predict persistence of enrollment delayers and nondelayers. Findings describe delayers, including their swirling behaviors, and shed light on factors that are significant to persistence. Understanding persistence patterns among these groups will help policymakers identify moments of intervention through the P-16 continuum.



Presenter(s)

Suchitra Gururaj, The University of Texas at Austin

Preparing to Ponder the Puzzle – 2795

Rhythms Ballroom II

Analysis

When I open a jigsaw puzzle, I dump all the pieces on the table and look them over. Only then do I begin to put pieces together into a big picture. Imagine now that I have a puzzle of freshman retention. Wouldn't I still prefer to see all the pieces together in order to look for patterns? In this session we discuss Tuft's information supergraphic—an institutional

Reminder: Select a lunch time that fits with your schedule.
For your convenience, lunch carts will be open in the Exhibit Hall from 11:00 a.m. – 2:00 p.m.

researcher's idea of dumping out all the pieces. We discuss cases when this format was used successfully, show examples, and discuss how each was developed.

Presenter(s)

Liz Sanders, DePaul University

Priming the Pump or the Sieve: Institutional Contexts and URM STEM Degree Attainments – 2506

Salon 820

Students

To achieve long-term parity in the preparation of a diverse STEM workforce, colleges and universities need to double the number of Black, Latino, and Native Americans earning bachelor's degrees in STEM. This study uses multilevel modeling to analyze several national datasets, including the CIRP 2004 Freshman Survey, 2007 and 2010 Faculty Surveys, National Student Clearinghouse data, and government data, to examine the individual characteristics, institutional contexts, and faculty and peer normative environments that account for differences in STEM completion rates across U.S. colleges and universities. Findings focus on the most effective institutional initiatives to improve STEM completion rates.

Presenter(s)

Kevin Eagan, University of California-Los Angeles
Sylvia Hurtado, University of California-Los Angeles
Bryce Hughes, University of California-Los Angeles

Reporting GSS Enrollments Using CIP – 2764

Nottoway

Collaboration

The NSF-NIH Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS) includes a unique GSS discipline code list for institutions to use when reporting their graduate enrollment and postdoc and nonfaculty researcher appointments. NSF would like feedback from GSS respondents on the advantages and disadvantages of replacing the GSS discipline code list with the Classification of Instructional Programs (CIP) code list used for the Integrated Postsecondary Education Data System (IPEDS). Would institutions be able to report GSS data by CIP code? What would be the potential issues involved in making this change?

Presenter(s)

Jamie Friedman, RTI International
Kelly Kang, NSF/National Center for S&E Statistics
Patricia Green, RTI International
Ellen Stolzenberg, University of Southern California
Timothy Lally, Syracuse University

Reshaping the River: An Evaluation of a Program Promoting Diversity in an Affirmative Action Banned State – 2651

Salon 816

Students

In reaction to statewide affirmative action bans, colleges and universities have explored different channels to promote diversity on their campuses. This study reviews the best practices related to underrepresented minority student recruitment and success. The authors propose a series of binary logistic regression models to explain student choice and institutional admissions decisions, to determine which students should be targeted in recruitment, and to optimize scholarship award amounts offered. This session should be of interest to anyone concerned about underrepresented minority recruitment and success, affirmative action, or the use of quantitative methods for program improvement.

**Presenter(s)**

Thomas McGuinness, University of Michigan-Ann Arbor
Stephen DesJardins, University of Michigan-Ann Arbor

Students' Past, Present, and Future: Using NSC to Analyze Patterns of Attendance – 2289

Bayside C

Analysis

Less than one-fourth of undergraduates are full-time students who attend only one college. Instead, students today are forging complex paths to their degree. Examining patterns of attendance offers many insights into learner success, persistence, and acquisition. National Student Clearinghouse (NSC) is a great source for obtaining information on attendance records, but the amount and complexity of the data present usage barriers. This presentation covers how we have used NSC data to learn about applicants, new students, withdrawn students, and alumni. We also present automation solutions in SAS for working with NSC.

Presenter(s)

Fernando Furquim, Capella University
Melanie Burns, Capella University

The Efficacy of the Student Right-to-Know Graduation Rate as a Measure of Two-Year College Success – 2333

Salon 828

Students

This study was designed to investigate the efficacy of using the Student Right-to-Know (SRK) graduation rate as an adequate measure of success of two-year colleges. IR professionals are often expected to provide context to common metrics used in higher education. This study provides information to research professionals and policymakers regarding an appropriate use of graduation rates as a performance measure. The study compared the SRK graduation rate with other success measures for



two-year colleges. Key findings suggest that expanding the definition of success beyond graduation provides needed context for gauging the health of a two-year college.

Presenter(s)

Jimmy Roberts, Temple College

The Penn State Online Geospatial Education Dashboard: A One-Stop Shop for Program Management and Advising – 2727

Edgewood A/B

Technology

This talk discusses a web-based dashboard used by faculty at Penn State to manage their online Certificate and Master's programs in Geographic Information Systems. The dashboard is used to follow enrollment trends, review and rank applications, submit grades, store contacts made with students, plan student course schedules, and more. It is built on a MySQL/PHP platform and is populated with data from a number of sources, among them the University's data warehouse. Other technologies used by the site include the Google Maps API. Part of the presentation discusses the technical details of the dashboard's implementation.

Presenter(s)

James Detwiler, Pennsylvania State University-Main Campus

The Power of Numbers: Grades and Female Density in Influencing the Persistence of Women in Engineering Majors – 2770

Rhythms Ballroom III

Students

This study examines persistence among 5,760 male and female baccalaureate engineering students at their institution (a large, public, research university), within engineering, and within their originally intended engineering major. A series of discrete-time event history models explores how grades, female population, and control factors have differing degrees of influence at each level of analysis and by gender. IR professionals should find this study useful when looking at disciplinary graduation rates or areas of gender/other disparity within their own institutions.



Presenter(s)

Michelle Stine, Pennsylvania State University-Main Campus

Updating the National Survey of Student Engagement: Analyses of the NSSE 2.0 Pilots – 2301

Grand Chenier

Analysis

The National Survey of Student Engagement (NSSE) annually collects information at hundreds of baccalaureate degree-granting colleges and universities about student engagement both in and out of the classroom. Before a major update of the survey is released in 2013, two pilot administrations will have been conducted in



the spring of 2011 and 2012. NSSE research analysts have documented the array of analyses and tests used to evaluate the quality of the pilot surveys, including descriptive analysis and studies of validity, reliability, and survey construction. This session provides details about the methods and results of these analyses.

Presenter(s)

Allison BrckaLorenz, Indiana University-Bloomington

Robert Gonyea, Indiana University-Bloomington

Angie Miller, Indiana University-Bloomington

Using Anthropological, Ethnographic Fieldwork Techniques to Ascertain How Students Actually Use Information Technology Resources – 2401

Salon 824

Analysis

In their efforts to foster student learning and engagement, educators and administrators can choose from a plethora of technology tools; but which are likely to be effective? Although surveys, metrics and focus groups are used to gauge student use of technology, these methods have inherent shortcomings (e.g., students take certain technologies for granted and may not accurately report their use). This session introduces attendees to how basic anthropological, ethnographic fieldwork methods were used to investigate the social practices surrounding actual student use of technologies that are not captured by traditional surveys and metrics.

Presenter(s)

David Stack, University of Wisconsin-Milwaukee

Chris Cooley, University of Wisconsin - Milwaukee

Using Pictures for Change and Planning: What Has Been Learned and How This Technique Can Help Your Institution – 2833

Salon 829

Assessment

Quantitative research does not tell the full story about all descriptive elements of the institution. It also does not provide insight for the narrowly defined and descriptive challenges that face the institution. The use of photography allows the institution to more fully identify and document its strengths and opportunities for improvement. The institution has titled this evaluative technique digital assessment. This presentation offers methodology, implementation, and helpful insight into using digital photography as a campuswide assessment technique. Participants see the value-added benefit of documenting opportunities and cataloging institutional strengths, while linking assessment, planning, and budgeting.



Presenter(s)

Michael Jackson, Oklahoma City University

Jacci Rodgers, Oklahoma City University

12:05 PM–12:45 PM

Concurrent Sessions

A Different Approach to Retention—The Student Learning Progress Model – 2419

Grand Chenier

Analysis

This session covers the University of Central Oklahoma's journey into the Student Learning Progress Model of retention. The model goes beyond the Student Right-to-Know cohort and also examines student progress. The model examines many aspects of student retention that are not normally reviewed. The project's background, initial results, reactions to the new methodology and next steps are shared.

Presenter(s)

Cindy Boling, University of Central Oklahoma

Accreditation, Assessment, and Institutional Effectiveness – 2358

Armstrong Ballroom:

Discussion Group Table 1

Assessment

This session discusses common questions posed to IR professionals charged with managing and supporting outcomes assessment activities within the context of regional accreditation. Specific questions to be addressed include: What is acceptable "data"? How frequently should a program or institution assess-review-implement actions-reassess? How can programs or institutions evaluate assessment work to gauge quality? How do we demonstrate the use of results for data-driven decision-making? Special attention is devoted to small IR offices. Participants will receive a sample rubric to assess assessment work/activities and a list of resources to help develop assessment skills.

Presenter(s)

Diane Waryas, Touro University Nevada

Kim VanDerLinden, Campus Labs

Aligned Ambitions on the Path to College: Insights into the Hispanic College Puzzle – 3002

Rhythms Ballroom II

Students

The Hispanic population is notable because, at the same time as their college enrollment and graduation rates rise, they are losing ground relative to non-Hispanic White students, creating a growing gap that is neither fully accounted for by surges in low-skill immigration from Latin America nor by differences in parental education and nativity status. This study uses a national longitudinal database and structural equation modeling techniques to investigate the possibility that the degree of alignment between high school students'

postsecondary expectations and the actions they take toward fulfilling those ambitions mediates intergenerational resource transmission differentially between Latino and White youth.

Presenter(s)

Sarah Ryan, University of California-Riverside

Are AP Courses Over Credited? Comparing AP Courses and Their Counterpart Courses in College – 2447

Bayside A

Analysis

More and more students are bringing AP credits from high school to college. Students' parents and some state legislators hope to require colleges to honor all AP course credits. Do these AP courses have the same quality as their counterpart courses in college? This study selects two groups of students, those with and without AP credits, and compares their college academic performance in the subjects of the AP courses. The results of this study help predict first-year students' academic performance and overall students' performance assessment. The data come from the student data warehouse.

Presenter(s)

Faxian Yang, University of North Carolina at Chapel Hill

Diane Marian, University of North Carolina at Chapel Hill

Automating Data Processing for IR Annual Projects with Measurable Process Performance Improvements – 2379

Edgewood A/B

Technology

Imagine processing the data for all your mandatory reports, benchmark projects, and surveys with the click of one button! Automatically import raw data, conduct comparative validation analysis between datasets, identify outliers, and have it ready for upload into multiple systems. We've done just that! And, the results are complete with process improvement measures.

Presenter(s)

Rob Stirton, Schoolcraft College

Markos Raptis, Schoolcraft College

Bold Aspirations: Using a "Metrics Megabase" to Track Progress on Strategic Planning Goals – 2395

Maurepas

Assessment

By leveraging strategic planning metrics, institutions can document and promote successes of strategic planning. Beginning in 2010, the University of Kansas launched a data-informed, comprehensive strategic planning effort with a focus on comparative data and transparency. A secure and easy-to-use system was created to quickly and proactively monitor performance metrics on strategic goals relative to comparison institutions. This presentation

describes the development and implementation of a “Metrics Megabase” constructed in Excel to directly provide university administrators quick, tailored access to hundreds of metrics, flexible comparison groups, and customizable charts. A demonstration of the “Metrics Megabase” will be included.

Presenter(s)

Sandra Hannon, University of Kansas
Paul Klute, University of Kansas

Comparing Apples and Oranges: Strategies and Policies for Effective Peer Group Comparisons – 2565

Salon 820

Analysis

This study uses exploratory factor and cluster analyses to develop a multidimensional peer group comparison for the fictional “Median State University.” This research diverges from past studies and methods by adopting a “peer attribute” comparison where an institution is clustered to an independent set of peer institutions for each specified institutional theme (e.g., faculty, students, finances). A multidimensional peer group comparison provides a richer understanding into similarities and differences between institutions by considering a more comprehensive set of variables. The advantages, limitations, and consequences associated with this methodology and strategy are also discussed.

Presenter(s)

Michael Trivette, University of Georgia
James Byars, University of Georgia
Drew Pearl, University of Georgia

Course-Taking and Performance Patterns at College: Is Student Course-Taking Random Behavior? – 2826

Estherwood

Students

The study of course-taking patterns enables us to provide a rationale for how systemic failure happens to some students in their academic life while it doesn't to others, and how social networking in and out of campus can aid in proper course selection. The hypothesis is that if students become more deeply involved with peers and faculty, they will have better information regarding course selection, resulting in better grades. This study confirms that the difference in course-taking patterns is related to the difference in involvement levels.



Presenter(s)

Chul Lee, Elms College

Data for Assessment – 2782

Armstrong Ballroom:

Discussion Group Table 2

Assessment

One effort, many masters. This discussion focuses on the ways the same data reports can be used to serve multiple functions, such as program improvement, institutional effectiveness, and accreditation. Among the questions we consider: How are the questions being asked from different constituencies similar? What institution-level data can be reported in ways that have multiple applications? What templates could be developed that will assist reporting data to multiple groups? What formats make data the most accessible? Please bring ideas that work as well as problems that perplex to share with colleagues in this discussion.

Presenter(s)

Paula Krist, University of San Diego

Data Visualization for Academic Program Review – 2610

Bayside B

Technology

Academic Program Review (APR) promotes continuous quality improvement through a reflective and analytical process for degree-granting programs. Self-study teams, composed of the unit's faculty members, conduct an internal data-based review. A pivotal point in APR is the analysis of institutional datasets. Self-study teams summarize data patterns for student surveys, enrollments, faculty workload, etc. They create research questions and follow up with a research plan and report. The session focuses on APR's current conversion from manual reporting to automatic reporting and incorporating data visualization, giving self-study teams access and power to view their own data and identify patterns.

Presenter(s)

Jasmine Ahmad, DePaul University
Rina Bongsu-Petersen, DePaul University

Decision Support and Data Warehousing – 2907

Armstrong Ballroom:

Discussion Group Table 3

Collaboration

In recent years, the mission and scope of the IR function at many institutions have been expanding to include emphases on assessment, executive decision support, and data integration and warehousing. While those activities have always been within the widest purview of IR, some institutions are making structural and resource adjustments to make them an explicit expectation and priority. The purpose of this discussion session is to explore many issues related to expanding IR missions.

Presenter(s)

Michael McGuire, Georgetown University
Roland Hall, Georgetown University

Defining College Readiness to Improve Developmental Education Outcomes – 2854

Armstrong Ballroom:

Discussion Group Table 4

Assessment

A systematic assessment policy is important to improving developmental education outcomes. How do we take into account the varying placement and assessment policies and define college readiness in a way that is consistent across all community colleges? This discussion will aim at defining college-ready standards. Topics will include placement test scores, passing grades assessment, and developmental education levels. Should these college-ready standards apply similarly to award- and non-award seeking students? Are major of study and college programs significant factors? To give a detailed structure to this conversation, we will use the Achieving the Dream national database as contextual data.

Presenter(s)

*Myriam Bikah, American Association of Community Colleges
Bernadette Farrelly, American Association of Community Colleges*

Developmental Mathematics and Instructional Innovation – 2918

Armstrong Ballroom:

Discussion Group Table 5

Assessment

Developmental instruction in community colleges, where students receive no credit for courses, often results in producing fewer graduates. This discussion is based on a new idea of assessing intrinsic difficulty of test items for diagnosing student misconceptions enabling faculty to re-orient their basic teaching strategy from one of expert to one which incorporates student misconceptions. (a) What is intrinsic difficulty? (b) Can instructors emphasize incorrect solution strategies to undo students' ingrained cognitive misconceptions in developmental mathematics? (c) What are some examples of student misconceptions found from preliminary research? (d) What would it take to change developmental instruction?

Presenter(s)

*Charles Secolsky, County College of Morris
Sathasivam Krishnan, Hudson County Community College*

Don't Leave Students Behind: How Predictive Analytics can Improve Student Performance and Keep Them in School – 3165

Oakley

Analysis

As student dropout rates continue to increase, academic institutions are having difficulty to improve student performance with limited resources. With predictive analytics, you will be able to garner insights from and about your students, better understand your student behaviors, determine predictive contributors to declining performance, identify which students are most likely to



have issues, and align interventions to each student. With predictive analytics, institutions will be able to improve student performance, decrease dropout rates, better allocate resources, and improve intervention effectiveness.

Presenter(s)

Lynn Skinner, IBM

Employee Engagement is Alive and Well at Community Colleges – 2759

Salon 828

Assessment

What's on your people's minds? It pays to find out. Highly engaged faculty and staff will be true assets to your institution and your student body. Disengaged faculty and staff can literally wreak havoc. Where does your school stand? This interactive session focuses specifically on what university leaders can do to reduce intangible risk by building a better workplace.

Presenter(s)

Michael McCloskey, ModernThink LLC

Faculty Lend a Helping Hand to Student Success: Measuring Student-Faculty Interactions – 2510

Salon 829

Students

Previous research indicates that student-faculty interactions can have several positive influences. Therefore, it is important for institutions to assess these interactions beyond just course evaluations. This study explores how to measure student interactions with faculty in a concise way as part of a larger survey. Exploratory and confirmatory factor analyses suggested two scales to measure student-faculty interactions. In addition, the paper explores the relationship between these scales and GPA. The results from this study suggest that these items could serve as a good proxy for student interactions with faculty and are significant predictors of GPA.



Presenter(s)

*Amber Lambert, Indiana University-Bloomington
Louis Rocconi, Indiana University-Bloomington
Amy Ribera, Indiana University-Bloomington
Angie Miller, Indiana University-Bloomington*

Faculty Satisfaction and Assessment: Engaging the Professoriate – 2607

Rhythms Ballroom III

Assessment

This paper presents an examination of factors that promote and impede faculty satisfaction with assessment. A qualitative research design was implemented and purposeful sampling utilized to examine "information rich cases" (Patton, 2002, p. 46). Factors pertaining to faculty satisfaction with assessment varied across programs. Some strengths of assessment as perceived by faculty included assessment methodologies,



resources, institutional assessment office, faculty participation, and assessment leadership. Faculty noted challenges that included comparability of data to peer institutions and increases in workload. They claimed that the assessment plan was in a constant state of flux and changes occurred rapidly.

Presenter(s)

Christopher McCullough, Saint Xavier University

Good News from a Logistic Regression Analysis of Three Years of National Survey of Student Engagement Data – 2618

Salon 801

Students

National Survey of Student Engagement data from 2007, 2009, and 2011 were used to determine best-fitting logistic regression models for each NSSE item and benchmark. Models measured the extent of main effects of year, college, gender, and class, as well as 2-, 3-, and 4-way interactions. College was the only main effect that displayed consistently statistically significant differences. Fortunately, best-fitting models included few interactions, and those were 2-way. Frequency tables further detailed class and gender differences within and among colleges. Discussion focuses on differences among colleges, corresponding educational goals, and implications for managing undergraduate curriculum.

Presenter(s)

Emily Berg, North Dakota State University-Main Campus
William Slanger, North Dakota State University-Main Campus

Graduation Rates at HBCUs and Their Non-HBCU Peers: Fitting Models and Missions – 2859

Salon 817

Students

The purpose of this research is to examine relationships among variables that explain graduation rates at Historically Black Colleges and Universities (HBCUs). To provide a comparative context, researchers regressed institutional characteristics of HBCUs and their non-HBCU peers on their four-year and six-year graduation rates using IPEDS data. A major objective of these analyses is to reveal similarities and differences of institutions that are self-identified “peers.” Furthermore, the results show wide disparities in institutional characteristics and missions among colleges and universities that have similar graduation rates as well as differences in graduation rates among institutions that have similar missions.

**Presenter(s)**

Gerunda Hughes, Howard University
Michael Wallace, Howard University
Peng Yu, Howard University

How Can I Help? Successfully Engaging Faculty in Program Assessment – 2635

Borgne

Assessment

IR responsibilities on many campuses are increasingly branching out into the areas of program and student-learning outcomes assessment, at a time when assessment is considered a “four-letter word” by many of faculty. This session presents an approach to engaging faculty that has proven successful at a mid-sized regional comprehensive institution as we prepared for our decennial HLC re-accreditation in Spring 2012. By working with faculty as a partner, IR professionals can help them understand the benefits for conducting assessment activities for them and their students, instead of relying on the top-down stick of accreditation requirements.

Presenter(s)

Teri Hinds, Winona State University

How Does Your Institution’s Webpage Compare to Others? – 2738

Napoleon A3

Technology

College and university websites are increasingly important tools of communication yet, little research has been conducted on the subject. This study was undertaken to better understand how thirty-three small, private non-profit colleges and universities in the Northeast use their websites to communicate with prospective students, new students and parents. A rubric was developed to assess the availability and accessibility of information about the institution, specifically, institutional assessment and student learning outcomes assessment, which the literature suggests are key in the college choice decision. This study presents the findings of this research and suggested best practices.

**Presenter(s)**

Kristina Brousseau, Cazenovia College
Bridget Miller, Cazenovia College

Institutional Research Versus “In-house Consulting” – 2775

Armstrong Ballroom:

Discussion Group Table 6

Collaboration

For an outsider from the business world, IR practice could easily be misunderstood as a form of “In-house Consulting”: after finding out about the status quo, there is a problem analysis and often a solution strategy. Depending on the type of IR office, an institutional researcher’s work also comprises a direct or indirect involvement in decision-making. In the private economy, this task is being called In-house Consulting (IC). This discussion group addresses what parallels and

differences there are between IR and IC, if they would work in each other's world, and whether IR is actually much harder than IC.

Presenter(s)

Stefan Buettner, University of Tuebingen

Is Retention Enough? Satisfaction and Learning of First-Generation Seniors at a Small Private University – 2647

Gallier B

Assessment

Because first-generation students experience college differently, they often retain and graduate at lower rates. Four-year institutions allocate many resources to student retention. However, keeping these students enrolled does not necessarily indicate the same satisfaction and quality learning experience. This research explored the experience of first-generation students at a small private institution using Astin's I-E-O model. The sample consisted of seniors participating in the NSSE and the ETS Proficiency Profile. Results indicated no difference in first-generation and continuing-generation students' measures of learning or satisfaction. The most significant finding was the positive influence of campus relationships on satisfaction, regardless of parent education.

**Presenter(s)**

David Mahan, Bellarmine University

It's Not Facebook: Social Network Analysis and Educational Organizations – 2744

Salon 821

Analysis

Social network analysis (SNA) is a theoretical and methodological approach that focuses on the connections between people, groups, and organizations. Through SNA data collection and analysis techniques, researchers can map and measure the spread of information, resources, and ultimately the functioning of groups. SNA allows researchers to study aspects of the group through its structure of relationships. SNA techniques can help identify key individuals or organization roles, as well as how different organizational workflows impact operations. In this session, the leaders demonstrate how SNA can be used to conduct evaluation and research projects.

Presenter(s)

Lenay Dunn, Arizona State University at the Tempe Campus
Gerald Blankson, Arizona State University at the Tempe Campus

Linking ePortfolio Assessment Scores with Student Background Data to Examine Learning Outcomes for Underrepresented Students – 2277

Nottoway

Assessment

As colleges and universities respond to pressure to provide evidence of student learning, they are also challenged to show that all students on their campuses achieve expected learning outcomes. One university has a long history of evaluating student learning using rubrics to score first-year general education ePortfolios, but until recently had not combined that student-learning data with student demographic information to explore whether there are differences in demonstrated learning across subgroups of students, specifically first-generation and underrepresented students. In this session, presenters describe their research and findings and discuss implications for policy and practice related to student learning.

Presenter(s)

Rowanna Carpenter, Portland State University
Sukhwant Jhaj, Portland State University

Looking Ahead to NSSE 2.0 By Knowing What to Keep from NSSE 1.1: Construct Validity and Invariance Properties of NSSE Benchmarks Within and Across Institutional Types – 2574

Napoleon D3

Analysis

NSSE. Love it? Hate it? Puzzled by its recent attention? Happy it is criticized? There is much to like and dislike about NSSE, in addition to concern that expensive benchmark data will be obsolete given NSSE 2.0. This presentation takes a critical look at the currently conceived benchmarks and reveals the benchmarks, and respective items, that are justified for use in institutional evaluation and change processes and inclusion for NSSE 2.0. This presentation addresses NSSE's construct validity and invariance, via findings from structural equation methodology, between two higher education institutional types.

**Presenter(s)**

Norman Bryan, Presbyterian College

Redefining Roles and Responsibilities: Developing Institutional Effectiveness Through the Merger of the Registrar and Institutional Research – 2754

Evergreen

Collaboration

This case study describes the creation of an Institutional Effectiveness office through the merging of the Registrar and Institutional Research. More specifically, the session shares the steps that were taken to define the new groups and redefine the individual staff positions that comprised these groups. Areas of focus include discussing the strengths and weaknesses of the communication process; successes and failures regarding the reassignment of individual staff member

responsibilities as well as the assignment of responsibilities for each group; and, modifications of current plans based on changes to personnel both internal and external to Institutional Effectiveness.

Presenter(s)

Michael Cogan, University of St Thomas

RMAIR Best Presentation: The Use of Noncognitive Assessment Results to Enhance Student Retention and Academic Performance – 2811

Gallier A

Students

Researchers continue to investigate predictors of postsecondary attrition and academic underperformance. Recent research has identified a subset of variables collectively referred to as noncognitive or motivational factors that can significantly and incrementally aid in the identification of student strengths and risk. This presentation describes the use of noncognitive assessment instruments with incoming first-year students as well as the strategies being employed by campuses across the country to use those data to enhance student success efforts.



Presenter(s)

Paul Gore, University of Utah

The Degree Qualifications Profile and its Alignment with Associate Level Occupations – 2858

Armstrong Ballroom:

Discussion Group Table 7

Assessment

This research focuses on how jobs that require an Associate's Degree in the Bureau of Labor Statistics (BLS) or O.NET might be linked to skills using the Degree Qualifications Profile (DQP). This presentation emphasizes Associate level DQP outcomes, and how they could help define the organization of occupational databases. Participants are encouraged to consider the DQP as a "launch point" of inquiry into whether our occupational databases have sufficient job skill data. A final discussion will include how IR data miners could better perform environmental scans for Associate level graduates with this proper mapping of skills to occupations.

Presenter(s)

Jennifer Tucker Klein, Brandman University

Hadassah Yang, Brandman University

Tuition Discounting—How Much Is Too Much? – 2400

Oak Alley

Resources

Many institutions struggle with tuition discounting, and many find their annual tuition increases undone by larger increases in internally funded tuition discounts. Budgeting for tuition



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discounts is a difficult task and generally involves weighing competing demands and negotiating institutional politics. In our presentation, we demonstrate a simple model that has helped our university identify measures useful for budgeting and managing tuition discounting. The inter-relationships of market demand, competitor institutions, and student finance are discussed. Examples are given of interpreting and graphically presenting results. The model is illustrated with case studies from a large multicampus institution.

Presenter(s)

Claude Cheek, Long Island University-University Center
Daniel Rodas, Long Island University-University Center

Using Curriculum Quality to Guide Academic Change – 2730

Salon 816

Assessment

Curriculum is the life blood of academics. Yet, measures of curriculum quality are scarce and tend to examine outcomes rather than the inputs. The problem is compounded with the growing number of programs available and options within those programs. At South University, a measure of curriculum quality has been developed for the Administrative Course Outline (ACO). The ACO contains 35 key elements, including aging, completeness, program and course mapping, and levels of critical thinking. High-level ACO analysis at the college, program, and departmental levels provides insight into where to invest scarce resources for curriculum modification.

Presenter(s)

Reinhold Gerbsch, South University

Using Market Factors to Detect Gender Differences in Faculty Salaries: Regression Model Comparison – 2176

Bayside C

Resources

Methods for selecting and coding market/discipline factors to detect gender bias in faculty salaries using regression analyses are still debated in higher education. Two commonly used approaches are referred to as the dummy model and the market model. In this study, three regression models were created by using different approaches to code market/discipline factors (i.e., dummy model, market model, and comprehensive model). Data were obtained from a unionized, four-year public institution, with 248 FTE faculty members included in the regression analysis. This study describes a sound practice for researchers who periodically monitor faculty salary studies at their institutions.

**Presenter(s)**

Chunmei Yao, SUNY College at Oneonta

Using Predictive Analytics to Impact Retention: A Practical Use of Research Methodologies – 2255

Grand Couteau

Analysis

Predictive analytics offers a proven way to identify at-risk students early in the term allowing for timely interventions. This presentation explores the role predictive modeling plays in retention, the efficacy of a predictive model of retention in a national retention/success program, and the application of that predictive model on a single institution. Linking data with practice, we provide examples of easy-to-read reporting which quickly relays the results of that predictive model to faculty/staff, discuss how faculty/staff identify at-risk students, and review the intervention strategies used to help those students. This presentation includes group discussions and general best practices ideas.

Presenter(s)

Sridhar Sitharaman, Columbus State University
Darlana Jones, Educational Benchmarking (EBI)

When Is College Pricing Like Airline Pricing? An Examination of Differential Tuition by Major and Level and the Fiscal, Reporting, and Policy Implications – 2606

Salon 825

Analysis

Differential tuition affects every segment of higher education and has many dimensions. It impacts institutional revenue and adds to the complexity of college pricing. The presenters provide an overview of differential tuition by major at public research institutions. They also report on tiered costs by grade level and how weighted cost averages for tiered institutions are determined for the College Board's Annual Survey of Colleges. IR professionals learn about the history and scope of differential tuition, the current state by program and level, and implications for data collection, reporting, and policy.

Presenter(s)

Joel Goldman, The College Board
Doris Chow, The College Board
Glen Nelson, Arizona Board of Regents

1:00 PM–2:00 PM

Bonus Sessions

Watch for repeats of the highest demand sessions from earlier today. These sessions are chosen on-site and on the fly, based on space and presenter availability. Additional details available at the Forum Registration Desk.

Spotlight Series

Spotlight Series Opening Session: Defining Student Success – 3169

Rhythms Ballroom III

This Spotlight Series will focus on institutional efforts to improve measures of postsecondary student success. With increased attention on college completion and student success at the national, state, and local levels, more comprehensive measures of success for a wider group of students are critical.



Presenter(s)

Archie Cubarrubia, National Center for Education Statistics

Spotlight Series Opening Session: Politics and Policy of Data Usage in Higher Education – 3167

Rhythms Ballroom I

This Spotlight Series will guide participants in the increasingly important relationship between data and public policy, review several current national policy initiatives that have institutional data implications, look at methods for opening lines of communication with government affairs offices and policy groups, and provide tips for using available resources to stay current in the data/policy loop and how to stay up-to-date on changing requirements.



Presenter(s)

Hans L'Orange, State Higher Education Executive Officers

Panel Sessions

Cost of Degree and Attrition in Higher Education – 2196

Borgne

Analysis

This session includes three papers that develop measures of cost to degree (CTD) and attrition that can be used by policymakers, practitioners, and researchers. The first paper

includes a system-level allocation of the widely used Delta Cost Project metric for CTD to costs by program and to students, institutions, and state. The second paper utilizes statewide student-level data to estimate the future costs of attrition of current students based upon recent historical trends. The third paper utilizes statewide student-level enrollment data to estimate CTD by degree level, program area, and key student demographics.

Presenter(s)

Lee Holcombe, Texas Higher Education Coordinating Board
Sandra Woodley, The University of Texas System Office
Nathaniel Johnson, NJ Higher Education Policy Consulting

Establishing a New Office of Institutional Research: Historical, Foundational, Novice, and International Perspectives – 2581

Nottoway

Assessment

This panel was organized to support and encourage institutional researchers charged with establishing a new Office of Institutional Research. The panel participants provide an historic and operational overview of the work required to establish a new IR office and share the nature of their own work during that first year. Panel perspectives include experiences from public, private, and international institutions. Intended benefits to attendees include shared experiences with prioritizing, strategic planning, process development, resource identification, and institutional collaboration.

Presenter(s)

Debra Winikates, Indiana University Columbus
Stephen Thorpe, Widener University
Husam Zaman, Taibah University

IR and Gainful Employment: Policy, Report, and Practice—Establishing the Linkages Between Higher Education and the Labor Market – 2533

Bayside B

Collaboration

With presenters from community colleges and private/public universities, this panel focuses on three aspects of the gainful employment (GE) regulation: policy, reports, and practices. We argue that higher education institutions in the United States should utilize this “policy window” (Stone, 2001) and make efforts to establish the linkages between higher education and the labor market, keeping on par with what is happening around the world (Schomburg & Teichler, 2006). With reporting on the best practices, the conference participants learn how they can report on GE and support the linkage efforts through data collection and evaluation.

Presenter(s)

Yingxia Cao, University of La Verne
Lei Wang, Tallahassee Community College
Yan Xie, The University of Texas at El Paso

Workforce Connections to Postsecondary Programs – 2713*Oak Alley**Collaboration*

The objective of the panel is to introduce participants to the landscape of workforce data in terms of how it is becoming an integral part of information as evidenced by federal policy initiatives. This session sets the policy landscape then speaks to partnerships in the sharing of workforce data. Panelists will close the session by sharing recent advances in data quality and accessibility mean for institutional research use.

Presenter(s)

Christopher Mullin, American Association of Community Colleges
David Stevens, University of Baltimore
Brian Prescott, Western Interstate Commission for Higher Education

Writing for Publication: Advice from Editors – 3114*Grand Chenier**Resources*

This session is for individuals interested to learn more about becoming published authors. A panel of editors will share insight, advice, and suggestions about writing for higher education publications in general, and institutional research-related publications specifically. Information about a variety of publications, their requirements, and related review and selection processes will be shared.

Presenter(s)

Paul Gore, University of Utah
Libby Morris, University of Georgia
Robert Toutkoushian, University of Georgia
Paul Umbach, North Carolina State University at Raleigh

You Got That Information From Where? The Many Public Faces of IPEDS Data – 2331*Grand Couteau**Collaboration*

Increased scrutiny for institutional accountability, transparency, and accreditation has added to IR offices' responsibility for external reporting, resulting in large amounts of student and institutional data submitted to State and Federal agencies. The Integrated Postsecondary Education Data System (IPEDS) provides the most available and electronically accessible repository of institutional data for both higher education users and the general public. But who uses these data and for what purpose? Presenters focus on third-party uses and misinterpretation of IPEDS data. Attendees receive handouts that can be shared with senior-level administrators to engage them in the IPEDS reporting process.

Presenter(s)

Rebecca Wood, Bridgepoint Education
Kristina Cragg, Bridgepoint Education
Sandra Kinney, Technical College System of Georgia
Shavecca Snead, Florida State University

Common Data Set Update and Feedback Session – 2680*Maurepas**Collaboration*

Based on feedback from AIR and other education associations, the publishers who created and fine-tuned the Common Data Set (CDS) template update the audience on changes to the Fall 2012 CDS and invite feedback on the future of the Common Data Set. Attendees are briefed on the status of current efforts to update the CDS-H financial aid section under the leadership of NASFAA with participation by CDS publishers, AIR, and numerous other higher education organizations and independent experts.

Presenter(s)

Stanley Bernstein, College Board
Robert Morse, U.S. News and World Report
Stephen Sauermeilch, Peterson's, a Nelnet Company

2:15 PM–2:55 PM

Governance Meeting**AIR Annual Business Meeting – 3111***Grand Ballroom E*

The Annual Business Meeting of the Association is scheduled at each year's Forum and all AIR members are invited to attend. The meeting is led by the current Board of Directors and attended by newly elected Board members as well. The Annual Report of the Board of Directors is released at the meeting to provide an overview of Board activities in the previous year. Also included is the official count of membership, election results, and the Board Treasurer's report to the membership about the association's financial position. Current Board members will be present to answer questions and discuss future plans for AIR.

Convener*Jennifer Brown*, University of Massachusetts-Boston**Special Interest Group Meeting****Ball State University IR Certificate Alumni and Friends – 3121***Rampart*

Ball State University IR Certificate program alumni and friends are invited to catch up on what is happening with the program and with each other.

Concurrent Sessions

Anticipating Data Needs: Integrating Institutional Indicators and Data Collection – 2710

Rhythms Ballroom II

Assessment

One of the constant struggles for IR offices is anticipating the data needs of administrators and decision-makers. In 2010, the Northwest Commission on Colleges and University ratified new standards centering on core themes. These new standards have initiated discussions of institutional objectives and indicators around campus. This has provided an opportunity for Institutional Research to integrate with the university's mission and measures of effectiveness. The presentation focuses on barriers and best practices we encountered in aligning institutional research with the integration of a new effectiveness process, and facilitates discussion of implementation between various institutional types and accrediting agencies.

Presenter(s)

Tim Stanley, Utah Valley University
Andrea Brown, Dixie State College of Utah

Beyond Data and Assessment Instruments: The Holistic Role of the Institutional Effectiveness Office – 2536

Napoleon D3

Collaboration

The challenge for many Institutional Effectiveness (IE) offices is to remain engaged in the quality enhancement (QE) process, beyond day-to-day assessment activities and accreditation reviews. This session proposes that the critical role of the IE office is to engage the campus community in developing, administering, and monitoring key QE processes. The presenter highlights possible strategies, including the role of campus education, analysis of existing information systems, implementation of academic program review processes, and involvement in strategic planning activities, as examples. The end goal is to present the IE Office as a critical QE function in the institution.

Presenter(s)

Andrew Miller, Southeastern University

Beyond Rankings – 3075

Salon 828

Collaboration

In response to increasing public interest in comparative data on universities and organizations and the growing demand from institutions to gain insight into their competitive environment, QS Stars has been designed as a complement to the QS rankings. It probes deeper than any ranking and is sensitive to differences in institutional mission and regional conditions. This session examines the criteria used in the QS Stars



evaluation, elaborates on the global movement towards more sophisticated decision-making tools and data collection, and explains how institutions can get involved.

Presenter(s)

Baerbel Eckelmann, QS Quacquarelli Symonds Limited
Deena Al-Hilli, QS Intelligence Unit

College Completion: The Complete College America Common Completion Metrics and Reporting Process – 2695

Maurepas

Assessment

America has made significant progress in ensuring access to college, but many students now entering college never complete a degree or certificate. Complete College America (CCA) was established to address the college completion agenda through state policy change. A key component of CCA's work involves collecting a set of metrics designed to effectively measure college completion. This presentation provides a background of the initiative, insight from the reporting process, including lessons learned, and a discussion about how states and institutions can work together to understand and address college completion.



Presenter(s)

Kathleen Zaback, State Higher Education Executive Officers
Mike Baumgartner, Complete College America
Andy Parsons, Technical College System of Georgia

Course-Level Embedded Assessment of Student Learning for Continuous Improvement—How to Delineate What Accreditors Really Want in a Language that Faculty Will Understand – 2589

Nottoway

Assessment

When faculty are asked to conduct program-level assessment, they may believe that they are being asked to do busy-work unrelated to their teaching goals. This presentation of two case studies from faculty teaching in different departments illustrates the connection between faculty teaching goals and IR assessment goals. This paper presents two case studies (one from a data analysis course and one from a research methods course) detailing the activities and time commitment that two faculty members used to implement course-embedded assessment of program-level student learning outcomes for continuous improvement.



Presenter(s)

Mary Ann Zager, Florida Gulf Coast University
Sandra Pavelka, Florida Gulf Coast University

Developing an Approach to Evaluate Education Impact in New Mexico – 2802

Rhythms Ballroom I

Assessment

As institutional researchers, we have massive amounts of data to address issues of student performance within our institutions. However, we rarely have the opportunity to use these data to their fullest potential, coordinating with other institutions and having a direct link to policy leaders and decision-makers. The UNM Center for Education Policy Research is using an emerging framework for Education Impact, asking two key questions: How are the students doing? and How are the adults doing? This session discusses the benefits of this parallel approach to analysis, for IR departments and institutional leadership alike.

Presenter(s)

Vicky Mooris-Dueer, University of New Mexico
Kevin Stevenson, University of New Mexico

EBI and MAP-Works: A Focus on Assessment and Student Retention – 3009

Estherwood

Students

Understanding the basic principles of assessment is the foundation for fulfilling your mission and having a positive influence on the lives of students. MAP-Works is EBI's online application for student retention and success. During this presentation, we highlight the power of assessment and the need to provide the right information to the people who have a direct impact on the lives of our students. We look closely at the MAP-Works program and how this unique approach to student development is having a measurable impact on retention and student success.



Presenter(s)

Darlana Jones, Educational Benchmarking (EBI)

Establishing an Enterprise Data Warehouse with IR Oversight: Be Careful What You Ask For – 2794

Evergreen

Technology

With the implementation of the PeopleSoft Campus Solutions Student System, the president assigned the IR office responsibility for developing the enterprise data warehouse and business intelligence tools (Oracle EPM and OBIEE). Participants will learn the practical implications of this decision on office priorities and staffing, strategies for minimizing political tensions during implementation, and what IR has to offer as the creator of the enterprise data warehouse and information delivery systems. An emphasis is placed on the collaborative context in which IR leads this effort.

Presenter(s)

Kari Coburn, University of Nevada-Las Vegas

Exploring Pretenured Faculty Satisfaction with Research and Teaching: An Application of Latent Class Analysis – 2595

Gallier A

Analysis

Participants will be introduced to latent class analysis (LCA), a statistical method for empirically identifying subtypes of related cases (latent classes) from multivariate data. The present study utilized LCA to identify four distinct classes of faculty satisfaction with respect to teaching and research at R1 institutions (N = 2,990). Participants will (1) identify latent classes of faculty satisfaction with regard to teaching and research, (2) investigate latent classes and their relationships to gender and race, (3) interpret latent classes and their relationships to institutional ratings, and (4) learn how to apply latent class analysis to faculty and student institutional data.

Presenter(s)

Christine Victorino, UC Santa Barbara

Extreme Early Alert System (EEASY): A Predictive Analytic Model for Proactively Referring Remedial Education Students to Student Services – 2239

Borgne

Students

This presentation introduces a predictive model for referring the remedial education students to student services proactively as a method to increase their course success rates based on the predictive success probability. Participants learn hands-on experiences in establishing such a model from the initiation of the project to the final application and also study the critical nontechnical aspects of designing and implementing such a model including the strategies to gain campus committee members' buy-in and the steps to implement the model campuswide with all the practical and ethical concerns in mind.

Presenter(s)

Lu Liu, Citrus College
Barbara McNeice-Stallard, Mt. San Antonio College
Daniel Lamoree, Mt. San Antonio College

How TaskStream Helped CSU Bakersfield Achieve Transparency and Close the Assessment Loop – 3039

Edgewood A/B

Assessment

When accreditors visited CSU Bakersfield in 2009, they found much more work to be done in assessing student learning. Dr. Laura Hecht, CSUB's Assistant Vice President for Institutional Research, Planning, and Assessment (along with Andreas Gebauer, Faculty Assessment Coordinator), helped lead the effort to engage faculty, enlist the support of the provost, president, and senior management, and replace paper-based assessment with a centralized electronic system. Join Dr. Hecht to find out



why CSUB chose TaskStream for its technology solution, the benefits it achieved, and why accreditors praised the university at its latest Educational Effectiveness Review.

Presenter(s)

Laura Hecht, California State University-Bakersfield
Ben Coulter, TaskStream

Improving Efficiency in Pursuit of the Bachelor's Degree — A study on Graduates with Excess Units – 2215

Gallier B

Students

This study intends to investigate an area that remains relatively unexplored: How many graduates exceed the number of units required by their major, and what impact do these excess units have on enrollment, time-to-degree, and cost to the university and students? This study also examines factors that contribute to excess units, such as repeating courses, changing majors, and adding second majors and/or minors. One unique feature of this study is that it utilizes cost as a factor relating to student success, which may serve to enhance accountability of higher education by focusing on both effectiveness and efficiency during budget shortfalls.

Presenter(s)

Jonathan Shiveley, California State University-Sacramento
Jing Wang, California State University-Sacramento

Increasing Student Response to Faculty Evaluations: A Qualitative Study – 2483

Salon 825

Assessment

As a function of the demand for assessment personnel to do more with less, student evaluations of faculty are migrating to online modalities to achieve the substantial cost savings and efficiency that the medium provides. The amount, quality, and integrity of the feedback are additional considerations. Examination of the feasibility of instituting electronic faculty evaluations indicated that response rates to the evaluations are poor across the campuses of a multisite institution. The purpose of this case study was to understand the choice to not respond to faculty evaluations and how the institution might increase students' participation in this assessment.



Presenter(s)

Charles Davis, Palmer College of Chiropractic
Dustin Derby, Palmer College of Chiropractic

Innovative Methods for Exploring Community College Student Constituencies and Factors that Influence Their Success – 2241

Oak Alley

Analysis

Community Colleges are unique academic institutions in the diversity of students they serve. These students and their broad range of educational goals make it difficult to define both success and the driving factors contributing to success. In this session, attendees learn about statistical methods, including cluster analysis and machine learning, which are being used at Pima Community College, a large multicampus college in Tucson, AZ, to define the primary student constituencies the College serves and to identify the specific factors contributing to the success of each.



Presenter(s)

Steven Felker, Pima Community College

Institutional Characteristics and College Student Dropout Risks: A Multilevel Event History Analysis – 3060

Salon 816

Students

This study focuses on what institutional characteristics contribute to conditions that reduce student dropout risks. By analyzing longitudinal and hierarchical data, this research proposes and tests a multilevel event history model that identifies the major institutional attributes related to student dropout risk in a longitudinal process. Evidence indicates that institutional expenditure on student services is negatively associated with student dropout behavior. Implications of the results for institutional practices and future research are discussed.

Presenter(s)

Rong Chen, Seton Hall University

Institutional Finance and Full-Time Faculty Employment in American Colleges and Universities – 2174

Salon 829

Resources

The research analyzed the panel data from Delta Cost Project to examine how institutional financial factors have influenced full-time faculty (FTF) ratios from 1988–2008. I find that, the revenues from federal government, tuition, and endowment in Baccalaureate institutions increases FTF ratio probably due to the need to maintain quality, stable teaching; institutional revenue structure has no significant influence on faculty ratio in Doctoral-Master's institutions; higher proportion of FTF occurs when a larger share of instructional expenditure is paid to



salaries; private institutions employ less FTF than public institutions; and enrollment increase often drops FTF ratio, shifting teaching load to part-time faculty.

Presenter(s)

Lijing Yang, University of Georgia

Lessons Learned from the Higher Education Regulations Study: Overcoming Methodological Barriers to Understanding and Assessing Regulatory Burden in Higher Education – 2819

Bayside A

Analysis

The Advisory Committee on Student Financial Assistance (ACSFA) reviews and analyzes regulations under the HEA to determine which regulations are overly burdensome and in need of streamlining, improvement, or elimination. Given the many constraints and restrictions encountered, ACSFA adjusted its methodology to ensure the study advanced within the framework of scientific inquiry. Lessons learned include the lack of existing quantifiable data on level of burden associated with regulatory implementation and administration, and the need for anonymity and confidentiality for individuals and institutions to provide candid, useful feedback on such topics. This session reviews lessons learned and the methodologies utilized.

**Presenter(s)**

Anthony Jones, Advisory Committee on Student Financial Assistance

Liberal Arts Colleges: Mission, Research, and Prestige – 2737

Salon 820

Resources

Liberal arts colleges have always had the mission of educating undergraduate students. However, liberal arts college faculty look increasingly like those at research universities regarding their push for grants and publications. This is not a new trend among highly ranked liberal arts colleges. In recent years, however, even lower ranked liberal arts colleges are witnessing their research activity increase. This study analyzes the change in research activity in liberal arts colleges over the past 15 years by examining per-faculty publications and research expenditures. The study discusses if liberal arts colleges are alienating their students and mission.

Presenter(s)

Kyle Sweitzer, Michigan State University

Putting It All Together: Using a Variety of Assessments and Processes to Improve Program Level Assessment – 2666

Salon 821

Assessment

This session discusses the value associated with using a variety of assessments (i.e., faculty-created assignments, nationally normed testing, and culminating experience courses) to determine student success meeting program- and institution-level objectives. Integrating program-level assessment into existing processes such as regular program reviews are also discussed. The ability to provide assessment data to the program directors, rather than asking them to provide data to Institutional Research and Assessment is an integral part of the overall success of the operation.

Presenter(s)

Julie Atwood, American Public University System
Anna Ciampa, American Public University System
Jessica Powell, American Public University System

Selection of Core Competencies for Undergraduate University Students – 2801

Salon 824

Assessment

The purpose of the study was to select and to explore various perspectives of the university members on the core competencies for undergraduate students. Nine competencies were identified primarily through literature and focus group interviews involving faculty, administrators, and students. A total of 56 university faculty, 50 administrators, and 305 students responded to a survey. The results showed that while members of the university shared the essential competencies and agreed on the importance of the competencies for undergraduate students, they had different perceptions and interests concerning those competencies. The universities selecting core competencies should reflect all members' interests and perspectives.

Presenter(s)

Jang Wan Ko, SungKyunKwan University
Jung Heun Joo, SungKyunKwan University
Hyosun Kim, Ewha Womans University Korean Women's Institute
Youngsook Song, Hanyang University

Snap Surveys' Feedback Solutions: Evaluations and Assessments – 3078

Napoleon A3

Analysis

Snap Surveys' Feedback Solutions provide a flexible and customizable platform for the creation and management of evaluation and assessment instruments with actionable reporting. Use Snap's automated templates with built-in "Smart Reporting" as is, modify them to suit your needs, or create your own. Snap supports online, mobile, and paper (scanned) questionnaire delivery and reporting and provides personalized, individual feedback—both data analysis and text—based on customizable quality



metrics along with aggregate roll-up comparisons (e.g., group vs. departments vs. institution, etc.). Drive continuous improvement with the use of both internal and external quality indicators for benchmarking and historical comparisons.

Presenter(s)

Stan Smith, Snap Surveys

VFA: Using the National Accountability Framework Built By and For Community Colleges – 2645

Salon 801

Assessment

Community colleges are developing the first national accountability framework specific to their sector—the Voluntary Framework of Accountability (VFA).



The measures in the VFA align to the students served and missions performed by community colleges and enable the use of a common methodology to report student progress and six-year outcomes, credit/noncredit career and technical education outcomes, and an approach for colleges to be more transparent in reporting student learning outcomes. Presenters give an update on VFA, a review of the metrics, and show pilot testing outcomes and the work underway to build the data collection and analysis tool.

Presenter(s)

Bernadette Farrelly, American Association of Community Colleges
Kent Phillippe, American Association of Community Colleges
Keith Brown, Postsecondary Education Consultant

The Dependability of the New NSSE: A Generalizability Study – 2723

Bayside C

Analysis

The dependability of assessment instruments relies upon their ability to accurately generalize to aggregated groups. This study used Generalizability theory to assess the dependability of group mean scores on a pilot of the updated National Survey of Student Engagement, which will publicly launch in 2013. The paper details new scalelets in the survey and examines the number of aggregated student responses required to produce dependable group means that allow for valid comparisons across groups.

Presenter(s)

Kevin Fosnacht, Indiana University-Bloomington
Robert Gonyea, Indiana University-Bloomington

The Keys to the Kingdom: Putting Strategic Management Information in the Hands of Executive Administrators – 2584

Bayside B

Technology

Increased focus on using university resources effectively has put a premium on information about students, faculty, facilities, and programs. The University of Texas at Austin, wealthy in terms of data collected by operational systems, lacked a comprehensive way to pull data together in a

consumable format for its executive administration. This session focuses on an initiative within the Provost's Office to integrate data and deliver it in a series of seamless, web-based portals focused on different constituencies. These portals provide one-stop shopping for executive data needs, facilitating data analysis and providing transparency and accountability to multiple stakeholders.

Presenter(s)

Leslie Sitz, The University of Texas at Austin
Tim Schnell, The University of Texas at Austin

Time to Bachelor's Degree Attainment for Students Who Started at the Community College: Turning Dreams into Reality – 2832

Oakley

Analysis

Increasing bachelor's degree completion is critical for meeting national college completion goals. Community colleges play a crucial role by preparing students for bachelor's degree programs at four-year institutions. This study documents community college student success at four-year institutions and identifies factors that promote or hinder bachelor's degree attainment. Four student cohorts are tracked for eight years using institutional and National Student Clearinghouse data to document bachelor's degree attainment. Study findings describe degree-completion patterns and present strategies to increase the number of graduates and reduce the time community college students take to complete the bachelor's degree.

Presenter(s)

Janice Dantes, City Colleges of Chicago-District Office
Antonio Gutierrez-Marquez, City Colleges of Chicago-District Office

Using Grouped Data to Predict and Compare Academic Success Rates – 2576

Grand Couteau

Analysis

Examination of multiple correlations between measures of academic success such as graduation rates and unit-level student-entering academic profiles tends to lead to correlations of low to moderate effect sizes. There are several inherent problems in the use of unit-level data to predict the overall academic success of an institution. This study is a demonstration of the applicability of utilizing grouped profile data from a national data source to provide a well-specified regression model of six-year graduation rates, and then utilizing that model to examine the graduation performance of different academic units at one institution.



Presenter(s)

Brent Drake, Purdue University-Main Campus

Using Linear Programming for Financial Aid Leveraging in Excel 2010 – 2628*Salon 817**Students*

Enrollment managers are often confronted with the problem of optimizing some measure of an incoming student cohort while facing constraints. The presenters share how they used a combination of predictive modeling and linear programming (LP) to award aid strategically among freshman admits to maximize their standardized test scores, reach enrollment, maintain diversity, respect an aid budget, and balance matriculation among the university's undergraduate colleges. Participants learn how to recognize LP problems; see the setup of a basic financial aid leveraging LP in Excel 2010; and become aware of some constraints and work-arounds using Solver.

Presenter(s)

Bryce Mason, Loyola Marymount University
Ryan Johnson, Loyola Marymount University

Utilizing Existing Data Sources to Assess Student Outcomes for Science Students – 2781*Rhythms Ballroom III**Assessment*

In a time of financial uncertainty, it is important to find ways to assess student outcomes that are useful but not difficult to obtain. This session presents ways in which one institution used existing data sources to enhance ongoing assessment projects exploring undergraduate learning for science students. The presenters also discuss ways to communicate the results of these assessments to faculty, departments, and granting agencies. Participants of this session gain insights into the challenges and benefits of using existing data and learn ways in which to utilize existing data sources on their own campuses.

Presenter(s)

Casey Shapiro, University of California-Los Angeles
Marc Levis-Fitzgerald, University of California-Los Angeles
Carlos Ayon, University of California-Los Angeles
Brit Toven-Lindsey, University of California-Los Angeles

Who Succeeds: Using and Comparing Decision Tree Models to Understand and Predict Student Success in Entry-Level College Algebra – 2248*Grand Chenier**Analysis*

Increasing student success in college algebra remains a worthwhile goal for many institutions. By mining available data and applying predictive analytic techniques, IR professionals are particularly well positioned to assist. This session presents results of a project examining course success of 10,051 elementary/intermediate algebra students over two academic terms using four different statistical decision tree models including CHAID, Exhaustive CHAID, QUEST, and CRT. Thirteen independent predictor variables involving

student demographic, institutional/schedule, instructor, and course delivery method were used to explain/predict student course success. Model performance, study limitations, and practical implications for research/practice are presented and discussed.

Presenter(s)

Greg Michalski, Florida State College at Jacksonville

3:20 PM–4:00 PM

Special Interest Group Meetings**Intercollegiate Athletics Special Interest Group – 3119***Rampart*

Join us for a discussion of recent topics, issues, and research on intercollegiate athletics at all levels, including four-year and two-year institutions. The session will include a discussion of how athletics impacts institutions. The session will also include a discussion of how IR is involved in athletics reporting. This meeting is open to all Forum attendees.

Noel-Levitz Student Satisfaction Inventory Special Interest Group – 3117*Estherwood*

Join other colleges and universities that administer the Noel-Levitz Student Satisfaction Inventory to discuss best methods for administration and using the results. This session will provide an opportunity to meet colleagues who are working with the satisfaction-priority assessment tools from Noel-Levitz.

Concurrent Sessions**A Comprehensive Graduation Metric Based on Current Information: The Normalized Graduates-to-Leavers Ratio – 2545***Maurepas**Assessment*

Graduation rates are among the most important measures for analyzing student success and institutional effectiveness. Yet rates based upon entering cohorts of first-time, full-time students fail to include many, if not most, students at institutions that also serve transfer and part-time students. In addition, these rates set artificial limits on time-to-graduation, and they fail to utilize available information on the current impact of changes in the



educational process. This presentation analyzes the statistical validity and diagnostic utility of an alternative metric, the normalized graduates-to-leavers ratio. Relatively easy to calculate and to interpret, this metric includes all current graduates.

Presenter(s)

Thomas Wickenden, Accrediting Council for Independent Colleges and Schools

A Divergent Path: The Role of Intent in Understanding Student Success – 2698

Grand Couteau

Analysis

If degree attainment is a common goal against which the quality of an institution is to be judged, it is important to consider the role of intent to earn a degree in assessing student success. Using data from the Beginning Postsecondary Students Longitudinal Study, this research examines the relationship between a student's initial intent to earn a degree and whether he or she achieves a degree within six years of matriculation. This study should be of particular interest to those wanting to learn about using national datasets in their analyses.



Presenter(s)

Thomas McGuinness, University of Michigan-Ann Arbor
Emily Calderon Galdeano, Hispanic Association of Colleges and Universities (HACU)
Lian Niu, University of Florida
Gary Pike, Indiana University-Purdue University Indianapolis
Jennifer Lee, Fordham University

A Universitywide Transformational Assessment Initiative that Integrates the Higher Learning Commission Open Pathway Process – 2256

Salon 829

Assessment

This presentation offers a new seven-year assessment revision initiative. This large-scale initiative included adoption of a set of seven student learning outcomes derived directly from the university's mission statement. Each year, one of the seven outcomes is targeted, and during that year, performance indicators are determined and assessment tools are selected. During the following year, the campus community is educated about the outcome and assessment tools are implemented for the first time. This initiative has evolved into our Higher Learning Commission Quality Initiative Proposal. The presentation offers outcomes, tools, and resources for replicating the model at other institutions.

Presenter(s)

Mary Bornheimer, McKendree University

Academic Policies, Procedures, and Student Success – 2554

Armstrong Ballroom:

Discussion Group Table 1

Students

This discussion addresses the role of academic policies and procedures in ensuring student success. The college academic policies and procedures articulate the conditions under which students are eligible to remain enrolled and provide procedures for warning, probation and dismissal of those who do not make satisfactory academic progress. The discussion explores the following three questions: (a) Could rigorous academic policies and procedures result in lower retention rates and student enrollment? (b) What protocol should faculty be given to assess student needs? (c) Who is going to coordinate the efforts of counselors, faculties and others in implementing the new policies?

Presenter(s)

Sathasivam Krishnan, Hudson County Community College

Administrative Unit Assessment: Using Results for Improvement – 2818

Salon 821

Assessment

How often does the assessment of administrative units stop short of using the actual results of data collection activities for improvement? Could this occur because the assessment plan was developed for compliance purposes only and not with an eye toward improvement? This session focuses on (a) strategies for selecting objectives, measures, and criteria for success that really matter to the unit and institution, and (b) examples from one community college that illustrate using results for improvement derived from assessment that really matters.

Presenter(s)

Jackie Bourque, J Sargeant Reynolds Community College

Assessment of Community Service Learning as Part of a University's Strategic Plan: An IR Perspective – 2424

Oakley

Analysis

This paper uses survey data at the institutional level to measure the effects of Community Service Learning (CSL) on eight measures of proficiency posited to be influenced by CSL. Unlike previous studies, this study uses the concept of the "retrospective pretest" as advocated in recent literature, and includes controls for selection bias, maturation, and demographic factors. The results of the regression analyses show statistically significant effects of participation in CSL across all eight measures. The value of the study is

discussed in the context of the increasing emphasis on evidence-based institutional strategic decision-making in the postsecondary sector.

Presenter(s)

Walter Sudmant, University of British Columbia

Beyond Borders: Linking Data Systems Across Sectors and States – 2388

Oak Alley

Collaboration

The Western Interstate Commission for Higher Education (WICHE) is leading an effort to build a pilot multistate data exchange incorporating information extracted from state databases for K-12 education, postsecondary education, and workforce information. Initially working with four states (Hawaii, Idaho, Oregon, and Washington), the exchange is intended to provide more comprehensive information about how human capital is created and deployed within a region, rather than being bounded by state borders. This session describes the project and provides a progress report that addresses goals, the challenges partners are encountering, and solutions under development.

Presenter(s)

Brian Prescott, Western Interstate Commission for Higher Education

Common Education Data Standards (CEDS) Alignment and Utilization: Innovative Tools for Implementation – 2609

Edgewood A/B

Technology

The Common Education Data Standard (CEDS) version 2 release marks a significant step forward in the ability of education stakeholders to share, compare, and impact instruction in a standardized way. This session takes an in-depth look at how education stakeholders can utilize the available resources of the CEDS Data Model and CEDS Data Alignment Tool to interact with CEDS in their specific environment.

**Presenters**

Keith Brown, Postsecondary Education Consultant

Patrick Alles, Independent Colleges of Indiana

Tanya Garcia, State Higher Education Executive Officers

Jim Campbell, AEM Corporation

Curricular Mapping from the Passenger's Seat: A Quantitative Method for Exploring How Students Experience General Education – 2352

Salon 824

Analysis

Faculty are accustomed to curricular mapping: identifying courses where learning outcomes are introduced and then engaged at a deep level, and where students should demonstrate mastery. In doing so, faculty are in the driver's seat, mapping the way for students. How can we ask the

students/passengers about their ride? For the past three years, a subset of undergraduates completed curricular maps for the courses they took and the general education outcomes of the University. The resulting data provide a multilayered understanding of how students experience general education: engagement in general, coverage of outcomes across academic divisions, and salience of engagement.

Presenter(s)

Terra Schehr, Loyola University Maryland

Discussion of Topics Related to Graduate Education – 3107

Armstrong Ballroom:

Discussion Group Table 2

Assessment

This group will discuss graduate education and how it fits into the mission of AIR. How can individuals be encouraged to submit proposals on graduate education issues to the annual forum?

Presenter(s)

Lydia Snover, Massachusetts Institute of Technology

Do They Like It Here? The Development of a Survey to Assess Student Perceptions of the Outdoor Physical Campus Environment – 2173

Gallier A

Analysis

It is common knowledge that the campus environment has a large impact, but it is rarely assessed from a student satisfaction perspective. This session details one doctoral student's crusade to create a survey instrument to assess student perceptions of the outdoor campus environment using campus ecology and planning literature. Attendees learn about the process for creating a survey "from scratch" for the purposes of a doctoral dissertation. This session may be especially helpful to current students who are considering survey development for dissertation/thesis research or IR professionals who are considering engaging in environmental assessment.

Presenter(s)

Erica Eckert, University of Akron

Does Course Delivery Format Matter? Evaluating the Effects of Online Learning in a State Community College System Using an Instrumental Variable Approach – 3080

Salon 816

Analysis

The current study used a statewide administrative dataset to estimate how the online course delivery format affects students' course performance, in terms of both course withdrawal and course grade, relative to face-to-face format. Using the distance from a student's home to college as an

instrument for the student's likelihood of enrolling in an online section rather than in a face-to-face section, the analyses show robust estimates of negative impacts of online learning on both course retention and course grade.

Presenter(s)

Di Xu, Teachers College at Columbia University

Driving Response Rates in Online Course Evaluations with EvaluationKIT – 3067

Bayside B

Technology

Are you looking for a turnkey online course evaluation system to manage your course evaluation process? Come and learn from our industry experts about the latest strategies and tactics for maximizing student participation.



Presenter(s)

Kevin Hoffman, EvaluationKIT
Peter Pravikoff, EvaluationKIT

Graduation Rate Performance, Institutional Rankings, and Performance Funding – 2467

Bayside C

Assessment

Regression-based graduation performance measures have been used in institutional benchmarking and popular college rankings since the 1990s. With increasing state-level interest in linking funding with such outcomes as student persistence and completion outcomes, it is very likely that such methods may become a popular basis for performance funding models. This paper reviews evidence regarding the efficacy of current regression-based graduation performance measures (e.g., the model used by U.S. News & World Report) and presents the findings from a series of analyses using more nuanced models that might better accommodate institutional diversity.



Presenter(s)

Victor Borden, Indiana University-Bloomington
Yang Hu, Indiana University-Bloomington

Higher Education Regulations Study: Final Report and Recommendations – 2543

Rhythms Ballroom III

Collaboration

In the Higher Education Opportunity Act of 2008, Congress charged the Advisory Committee on Student Financial Assistance (ACSFA) with reviewing and analyzing regulations under the Higher Education Act to determine which regulations are overly burdensome and in need of streamlining. Following several required protocols, ACSFA designed and administered an anonymous, confidential web-based survey to institutions nationwide generating over 2,000 responses. ACSFA identified 22 perceived problems and proposed solutions and validated those with over 200 volunteers



from the community. This session reviews the findings and final recommendations made to Congress and the Education Department, as well as the study's mandate and methodologies.

Presenter(s)

Anthony Jones, Advisory Committee on Student Financial Assistance

How Can I Get People to Use My Data? Decision-Making in Higher Education – 2293

Grand Chenier

Collaboration

This session addresses one of the most central and enduring cultural values embedded in the practice of institutional research – the notion that decision making in higher education, when supported by accurate and sufficient data, is more likely to result in desirable institutional outcomes than decisions not so informed. As IR offices provide data to support decision making, IR professionals must understand factors that impact the usage of the data they provide. This session will share viewpoints from IR and administrator perspectives regarding factors that determine the use or nonuse of data. Tips for creating user-friendly data will also be shared.

Presenter(s)

Angela Henderson, Keiser University
William Ritchie, Keiser University
J. Joseph Hoey, Bridgepoint Education
Kristina Cragg, Bridgepoint Education

How to Measure Learning Outcomes of Japanese College Students: Suggestions of Surveys of JCIRP – 2361

Evergreen

Students

This presentation consists of two parts. One is based on a survey of students of four-year institutions, which is called JJCSS 2010. A multiple regression analysis on the result of the JJCSS 2010 focusing on classic general knowledge suggests that the influence of students peers and the support and encouragement from academic staff affect students' involvement in learning and, consequently, learning outcomes significantly. The second part focuses on another survey, the JJCSS 2009 for junior college students. It endeavors to portray college choice motivations and college impact of junior colleges, which may vary in different disciplines.



Presenter(s)

Rie Mori, NIAD-UE
Reiko Yamada, Doshisha University
Soichiro Aihara, Osaka Kun-ei Women's College

Leadership Development Needs of Institutional Researchers: Results of a National Survey – 2276

Borgne

Collaboration

IR leaders have called for the development of IR professionals into highly skilled leaders with superb organizational, communication, and interpersonal skills; who are also adept stewards of human, financial, and technological resources; and who are able to negotiate campus politics deftly. This session highlights the results of an IR Leadership Development Needs Survey, which was carried out as a precursor to designing IR leadership development opportunities. Join us in making meaning of the findings and strategizing follow-up activities.

Presenter(s)

William Knight, Ball State University

Learning Analytics, Retention, and Computer-Based Testing – 3068

Armstrong Ballroom:

Discussion Group Table 3

Assessment

This discussion addresses how a university is using computer-based testing, utilizing student-owned laptops, to bridge the data gap between traditional exams and access to real-time and specific student outcomes data. How can institutions provide direct evidence of student learning outcomes? How can institutions use item “tagging” to provide performance reports to students, faculty, and administrators? How is centralized and collaborative item banking improving the way faculty and administrators deliver exams? How can institutions leverage the largest untapped IT resource on campus, student-owned laptops, to deliver exams securely anywhere at any time? How is computer-based testing improving retention rates?

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Presenter(s)

Ken Knotts, ExamSoft Worldwide, Inc.

Daniel Musquiz, ExamSort Worldwide, Inc.

Lessons from the Field: A NILOA Update – 2847

Rhythms Ballroom II

Assessment

This presentation summarizes the past body of work of the National Institute for Learning Outcomes Assessment (NILOA) and its likely future directions. Participants learn about what is happening across the country in terms of assessment that will inform their practice and provide an awareness of the work and future directions of NILOA.

Presenter(s)

Natasha Jankowski, University of Illinois at Urbana-Champaign

George Kuh, Indiana University-Bloomington

Making the Right Connections: Strategies of Successful Assessment Documentation Practices Used to Improve Quality and Meet Accreditation Requirements – 2175

Salon 820

Assessment

This presentation dives into the topic of documentation “packaging” for assessment, unveiling useful strategies designed to address the documentation requirements affiliated with the accreditation process. Additionally, the presenter discusses and demonstrates the “paper trail of alignment” process used to better align assessment documentation to the institution’s strategic plan, course catalog, and syllabi. Attendees will be given examples of documentation best-practices, curriculum mapping, and paper trail templates for use at their institutions.

Presenter(s)

Bridgette Hardin, Texas A&M University - Corpus Christi

Meeting Regional Accreditors’ Expectations for Assessment: How IR Can Help – 2761

Napoleon D3

Assessment

Today most regional accreditation decisions include follow-up requirements, and the top reason for a follow-up request is assessment. How can an institution meet regional accreditors’ assessment expectations and avoid follow-up? How can institutional researchers help? This session prepares you to explain to your colleagues the questions that accreditors are most likely to ask about assessment and support your colleagues in preparing to address those questions clearly and effectively.

Presenter(s)

Linda Suskie, Consultant

NSSE 2.0 Launching in 2013! – 3056

Napoleon A3

Assessment

NSSE is pleased to announce an updated survey in 2013! In this session, we reveal the new survey, discuss important transition implications for current users, and exchange ideas for new reporting options. We also review upcoming deadlines for the September 2012 registration and discuss changes to NSSE-related surveys, the Faculty Survey of Student Engagement (FSSE) and the Beginning College Survey of Student Engagement (BCSSE). Join us to learn more about NSSE 2.0!

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Presenter(s)

Jillian Kinzie, Indiana University-Bloomington

Robert Gonyea, Indiana University-Bloomington

One Stone, Two Birds: Embedding Program Assessments in Student Persistence and Success Analytics – 2267

Nottoway

Analysis

Drawing from experiences and lessons learned from Lumina-funded, multi-institutional student success projects, the presenters provide conceptual models, empirical strategies, and practical illustrations on how to embed program assessments in student persistence and success analytics. They also address the issue of program assessments for the dual purposes of institutional improvement and accountability. Participants gain a new way of thinking about the interconnections of multiple IR projects and a road map to guide them toward building an integrated knowledge infrastructure. The benefits include lowered knowledge costs coupled with deeper insights of program impacts from the institutional perspective.

Presenter(s)

Yan Xie, The University of Texas at El Paso
Anthony Abrantes, University of Texas at El Paso
Denise Carrejo, The University of Texas at El Paso

Overcoming Barriers to Assessment – 2179

Armstrong Ballroom:
Discussion Group Table 4

Assessment

This discussion addresses strategies for overcoming barriers related to assessing student learning outcomes within the context of institutional research, accreditation, and continuous improvement efforts. Organizing questions include: What barriers/challenges have you encountered? What strategies have you used to overcome these barriers? What strategies have you used that were not as effective as you had hoped? What advice would you give to IR professionals regarding best practices in supporting the assessment of student learning outcomes?

Presenter(s)

Kay Schneider, Colorado School of Mines

Putting a Universitywide Student Success Initiative into Action: An IR Office's Role in Supporting Student Success – 2740

Bayside A

Students

With the ever-increasing emphasis on student success in higher education, IR offices are often relied upon to conduct studies in support of student success initiatives. This presentation provides an overview of how a large public research institution engaged in a process to enhance student success and provides examples of how the IR capacity was leveraged to enhance research in support of the initiative.

Attendees gain insight as to how the IR office plays a role in student success and learn about select studies that that have been conducted to fulfill that role.

Presenter(s)

Michael Bolen, University of South Florida
Yue Ma, University of South Florida

Race/Ethnicity Data Collection Reporting – 2261

Armstrong Ballroom:
Discussion Group Table 5

Analysis

This discussion addresses the collection and reporting of racial and ethnic enrollment rates within the context of the new federal guidelines. The following questions are addressed: What do the changes in race/ethnicity reporting mean for specific ethnic groups? How do these changes affect institutional data? What are the implications for national trend analysis?

Presenter(s)

Gloria Gonzalez, American Dental Education Association
Eugene Anderson, American Dental Education Association
Nan Zhou, American Dental Education Association
McKayla Theisen, American Dental Education Association

Stop Counting Fish: Affectively and Authentically Aligning Teaching, Learning, and Assessment Through the CLA – 3028

Salon 817

Assessment

CLA staff discusses ways that institutions of higher education can improve higher order skills (critical thinking, problem solving, and effective written communication) by connecting teaching, learning, and assessment through authentic, performance-based assessment and faculty-development practices.



Presenter(s)

Chris Jackson, Collegiate Learning Assessment (CLA)

Strategies for Building Assessment Capacity – 2661

Rhythms Ballroom I

Assessment

No one-size-fits-all model for assessment in higher education exists. Instead, assessment is often “by committee” or as an added-on responsibility. The session focuses on the ways in which campuses are organizing their assessment work, as well as innovative techniques to enhance assessment capacity such as certification programs. Handouts are provided on examples of in-house assessment certification programs for divisions and frameworks that can guide the work of building assessment capacity. Attendees can expect

to leave the session with tangible strategies that they can employ on their campuses to nurture and grow assessment capacity.

Presenter(s)

Kim VanDerLinden, Campus Labs
Diane Waryas, Touro University Nevada

Student and Faculty Engagement in Undergraduate Research – 2304*Gallier B**Resources*

Participation in undergraduate research (UR) has positive benefits for student success as well as advantages for faculty members who serve as mentors to undergraduate students. There is a growing body of research on student participation in UR, yet there is less research available on how faculty perceptions of UR and their use of pedagogical techniques relate to faculty participation in UR. Using 2007–2011 data for NSSE and FSSE from 450 colleges and universities, this study examines factors that influence faculty involvement in UR and factors that influence student participation in UR. Implications for policy and practice are discussed.

**Presenter(s)**

Karen Webber, University of Georgia
Thomas Nelson Laird, Indiana University-Bloomington
Allison BrckaLorenz, Indiana University-Bloomington

The Best Way to Build a Data Dictionary Is To NOT Build a Data Dictionary! – 3049*Salon 828**Technology*

Want to create a valuable data dictionary? Are you in the middle of a project to build a data dictionary? Does everyone tell you the answer to your troubles lies in a data dictionary? We need to talk. There are several myths about rolling out a successful reporting solution. We believe conventional wisdom is wrong on several key ideas. We debunk these notions and talk about a new way to look at implementing a reporting solution.

**Presenter(s)**

Scott Flory, IData, Inc
Sue Kumpf, IData Inc.

Using CIRP Surveys to Understand and Improve the Learning Environment – 3035*Salon 801**Assessment*

The CIRP Freshman Survey (TFS) and its follow-up instruments (the Your First College Year [YFCY] survey, Diverse Learning Environments [DLE] survey, and College Senior Survey [CSS]) provide detailed information on how students' expectations and experiences impact learning and personal development. CIRP results are used to demonstrate the impact of the teaching and learning



SEE YOU IN LONG BEACH!



SAVE THE DATE

MAY 18 – MAY 22, 2013

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Long Beach, California.

<http://forum.airweb.org/2013>

process, prepare for strategic planning and accreditation activities, and improve the learning environment for all students. This session provides an overview of CIRP surveys and highlights effective uses of each to examine issues of campus climate; retention; civic engagement; and academic habits, achievement, and involvement.

Presenter(s)

Laura Palucki Blake, University of California-Los Angeles

What Does IR/IE Leadership Mean? A Not-So-Modest Proposal – 2172

Salon 825

Collaboration

IR, as typically performed, is a service and technical role. But to meet today's needs, IR, or IE, must take a leadership role as well. What might that role look like in practice? Leadership comes in many forms, such as traditional, transformational, servant, and shared. In this presentation, various types of leadership are reviewed in the context of IR/IE practice. A proposal is forwarded for the type of leadership that is required, the difference it will make, and how we might go about creating such roles. Audience ideas are encouraged.

Presenter(s)

Christina Leimer, California State University, Fresno

4:00 PM–5:30 PM

Welcome Reception Hosted by AIR Board of Directors and Poster Gallery

Napoleon Ballroom

See pages 123-132 for poster details

Join us in the Exhibit Hall for refreshments and hors d'oeuvres. Network with colleagues, take advantage of Q&A time with poster presenters (4:00 p.m. – 5:15 p.m.), and learn from our exhibitors about the latest products and services to improve the effectiveness of your office and the performance of your institution.

5:45 PM–6:15 PM

Special Event

Graduate Student Gathering – 3170

Waterbury Ballroom

Graduate students are encouraged to attend this informal gathering to learn about the benefits of AIR scholarships, professional development institutes, and other funding and

volunteer opportunities. In addition, there will be time for discussion about the transition into the institutional research world and how AIR can help, as well as words of advice from members of AIR's Board of Directors.

Affiliated Organization Meetings

California Association for Institutional Research (CAIR)

Salon 824

This session will cover dates, place, and plans for the next CAIR meeting, as well as old and new business and a call for attendance at the Best Presentation session.

Georgia Association for Institutional Research, Planning, Assessment, and Quality (GAIRPAQ)

Rampart

Meet with members of the Georgia state AIR affiliate to hear plans for the coming year, including the Spring 2013 GAIRPAQ Conference. We will solicit input from Georgia institutional effectiveness researchers about their needs and interests. The session will also provide an opportunity for informal discussion about issues facing higher education and institutional effectiveness in the state of Georgia.

Illinois Association for Institutional Research (IAIR)

Bayside C

IAIR members and those interested in learning more about the Illinois Association for Institutional Research are invited to attend this informal session.

Indiana Association for Institutional Research (INAIR)

Salon 828

INAIR members and those interested in learning more about the Indiana Association for Institutional Research are invited to attend this informal session.

Kentucky Association for Institutional Research (KAIR)

Salon 816

This is an informal gathering of current KAIR members, prospective members, or institutional researchers from Kentucky attending the annual AIR Forum to discuss topics

of interest. Meet your colleagues from across the state in a relaxed, social setting with the intent of sharing and networking.

Michigan Association for Institutional Research (MIAIR)

Salon 817

Come meet and greet your Michigan friends and colleagues. Get caught up and find out the latest for the Fall 2012 MI-AIR conference in Bay Harbor.

National Community College Council for Research and Planning (NCCCRP)

Salon 821

This is the annual meeting of the National Community College Council for Research and Planning. This session is for members and those interested in meeting community college colleagues.

Southern University Group (SUG)

Salon 820

SUG members are invited to discuss data exchanges, state higher education initiatives, and other topics of interest.

Tennessee Association for Institutional Research (TENNAIR)

Salon 801

Members and 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 the next year.

Texas Association for Institutional Research (TAIR)

Salon 829

Members and 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.

Virginia Association of Management Analysis and Planning (VAMAP)

Salon 825

Learn more about Virginia House Bill 639, changes at SCHEV, and plans for the Spring Drive-In. VAMAP is the professional organization for institutional researchers, planners, and budget officers in the Commonwealth of Virginia.

Schedule at a Glance for Tuesday, June 5, 2012

7:30 a.m. – 5:30 p.m.	Forum Registration Desk Open, 3 rd Floor
8:30 a.m. – 9:00 a.m.	Morning Coffee in the Exhibit Hall, <i>Sponsored by EvaluationKIT</i>
8:30 a.m. – 3:30 p.m.	Exhibit Hall and AIR Networking Hub Open
9:00 a.m. – 10:00 a.m.	Concurrent Sessions
10:15 a.m. – 10:55 a.m.	Concurrent Sessions
11:10 a.m. – 11:50 a.m.	Concurrent Sessions
12:05 p.m. – 12:45 p.m.	Concurrent Sessions
1:00 p.m. – 1:40 pm.	Concurrent Sessions
1:55 p.m. – 2:35 p.m.	Concurrent Sessions
2:35 p.m. – 3:30 p.m.	Dessert in the Exhibit Hall, <i>Sponsored by SAS</i>
3:30 p.m. – 4:10 p.m.	Concurrent Sessions
4:25 p.m. – 5:05 p.m.	Concurrent Sessions
5:15 p.m. – 6:15 p.m.	Affiliated Organization Meetings
6:30 p.m. – 9:00 p.m.	Duckwall Scholarship Celebration, Ticketed Event

**See pages 29-30 for event details*

Reminder: *Select a lunch time that fits with your schedule.*

For your convenience, lunch carts will be open in the Exhibit Hall from 11:00 a.m. – 2:00 p.m.

Icon Key



Sponsor Session



Scholarly Paper Download Available



Spotlight Series



Best Presentation

9:00 AM–10:00 AM

Bonus Sessions

Watch for repeats of the highest demand sessions from yesterday. These sessions are chosen on-site and on the fly, based on space and presenter availability. Additional details available at the Forum Registration Desk.

Spotlight Series

Spotlight Series Opening Session: Managing the Work, Leveraging the Resources – 3168

Rhythms Ballroom I

This Spotlight Series will provide participants with tips on how to leverage resources to prioritize and balance the workload, how to demonstrate results and provide access, how to use new technology and vendor tools, and will include suggestions for streamlining IPEDS and other mandatory reporting tasks. This opening session will provide an introduction to office and workload management strategies and frame the challenges that offices face in balancing mandated reporting and campus priorities.



Presenter(s)

Michelle Appel, University of Maryland-College Park

Panel Sessions

A Regional Approach to Understanding Human Capital Development for Policy and Research: Partners' Experiences in a Project to Build a Multistate Data Exchange – 2389

Grand Couteau

Collaboration

WICHE is leading an effort to build a pilot multistate data exchange incorporating information extracted from state K-12, postsecondary, and workforce databases. Initially working with four states, the exchange is intended to provide more comprehensive information about how human capital is created and deployed within a region, rather than being bounded by state borders. This session features panelists from participating states, who offer their perspectives as partners on the project, and a panelist who discusses how the project is both relying on and contributing to the Common Education Data Standards project.

Presenter(s)

*Brian Prescott, Western Interstate Commission for Higher Education
Melissa Beard, Washington State Office of Financial Management
Pearl Iboshi, University of Hawaii IRAO
Hans L'Orange, State Higher Education Executive Officers*

Collaborative Relationships Between IR and Student Affairs – 2634

Nottoway

Assessment

Achievement and assessment of student success requires campuswide collaboration, yet IR professionals have much to learn about assessment efforts in Student Affairs. Hear how diverse institutions have created collaborative relationships between IR and Student Affairs to achieve assessment success.

Presenter(s)

*Annemieke Rice, Campus Labs
Stephanie Bushey, Hofstra University
Joann Stryker, East Stroudsburg University of Pennsylvania
Michael Christakis, University at Albany*

Context for Success: Making Sense of Institutional Differences in Student Backgrounds, Quality, and Cost – 3105

Bayside A

Assessment

How can we make comparisons or assess progress when institutions have different or changing student populations? With support from the Bill & Melinda Gates Foundation, a diverse group of researchers convened in 2011 to answer that question. White papers to be released on the subject include contributions from Charles Clotfelter, Tom Bailey, Stephen Porter, John Pryor, Sylvia Hurtado, David Wright, Bill Fox, Matt Murray, Celeste Carruthers, Grant Thrall, Doug Harris, Robert Kelchen, Jesse Cunha, Trey Miller, and Peter Bahr. Panelists will describe the process and outcomes of the Context for Success discussion.

Presenter(s)

Nathaniel Johnson, NJ Higher Education Policy Consulting
Stephen Porter, North Carolina State University at Raleigh
Kim Hunter Reed, Louisiana Board of Regents
Celeste Carruthers, University of Tennessee

Implementing the Student Learning Progress Model: Lessons Learned and Advantages Over Traditional Metrics – 2227

Rhythms Ballroom II

Students

This panel discussion provides an overview of the implementation of the Student Learning Progress Model. This model was created as a more robust alternative to using graduation rates as the ultimate metric for student success. The model is currently finishing its beta test at 18 institutions from various sectors and with diverse missions. The panelists represent the diversity of these institutions and respond to specific questions about their experiences using the model. Participants are provided with an overview of the model and its implementation, as well as, the model's advantages over the traditional graduation rate metric.

Presenter(s)

Gary Rice, University of Alaska Anchorage
Mary Ann Coughlin, Springfield College
Cindy Boling, University of Central Oklahoma
Jeffrey Stewart, Macon State College
Ed Hale, Georgia College & State University
JoLanna Kord, Emporia State University
Erin Mulligan-Nguyen, Northern Kentucky University
Veronica Chukwuemeka, California State University-Monterey Bay

Key Performance Indicators that Work: Building Quality and Accountability as a Collective Process – 2792

Grand Chenier

Assessment

Quality improvement and accountability are essential mandates in higher education. Institutions are required to demonstrate their effectiveness and the value they

provide. However, defining quality and accountability is a controversial topic. Institutions frequently opt for developing top-down models which result in lack of understanding and commitment. This panel discusses the model developed by a multicollage system to construct key performance indicators with broad participation from faculty and staff. Panelists address issues related to design, structure, and process, as well as methodological/technical processes involved in the development of a successful system of key performance indicators.

Presenter(s)

Antonio Gutierrez-Marquez, City Colleges of Chicago-District Office
Polly Hoover, City Colleges of Chicago-Wilbur Wright College
Hope Essien, City College of Chicago-Malcolm X College
Dellilah Perez, City Colleges of Chicago-District Office
Pervez Rahman, City Colleges of Chicago-Harry S. Truman College

Measuring Mission: The Role of Institutional Research in Performance Metrics, Money, and Mission – 2688

Bayside C

Resources

The work of Institutional Research (IR) involves reporting the attainment of institutional mission as expressed in quantitative metrics. Similarly, institutional budgeting is concerned with mission support through resource allocation. As the financial underpinnings of public higher education shift from public to private sources, many scholars and leaders theorize institutional missions will correspondingly shift away from public good in favor of private benefit. For IR, gainful employment reporting is an example of reporting demands reflecting this shift. In this session, panel participants from three different states consider and discuss numerous examples of institutional reporting and budget demands reflecting mission shifts resulting from funding changes.

Presenter(s)

Guilbert Brown, George Mason University
Carrie Birckbichler, Slippery Rock University

Six Technical Efficiencies of Submitting IPEDS Data: 10 minutes or Less – 2679

Oak Alley

Technology

Many IR offices are pressed for time to complete all requests. Technology can be leveraged to help IR officers complete annual tasks, such as IPEDS more efficiently. This panelist session shares technical tips for preparing and submitting IPEDS data using a variety of tools, including SQL, Crystal Reports, XML, Argos, Access, and Excel.

Presenter(s)

Nijah Bryant, Savannah State University
Kristina Cragg, Bridgepoint Education
Amanda Fluharty, Bridgepoint Education
Angela Henderson, Keiser University
Sonia Schaible Brandon, Colorado Mesa University
Calvin Easterling, Oral Roberts University

Successful Strategies for Effective In-House Survey Design and Implementation – 2789

Borgne

Analysis

Surveys are vital institutional assessment tools for IR professionals; however, not all surveys provide useful results. How valuable is your survey if it does not align with your institutional goals, provide a criterion for successful measurement, or reach your audience effectively? This panel addresses four topics that help you improve your survey instruments. Topics include (a) Operationalizing Institutional Goals in Survey Questions; (b) Applications of Rasch Scaling to the Evaluation of Current Surveys and the Design of Next Generation Surveys; (c) Minimize Survey Fatigue by Centralizing Survey Distribution; and (d) Improving Response Rates Without Sticks or Carrots.

Presenter(s)

Erin Aselas, Bastyr University
Jeffrey Johnson, Utah Valley University
C Ellen Peters, University of Puget Sound
Andrew Carson, Kaplan University

The Future of Student Learning Outcomes Assessment on the College Portrait – 2841

Maurepas

Assessment

This session summarizes the key findings of a study of the Voluntary System of Accountability (VSA) student learning outcomes assessment pilot portion of the College Portrait and how the VSA used the findings to determine additional options for institutions to measure and report learning outcomes within the VSA. Participants learn how institutions are using the College Portrait, the environmental pressures that facilitated the changes, and an overview of the new student learning reporting options for VSA institutions.

Presenter(s)

Natasha Jankowski, University of Illinois at Urbana-Champaign
Christine Keller, Association of Public and Land-grant Universities
Stanley Ikenberry, University of Illinois
Jillian Kinzie, Indiana University-Bloomington
Paul Gore, University of Utah

What Every IR Rookie Should Know: Class of 2012 – 2632

Rhythms Ballroom III

Collaboration

Three institutional researchers representing a public master's, a public research university, and a large, online institution share their experiences, triumphs, and trials from their first four years of working in IR. The target audience is newcomers to institutional research, planning, and assessment, particularly those who are tasked with establishing a new IR office and/or the assessment function at an institution. This presentation also allows time for a Q&A

session with the panelists as well as an opportunity for the audience to share lessons they have learned during their initial experience of working in IR.

Presenter(s)

Angel Jowers, University of West Alabama
Crissie Grove Jameson, Walden University
Gordon Mills, University of South Alabama

10:15 AM–10:55 AM

Concurrent Sessions

A Staffing-Level Analysis with Institutional Peers Using IPEDS Data – 2834

Napoleon D3

Resources

This presentation describes a staffing-level analysis designed to provide comparative data for funding decisions for new staff positions at a large, public institution. Multiple departments in student affairs and enrollment management were compared internally and with peer institutions, and results were used to make funding recommendations to the senior administration. Ratios were calculated for key variables such as the number of staff to headcounts and FTEs as well as institutional expenses, instructional expenses, and institutional revenues using institutional websites and IPEDS finance and human resources data. Common pitfalls of using IPEDS finance data are also discussed.

Presenter(s)

Amy Ballagh, Georgia Southern University

Adult Student Engagement and Retention – 2757

Salon 824

Students

Student engagement has been found to be strongly correlated with student learning and student persistence, especially when students are of traditional age. In recent years, however, more and more adult students are enrolling at colleges and universities, and their specific characteristics sometimes limit their engagement at college. The current study is conducted to help institutions where the majority of students are adult learners to better understand the relationship between adult student engagement and their persistence and to assist these institutions in their persistence efforts to retain more adult students and help these students succeed in their academic pursuits.

Presenter(s)

Kang Bai, Troy University
Dan Tennimon, Troy University
Donna Sanders, Troy University

Advanced SQL and Other Tableau Tricks – 2856*Salon 828**Technology*

More and more IR professionals are using Tableau but many are not familiar with ways to manipulate data in advance. This session provides some advanced SQL techniques that help make Tableau easier to use. Understanding the SQL techniques can empower the analysts to quickly create dynamic reports. We also discuss some internal Tableau tricks that ease report generation.

Presenter(s)*Alim Ray, DePaul University***All “Good” Things Must Come to an End: The Limitations of Race, Ethnicity, and Citizenship Reporting in the IPEDS – 2343***Bayside C**Analysis*

Despite the establishment of reporting standards of race and ethnicity in federal data collection, there has been little exploration of what those standards mean for understanding racial and ethnic groups in higher education. This study addresses the issue of current reporting standards of race, ethnicity, and citizenship through a comparison of IPEDS with two other federal datasets. Disparities between these datasets were found, particularly when all members of each group were included regardless of citizenship status. Implications discussed include possible influences on decision-making, policy development, research using IPEDS, and identification of at-risk and underrepresented populations.

**Presenter(s)***William Byrd, Virginia Tech**Sandra Dika, University of North Carolina at Charlotte**Letticia Ramlal, Claflin University***Alternative Estimates of the Reliability of College GPAs – 2169***Salon 821**Students*

The purpose of this paper is to make a contribution to the existing literature on the reliability of college GPAs. Using four years of semester GPAs for a freshman class at a major university, internal consistency reliabilities are estimated for unweighted and weighted reliabilities of one-semester, one-year, two-year, and four-year cumulative GPAs. Findings indicate that different cumulative GPAs have different degrees of reliability. These results are compared to GPA reliabilities found in the literature. Understanding these differences in reliability has implications for how GPAs are used by institutional researchers in practical as well as theoretical studies.

**Presenter(s)***Joe Saupe, University of Missouri**Mardy Eimers, University of Missouri-Columbia***Assessment and Research of Online Programs: Challenges and Opportunities for Institutional Research – 2726***Nottoway**Assessment*

Online programs are increasing at significant rates across institutions, and IR professionals need more experience with them. Online learning is now preferred for working professionals, and traditional students will take at least one online course. However, there is little published about assessment practices associated with building quality online programs. One professional graduate program went to a live-online format and has grown in size and reputation because of consistent assessment that goes beyond course evaluations. This presentation provides examples of the full continuum to evaluate market expectations, course outcomes, and longitudinal outcomes that build success.

Presenter(s)*Catherine Watt, Clemson University**Lance Kennedy-Phillips, Ohio State University-Main Campus/Clemson***Defining First-Generation Students by Degrees: Implications for Research, Policy, and Practice – 2349***Salon 817**Students*

Many scholars, federal agencies, and institutions define first-generation students using different criteria; furthermore, most researchers collapse students into dichotomous categories of first-generation/non-first-generation. Both strategies of defining first-generation students may mask important insights about first-generation students—insights that can be highlighted by using a differentiated definition of first-generation status based on varying degrees of parents' educational attainment. Using the multi-institutional Student Experience in the Research University (SERU) survey, this paper presents evidence that suggests a more nuanced understanding of parents' educational achievement can highlight the unique experiences of students from different parental educational backgrounds and potentially benefit research, policy, and practice.

**Presenter(s)***Krista Soria, University of Minnesota-Twin Cities**Laura Gorny, University of Minnesota-Twin Cities***Demonstrating Student Learning Using Course-Embedded Common Assessments – 2422***Borgne**Assessment*

It has become increasingly important to demonstrate the extent to which students achieve program- and institution-level learning outcomes. One multicampus institution, with a high percentage of students taking courses and programs

online, has implemented a process based on curriculum mapping, common assignments embedded in courses, and program-level rubrics, to assess learning outcomes. The presenters share experiences over the past two years in working with faculty to implement these common assessments in every course. Lessons learned, positive and negative, can assist other institutions that may wish to undertake similar initiatives.

Presenter(s)

Stephen Whitten, American InterContinental University

E-Assessments: An Efficient and Cost-Effective Approach to Capturing Undergraduate Experiences with Academic Advising – 2353

Grand Chenier

Students

Recently, scholars have contended that the student benefits resulting from academic advising calls for assessment that underscores student learning outcomes (McGillin & Nut, 2007). Typical assessment tools often come in the form of satisfaction surveys. Today, when declining resources in universities are more commonplace and gauging the benefits of college become more complex, it is imperative to take proactive steps in determining the educational objectives of academic advising for undergraduates. This session discusses an innovative, cost-effective, and efficient way in which a large public university ascertains that its advising services impacts students' academic, co-curricular, and extra-curricular pursuits.

Presenter(s)

Chiara Paz, University of California-Los Angeles

Corey Hollis, University of California-Los Angeles

Marc Levis-Fitzgerald, University of California-Los Angeles

Alice Ho, University of California-Los Angeles

Efficient and Effective IPEDS Data Submissions with XML – 2309

Rhythms Ballroom II

Technology

Improving the efficiency of IPEDS data submissions can be achieved by using XML. IPEDS has recently added XML as a data upload option, but currently only a few institutions use it, which may be due in part to lack of familiarity with the tool. Excel table structures can be converted into the XML format provided by IPEDS. This file can then be uploaded to populate different sections of the IPEDS survey. It also eliminates manual data entry into the forms, creating greater efficiency and accuracy. This session includes an overview of XML and a how-to application to IPEDS.

Presenter(s)

Kristina Cragg, Bridgepoint Education

Amanda Fluharty, Bridgepoint Education

Rainier Sabangan, Bridgepoint Education

Factors Influencing Entrance into STEM Fields of Study: Motivation, High School Learning, and Postsecondary Context of Support – 3006

Salon 825

Students

Utilizing a longitudinal, nationally representative sample, this study draws upon social cognitive career theory and higher education literature to propose a conceptual framework for understanding the decision to choose postsecondary STEM fields of study among recent high school graduates.

Presenter(s)

Xueli Wang, University of Wisconsin-Madison

Faculty Fostering Collaborative Learning and Personal and Social Responsibility – 2369

Oak Alley

Resources

The interactions experienced by undergraduates through collaborative learning (CL) are paramount for academic and personal development. Yet, little is known about the faculty who employ CL teaching techniques and the academic context in which it is likely to happen. Using data from over 1,400 faculty members, this study identifies demographics and course characteristics that are predictive of faculty using CL in their selected course section. Findings reveal class size, gender, and race/ethnicity are predictive of faculty fostering collaborative learning experiences. Further, using CL is positively linked to promoting various aspects of personal and social responsibility, an essential learning outcome.

**Presenter(s)**

Amy Ribera, Indiana University-Bloomington

Allison BrckaLorenz, Indiana University-Bloomington

Thomas Nelson Laird, Indiana University-Bloomington

Tony Ribera, Indiana University-Bloomington

How Do You Know When You're Underpaid? Pathways and Pitfalls in a Salary Equity Analysis of University Faculty and Staff – 2712

Grand Couteau

Resources

A salary equity analysis of faculty and staff was developed at a large research university in keeping with federal evaluation guidelines. Analyses of employees working in similar capacities suggested that neither gender nor minority status were generally associated with salary discrepancies over and above the effects of background and experience. Nonetheless, regression models differed greatly in their predictive power, and these differences were often attributable to imprecision in employee group definitions. Further discussion focuses dually on the practical choices that led to model refinement and the data needs that hindered analysis of specific employee groups.

Presenter(s)

Lauren Young, SUNY at Buffalo

How Much Does It Really Pay to Go to College? – 2488

Rhythms Ballroom I

Resources

In this study, we show how to improve the way in which aggregate-level studies can be used to estimate the net financial benefit to attending college. We review the methodology used in aggregate-level studies of the financial benefits from college, and show how they can be modified to take into account the risk of not completing college and the direct/indirect costs of going to college. We then use institution-level data to demonstrate how the net financial benefit from attending college varies across institutions. We then conclude with a discussion of the policy implications from this work.



Presenter(s)

Robert Toutkoushian, University of Georgia
Michael Trivette, University of Georgia

Incorporating Benchmark Project and Survey Data into Program Review Reports and Process – 2380

Edgewood A/B

Assessment

Of all the projects for which benchmarks can be used, using them in a program review is critical; especially in the days of “gainful employment” regulations. Noel-Levitz SSI/IPS, CCSSE/CCFSSE, and Kansas Study data are aligned to Perkins and used for program reviews. Learn how to do this for your campus.

Presenter(s)

Rob Stirton, Schoolcraft College

Increasing Students’ Intrinsic Motivation to Learn: Empirical Evidence from a National Study – 2188

Salon 816

Students

A substantial body of evidence confirms a positive relationship between several educational “good practices” and gains on important intended outcomes of a college experience. Yet the success of each “good practice” requires more than faculty implementation; students must be authentically motivated to engage. Analyzing data from the Wabash National Study, this study asks whether certain student experiences correlate with a specific measure of academically oriented intrinsic motivation. Findings suggest a statistically significant relationship between integrative learning experiences and intrinsic motivation, holding potentially important implications for strengthening the symbiotic connection between teaching and learning.

Presenter(s)

Mark Salisbury, Augustana College
Charles Blaich, Center of Inquiry at Wabash College/Higher Education Data Sharing Consortium
Chad Loes, Mount Mercy University

I’ve Seen “Staff” and They Are Us! University Staff Satisfaction and Retention and Why We Should Care – 2479

Oakley

Resources

While the focus of assessment within the university has been primarily on students, and to some degree on faculty, very little attention has been given to staff. University staff contribute in very concrete ways to student retention and satisfaction, but are largely ignored in assessment activities. In this paper, we present the surprising findings from one of our first comprehensive employee surveys. We discuss the fundamentals associated with developing and administering an employee survey, disseminating the results, and the importance of foregrounding general staff in university assessment and retention activities.



Presenter(s)

Teresa Ward, Georgia State University

Managing Survey Data for Institutional Improvement: Accessible, Manageable, Meaningful – 2218

Maurepas

Collaboration

Survey data play a vital role in helping institutions understand and demonstrate the effects of college, but institutions sometimes struggle with how to effectively communicate this information and translate it into action. Additionally, students’ increasing survey fatigue can make collecting valid data difficult. This presentation identifies strategies for analyzing, summarizing, and presenting survey data in a manner that encourages all members of the institutional community, including students, faculty, and staff, to understand and use the data. Faculty and administrators who are interested in making the most of their survey data to improve student learning would benefit from this session.

Presenter(s)

Andrea Bakker, Miami University-Oxford
Laura Palucki Blake, University of California-Los Angeles

Rapid Insight Inc. Presents: Predictive Modeling for Institutional Research – 3034

Salon 820

Analysis

This presentation demonstrates how you can quickly build your own predictive models to (a) forecast enrollment yield and financial outlay for your admitted applicant pool; (b) determine enrollment probabilities for individual applicants and/or prospects; and (c) predict retention/attrition for current students. The presenter shows how the Rapid Insight® Analytic Suite can be used to empower you with data-driven decision-making.



Presenter(s)

Caitlin Garrett, Rapid Insight, Inc.

Scalable, Visually Interpretable Methods for Institutional Research – 2513

Bayside A

Analysis

Over the past 15 years, data have become available like never before. As data sources grow in size and number, we must adapt our analytic tools so that we can use these sources to stimulate improved policy and operational efficiency. In this study, we introduce nonparametric analysis techniques for large datasets, which we use to investigate student pathways to and through postsecondary education. We leverage the National Educational Longitudinal Survey, the Educational Longitudinal Survey, and the data from the U.S. Bureau of the Census. We emphasize knowledge discovery over theory development including management information applications.

Presenter(s)

Justin Ronca, University of Wisconsin-Madison
Elizabeth Vaade, University of Wisconsin-Madison

SharePoint as a One-Stop Platform for Information Sharing, Collaboration, and Dashboards – 2810

Bayside B

Technology

Xavier University has developed a secured intranet, built on Microsoft SharePoint 2010 platform, to support information sharing and multifunctional dashboards across various institutional levels. The intranet, named “nexus” supports collaboration, information sharing, business intelligence tools, and comprehensive records management. Participants learn about using functionalities of Microsoft SharePoint 2010 as an interactive delivery tool for information and data sharing.

Presenter(s)

Susana Luzuriaga, Xavier University
Tim Bucher, Xavier University
David Stein, Xavier University

Snapshots and Census Sets: One Institution’s Under-the-Gun Strategy – 2745

Gallier B

Technology

Ensuring the preservation of data to support official census and trend reporting is a common concern for IR offices. Tasked with implementing an enterprise data warehouse and campus business intelligence platform within our IR office, our earliest priorities included developing a strategy for capturing daily data snapshots, with specific applications to Enrollment and Admissions census datasets. We share our strategy for capturing point-in-time data and describe its development in the broader context of decision support, with only a nominal amount of technical detail. A technical background is not required to participate.

Presenter(s)

Mike Ellison, University of Nevada-Las Vegas

Navigating Data: Further Exploration in Choosing the Best Resource – 2619

Napoleon A3

Technology

Institutional Research professionals are often asked to provide data on a variety of topics in a relatively short time period. In order to effectively accomplish this task, IR professionals need to be familiar with a multitude of data resources. This session will discuss the development of a website created to aid IR professionals in quickly locating appropriate and trustworthy resources. The site, which categorizes resources by key topic, compiles nearly 60 reliable resources available to the IR practitioner, the majority of which are available at no cost.



Presenter(s)

Angela Henderson, Keiser University
Kelli Scott, Macon State College

Simplifying Data Analysis and Reporting for External Surveys – 2194

Salon 801

Technology

Institutional researchers are heavily solicited to complete external surveys. Even though the Common Data Set can facilitate the process, each survey has a unique set of questions that IR professionals must decide whether or not to answer. This presentation focuses on one institution’s efforts to simplify data analysis, thereby allowing us to complete all requests. Through specific examples of mandatory surveys (e.g., IPEDS), college guidebook surveys (e.g., U.S. News), and more, attendees gain insight into the way this institution utilizes Argos and SQL to efficiently analyze campus data for external reporting.



Presenter(s)

Sarah Forbes, Rose-Hulman Institute of Technology
Patricia Trifone, Rose-Hulman Institute of Technology

Students’ Perceptions of Online Versus Instructional Delivery Formats – 2660

Gallier A

Assessment

Over the years, substantial efforts have been made to compare the effectiveness of traditional course formats to alternative formats (online delivery compared to traditional delivery). With the improvement of technology, there has been rapid increase in online degree programs. The process for evaluating courses and faculty varies greatly from institution to institution. Experts agree that student opinions are valuable to faculty and institutions. Practically every college and university spends significant time, money, and effort to collect, analyze, and distribute opinion surveys as a major

part of institutional assessment planning. This presentation compares student perceptions of online delivery to traditional on-site delivery.

Presenter(s)

Jamil Ibrahim, University of Mississippi Medical Center

The Precipice of Tuition Discounting – 2624

Estherwood

Resources

The discounting of tuition to meet targets or shape a student body is a widespread enrollment practice in higher education. Of interest is the impact of the discount rate on net cohort revenue, retention rates, yield rates, state subsidy, and program cost. This study investigates the impact of discounts on these variables using a model that predicts matriculation and calculates costs from probable academic histories. The model allows for the optimization of these variables, and these results have been formulated and applied to our admission process.

**Presenter(s)**

Geoffrey Martin, University of Toledo-Main Campus
Terence Romer, University of Toledo

The Sustainable Faculty Roster—Built to Last – 2747

Salon 829

Assessment

Assembling an electronic faculty roster that fulfills accreditors' expectations for documenting faculty teaching qualifications is a daunting technical and data-driven challenge. This session focuses on one university's approach to using this challenge for campus improvement. The presenters demonstrate an online credentialing system that facilitated data integration and campus buy-in by developing a process that was not just a one-time production for reaffirmation of accreditation, but one that will provide long-term benefit. They also explore resources—human and technical—allocated to the project, and lessons learned from distributing the system across a large/diverse campus.

Presenter(s)

Tracie Sapp, University of Georgia
Allan Aycock, University of Georgia

Using Institutional Studies to Inform Decisions about Black Male Initiative Programs and Support Services – 2653

Rhythms Ballroom III

Students

In spite of improvements in the overall retention and graduation rates at our urban research university, the rates for African Americans, in particular African American males lagged behind the rates for other subgroups of students. In response, the campus invested in a number of targeted programs under the auspices of the Black Male Initiative. The purpose of this study was to examine the



experiences and academic progress of African American male students who entered the institution as freshmen in the fall of 2008 with a particular eye on the role of a number of newly instituted programs.

Presenter(s)

Patricia Inman, University of Illinois at Chicago
Celina Sima, University of Illinois at Chicago

What Did You Know and When Did You Know It? Using Pre-Enrollment Data to Proactively Support Student Success Programs and Decisions – 2458

Evergreen

Students

Learn ways to use pre-enrollment data such as the ACT Student Profile Survey, SAT Questionnaire, Application/Admission data, and high school transcripts to support decisions and programs for important topics such as retention/graduation outcomes, admitting borderline students, and intervening with students who have positive or negative early alert characteristics (e.g. uncertainty about the institution or chosen major, lack of help-seeking behavior, poor grades in high school, excellent leadership qualities, and/or academic deficiencies).

Presenter(s)

Jason Pieratt, University of Kentucky

11:10 AM–11:50 AM

Concurrent Sessions**Addressing Multiple Accreditation, Assessment, and Planning Needs with One Solution – 3064**

Grand Chenier

Technology

Does it seem like the processes and reporting of several efforts on campus end up being redundant? In WEAVEonline accreditation, assessment, planning, and various other initiatives can work together. Please join us for a discussion of ways to streamline and get more out of what you have (and need!).

**Presenter(s)**

Amber Malinovsky, Weave

Admissions Decisions with an Eye on Retention and Graduation – 2861

Gallier B

Students

The current importance in higher education of student success and institutional performance differs from past years when enrollment growth was the goal. With this shift in focus, it is appropriate to evaluate whether the processes used

for admissions decisions in the past remain relevant for the updated goals of retention and graduation. This presentation reports on an analysis of student success that explores the relevance of high school data, standardized test scores, and pre-enrollment surveys and course selection on student success.

Presenter(s)

Margot Neverett, East Carolina University

Assessing Students' Social Responsibility and Commitment to Public Service – 2484

Salon 817

Students

Many educators claim that despite ubiquitous reports of volunteerism, many students lack a deep sense of the personal and social responsibility needed to create progress in a society marked by inequality. This session shares findings from a national longitudinal study that used multiple CIRP databases to examine the relationship between various measures of students' civic actions, values, and commitments that reflect social responsibility. It also highlights actions that colleges can take to enhance students' civic participation.

Presenter(s)

Adriana Ruiz, University of California-Los Angeles

Sylvia Hurtado, University of California-Los Angeles

Hannah Whang, University of California- Los Angeles

Beyond Engagement: Improving Persistence Through Validation Theory – 2507

Rhythms Ballroom III

Students

Traditional retention theories, as well as engagement theories, have not adequately addressed the experiences and needs of students who are not in the majority or who are unable to participate fully in the broad range of college activities due to family and/or work commitments. This presentation describes validation theory, how it adds to understanding the student experience and the link to persistence, and provides findings from two large-scale surveys with respect to the theory. Participants learn about the theory, how it impacts retention of underrepresented minority students, and how they can obtain such information on their students.

Presenter(s)

John Pryor, Higher Education Research Institute

Career Outcomes of STEM and Non-STEM College Graduates: Persistence in Majored-Field and Influential Factors in Career Choices – 3003

Maurepas

Students

Using the data from a national survey of college graduates, this study examines factors influencing college graduates choosing an occupation related to one's undergraduate major.

Within the context of an expanded econometric framework, a wide range of variables is considered, including monetary and nonmonetary costs and benefits and cultural and social capital measures. The results suggest positive career outcomes associated with individuals having an occupation closely related to one's college major, including a better income profile and greater job satisfaction. An important perspective suggests career outcome as an extended definition of institutional effectiveness and student success.

Presenter(s)

Yonghong Xu, University of Memphis

Creating a Culture of Evidence: How We Built a Sustainable Assessment System from the Ground Up – 2502

Salon 816

Assessment

In 2008, Institutional Research was charged with leading the design, implementation, support, and oversight of assessment campuswide—not just data collection and dissemination, but also the campuswide creation of a culture of evidence and building sets of practices, which enact and sustain this culture. This session presents a model, which incorporates what have emerged as “best practices” embedded in a triad composed of technology, engagement, and values. Expected learning outcomes include (a) a framework for deploying an assessment management system and the impact on IR leadership and staff (we use the TaskStream AMS), (b) a model for collaboration and communication across all campus levels, and (c) factors which underlie sustainability.

Presenter(s)

Laura Hecht, California State University-Bakersfield

Economics and Academic Program Review – 3071

Armstrong Ballroom:

Discussion Group Table 1

Resources

This discussion addresses using consistent data to support decision-making within the context of a balance of quality academics and better financial management. What key objectives are not currently measured or need improved measurement (e.g., department course section revenue production, student retention, discount tuition rate)? What opportunities exist to improve financial management based on improved access to information (e.g., what is the financial and efficiency impact of tuition remission or waivers)? How often do you identify problems and exceptions or know when your organization's objectives are not being met? Are you meeting the targets?

Presenter(s)

Christina Rouse, Incisive Analytics

AnneMarie Scarisbrick-Hauser, Incisive Analytics



Exploring Data with Graphics – 3010*Grand Couteau**Technology*

This presentation uses SAS JMP, SAS Enterprise Guide, and SAS Enterprise Miner graphics capabilities to explore data, and graphic results from the integration of these products are presented. All results are produced using a point-and-click approach to generate the graphics. In some cases, the graphics illustrate the results of statistical analysis, and for this presentation, illustrations use institutional-research-type data.

**Presenter(s)***Tom Bohannon, SAS Institute, Inc.**Jerry Oglesby, SAS Institute, Inc.***Health Professions Education and Assessment – 2405***Armstrong Ballroom:**Discussion Group Table 2**Collaboration*

This discussion addresses topics in health professions education—assessment in health professions education, the health professions workforce, and the role of education institutions in meeting social needs, admissions, and recruiting of future professionals.

Presenter(s)*Thomas Levitan, American Association of Colleges of Osteopathic Medicine**Eugene Anderson, American Dental Education Association***How Does Community College Enrollment Demand Change Relative to Local Labor Market Conditions? – 2181***Borgne**Students*

Considering that state and federal policymakers view community colleges as an instrument for economic recovery, this study explores the relationship between community college enrollment relative to local labor market conditions. Using county- and institution-level data (from IPEDS and BLS) from 1990–2009, we employ panel data modeling to estimate the elasticity between enrollment and local unemployment levels. Enrollment demand literature typically focuses on “student price response,” leaving little discussion of alternative forces shaping enrollments such as labor market demands. Results can be useful in campus strategic planning efforts to anticipate enrollment changes relative to local economic conditions.

**Presenter(s)***Nick Hillman, University of Utah**Erica Orians, University of Utah***How to Ensure Academic Quality and Integrity of Online Courses and Programs While Measuring Digital Learning in the 21st Century – 2840***Oak Alley**Assessment*

A university has developed internal processes to ensure the academic quality and integrity of online courses and programs. This session focuses on the process for conducting a system-wide interdepartmental course and program review of academic programs. The presenters discuss the program review process, demonstrate the use of data for continuous improvement via student learning assessment reports and fact books, discuss the processes used in the development and administration of these tools, and provide specific examples on how administrators are held accountable to improving the learning environment for students and faculty.

Presenter(s)*Jennifer Stephens, American Public University System**Julie Atwood, American Public University System**George Lucas, University of the Rockies***IAIR Best Presentation: Empowering Students Through Tiers: Developing a Skill-Ranking System as an Alternative to Placement Testing – 3015***Oakley**Students*

What began as a desire to keep underprepared students out of classes ended as a means of giving more information, and hence empowerment, to students. Rather than mandating placement testing or creating more prerequisites, we instead decided to create a system to rank classes into tiers based on the reading, writing, and math skills needed. Tiers are assigned by faculty teaching in that discipline, and we developed student-facing language appropriate for use in the catalog and course schedule. Advisors and counselors also use the tiers information when working with students.

**Presenter(s)***Joseph Baumann, McHenry County College***iDashboards Transforms Your I.R. Reports into Interactive and Real-Time Dashboards – 3036***Napoleon D3**Technology*

iDashboards provides institutions a platform for crucial insight into strategic planning and institutional effectiveness. The best-of-breed dashboard software gives key stakeholders access to data from their SIS, financial system, or Excel, all in one consolidated dashboard. iDashboards saves time and resources by displaying data from several data sources and systems in a dashboard, eliminating the need to prepare and print multiple reports. Institutions no longer need to rely on limited add-on charting

tools or third-party consultants that drain financial resources. iDashboards is used by people of any level of technical background and can be up and running in just days.

Presenter(s)

Jon Salmon, iDashboards

Informer: Real-time Data Analysis and Dashboards for Institutional Research - 3197

Salon 824

Technology

Colleges and Universities work with enormous amounts of data every day - from student and donor data to classes, faculty, and grants. Hundreds of institutions around the country use Informer to analyze this data to support strategic planning, evidence-based decision making, and outcomes assessment. Informer's powerful web-based query engine and intuitive interface both provide ad hoc reporting and analysis capabilities based on real-time institutional data. With Dashboards, Informer can quickly turn information into department-specific visualizations that monitor critical performance indicators.

**Presenter(s)**

Tim Nicholson, Entrinsik Inc.

Institutional Research that Strengthens Accreditation – 3104

Salon 820

Assessment

This session would enable IR folks to articulate appraisal and projection as core elements of accreditation reporting. Two examples would be provided, regarding the assessment and improvement of academic advising, and the impact of the undergraduate experience on postgraduate values. Participants in the session could work up statements for appraisal and projection that could emerge from these examples, and then consider an assessment effort underway at their particular campuses that could lead to appraisal and projection.

Presenter(s)

*Robert Froh, New England Association of Schools and Colleges
Rebecca Brodigan, Bowdoin College*

Investigating Alignment of an Institution's Degree Output with a State's Job Demand and Student's Major Selection in Relation to Financial Status – 2435

Salon 821

Assessment

"Top Job 2011" is a new bill passed in Virginia legislation to generate more degrees to meet the job market. This report compares distribution of degrees conferred at a metropolitan public institution with the state job market demand and assesses the alignment of degree output of this institution at the program level. Using the same data, it further studies

whether students with high financial needs are more job-market sensitive and choose majors in high demand, controlling their pre-admission credentials. The session provides a new approach in strategic academic planning and resource utilization. The results can also benefit student advising.

Presenter(s)

*Zhao Yang, Old Dominion University
Courtney Gross, Colorado State University*

Learning Gains Across Academic Majors: A Comparison of Actual Versus Self-Reported Gains – 2332

Salon 828

Students

We critically evaluate Pike's (2011) research that demonstrates large self-reported learning gains across different academic majors, as predicted by theory. Using data from the Wabash National Study, we compare learning gains across majors using both self-reported and actual learning gains (measured at college entry and exit).

Presenter(s)

Stephen Porter, North Carolina State University at Raleigh

Learning in the Co-Curriculum – 2736

Armstrong Ballroom:

Discussion Group Table 3

Assessment

This discussion addresses how institutions are responding to the need to demonstrate achievement of learning in the co-curriculum. Who or what is driving this movement on our campuses? Are we currently meeting this need, and how? What would successful demonstration of co-curricular learning look like? What information or resources are needed for us to be successful in meeting this goal?

Presenter(s)

*Annemieke Rice, Campus Labs
Kim VanDerLinden, Campus Labs*

Managing Annual IPEDS Reporting Activities and Other Campuswide or Multisite Reporting Projects Using ACEProject – 2676

Bayside B

Collaboration

IR professionals need help to manage campuswide and multisite reporting and planning activities like annual IPEDS reporting. Commercial project management software tools are expensive and complicated, while free software tools can be unreliable and carry hidden costs. In this session, presenters demonstrate ACEProject, a free project management solution that is effective and easy-to-use, and discuss how it can be used effectively for IR reporting and planning projects. Presenters share applied examples and lessons learned

from using ACEProject to manage annual IPEDS reporting activities at a multicampus community college and a branch campus of a graduate-level professional school.

Presenter(s)

Laura Yavitz, College of Southern Nevada
Diane Waryas, Touro University Nevada

Mining IPEDS Data for Positive Change – 2290

Edgewood A/B

Analysis

When the president, VP, trustee, provost, or other IR constituent requests data, they usually want it up-to-date, and they often want it in a multiple-year (trend) format. Furthermore, they love to ask for comparison data from other institutions. On top of all that, they want it yesterday. As always, the competent local IR professional smiles and delivers, thanks to a number of tools, most notably the IPEDS Data Center. This session demonstrates an actual request and how it was fulfilled in a hurry, resulting in a satisfied board's implementation of a series of positive changes at the institution.

Presenter(s)

Calvin Easterling, Oral Roberts University

Multiplier Effectiveness: Recruiting Good Professors – 2807

Armstrong Ballroom:

Discussion Group Table 4

Resources

The activities and direction of IHEs are hugely affected by the need for third-party funding, rankings, and research excellence. Apart from the money, is that the optimal way to go? Would not a good balance between research and teaching be more beneficial to the institution in the long run? How can that balance be found reliably? Excellent researchers might migrate sooner and effectively pass on fewer skills and less knowledge than excellent teachers. This discussion group challenges traditions in hiring professors and discusses the potential of a multiplier effectiveness model for hiring, reputation management, and program assessment.

Presenter(s)

Stefan Buettner, University of Tuebingen

NSSE, Student Engagement, and Assessment – 2742

Armstrong Ballroom:

Discussion Group Table 5

Students

This discussion addresses issues related to an updated version of the National Survey of Student Engagement to be released in 2013. Primary discussion questions include: (a) With the higher education environment changing rapidly because of distance learning options, how might NSSE survey items better reflect this change? (b) Given current

assessment concerns, what important student engagement constructs are missing from or underrepresented on NSSE? (c) If you use NSSE data for multiyear analyses, will significant changes to NSSE items and scales in 2013 be problematic for you? What can NSSE do to alleviate any such problems?

Presenter(s)

Shimon Sarraf, Indiana University-Bloomington
Jillian Kinzie, Indiana University-Bloomington

Organizing and Integrating Data Management Across Multiple Applications – 2851

Napoleon A3

Technology

Increasing requirements for program-level outcome data raises the need for timely and disaggregated data reporting. In large institutions, there may be hundreds of distinct majors spread across many separate colleges. Providing reporting information is further complicated when data collection, cleaning, management, and reporting is spread across multiple applications (SPSS, Excel, SQL Server). When organized and integrated using application syntax (SPSS, VBA, SQL, Excel), data processes can be streamlined. Dashboards and automated report creation allow for program-specific reporting on demand. In this session, leaders demonstrate how their office integrated applications to expand the availability of major-specific survey data.



Presenter(s)

Lenay Dunn, Arizona State University at the Tempe Campus
Gerald Blankson, Arizona State University at the Tempe Campus

Overview of FY 2010 Findings from NSF's Higher Education R&D Survey – 2580

Rhythms Ballroom I

Assessment

The purpose of this session is to present an in-depth look at the new data and institutional rankings from NSF's FY 2010 Higher Education R&D Survey and the effects of these changes on the historic trend data. Time will be devoted to answering questions from AIR members who respond to the survey.

Presenter(s)

Ronda Britt, National Science Foundation

QS World University Rankings: Get the Inside Story on What Is New, Plus Future Plans for These Widely Followed Global Rankings – 2281

Gallier A

Collaboration

University rankings are now a global phenomenon. The fact has implications for U.S. research universities. This session reviews the methodology, philosophy, and the many new ranking and data initiatives of the QS World

University Rankings, which are also published by U.S. News as the World's Best Universities. The presenters cover the importance and interaction between U.S. colleges and QS, plans for the future, the partnership between U.S. News and QS and potential data coordination efforts between U.S. News and QS.

Presenter(s)

Robert Morse, U.S. News and World Report
Baerbel Eckelmann, QS Quacquarelli Symonds Limited

Role of Custom Automation of Excel Data Analysis (via VBA) in Institutional Research: An Effective Case – 2371

Bayside A

Technology

The gap between database files and reports ready for end-users is often filled by IR staff manipulating data using Excel, a process that inevitably introduces errors and takes staff time. For repetitive processes, custom designed, Excel-based (VBA) automation is an inexpensive alternative. The cooperation of Xavier University of Louisiana and Exceleation Services will be discussed. Examples of reports tracking information on students, faculty, courses, and facilities will be given. Participants will learn the skills needed for effective design and development and the effects on IR office operation and university effectiveness.

Presenter(s)

Mike Mitchell, Exceleation Services
Ronald Durnford, Xavier University of Louisiana

StudentTracker Users Group Session – 3174

Armstrong Ballroom:
Discussion Group Table 6

Students

Join members of the National Student Clearinghouse Research Center as they discuss the questions, comments, kudos and concerns current StudentTracker clients want to voice. This will be a question and answer session for existing StudentTracker participants.

Presenters

Doug Shapiro, National Student Clearinghouse
Josh Leake-Campbell, National Student Clearinghouse



Structural Differences in the Production Function of HBCUs – 2396

Evergreen

Resources

Historically Black Colleges and Universities' (HBCUs) competitive advantage and their reliance on public resources suggest that the links between expenditures and student outcomes might be different for HBCUs. This paper estimates a production function of a large panel of four-year institutions, and compares them for HBCUs and Non-HBCUs. The results find that graduation rates at HBCUs are more positively impacted by instructional



expenditures than at non-HBCUs, and administrative expenditures have a negative impact on graduation rates. This suggests that the competitive advantage of HBCUs may be present in its instructional expenditures, and that HBCUs should restructure financial and administrative frameworks.

Presenter(s)

Jason Coupet, University of Illinois at Chicago

Surveying Students: Techniques That Work – 2368

Nottoway

Analysis

Institutions of higher education are increasingly required to provide student information for evaluation and assessment purposes. From accreditation, to federal mandates, to grant applications, IR offices must collect and disseminate student data throughout their college or university. Often these data do not exist in a data warehouse, but must be collected quickly from a large number of students. Surveying is a popular method being employed to gather these data, but are there ways to improve this data collection process? This presentation reviews useful and effective techniques from one institution's experience surveying its students.

Presenter(s)

Gina Johnson, University of California-Merced

The Relative Importance of Academic Progress Variables for Retention and Four-Year Graduation – 2376

Salon 829

Students

Student persistence to degree completion is a primary concern for colleges, more so recently with President Obama's goal to increase degree completion in the United States. Much attention has been devoted to the role of student engagement in student outcomes. However, regardless of level of engagement, a student cannot be retained or receive a degree unless he/she is making steady academic progress (i.e., earning at least the minimally accepted grades and accumulating credit hours). This study examines the relative importance of academic progress factors, in predicting student retention and degree completion.

Presenter(s)

Carol VanZile-Tamsen, SUNY at Buffalo

The Right Question: A Key Collaboration Skill – 2617

Salon 801

Collaboration

IR professionals are frequently asked to use data to help facilitate decision-making. What they find is that whenever a group must make a decision or offer advice on an issue, the starting question can make the difference. How do you identify the question(s) that will move a group and its projects forward to resolution? This



session provides background on asking effective questions, techniques for identifying those questions, and practice on asking the right question.

Presenter(s)

Phyllis Grummon, Society for College and University Planning

Using Enrollment Management Data to Develop and Implement an Analytic Model to Predict and Retain Academically At-Risk Students – 2616

Bayside C

Students

With the goal of improving student success, institutional data were used to develop a statistical model to identify academically at-risk students. Using regression techniques, a model was developed to predict students who were at-risk of receiving below a 2.0 GPA. Multiyear analysis illustrates that the model can be used to predict academically at-risk students. Implications of these results are discussed. Since the data used to develop the model are commonly available at most institutions, participants will be able to apply the information learned in this session to develop similar models on their own campus.



Presenter(s)

Ann Gansemer-Topf, Iowa State University
Greg Forbes, Iowa State University

Using Qualitative Analysis to Influence Retention Rates, Administrative Decisions, and Institutional Action – 2598

Estherwood

Analysis

This session addresses issues in the freshmen selection process and college retention. By using qualitative analysis software, participants learn how to make better decisions in the student selection process that lead to increased retention. This research design uses an original methodology that analyzes freshmen entrance essays along many dimensions. The results offer insightful data that help guide administrative decision-making and lead to predictive modeling for student selection and retention.

Presenter(s)

Elisabeth Barrett, Georgia College & State University
Ed Hale, Georgia College & State University

Why Don't They Respond? An Analysis of Student Perceptions of Online Course Evaluations – 2521

Salon 825

Assessment

Online course evaluations have typically experienced lower response rates than their paper counterparts, and this study explores those nonrespondents at a large, public research university. The purpose of this study is to understand perspectives of students who do not respond to online evaluations of teaching. We collect data through interviews, focus groups, and open-ended survey questions to investigate unresponsive participants. Implications for postsecondary institutions, their faculty, and their students are explored based on these results.

Presenter(s)

Meredith Adams, North Carolina State University at Raleigh

12:05 PM–12:45 PM

Concurrent Sessions

An Evaluation of the Federally Mandated Two-Question Format for Identifying Race and Ethnicity: The Case of the California State University – 2735

Salon 820

Analysis

When the California State University implemented the two-question format on race and ethnicity, it relied on established U.S. Census categories to develop a comprehensive list of closed-ended responses: 23 categories to self-identify as Latino and 90 categories to self-identify as one or more racial groups. This presentation looks at how effective the comprehensive list was in discovering meaningful subpopulations and in reducing the traditional number of "unknown" responses. It also examines how the two-or-more-races option affected the traditional distribution of underrepresented students. The data represent 135,000 new students across 23 CSU campuses in 2010–11.

Presenter(s)

Philip Garcia, California State University-Long Beach
Monica Malhotra, California State University System

Reminder: Select a lunch time that fits with your schedule.

For your convenience, lunch carts will be open in the Exhibit Hall from 11:00 a.m. – 2:00 p.m.

Analyzing and Reporting Qualitative Data: A Systematic Approach for IR Professionals – 2345

Salon 801

Analysis

In this session, we provide IR professionals with practical ways in which they can systematically analyze qualitative data and report findings that can be utilized by stakeholders and administrators in the university to make more informed decisions. Real-life examples are used to show how data generated from the systematic analysis of open-ended survey responses, focus group discourse, and in-depth interviews, can broaden the scope of data collection and serve as a valuable methodology in university assessment. Using a computer-assisted qualitative data analysis program (ATLAS.ti) we demonstrate how such programs transform qualitative data into valid and meaningful information.

Presenter(s)

Daniel Trujillo, Indiana University-Purdue University-Indianapolis
Teresa Ward, Georgia State University

Antecedents and Consequences of Social Media Utilization by College Faculty: An Empirical Study with Structural Equation Modeling Analysis – 2231

Salon 817

Technology

As students flock to social media and explicitly indicate their preference of having them to enrich almost all courses (see ECAR 2011 study), it becomes increasingly important for IR and institutional management in general to understand and evaluate faculty's practices of social media utilization in teaching. This study testifies a research model and reports the practices of social media utilization in teaching, using a sample of about 249 full-time and part-time faculty members. Specifically, it reveals (a) the reasons of social media utilization in teaching, (b) how social media are utilized in teaching, and (c) the outcomes of social media utilization.



Presenter(s)

Yingxia Cao, University of La Verne

Are Only 25% of American High School Graduates Ready for College? ACT College Readiness Benchmarks and the Fabrication of a Crisis – 2374

Gallier B

Assessment

ACT, in its annual announcement of test scores, has again declared that only 25% of high school students in the United States are ready for college because they have not met all four of ACT's College Readiness Benchmarks, inciting media news outlets to declare a crisis. This summary highlights the reasons that ACT's "findings" are seriously inaccurate and misleading, with an examination of the research upon which the benchmarks are based, conflicting research (including

research by ACT itself), and other college success data that shows that ACT's findings are not supported by data from the real world.

Presenter(s)

Steve Cordogan, Township High School District 214

Best Practices in Dashboard Design – 3077

Bayside B

Technology

"If your numbers are boring, then you've got the wrong numbers" (Edward Tufte). This presentation discusses the work done with six community colleges over four years to develop compelling dashboards for displaying institutional progress. We share best practices for developing key performance indicators (KPIs), the most powerful ways of displaying visual information, and strategies for getting everyone on the same (dashboard) page!

SPONSOR

Presenter(s)

Michael Taft, ZogoTech

Building a Bridge Towards Institutional Effectiveness: Illuminating Your Institutional Landscape – 2410

Oak Alley

Assessment

In the era of accountability, Offices of Institutional Research face increasing challenges of delivering actionable data and analysis to their campus communities for program improvements, strategic planning and student success. As accrediting agencies expect institutions of higher education to articulate and exhibit how data are being used to inform decision-making and planning on campus, institutional researchers are asked to help lead the way in transitioning and supplementing efforts in institutional effectiveness. This presentation equips attendees with relevant and transferable approaches in addressing efforts in student retention, persistence, and graduation from an institutional effectiveness perspective.

Presenter(s)

IL Young Barrow, University of Louisville
Arnold Hook, University of Louisville
Robert Goldstein, University of Louisville

Building ACT to Accuplacer Concordance or Crosswalk Tables for Use in Course Placement – 2481

Estherwood

Analysis

Course placement is based on ACT cut scores that have been researched for decades. However, some students wish to be placed based on Accuplacer tests (which they will have taken more recently). Since we only started using the Accuplacer in the past few years, our challenge is to identify the appropriate cutoff values. Using historical data, we have

identified Accuplacer scores, which we believe match the ACT scores of our incoming student population. We show you these comparisons. More importantly, we show you the different methods we used to identify the comparable cut scores.

Presenter(s)

Mark Leany, Utah Valley University
Robert Loveridge, Utah Valley University

Changing Workforce, Changing Work: How the Increasing Reliance on Contingent Faculty Influences the Workload Activities of Tenured and Tenure-Track Faculty – 2437

Borgne

Resources

In light of the current budgetary climate, public postsecondary institutions have increased their efforts to identify strategies to reduce costs and increase efficiencies. One main consequence has been the dramatic increase in the proportion of contingent faculty (i.e., part-time and full-time nontenure track faculty). Using data from the National Study of Postsecondary Faculty, this study investigates how increasing the use of contingent faculty is linked to changes in the size and workload characteristics of tenured/tenure-track faculty. Our findings will help decision-makers identify and predict an important, albeit little explored, consequence of the growing use of contingent faculty.

Presenter(s)

Sarah Yoshikawa, University of California-Riverside
Aida Aliyeva, University of California-Riverside

College Students: How Socioeconomic Status, Students' College Experiences, and Institutional Characteristics Mediate Outcomes – 2717

Rhythms Ballroom I

Students

This research furthers our understanding of the factors that foster persistence in college, particularly for students of low socioeconomic status (SES). Given that existing research has found that low-income students tend to enroll in nonselective two- and four-year colleges, even if such colleges are an “undermatch,” we need to better understand how institutional characteristics and students’ activities and experiences in college affect persistence and success. This research has implications for administrators at two- and four-year colleges, especially institutional researchers, who are charged with the responsibility of understanding the factors influencing persistence and degree attainment.

Presenter(s)

Monica Kerrigan, Rowan University
MaryBeth Walpole, Rowan University

Demonstration of Blue Software for the Automation of Surveys and Course Evaluations – 3058

Napoleon A3

Technology

Blue software supports 3.7 million users in locations around the world, including the University of Pennsylvania, Boston College, RMIT, the University of Toronto, the University of Louisville, Ursinus College, and Rio Salado College. In this session, eXplorance demonstrates Blue for advanced automation of surveys and course evaluations. Key demonstration highlights include (a) creation of surveys and course evaluation projects and reports; (b) management of ongoing surveys and course evaluation projects and reports; (c) illustration of Blue’s instructor and student experiences; and (d) description of value-added functionality with focus on LMS and portal integration.



Presenter(s)

Samer Saab, eXplorance

Development of a Survey Management Process and Policy at a Large Public University to Improve Survey Coordination and Effectiveness of Survey Data – 2704

Salon 828

Analysis

IR staff at a large public university was charged with responsibility for developing 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 was implemented in 2009 to guide the management, development, and administration of all administrative surveys conducted on campus or targeting members of the university community. Discussion focuses on the process of implementing a campuswide survey management initiative in a collaborative manner and as assessment of policy outcomes for the past three years.

Presenter(s)

Susan Thompson, Texas State University-San Marcos

Exploring the Fringe Benefits of Supplemental Instruction – 2444

Gallier A

Students

Supplemental Instruction (SI) is an academic support program geared toward promoting engagement and effective study skills among students in “high-risk” courses. Despite knowledge of the positive relationship between SI and student achievement and retention, little is known about how SI relates to other forms of effective educational practice and what type of student populations are more or less likely to engage in SI. Using data from the 2011 NSSE, this session provides insights into the types of



SI experiences students are having and whether participation in these experiences is related to higher engagement scores, deep learning, and self-reported gains.

Presenter(s)

Amy Ribera, Indiana University-Bloomington
Allison BrckaLorenz, Indiana University-Bloomington
Tony Ribera, Indiana University-Bloomington

Greening the Profession: The Role of Institutional Research Professionals in Campuswide Sustainability Efforts – 2559

*Bayside C**Collaboration*

Many, if not most, colleges are in some phase of planning or implementing campuswide sustainability plans. This presentation discusses the role of IR professionals in campuswide sustainability efforts. As experts in collecting, analyzing, reporting, and warehousing quantitative and qualitative data related to many aspects of campus life (e.g., students, faculty, curriculum, course offerings, learning outcomes, space utilization, budget), the IR professional is an ideal candidate to support and lead these green initiatives. The presenters use sustainability literacy and sustainability metrics as an organizing framework for discussing the role of institutional research in sustainability initiatives.

Presenter(s)

Jonathan Keiser, Columbia College Chicago
Cia Verschelden, Highland Community College

Just the Facts—A Review of a Course Fact Book in Data Visualization – 2326

*Salon 825**Technology*

We explore one of the American Public University System's Course Fact Books that was created using Tableau. The IR Office needed a way to provide Program Directors with the means to view course-level data to assist in the triennial Program Review process. The outcome was a dashboard that can be used to select a course and then flip through to view information related to that course. This dashboard, or Course Fact Book, contains charts and graphs that present important metrics in a meaningful way. This session reviews the various methods used to display the data most effectively.

Presenter(s)

Leslie Sine, American Public University System

Leading Indicators of Student Success: Addressing Campus Policy Reform – 2220

*Salon 821**Students*

Leading indicators research suggests that the use of on-track indicators to determine which milestones in a student's career are not reached can lead to policy innovation and reform. This study identified three primary milestones: retention and timely progress to degree,



credit accumulation, and remediation completion. Developing on-track indicators that closely aligned with these milestones allowed us to identify policy options and pursue campus discussion to address, in particular, remediation completion within the first year. This presentation focuses on the data exploration as well as the subsequent campus discussions and actions that have resulted from this work.

Presenter(s)

Gesele Durham, University of Wisconsin-Milwaukee

Meeting the Demands: Building a Comprehensive First-Year Program – 2477

*Rhythms Ballroom II**Assessment*

This session introduces a visionary plan for Kansas State University to be recognized nationally as a top 50 public research university, which includes metrics on freshman-to-sophomore retention rates and six-year graduation rates. K-State First (KSF), an initiative to help reach this goal, was launched in Fall 2010. KSF was designed to provide new students with a transition to college-level learning and college life through First-Year Seminars, CAT Communities, Guide to Personal Success, and the K-State Book Network. This session illustrates how we have used multiple assessment measures to build support and improve retention rates.

Presenter(s)

Steven Hawks, Kansas State University

On the Move: Is Athletic Conference Realignment an Opportunity for Academic Gain? – 2575

*Oakley**Students*

Over the past three years, considerable attention has been paid to the massive conference realignments within intercollegiate athletics. While the direct benefits to the athletic programs are well documented through guaranteed television revenues and exposure, there has been limited discussion about the possible academic gains associated with athletic conference realignment. This paper provides the first-known estimates of athletic conference realignment on the academic/admission of the general university. Results indicate the existence of one-year and two-year lagged effects on institutional selectivity and student profiles. This study illustrates the potential academic externalities associated with an athletic program's desire to increase prestige.

Presenter(s)

Dennis Kramer, University of Georgia
Michael Trivette, University of Georgia

The Impact of Advising and Registration Timing on Early Attrition of Community College Students in Remedial Education – 2399

Salon 816

Students

The literature shows that community college student attrition often begins even before courses begin and that registration and attendance patterns very early on can have a lasting impact on student success. Factors that influence this attrition are compounded for students that enroll in developmental courses. Results from this hierarchical regression analysis of data collected at 14 colleges in the 2010 Survey of Entering Student Engagement reveal individual and structural factors that influence students' likelihood to withdraw very early on in their college experience. The findings inform theories of student withdrawal and have practical applications regarding actionable policy recommendations.



Presenter(s)

Deryl Hatch, The University of Texas at Austin

The Relationship Between Student Time Allocation Decisions and Outcomes: An Interactive Simulation Model – 2431

Salon 829

Students

This sessions presents an interactive simulation model, which ascertains how students' time allocation decisions affect their probabilities of graduation, dropping out, and resulting probable lifetime earnings. Causal relationships suggested by existing qualitative research are calibrated to cohort data from two public commuter colleges spanning seven years. Insights are presented into how student demographics and the two colleges' policies and norms affect the models' parameters and outcomes. This presentation will be of interest to those seeking ways to better understand the effect that students' choices have on their likelihood of graduating and lifetime earnings.



Presenter(s)

Sam Michalowski, CUNY College of Staten Island
Nathan Dickmeyer, CUNY La Guardia Community College

The Road Taken: Charting a Critical Path for IR in a Large Research Institution – 2490

Grand Couteau

Collaboration

Typical functions of an IR office sometimes focus narrowly on data, reporting, and survey work. This presentation examines ways to move beyond "we're the numbers people" thinking. To be a campus player requires innovative management thinking and breaking traditional spans of control. Discussion covers outreach ideas such as loaning IR staff and affiliating other staff into the IR office. It also addresses situations

that can derail these efforts. Attendees leave with a better understanding of ways to broaden the role of the IR office, meet campus needs, and never be bored.

Presenter(s)

Mona Levine, University of Maryland

The State of Student Learning Outcomes Assessment in Taiwan – 2850

Edgewood A/B

Assessment

National and international forces shape the scheme of student learning outcomes (SLO) assessment in Taiwan. Nationally, quality assurance requirements are mandated by the Taiwanese Ministry of Education and overseen by the Higher Education Evaluation and Accreditation Council of Taiwan. Internationally, the United States is taking the lead in the trend of accreditation. Consequently, accountability is translated into learning outcomes and contextualized in the context of internationalization. This paper summarizes the state of institutionalized SLO assessments in Taiwan through a multiple-case-study approach. Evidence-based learning has been the norm in health sciences, and this study zeroes in on a well-established medical university case.



Presenter(s)

Sheila Shu-Ling Huang, Kaohsiung Medical University
JungSan Chang, Kaohsiung Medical University

Using Alumni Surveys for Program Assessment: What We Are Learning from the Strategic National Arts Alumni Project (SNAAP) – 2473

Bayside A

Assessment

This session provides an overview of the role alumni surveys can play in assessing and improving curricula. The presenters summarize results from the Strategic National Arts Alumni Project (SNAAP), an annual online alumni survey that collects data about the educational experiences and careers of arts alumni from a wide range of institutions. The presentation features challenges encountered in conducting alumni surveys and ways to effectively address these challenges along with major findings about the lives and careers of graduates with arts-intensive training.

Presenter(s)

Scott Jones, Indiana University-Bloomington
George Kuh, Indiana University-Bloomington
Amber Lambert, Indiana University-Bloomington
Angie Miller, Indiana University-Bloomington

US News and Carnegie Class: How Differences and Changes in Carnegie Category Affect Reputation Ratings – 2898

Grand Chenier

Assessment

Using U.S. News & World Report's peer assessment scores from 1999 through 2012, we show how a shift in Carnegie Classification is almost exclusively the reason for an institution's change in its reputation rating the following year. Those moving "upward" in Carnegie suffer a reputation drop, while those moving "downward" in Carnegie enjoy an improvement among their new peers. We also show how stable reputation is over time for those institutions remaining in the same Carnegie category.

Presenter(s)

Kyle Sweitzer, Michigan State University
J. Fredericks Volkwein, Pennsylvania State University

Using Dimensions of College Readiness to Predict Student Engagement Among Community College Students – 2837

Rhythms Ballroom III

Students

Current measures of college readiness employed by postsecondary institutions rely primarily on high school course-taking patterns or college placement test scores, and often fail to adequately assess students' attributes and skills necessary for successful college experiences. The purpose of this study is to determine specific behavioral traits and dispositions of students that are predictive of student engagement. Knowledge of students' attitudes, dispositions, contextual skills, and capabilities that are related to engagement can inform college administrators and faculty about the kinds of educational activities, programs, and practices that can be developed to increase student engagement and, by definition, student success.

Presenter(s)

Deoraj Bharath, Broward College

Using Predictive Analytics to Understand Housing Enrollments – 2643

Maurepas

Students

Campus housing is important to an institution to improve student retention and academic performance, and maintain revenue projections. However, little work has been conducted on understanding housing enrollment patterns. Using predictive analytics, institutional researchers can help housing professionals manage occupancy by identifying factors linked to student satisfaction and housing retention. Predictive models using both a large national dataset and a single institution's multiple datasets to highlight the need for the

development of complex models at the institutional level are discussed. Details on analysis techniques, datasets collected, future plans, and lessons learned are provided.

Presenter(s)

Heather Kelly, University of Delaware
Darlana Jones, Educational Benchmarking (EBI)

Utilizing Qualtrics to Increase Survey Response Rates – 3018

Napoleon D3

Analysis

The Qualtrics Research Suite allows users to schedule automated reminders, include interactive question types, and target respondents in a range of venues. Come and see why over 600 universities worldwide have implemented Qualtrics as their data collection tool and learn what features will help you increase your response rates.



Presenter(s)

Bryce Winkelman, Qualtrics Labs, Inc.

Where Did They Go, and How Can That Help Us? Tracking Out-Transfer Students to Improve Retention – 2454

Nottoway

Assessment

University administrators asked the question, "What happens to students who leave the university before reaching their academic goals?" This presentation details the steps used to answer that question as well as the insights and policy implications from answering that question. The student tracker service from the National Student Clearinghouse was used to examine what happened to leaving students. Just over 50% of first-time, full-time, freshmen attrited students transferred to other institutions. The types and locations of transfer-out institutions are examined to inform policy decisions to improve retention and graduation rates.

Presenter(s)

Donald Rudawsky, Nova Southeastern University

Why We Don't See Eye to Eye: How Cultural Perspectives Influence Effectiveness – 2306

Salon 824

Collaboration

Defining and measuring effectiveness is controversial within the academy and between higher education and its external stakeholders. Different perspectives on effectiveness are based in differing views of organizations' nature and purpose. These perspectives, usually implicit, have consequences. They influence how effectiveness is achieved, who judges effectiveness, the basis for judgment, assessment methods, standards of comparison, and performance indicators. Recognizing these distinct, sometimes divergent, views can benefit IR/IE professionals. It can deepen our understanding

of the accountability controversy and our own institution's culture. It can help us develop alliances, navigate across boundaries, and get data and research findings used.

Presenter(s)

Christina Leimer, California State University, Fresno

1:00 PM–1:40 PM

Concurrent Sessions

Accuracy of Self-Reported Grades: Implications for Research – 2327

Salon 828

Analysis

This study examined the accuracy of student self-reported grades. The overall correlation between student-reported letter grades and institution-reported cumulative GPA was .71. Overall, students were fairly accurate. For instance, the mean GPA for students reporting a B- was 2.6 (B- range is 2.5 to 2.8) and for those reporting a B+, it was 3.2 (B+ range is 3.2 to 3.4). However, lower achieving students tended to be less accurate than high achieving students. The final paper and presentation discuss implications for institutional research and other campus programs that collect and use self-reported grades.

Presenter(s)

James Cole, Indiana University-Bloomington
Louis Rocconi, Indiana University-Bloomington
Robert Gonyea, Indiana University-Bloomington

Analysis of Instructional Effort in an Academic Program Through Enrollment Simulation – 2622

Gallier A

Assessment

The analyses of resources used by an academic program is complicated by the facts that programs often cross academic departments and have no budget or facilities. To develop comparative metrics for academic programs at The University of Toledo requires understanding how students who receive degrees in the program access the curriculum. A probabilistic model that identifies courses essential to programs is used to analyze student enrollments. Once program enrollments are known, instructional effort and cost can be calculated and analyzed. These data point to various interesting relations among program size, instructional effort, and cost.



Presenter(s)

Geoffrey Martin, University of Toledo-Main Campus
Suohong Wang, University of Toledo-Main Campus

Anyone Can Dashboard in Excel: Basic to Advanced Dashboards – 2798

Edgewood A/B

Technology

Learn how to create dashboards, from simple to complex, using Excel. Basic dashboards can be created with only a handful of formulas to easily spice up any report. Add a small amount of Visual Basic for Applications (VBA) programming or even an external connection to data (SQL, Access, etc.) and your dashboards can come to life with increased flexibility and power. Discover best practices and pitfalls to avoid major setbacks, increase productivity, and boost visual appeal.

Presenter(s)

Ryan Lambert, Front Range Community College

Are Your Students Adrift? How to Use Campus CLA and NSSE Data to Apply the Analysis from Academically Adrift to Your College/University – 2280

Maurepas

Analysis

This presentation reviews the methods and conclusions in *Academically Adrift* (Arum & Roksa, 2011) and demonstrates how that analysis of student learning and engagement can be used on campuses that have participated in the surveys (CLA, NSSE) used by Arum and Roksa. This session provides simple and clear steps for colleges and universities to evaluate student learning in light of the conclusions drawn in the book. Helping to close the loop by actually using the results on campus, this presentation also highlights strategies for engaging faculty and administration in ongoing discussions about student learning and engagement.

Presenter(s)

Tim Merrill, Randolph-Macon College

Building a Continuing Education Enrollment and Retention Model from Scratch – 2592

Oakley

Students

Due to a lack of retention and enrollment models for continuing education students, a new institutional model is created. Student counts and registrations are combined from multiple data systems, determining “cohorts” of new students by fiscal year that are tracked throughout their enrollment lifespan. Predictions for future enrollment and expected retention are made and revised regularly. This information serves not only for enrollment purposes, but also budgetary and strategic planning purposes. Participants gain insight into the entire enrollment and retention projection process from the start through implementation and first revision. Questions about the process will be answered.

Presenter(s)

Matthew Hendrickson, Northeastern University

Catalyst for Change: Collegiate Learning Assessment Consortium of Independent Colleges – 2527

Rhythms Ballroom III

Assessment

From 2008 to 2011, 47 independent colleges and universities supported by the Council of Independent Colleges (CIC) formed the CIC Collegiate Learning Assessment (CLA) Consortium. The purpose of this consortium was to embed a “culture of assessment” on participating campuses through the voluntary use of the CLA—a test of critical thinking, analytic reasoning, problem solving, and written communication—as an assessment tool for student learning in the first and senior years. This presentation discusses the experiences of the participating institutions and the lessons learned from their assessment of student learning outcomes and efforts to improve pedagogy and curricula.

Presenter(s)

Harold Hartley, Council of Independent Colleges
David Paris, New Leadership Alliance for Student Learning and Accountability
Wei Song, Council of Independent Colleges

Connecting the Institution’s Strategic Goals and the Assessment of Institutional Effectiveness Through Accountability Reporting at the University of Wisconsin System – 2357

Napoleon A3

Assessment

Accountability reporting is becoming increasingly important in American higher education as a comprehensive assessment of the institution’s progress in meeting its strategic goals and priorities. As such, it must remain salient to multiple audiences while navigating complex themes and employing crisp, clear data-based communication. Learn structure and

strategies applied to hurdle barriers to consistent, high-quality, on-time accountability reporting at the University of Wisconsin System and its 15 institutions.

Presenter(s)

Heather Kim, University of Wisconsin System
Todd Bailey, University of Wisconsin System Administration

Data Sharing Among Professional Organizations – 2692

Armstrong Ballroom:

Discussion Group Table 1

Collaboration

This discussion addresses the establishment of collaborative relationships among professional organizations within the context of sharing, assessing, and reporting data collected from their respective membership/institutions. The following questions are addressed: (a) What are the benefits, to the organization and the membership/institutions, of establishing collaborative data sharing partnerships? (b) What are the challenges of establishing these partnerships? (c) What are the ethical and legal implications of data sharing among professional organizations? (d) What best practices should be followed as professional organizations move forward in establishing data sharing partnerships?

Presenter(s)

Karen Novak, American Dental Education Association
Eugene Anderson, American Dental Education Association

Digging into Institutional Data: Enhancing Campus Assessment Findings with the FSSE Report Builder – 2821

Grand Chenier

Resources

The Faculty Survey of Student Engagement (FSSE) Report Builder allows users to generate and explore frequency reports based on a multiyear database of faculty responses. This session describes and demonstrates how to use the Report Builder to explore faculty responses to FSSE. Drawing on thousands of faculty respondents, this tool allows users to create reports specific to their interests, such as by institution type, faculty rank, race, and survey option. To further explore accountability, session participants also learn how this tool can be used to compare faculty frequencies to their campus FSSE results.

Presenter(s)

Eddie Cole, Indiana University-Bloomington
Thomas Nelson Laird, Indiana University-Bloomington
Mahauganee Shaw, Indiana University-Bloomington

Dual Credit/Dual Enrollment and Data-Driven Policy Implementation: Reform Initiatives and Postsecondary Credential Attainment – 2614

Grand Couteau

Students

The use of dual credit has been expanding rapidly. Dual credit is a college course taken by a high school student for which both college and high school credit is given. Previous studies provided no strong quantitative evidence that dual credit/enrollment is directly connected to positive student outcomes. In this study, descriptive and predictive statistics were calculated using SPSS. For the predictive analyses, a Cox regression was used. One finding among others of this study is that dual credit/dual enrollment was significantly related to an accelerated time-to-degree completion.



Presenter(s)

Mary Allison Witt, Illinois Board of Higher Education
Bob Blankenberger, Illinois Board of Higher Education
Doug Franklin, Illinois Board of Higher Education
Eric Lichtenberger, Southern Illinois University Edwardsville

Dual Enrollment on the High School Campus Versus the College Campus: Does It Matter? – 2322

Salon 816

Students

Despite the tremendous growth in dual enrollment programs, little has been done to assess its effectiveness in transitioning students successfully to college. This study examines demographic profiles, college involvement, and educational outcomes of traditional-aged students who participated in dual enrollment programs with those of similar academic ability who did not. Further analyses is presented to show any differences which exist between students who participated in the state-run PSEO program offered on a university campus by college faculty as compared to a university-run program taught on the high school campuses by trained high school teachers.



Presenter(s)

Mary Jo Geise, The University of Findlay
William Knight, Ball State University

Economies of Scale and Scope in Higher Education: A Role for Degrees and Disciplines – 2432

Gallier B

Resources

At a time of increased pressure for college attainment, rising tuition, and stagnant household income, institutional researchers must be prepared to help their institutions identify strengths and weaknesses and pursue effective advocacy strategies. Our paper examines economies of scale and scope in undergraduate and graduate education and research, asking if research- or teaching-intensive institutions produce degrees more cost-effectively relative to educational outcomes. We also examine



variations in cost across different academic disciplines. We draw data from IPEDS and conduct separate but parallel analyses for public and private institutions, estimating flexible fixed-cost quadratic cost functions.

Presenter(s)

Rodney Hughes, Pennsylvania State University-Main Campus

Embedded, Small-Scale, Mission-Centered Assessment: Leveraging IR Expertise to Foster Collaboration and Build Capacity – 2511

Bayside A

Assessment

This session focuses on building institutional capacity by leveraging IR expertise through small-scale collaborations around embedded assessment. Using Beloit College as a case study, the speaker leads participants through consideration of the realities and benefits of working with faculty and administration to develop, enact, and improve home-grown institutional self-inquiry with an emphasis on rubric-based analysis of student work. IR professionals should leave this session equipped with strategies that have proved helpful at Beloit, a process for rubric creation and norming, and additional resources for pursuing next steps.

Presenter(s)

Russell Cannon, Beloit College

End of Course Evaluations: Pain, Politics, and Participation – 3013

Armstrong Ballroom:

Discussion Group Table 2

Assessment

This discussion will center around suggestions for overcoming challenges of end-of-course evaluations. Addressing frustration of delivery and execution, discussing ways to manage sensitive political environment, and suggestions of how to increase participation.

SPONSOR

Presenter(s)

Julie Owen, SmarterServices

Evaluations/Surveys, Response Rates, Best Practices – 3103

Armstrong Ballroom:

Discussion Group Table 3

Assessment

Join us for this interactive networking session – you'll be glad you did! You will gain and share valuable insight to the trends, tools and techniques for accomplishing EVALUATION and SURVEY goals. Topics include: improving on-line response rates, how to easily integrate a mixture of paper and web collection, gaining creative funding and integration of mobile devices to gather feedback. Be a part of the best practices team!

SPONSOR

Presenter(s)

Julie Fulgham, Scantron Corporation

Faculty in the 21st Century: New Findings from the HERI Faculty Survey – 2665

Borgne

Resources

Faculty goals, values, and academic practices are examined in this new presentation on the most recent findings from the 2010–2011 HERI Faculty Survey, with a national representation of approximately 25,000 full-time undergraduate teaching faculty represented. We focus on results from the 12 constructs created from the data using item response theory and compare them by faculty rank and sex. Implications for the changing academy are discussed.

Presenter(s)

John Pryor, Higher Education Research Institute

“Gunning” for the Win! How Competitive Classroom Environments and Student Experiences Predict Premeds’ Commitment to Health Research and Practice – 2711

Rhythms Ballroom II

Students

Significant attrition in STEM fields, including premedical education, within the first two years of college has been attributed to the competitive nature and unengaging pedagogy of introductory STEM courses. Using multilevel modeling, this study examines longitudinal data from 1,147 premedical students in 60 introductory STEM classrooms to identify the student experiences and classroom climates that predict the development of students’ commitment to health research and practice. Findings suggest that competitive environments in introductory STEM courses significantly inhibit students’ development of a commitment to health research and practice. Implications for improving the climates in introductory STEM courses are discussed.

Presenter(s)

Kevin Eagan, University of California-Los Angeles
Juan Garibay, University of California-Los Angeles
Michael Soh, University of California, Los Angeles

GradesFirst Student Support System Live Technology Showcase – 3088

Salon 820

Technology

GradesFirst continues to innovate student support software for higher ed, and this session will prove it. GradesFirst Conversations is a groundbreaking communications platform, which facilitates natural conversations with students leading to stronger relationships, enhanced assessment, and increased retention. During the live demo, experience how the powerful features of Conversations, which include Two-Way Text Messaging,



Communications Routing, Voice Integration, and Conversation Capture, can take your student engagement to another level. Also, GradesFirst gives nice door prizes at our sessions!

Presenter(s)

Mario Moore, GradesFirst

Identifying and Communicating Retention Success Factors – 2682

Oak Alley

Students

Retention of new freshman is an ongoing challenge. The IR office at a large Midwestern public university has been investigating retention issues for several years. The main areas of investigation include student preparedness, student success in remedial and college-level courses, and student engagement during their first year. One of the struggles researchers have faced is overcoming long-standing beliefs assumed to be true by advisors and other student support personnel. This presentation summarizes several research findings, focusing on one in particular that has led to changes in how students are advised that is showing promising results.

Presenter(s)

Kjera Melton, Kent State University-Kent Campus
Randall Lennox, Kent State University-Kent Campus

Implementing an Assessment Model to Support Evidence-Based Improvement: The Story of a Large Research Institution – 2443

Bayside B

Assessment

Comprehensive Standard 3.3.1 requires every institution to identify expected educational outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on these results. Institutions are often noncompliant with this standard as they are unable to create a culture of assessment. To practice meaningful assessment, institutions require a functioning assessment model and support structures to institutionalize an ongoing evidence-based process. This session describes the UCF assessment model and its components. Participants will be able to identify the characteristics and strategies of a quality assessment model and transfer these to their institutions.

Presenter(s)

Patrice Lancey, University of Central Florida
Divya Bhati, University of Central Florida

Implementing the Open-Source Statistical Computing Software “R” in a Small IR Office – 2751

Salon 824

Technology

R is a powerful, open-source (free!) statistical computing environment that represents an excellent solution for offices wanting a broad, flexible set of data manipulation and

analysis tools. With professional quality graphics, a vast selection of statistical methods, and an elegant and robust programming language, R allows you to do more with less, for less. This presentation (a) orients attendees to the basic functionality of R, (b) demonstrates its use with actual work samples, (c) directs you to useful resources to get started on your own implementation, and (d) provides guidance on negotiating early challenges.

Presenter(s)

Gary Moser, California State University-East Bay

Mentorship Matters: Does Early Faculty Contact Lead to Quality Faculty Interaction? – 2244

Rhythms Ballroom I

Students

While research has established that student-faculty interaction is an important aspect of the student-life experience, we know very little about what leads to the type of faculty interaction that matters most: faculty mentorship. Using data from three student surveys administered by the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute (HERI), this study examines what student experiences are associated with faculty mentoring and how those factors may differ based on student race/ethnicity and gender. Discussion centers on how institutions can facilitate these relationships and what can be done to remove barriers to faculty mentorship.

Presenter(s)

*Marcia Fuentes, University of California-Los Angeles
Adriana Ruiz, University of California-Los Angeles
Jennifer Berdan, University of California-Los Angeles
Linda DeAngelo, University of California-Los Angeles*

MidAIR Best Presentation: The Higher Education Opportunity Act: Meeting Reporting Requirements – 2540

Armstrong Ballroom:

Discussion Group Table 4

Collaboration

This discussion addresses the ways IR professionals handle federal reporting obligations within the context of changing regulations and political attention on IHEs. Discussion questions include: What strategies have been useful at your institution for monitoring the status and details of emerging regulations? What resources external to your institution have been particularly useful? What resources have been lacking that could help you either complete the reporting or stay informed of the regulations? Which federal requirements (consumer information, gainful employment, state authorization, IPEDS reporting) remain unclear to you in how to comply or what is required?

Presenter(s)

Rachel Boon, Drake University

PacAIR Best Presentation: Assessing Customer Service Within Institutional Departments – 3055

Evergreen

Assessment



Results from campus surveys show that customer service is a persistent problem for many departments at our institution. We discovered a way to translate student dissatisfaction into specific knowledge for each department, knowledge that could lead to satisfaction and improved service quality. By recommendation from several faculty members, SERVQUAL was chosen as the instrument for gauging customer satisfaction because of its reputation and reliability as a measure for customer service. In this presentation, we share the process of how SERVQUAL was adapted to regularly assess service quality across campus departments, including survey design, administration, reporting, and follow-up.

Presenter(s)

*Paul Freebairn, Brigham Young University-Hawaii
Ronald Miller, Brigham Young University-Hawaii
Kathy Pulotu, Brigham Young University-Hawaii
Candace Boice, Brigham Young University-Hawaii
Zachary Carling, Brigham Young University-Hawaii
Sela Unga, Brigham Young University-Hawaii*

Survival Tools for Your First IPEDS Submission – 2438

Napoleon D3

Collaboration

This session is for anyone who has little to no experience in IPEDS. It focuses on new schools that have just received Title IV approval and what they will need to set up at their schools to gather the information needed for the different surveys. We review suggestions and various forms used by other institutions in information-gathering for ethnicity, gender, age, previous education, and citizenship. We also discuss gathering similar information for the Human Resource data that is required for submission.

Presenter(s)

*Melissa Gray
Marissa Fox, Career Education Corporation*

The Effects of Indiana's Twenty-First Century Scholars Program on Students – 2493

Salon 821

Resources

In this study, we use two quasi-experimental techniques (propensity score matching and instrumental variables) to determine whether participation in Indiana's Twenty-First Century Scholars program leads to gains in the rate at which students consider going to college. We constructed a longitudinal database with information on over 60,000 9th grade students, and use these techniques to account for the selection of students into the program. The findings will be

of importance for evaluating state financial aid programs and showing how PSM and IV can be used to control for self-selection.

Presenter(s)

Robert Toutkoushian, University of Georgia
Stephen DesJardins, University of Michigan-Ann Arbor
Brian McCall, University of Michigan

Tools for Assessing Global Learning – 2960

Armstrong Ballroom:

Discussion Group Table 5 *Assessment*

This discussion addresses assessment tools, with a focus on effectively using commonly available instruments to measure students' global learning and development. Specific discussion questions include: In what ways does your institution foster its students' global learning and development? What tools do you use to assess outcomes in these areas? In what ways can common tools, such as NSSE play a role? Are you using newer tools, such as the Global Perspectives Inventory (GPI)? How do you communicate and use the results of these assessments?

Presenter(s)

James Kulich, Elmhurst College
Yanli Ma, Elmhurst College

U.S. News & World Report's Best Colleges: Details Behind Last Year's Changes and What Will Be New for Upcoming Rankings – 2209

Bayside C

Collaboration

This session reviews the 2012 edition of the Best Colleges rankings (published in September 2011) and discusses the changes that were made, including the impact of the updated Carnegie Classifications, the High School Counselor rankings of colleges, and the inclusion of for-profit institutions. We discuss ideas being considered for the upcoming 2013 edition rankings and give a status update on all the other rankings that U.S. News is publishing, including Best High Schools, Best Graduate Schools, and Best Online Education. We also discuss Academic Insights, a new data analysis tool geared toward institutions and the institutional research community that uses U.S. News historic data.

Presenter(s)

Robert Morse, U.S. News and World Report
Samuel Flanigan, U.S. News and World Report
Diane Tolis, US News and World Report

Undergraduate Student Credit Hours per Unique Instructor as an Informative Approach to Monitoring Teaching Loads – 2657

Salon 801

Resources

Extent of differences and trends in instructor teaching loads were studied among three academic rank classification of tenured, tenure-eligible, and not eligible for tenure. Teaching load was the ratio of didactic, undergraduate student credit hours per unique instructor. This study was motivated by the concurrent pressures of a long period of yearly record enrollment and institutional emphasis on research. Load did indeed increase more for the tenure-eligible faculty. Departmental and college results were distributed and future provision of this actionable information was strongly reinforced by the provost. Results are presented, as well as data creation and presentation format details.

Presenter(s)

Paul Fisk, North Dakota State University-Main Campus
William Slanger, North Dakota State University-Main Campus

Using a Milestones and Momentum Points Model to Engage Student-Level Data – 2693

Salon 829

Assessment

The purpose of this workshop is to share Harper College's use of a Milestones and Momentum Points Model to exhibit student success and the representative shift of moving towards a more data-driven culture at the college. Institutional Research has created pipelines from student-level data, tracking individuals from the point at which they are a prospective student at Harper until the point when the student completes his/her educational goal(s). Through this implementation, the college will be able to develop strategies and interventions to address the gaps in the pipeline where a student leaves the college prior to completing his/her goals.

Presenter(s)

Resche Hines, Chicago State University
Ta-Tanisha Young, Harper College
Joseph Maxon, Harper College

Using Logistic Regression to Predict Retention and Success at a Technical College – 2703

Salon 825

Students

In trying to understand the variables involved with student success status at a small two-year technical college, we introduced two factors: College Ready status and Late Registration status. We included new transfer students into our cohort along with first-time students. A stepwise logistic regression revealed that the first-semester GPA and its credit completion rate were the most important factors for the success status. Further analyses were conducted to explore the relationship among these factors. An interesting

relationship between the Late Registration status and the credit completion rate was observed in the College Ready group.

Presenter(s)

Koji Fujiwara, Bemidji State University and Northwest Technical College

Douglas Olney, Bemidji State University

1:55 PM–2:35 PM

Special Interest Group Meeting

The Delaware Study of Instructional Costs and Productivity – 3124

Rampart

This meeting is an open forum for those interested in discussing all aspects of the Delaware Study.

Concurrent Sessions

A Predictive Model of Why Students Leave College – 2626

Borgne

Students

While retention is a key priority for many institutions, much of the applied research focuses on models that predict attrition versus retention. These models tend to view all nonreturning students to be relatively homogenous, leading to unnecessarily simplistic actions plans. This paper presents a model that focuses on heterogeneity among nonreturners, using psychometric mapping to identify unique segments of nonreturners, based on patterns of affecting issues. These segments form the basis of a predictive model that determines the likelihood that a student will quit college, and predicts patterns of issues most likely to force him/her out of college.

Presenter(s)

Nasreen Ahmad, Collin County Community College District
Edward Hummingbird, Southwestern Indian Polytechnic Institute

An Examination of Factors Impacting Four-Year Graduation Rates at a Large Public Research Institution – 2577

Salon 817

Students

With the federal and state governments' increased emphasis on the completion agenda, the focus not just on six-year graduation rates but on on-time completion (four-year

graduation rates), has been heightened, including discussions around including it in performance funding for institutions. This presentation focuses on the factors that impact students' on-time completion at one large Midwestern public research institution. Student characteristics are discussed, but the presentation focuses primarily on the institutional factors that enhance or hinder students' time to completion. Efforts being made at the institution to address these factors are also discussed.

Presenter(s)

Brent Drake, Purdue University-Main Campus

An Overview of the Global Research Benchmarking System – 2466

Edgewood A/B

Resources

The Global Research Benchmarking System (GRBS) is a new effort by the Center for Measuring University Performance and the United Nations University International Institute for Software Technology to provide free data and analysis support for benchmarking university performance internationally. In contrast to ranking systems, the GRBS aims to provide transparent, objective, and verifiable data, not subjective opinion surveys. This session provides an overview and demonstration of the capabilities of the system for benchmarking scholarly output. Future areas of development will be discussed.

Presenter(s)

Craig Abbey, The Center for Measuring University Performance

Analyzing Statistical Data Visually – 2480

Rhythms Ballroom III

Technology

Data visualization helps in exploring raw data, discovering meaningful patterns and trends, and presenting findings to an interested audience. In this session, I demonstrate how we use visualization techniques in analyzing and presenting statistical data in our Office of Institutional Effectiveness. Real-life examples include displaying correlations, z-scores, trend lines, and box-plots. The participants are shown how we produce statistical calculations, use graphing techniques to discover patterns in data, and combine visualizations into interactive dashboards utilizing Tableau software.

Presenter(s)

Dmitri Rogulkin, California State University-Fresno

Assessment and Planning Made Easy: UAlbany's Use of Campus Labs – 2620

Oakley

Technology

Since 2007, the University at Albany has relied on Campus Labs to support its comprehensive assessment agenda. Whether tracking student involvement, conducting program reviews, or assessing student learning, the added capacity

Campus Labs that has provided UAlbany has been instrumental in establishing a culture of assessment on campus.

Presenter(s)

Annemieke Rice, Campus Labs
Michael Christakis, University at Albany

Assessing Faculty Productivity and Institutional Research Performance: Using Publication and Citation Key Performance Indicators – 3081

Salon 828

Analysis

This presentation covers various bibliometric indicators used to measure research performance, including article output, citation count, h-index, citation impact, etc. Assessment at the institutional and researcher level is also discussed. We begin with a discussion by Thomson Reuters about how universities use citation metrics for research evaluation. Universities, government bodies, and corporations must decide what research should be supported or which research projects and researchers should receive more support than others. Dr. Quanhua Zhou then presents how these indicators have been applied in a university setting and speaks about usage and applications of such data.

Presenter(s)

Jeff Clovis, Thomson Reuters

Career/Technical Education, Data Use, and Accountability – 2677

Armstrong Ballroom:

Discussion Group Table 1

Assessment

This discussion addresses career and technical education (CTE) within the context of getting data and creating definitions to measure outcomes that are meaningful to community colleges. (a) How to define/identify what courses/programs (what IPEDS CIP codes) are CTE? (b) How to capture in a consistent/comparable way the outcomes/effectiveness of CTE programs in the noncredit and credit area? (c) What information is useful to know about students in CTE? (d) How to define community college leavers who obtained “significant” CTE experience (e.g., students who have gained the requisite skill[s] to obtain a job but have not earned a certificate/degree).

Presenter(s)

Bernadette Farrelly, American Association of Community Colleges
Kent Phillippe, American Association of Community Colleges

Collecting Dust or Creating Change: A Multicampus Usability Study of Student Survey Results – 2720

Grand Couteau

Assessment

After implementing and collecting survey data, colleges and universities often face challenges in engaging different stakeholders and translating survey results into decisions about program improvement. This session shares findings from a multi-institutional study that interviewed different users of the Global Perspective Inventory (GPI) about their utilization and dissemination efforts. Participants hear about the challenges and strategies associated with utilizing survey results to create institutional and programmatic changes on college campuses.

Presenter(s)

Mark Manderino, Loyola University Chicago
Mark Engberg, Loyola University Chicago

College on Credit: Student and Institutional Factors Associated with Student Loan Default – 3057

Rhythms Ballroom I

Analysis

Using the 2009 NCES Beginning Postsecondary Students survey, this study implements a multilevel logistic regression model to estimate the repayment status of student loan borrowers. Results suggest that student-level factors such as race, class, and employment status are associated with greater risks of default; however, even after controlling for student characteristics, for-profit institutions are associated with greater default risk for borrowers. Results could inform policy debates on gainful employment, cohort default rate policy, loan repayment policy, as well as efforts to improve postsecondary consumer protections.

Presenter(s)

Nick Hillman, University of Utah

Creighton University’s Mobile Analytics Provide Recruitment Edge – 3016

Napoleon A3

Analysis

Creighton University has been recognized for innovation and named one of the most wired schools in America. To help it further stand out from the competition, the university sought to infuse recruitment efforts with data-driven insights. It adopted a data analytics solution from Tableau Software, designed to support mobile analytics and provide a much more visual and user-friendly approach to analyzing data. Today, more than half of Creighton’s admissions counselors use iPads to support their daily business. Recruiters can now quickly and easily access information on their markets while on the road, giving them a competitive edge.

Presenter(s)

Doreen Jarman, Tableau Software
Duane Heffelfinger, Creighton University

Effectively Summarizing Outcomes Assessment Data – 2544

Armstrong Ballroom:

Discussion Group Table 2

Assessment

This discussion focuses on the presentation of summarized outcomes assessment data to address the needs of multiple constituencies. The following questions are considered: (a) How can IR professionals present outcomes assessment data effectively so that faculty can use the data to inform curricular changes and service enhancements efficiently? (b) How can IR professionals integrate longitudinal data into graphical representations of assessment data? (c) How can IR professionals incorporate both the needs of faculty and administrators and regional and professional accreditation and other external constituencies within a graphical representation of outcomes assessment data?

Presenter(s)

Christopher McCullough, Saint Xavier University

Enrollment Management in a Recession: What Drove Student Retention and Program Choices at a Large Canadian University Between 2004 and 2011 – 2830

Gallier A

Students

How has the economic downturn affected student behavior? Is an unstable job market leading to increased student retention or transitions to degrees more in demand? Recent literature has suggested that students would be better off waiting out the economic storm by staying in school. We hypothesize that increased enrollments are a sign that students have understood that message, have chosen to switch toward STEM degrees, and have reduced their credit-hour loads in order to work for pay on- or off-campus. We test this hypothesis using NSSE survey results and internal student information system data.

Presenter(s)

Anne-Marie Durocher, McGill University

Donald Bargenda, McGill University

Examining Class in the Classroom: Utilizing Social Class Data in Institutional and Academic Research – 2243

Nottoway

Analysis

Social class and related indicators (socioeconomic status, parental education, and other forms of social/cultural capital) are strong determinants of students' access and success in higher education. This presentation explores the use of different social class indicators in institutional and academic research, with a focus on the theoretical basis for social class, current demographic trends in higher education, the advantages/disadvantages to measuring social class, and the credibility of students' self-



identification in a social class. Using the Student Experience in the Research University survey, the study also examines differential relationships between social class variables on students' sense of belonging on campus.

Presenter(s)

Krista Soria, University of Minnesota-Twin Cities

Will Barratt, Indiana State University

Examining the Impact of How and When Students Choose a Major on Degree Completion – 2641

Bayside C

Students

An urban university that does not require declaration of major until graduation wanted to know what impact students' timing and eventual choice of major has had on retention and degree completion over time. An historical database covering more than 20 years was used to examine this question in the context of recent policy changes that have placed a more intentional focus on student success. Participants gain information on how to manipulate an historical database to answer broad institutional questions and about factors that influence student success in an institution with a diverse and nontraditional student body.

Presenter(s)

Kathi Ketcheson, Portland State University

Lina Lu, Portland State University

Focusing Attention on Important Information: Using Dashboards in Institutional Reporting – 2317

Maurepas

Technology

Do you have difficulties compressing large amounts of information into easily read reports? We discuss our work using dashboards to relay large amounts of information in short time. We provide tips on identifying various audiences' needs, integrating data across multiple platforms, using analytics to identify important trends, prioritizing information into several reporting layers, and choosing appropriate dashboard visualizations. Using concrete examples, you will gain a good understanding of how to design effective reporting that pulls the reader in, ignites their curiosity, allows them to drill down for more information, and informs their decision-making.

Presenter(s)

Darlena Jones, Educational Benchmarking (EBI)

Brian Johnston, Catholic University of America

Freshmen Performance in Foundational Courses: Implications for Retention and Graduation Rates – 2455

Salon 821

Students

Few topics in higher education receive as much attention as retention and graduation rates, and many models have been produced to identify the factors



that most influence the outcomes. These models typically find that a student's GPA is the most powerful predictor of attainment, in particular the grades earned upon entering college. This study asks: Which grades? By examining the relationship between grades earned in highly attended foundational courses and student retention and graduation outcomes, the study distinguishes two categories of courses and discusses their implications for initiatives to address student retention and graduation rates.

Presenter(s)

Matthew Foraker, Western Kentucky University

Graduate Student Debt: A Comparison for 2000 and 2008 – 2814

Napoleon D3

Students

There is a sizeable base of literature on baccalaureate student debt in postsecondary education, yet graduate student debt is an understudied but important issue that calls for greater examination. This paper seeks to identify factors that contribute to graduate student debt and to examine changes in debt loads over time. Analyses use data from the National Postsecondary Student Aid Studies from 2000 and 2008, and also include financial indicators from IPEDS and other data sources. Presenters discuss findings and implications for policy and practice.

Presenter(s)

Michael Trivette, University of Georgia
Karen Webber, University of Georgia

Institutional Effectiveness Workshops – 2940

Armstrong Ballroom:

Discussion Group Table 3

Collaboration

This group discussion addresses institutional effectiveness (IE) and assists attendees in identifying ways to facilitate IE workshops, and the potential challenges faced in getting buy-in and participation from the university community. (a) How can you facilitate a greater understanding of IE at your institution? (b) What are the components necessary to develop a self-sustaining culture of planning, evaluation, and effectiveness at your institution? (c) What are the successes and challenges faced in establishing an infrastructure that leads to IE? (d) What is the role of assessment, strategic planning, and IE as part of institutional accreditation processes?

Presenter(s)

Theodore Kruse, American University of Kuwait
Jeanine Romano, The American University of Kuwait

Into the Black Hole: Analyzing Missing Data – 2167

Estherwood

Analysis

There is practically no survey that will provide 100% return rate with 100% valid data. Nearly every survey will have nonresponders and missing data. There is much that can be learned by analyzing the nonresponders and missing data that can minimize survey and response bias and improve the validity of the results. This workshop examines the theory and techniques used to analyze survey nonresponses and missing data to better understand the whole story.

Presenter(s)

Linda Mallory, United States Military Academy

IPEDS Update, Part I – 3084

Rhythms Ballroom II

Collaboration

The National Center for Education Statistics presents a general update on the Integrated Postsecondary Education Data System (IPEDS) and reviews recent and upcoming changes. Topics for discussion include a review of the 2011–12 data collection year, changes for the upcoming 2012–13 data collection, net price and the college affordability and transparency lists, training opportunities, and a short update on new and improved IPEDS data use tools.

Presenter(s)

Jessica Shedd, National Center for Education Statistics
Archie Cubarrubia, National Center for Education Statistics
Sabrina Ratchford, U.S. Department of Education

It Takes Two: A Systematic, Effective, and Practical Process for Integrating Assessment and Program Review – 2709

Salon 820

Assessment

This presentation is targeted at professionals responsible for assessment, program review, quality improvement, or external compliance on their campus. Illinois State University has developed an eight-year cycle that includes the Process for Review of Academic Assessment Plans, Program Review, and the Annual Update for Academic Assessment Plans. This cycle integrates assessment and program review and is closely tied with the IBHE Program Review process. This presentation outlines in detail a systematic, step-by-step, and collaborative process and includes a discussion about principles and practices that will help participants with quality improvement and external compliance activities.

Presenter(s)

Derek Herrmann, Illinois State University
Ryan Smith, Illinois State University

PNAIRP Best Presentation: Visualizing Persistence to College-Level Math: A Faculty-IR Collaboration – 3022

Bayside A

Collaboration

Does curriculum reform affect students' patterns of persistence through the pre-college mathematics curriculum? This presentation uses an IR data visualization tool (Tableau) to operationalize persistence and focuses on the collaboration with mathematics faculty to compare curricular pathways to college-level math attainment, a key predictor of students earning a credential.



Presenter(s)

Tonya Benton, Highline Community College
Helen Burn, Highline Community College

Prioritizing Academic Programs: Strategic Decisions in Times of Scarce Resources – 2335

Gallier B

Analysis

Prioritizing and eliminating academic programs is a painful task fraught with difficulties that few institutions undertake voluntarily. However, the national recession of the past three years has forced most institutions in the United States to seriously consider, if not implement, the prioritization and elimination of academic programs. The proposed presentation addresses the issues, including data, that must be considered and provides a basic model to make strategic decisions, drawing on the relevant literature and the experience of one institution of higher education which successfully terminated two dozen academic degree programs this year.

Presenter(s)

Gita Pitter, Florida Agricultural and Mechanical University

Senior Capstone Experiences, Assessment, and Effectiveness – 2532

Armstrong Ballroom:

Discussion Group Table 4

Assessment

This discussion addresses assessment of senior capstone experiences through the lens of an institutional researcher using data from the 2011 National Survey of Senior Capstone Experiences. With the growing requisite for assessment and accountability within higher education, participants have the opportunity to discuss their assessment practices and enhancement plans within the context of emerging national data, including discussion topics such as: Do you formally assess your senior capstone experience(s), and if so how? Are particular learning outcomes linked with participation in the experience(s)? What are the most important objectives and topics for your experience(s)?

Presenter(s)

Jennifer Keup, National Resource Center for the First-Year Experience & Students in Transition

Shared Resources: The Common Data Set in the Cloud? – 2348

Armstrong Ballroom:

Discussion Group Table 5

Technology

Frustrated by the static format of the CDS, the limitations of the listserv, the lack of a comprehensive set of instructions/definitions, and not being able to use the data for collaboration or benchmarking? This discussion will give participants the opportunity to explore the Common Data Set as an online database partnership. What are some of the challenges we face and the solutions? How might a CDS in the Cloud be implemented? What would your dream CDS website look like? This discussion will help formulate a proposal to the CDS Team.

Presenter(s)

Judith Shaw, Rhode Island School of Design
Jennifer Dunseath, Rhode Island School of Design

Studying the Perceived Overall Academic Experience of First-Generation College Students Through the Use of Data Mining Techniques – 2629

Grand Chenier

Analysis

Through the use of partition analyses, this study explores the effects of engagement, satisfaction, and background variables on the overall academic experience of first-generation college students. The models suggest the importance of the quality of instruction as the main variable affecting the perceived overall academic experience for all students, but the model for first-generation college students selected variables such as ethnicity as having a major effect on perceived overall satisfaction with the academic experience in college.



Presenter(s)

Eduardo Molina, University of Southern California

The Student Loan Bubble: A Comparison Between First-Generation College Students and Their Continuing-Generation Peers – 2187

Salon 801

Students

With issues of access for low income and first-generation students prevalent in university conversations, this paper seeks to explore differences between first-generation college students and their peers in terms of financial success. This study used the Beginning Postsecondary Students (BPS) Longitudinal Study for 2001 and 2009 so that loan amount, average salary, and graduation status could be analyzed by degree, filtered by first-generation status. While current research has examined traditional measures of "success"

among first-generation students (e.g., degree completion and retention), alternative measures such as post-collegiate earning and debt burden have yet to be fully explored.

Presenter(s)

Jessica Oylar, Weber State University

Things We Have Learned from the Transition to Online Course Evaluations – 2812

Evergreen

Analysis

In fall 2010, a major metropolitan research institution transitioned our entire university from a paper/pencil administration of course evaluations to an online administration. The issues addressed in this presentation include (a) successes of the transition; (b) data quality issues encountered during the transition; (c) the business practice of administering online course evaluations using eXplorance's Blue/Evaluation software; and (d) our continuing efforts to improve response rates. Issues addressed in this presentation are relevant to institutions who have either already made the transition to online course evaluation administration or are considering a transition in the future.

Presenter(s)

Rebecca Patterson, University of Louisville
Shari Barrow, University of Louisville
Samer Saab, eXplorance

Transform Your Strategic Planning, Assessment, and Accreditation Efforts with Campus Labs – 3072

Salon 816

Assessment

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

**Presenter(s)**

Kim VanDerLinden, Campus Labs

Universitywide Survey Administration Policy – 2627

Armstrong Ballroom:

Discussion Group Table 6

Technology

This discussion addresses the role a survey policy can have in the context of a larger data governance structure and explores the following questions: Which campus constituents need to be part of the conversation in drafting the policy?

What should a policy about administering surveys on campus include or accomplish? What mechanisms need to be in place to administer the policy?

Presenter(s)

Jane Zeff, William Paterson University
Christopher Hourigan, Johnson & Wales University

Using Cognitive Interviews to Improve Survey Instruments – 2719

Salon 825

Analysis

This session presents the methodology used to test a survey instrument and share findings from this evaluation. This research features results from cognitive interviews and focus groups conducted as part of the psychometric testing to improve questionnaire design and inform revisions to the National Survey of Student Engagement (NSSE). Findings are specific to NSSE, but include suggestions for adapting the approaches for use at institutions, and the session will consider implications for other surveys of college students.

**Presenter(s)**

Heather Haeger, Indiana University-Bloomington
Amber Lambert, Indiana University-Bloomington
Jillian Kinzie, Indiana University-Bloomington
James Gieser, Indiana University-Bloomington

Using Version Control for Documenting, Collaborating, and Recording Change – 2603

Salon 824

Technology

DraftReport.ver1, DraftReport.ver2, DraftReport.ver3 . . . How many of your reports and documents fall into the quagmire of multiple versions? Are you tired of being unsure that you are using the most current version of your report? Version control, a system for managing code, documents, and related files, has long been used in software development projects, but is also very useful for institutional research. It facilitates documenting your work, recording changes to your project and the reasons for those changes, and ensuring that project collaborators are kept informed of changes to documents and have the most current version available.

Presenter(s)

Marianne Guidos, University of Wisconsin-Milwaukee

Utilizing SAS OLAP Technologies for Data Analysis in Retention and Graduation Studies – 2866

Salon 829

Technology

This session demonstrates how Kennesaw State University utilizes Online Analytical Processing (OLAP) technologies from SAS for analyzing First-Time, Full-Time Freshmen cohorts related to retention and graduation. The presentation covers both the web-based and Microsoft Excel interfaces for accessing data cubes, showing how users can easily look

at First-Time, Full-Time Freshmen retention and graduation data from multiple angles and view increasing levels of detail by slicing each fall cohort by one or more factors. In addition, the session shows how graphs can be created against OLAP data to help gain greater insights into trends, exceptions, and opportunities.

Presenter(s)

Erik Bowe, Kennesaw State University

What's Hot and What's Not: Students' Perspectives about Technology in Higher Education – 2499

Bayside B

Students

How many students own iPads? What classroom-based technologies do students value? How well are colleges and universities meeting students' expectations regarding technology and digital resources? These are the types of questions the EDUCAUSE Center for Applied Research (ECAR) can answer with the 2011 results of the National Study of Undergraduate Students and Information Technology study. Join us to learn about students' experiences with technology in higher education and learn how to benchmark these results against students' IT experiences at your institution.

**Presenter(s)**

Eden Dahlstrom, EDUCAUSE

Pam Arroyo, EDUCAUSE

What Moves Institutional Prestige? An Exploratory Analysis of U.S. News & World Report's Peer Assessment Score and High School Guidance Counselor Score – 2694

Oak Alley

Assessment

With the publication of "America's Best Colleges, 2011," USNWR modified the subjective evaluation criteria of their undergraduate rankings by including input from high school guidance counselors. Nontrivial differences between traditional peer assessment scores and high school guidance counselor assessment scores may be significant enough to move schools up or down ranks. Utilizing traditional multivariate techniques and more recent advances in data mining, this paper attempts to examine the relationship of a battery of independent variables from common sources (IPEDS, WebCaspar, Web of Knowledge) and identify potential levers for institutions to use to influence prestige.

Presenter(s)

Paul Mueller, University of Notre Dame

3:30 PM–4:10 PM

Special Interest Group Meetings

Banner Users Special Interest Group – 3131

Bayside B

The Banner Users Special Interest Group brings together Banner institutional researchers at multiple levels to discuss innovations and suggestions. The opportunity to share our specific reporting knowledge and computer system knowledge with one another has been useful for many campuses.

EBI and MAP-Works – 3120

Rampart

Please join us to learn more about new developments at EBI and MAP-Works. We will discuss the various national assessments conducted by EBI, such as the ACUHO-I/EBI Resident Assessment, EBI Climate Assessment, and MAP-Works - our student retention and success project. Those interested in learning more about EBI as well as those who currently participate in our assessments are encouraged to attend. Come to this Special Interest Group to share best practice ideas with EBI staff and discuss various approaches with other users.

Voluntary Systems of Accountability (VSA) – 3125

Salon 824

VSA participants and those interested in learning more about the Voluntary Systems of Accountability and CollegePortrait are invited to attend this informal session.

Concurrent Sessions

A Holistic Assessment of a Campuswide Initiative to Build Strengths: From Building a Conceptual Framework to Reporting Results – 2296

Salon 820

Assessment

This IR in Practice session conveys information related to the assessment of an innovative, campuswide utilization of a strengths-based, positive psychology framework. In fall 2011, the University of Minnesota Twin-Cities (UMNTC) offered 5,400 new first-year students the StrengthsFinder assessment within a larger framework of the StrengthsQuest higher education program. This session

discusses the approaches UMNTC used in developing a conceptual framework for the assessment of strengths outcomes, describes the measures and instruments used in assessment, and discusses the collaborations developed between institutional research, student affairs, and academic affairs.

Presenter(s)

Krista Soria, University of Minnesota-Twin Cities
Ronald Huesman, University of Minnesota-Twin Cities

A Model for Assessment of Institutional Effectiveness – 2213*Bayside C**Assessment*

Following the decennial review, the office of institutional research and assessment at a large, multicampus, private institution was entrusted with the task of developing and implementing a plan for institutional effectiveness relating to assessment of nonacademic units. In this presentation, we describe the core principles that guided the development of the plan; the assessment model that was adapted; key features of the plan; the steps taken to encourage participation; the mid-course changes made to improve compliance; and a successful five-year review.

Presenter(s)

Indira Govindan, Fairleigh Dickinson University-Metropolitan Campus

An Investigation of Student Progress in Intermediate and Introductory English and Math Courses and the Effect on the Financial Aid Student Academic Progress Policy – 2776*Salon 825**Students*

Higher education institutions have recently focused on outcomes of intermediate and general education courses compared to a student's ACT Math and English sub-scores. Financial Aid offices have also begun discussing student academic progress within introductory and intermediate courses. This paper reviews and compares peer institution Student Academic Progress (SAP) policies and analyzes intermediate/introductory course level outcomes of students with varying ACT composite and sub-scores. The analysis is grouped by freshmen cohort's and tracks progress across six years at Delta State University. IR professionals will gain knowledge of SAP policies and how to track underperforming students.

Presenter(s)

Suzanne Simpson, Delta State University
Eric Atchison, Mississippi Institutions of Higher Learning
Beverly Moon, Delta State University
Teresa Houston, Delta State University

Beyond Changes in Overall Enrollment: A State-Level Perspective on Shifts in Financial Aid Demand and Outcomes in the “New Economy” – 2669*Oakley**Collaboration*

During a recession, analysis of the impact on postsecondary education typically focuses on changes in overall enrollment, with enrollment tending to increase as the economy declines. For Minnesota, changes in both unemployment and student enrollment during 2008–2011 followed expected patterns, yet not only were more students enrolling, more were applying for financial aid and at dramatically higher levels across different student groups. These increases in demand stressed state financial aid programs beyond appropriations and generated detailed analysis across specific student variables to inform future postsecondary aid models across institutional sectors.

Presenter(s)

Lesley Lydell, Minnesota Office of Higher Education
Meredith Fergus, Minnesota Office of Higher Education

Classrooms as Moderators of Developmental Education Effectiveness and Student Achievement – 2453*Estherwood**Students*

This paper investigates how classroom context moderates the effects of developmental education (DE) once remediated students enter college-level courses. Drawing on a regression discontinuity design, and using 3,429 community college students nested within 223 classrooms, we explored the extent to which classroom student and instructor characteristics moderated the effect of DE students' performance in the successive, content related college-level course. Our results suggest DE students' college-level course performance benefited from DE program participation but DE impact was modified by several classroom and instructor characteristics. Discussion will highlight malleable classroom variables that may enhance DE policy and practice.

**Presenter(s)**

Brian Moss, Wayne State University/Oakland Community College
Ben Kelcey, Wayne State University
Nancy Showers, Oakland Community College

Community College Survey Data: The Impact of Quantity and Quality on Informed Decision-Making – 2568*Rhythms Ballroom III**Analysis*

This session presents the findings of a study of community colleges to assess the impact of quantity and quality response rates on informed decision-making. The presentation provides IR professionals a



critical analysis of why individuals respond to surveys and to what extent their responses are of value (quality) to an organization in terms of collecting, analyzing, and utilizing survey data in a holistic approach to decision-making and outcomes. A mixed-mode survey methodology was used to collect the sample population dataset. Attendees will better understand how the respondents perceived and responded to surveys to improve institutional survey methods/outcomes.

Presenter(s)

Kenneth Scott, H Council Trenholm State Technical College
Novadean Watson-Stone, American Public University Systems

Correcting Institutional NSSE Benchmarks for Nonresponse Using Attitudinal Data and Propensity Weights – 2351

Grand Chenier

Analysis

Institutional response rates for the NSSE vary widely, raising the question of whether respondent samples truly represent the level of engagement at an institution. We use the 85% response rate to the MAP-Works survey of incoming students to create a set of propensity weights based not just on demographic data, but also on answers to attitudinal and self-reported engagement items that are similar to NSSE items. We then re-estimate the benchmarks for the institution to see if the institution's 25% response rate for the NSSE matters.

Presenter(s)

Stephen Porter, North Carolina State University at Raleigh
Don Whalen, Iowa State University

Determining the Effect of Benchmarks on Retention and Graduation Rates – 2779

Rhythms Ballroom I

Students

This study determines what, if any, impact the attainment of ACT subject area benchmarks have on both first-year retention and the attainment of a degree. It examines the impact of each subject area benchmark and any value-added impact if multiple benchmarks are met. Validating the impact of the attainment of benchmarks has broad implications for advisement practices and determining if there are pathways to compensate for the lack of meeting benchmarks.

Presenter(s)

Robert Loveridge, Utah Valley University

Developing a Methodology for Assessing Campus Research Outcomes – 2602

Edgewood A/B

Analysis

A long-standing reliance on departmental structures has made it difficult to measure the resources driving interdisciplinary research and its outcomes. One institution explains how it categorized campus research into interdisciplinary research topics like energy and

manufacturing, measured the resources related to that research, and used indicators such as patents and alumni career data to measure the outcomes. The presenters consider the pros and cons of multiple methodologies. These efforts allow administrators to communicate with donors, funding sources, and other members of the public about the importance of the institution's research on a global scale.

Presenters

Lydia Snover, Massachusetts Institute of Technology
Gingle Lee, Massachusetts Institute of Technology

Discovering What First-Year International Students Need for a Successful Academic Experience – 2328

Grand Couteau

Students

Recent increases in international undergraduate enrollments have been welcomed by American institutions as a way to amplify diversification and globalization. While previous analyses have explored how such diversity affects the experience of domestic students, little research has been done on the unique needs of international students. Our study examines the extent to which engagement activities predict academic success of freshman international students at Purdue University. The study compares items from the National Survey for Student Engagement (NSSE) and findings from other campus assessments. The presentation concludes with a discussion of programs intended to help these new students succeed.

Presenter(s)

Bethany Butson, Purdue University-Main Campus

Does Changing Majors Really Affect the Time to Graduate? – 2457

Bayside A

Analysis

Undergraduates and their parents have often pointed to changing majors as a factor in extending the time required to graduate. How many students actually do change their majors and how often? Does the change in major adversely affect the time to graduate? This study combines the tracking of incoming degree-seeking freshmen as they progress from their first year through graduation with an analysis of graduating students. Details of each major change are examined, and the relationship between the act of changing majors and graduation rates as well as time to graduate is examined.



Presenter(s)

Matthew Foraker, Western Kentucky University

Faculty Emphasis on Diversity Conversations and Conversations with Diverse Others – 2216

Salon 828

Resources

Using data from the Faculty Survey of Student Engagement (FSSE), this session examines how often faculty structure class sessions around diverse topics and how often faculty report students having serious conversations with diverse others in their courses. Findings suggest that faculty most often structure course sessions around economic and social inequalities and report students having the most conversations with people of differing economic or social backgrounds. Gender and race matter in predicting these measures of diversity in the classroom, but disciplinary area is by far the strongest predictor. Implications for assessment and institutional research are discussed.



Presenter(s)

Eddie Cole, Indiana University-Bloomington
Thomas Nelson Laird, Indiana University-Bloomington
Mahauganee Shaw, Indiana University-Bloomington
Allison BrckaLorenz, Indiana University-Bloomington

How Can IR Directors Use Employment Data? Connecting Unemployment Insurance (UI) Wage and Baccalaureate Data – 2605

Nottoway

Analysis

Many states are gaining the capacity to link employment and postsecondary data but there are many data governance and analysis issues to work through. In Washington, the Education Research and Data Center (ERDC) was created to analyze P-20/Workforce issues. Come see how ERDC is working with public baccalaureate institutions to determine how employment data can be transformed into information and shared with the institutions.

Presenter(s)

Melissa Beard, Washington State Office of Financial Management
Carol Jenner, Washington State Education Research and Data Center
Laura Coghlan, The Evergreen State College

How Community Colleges Organize for Student Success: A National Survey – 2862

Salon 829

Assessment

Despite calls for research-based evidence on institutional policies and practices that improve community college student retention and completion, until now there has been no national overview of community colleges' student success efforts. This type of research could do much to help institutions shape and improve retention and completion outcomes for their students and is greatly needed. In this session, results from a national survey of community colleges are presented, showing the scope and forms of the resources

and structures that institutions dedicate to improving student success. The session includes discussion of potential uses for these data in institutional improvement.

Presenter(s)

Mary Ziskin, Indiana University-Bloomington
Vasti Torres, Indiana University-Bloomington
Desiree Zerquera, Indiana University-Bloomington

How Do We Get Them to Respond? Survey Administration Techniques Associated with High Student Survey Response Rates – 2777

Oak Alley

Analysis

In the past decade, web surveys have exploded in popularity as a method of surveying students. During this same time period, response rates to student surveys have seen significant declines, and it is not unusual for web surveys to yield 20%–30% response rates or lower. However, not all web surveys have low response rates, and not all paper surveys have high response rates. This session utilizes three years of administrative data from CIRP to examine how administration methods predict YFCY/CSS response rates. The impact of mode, incentives, prenotification, and reminders on paper and web survey response rates are separately examined.

Presenter(s)

Jessica Sharkness, Tufts University

IPEDS Update, Part II – 3085

Rhythms Ballroom II

Collaboration

This session is a continuation of IPEDS Update, Part I. The National Center for Education Statistics presents a general update on the Integrated Postsecondary Education Data System (IPEDS) and reviews recent and upcoming changes. Topics for discussion include a review of the 2011–12 data collection year, changes for the upcoming 2012–13 data collection, net price and the college affordability and transparency lists, training opportunities, and a short update on new and improved IPEDS data use tools.

Presenter(s)

Jessica Shedd, National Center for Education Statistics
Archie Cubarrubia, National Center for Education Statistics
Sabrina Ratchford, U.S. Department of Education

Our Journey: One Year After the Universitywide Transition to Online Course Evaluations – 2800

Salon 821

Analysis

In fall 2010, a major metropolitan research institution transitioned our entire university from a paper/pencil administration of course evaluations to an online administration. The issues addressed in this presentation include (a) what we have learned about the institution from the transition; (b) data quality issues encountered; (c) marketing campaigns developed for faculty and students; and

(d) the challenges we continue to face. Issues addressed in this presentation are relevant to institutions who have either already made the transition to online course evaluation administration or are considering a transition in the future.

Presenter(s)

Rebecca Patterson, University of Louisville
Shari Barrow, University of Louisville
Robert Goldstein, University of Louisville

Playing Well Together: An Example of Research-Functional Office Collaboration to Develop a Unified Data and Reporting Structure in a Large Public University System – 2831

Borgne

Collaboration

The need for timely, if not real-time, data across campuses has grown exponentially as decision-makers look to research and functional offices for information on which to base decisions. This can lead to multiple and conflicting reports from various organizations that cause more confusion than assistance and unnecessarily place a drain on limited (and, at many institutions, diminishing) resources. This session reviews the Indiana University's attempt to resolve confusion, provide more timely and richer information, serve reporting and functional offices, and control IR costs through collaboration and communication without investment in an expensive software solution.

Presenter(s)

Christopher Foley, Indiana University-Purdue University Indianapolis
Todd Schmitz, Indiana University System

Student Flow Analysis: Tracking Four Types of Students and Its Implications to Institutional Practice – 2195

Salon 801

Students

An understanding and application of student flow data augments strategic planning at the university and college level. The Office of Decision Support at USF developed a student flow model, and products, to display the trends of headcounts of types of students (new, continuing, returning, and graduated). The products were developed for analysis at the degree level (upper level undergraduate, master's, and research doctoral), and at different levels of academic units (college, department, and program). The products can be broadly applied to institutional practice, such as admissions and enrollment planning, performance evaluation, and problem identification for a unit.

Presenter(s)

Yue Ma, University of South Florida

The Effects of Financial Aid on Timing to Academic Probation – 2824

Salon 816

Students

Using event history analysis, this study explores the relationship between financial aid and timing to academic probation (i.e., falling below a 2.0 GPA). Of particular interest is to what extent race/ethnicity moderate the effects of financial aid on involuntary withdrawal. Although college GPA is among the most consistently included variables in studies of persistence (Pascarella & Terenzini, 2005), it is often used as a control rather than dependent variable. The goal of this study is to provide institutional researchers with information about when financial aid may be most efficacious in promoting attainment.

Presenter(s)

Jacob Gross, University of Louisville

The Relationship Between Organizational Structure and Mission Attainment at the Community College: An Examination of Employee Satisfaction – 2549

Evergreen

Assessment

A new vision for the community college sector must reconcile its priorities with the existing mission. Organizational inefficiencies tied to the multiple mission mandate present obstacles to innovation. The given scholarship examines the extent to which community college personnel's satisfaction with organizational structure predicts their satisfaction with multiple mission attainment. Multilevel ordered logit modeling was conducted on data obtained from the National Initiative for Leadership and Institutional Effectiveness at NC State University. Utilizing a broad spectrum of demographic variables, results provide insight into how different personnel groupings perceive the relationship between organizational structure and multiple mission attainment.



Presenter(s)

Kyle Verbosh, North Carolina State University at Raleigh
Paul Umbach, North Carolina State University at Raleigh

The University of California as an Engine of Social Mobility: Successes, Challenges, and Concerns – 2784

Gallier A

Students

Building upon Bowen, Chingos, and McPherson, *Crossing the Finish Line*, this paper discusses the unique challenges facing the University of California as it responds to state, and national, imperatives to educate an increasingly larger number of low income and minority students. Using descriptive and inferential statistics, it presents data and analysis on admissions and graduation rates of disadvantaged students at UC compared to other students. The paper ties UC's successes, and challenges, to its

admissions and financial aid policies, student academic preparation levels, and institutional commitment within the context of California demographics and its political and fiscal environment.

Presenter(s)

Anne Machung, University of California Office of the President
Tongshan Chang, University of California System Administration
Central Office

Using Common IR Tool for Aiding Student Retention Efforts – 2573

Salon 817

Technology

Early identification of at-risk students plays a vital role in student retention efforts. Many institutions focus primarily on demographic and academic factors (e.g., race/ethnicity, socioeconomic status, GPA) to identify potentially at-risk students. This presentation focuses on utilizing the common IR tool “online survey” that is familiar to colleagues engaging in IR activities for aiding the retention efforts. Specifically, participants are introduced to the design and application of the online survey to capture information that could inform and complement the broader retention efforts. A brief demonstration, results, and lessons learned is shared at this session.

Presenter(s)

Timothy Chow, Rose-Hulman Institute of Technology

Ways to Improve Communication, Guidance, and Response to Feedback With Stakeholders: An IR Office’s Changes and Results – 2631

Maurepas

Collaboration

This presentation discusses the efforts of Walden University’s Office of Institutional Research and Assessment to improve communication, guidance, and response to feedback. Issues included (a) communicating data that are generated so that stakeholders can use them in their decision-making processes; (b) understanding data/research needs and guiding stakeholders through the process of attaining the data/research; and (c) making changes to data collection, reports, and follow-up to ensure that stakeholders find what they need efficiently. Also shared are improvements made to communications with stakeholders, improvements in stakeholder use, satisfaction with information provided by the IR office, and future directions.

Presenter(s)

Shari Jorissen, Walden University
Jenna Johnshoy, Walden University
Nicole Holland, Walden University
Kathryn Risner, Walden University
Jim Lenio, Walden University

You’re Graduating, Now What? Predictive Modeling of Achievement of Postbaccalaureate Outcomes – 2863

Gallier B

Students

In light of the recent economic downturn, it is understandable that students and their families might focus college-going decisions and goals on outcomes that will improve students’ likelihood of succeeding in the labor force upon graduation. This study utilizes three separate logistic regression models to predict postbaccalaureate success.

**Presenter(s)**

Thomas McGuinness, University of Michigan-Ann Arbor

4:25 PM–5:05 PM

Suslow Award Winner**A Conversation with Stephen L. DesJardins, 2012 Sidney Suslow Award Winner – 3192**

Salon 829

Forum attendees are invited to spend time with Stephen L. DesJardins and participate in conversation about his past and on-going research, current trends in IR, and the future of the field. All are welcome to attend; this session may be of particular interest to graduate students as it is an opportunity to learn about Steve’s work and engage in dialogue about a variety of topics related to IR and higher education.

Presenter(s)

Stephen L. DesJardins, University of Michigan

Special Interest Group Meetings**AAU Data Exchange – 3126**

Edgewood A/B

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

Traditionally Black Colleges and Universities (TBCU) – 3162

Salon 821

This session will serve as the meeting of professionals who work at, or are interested in, TBCUs. General business will be followed by a broad discussion of goals and initiatives.

Concurrent Sessions

A Benchmarking Approach to Evaluating Performance at the University of Central Florida – 2690

Oak Alley

Analysis

Leadership at the University of Central Florida is committed to providing a world-class education to a growing student body approaching 60,000 students. Toward this goal, it is essential to constantly monitor all areas of operational and strategic importance, particularly when maneuvering in a rapidly changing, and fiscally constrained, climate. Benchmarking analysis plays a critical role in demonstrating institutional success and identifying areas for improvement. This presentation provides an overview of benchmarking concepts and describes how UCF has implemented benchmarking analyses to evaluate university performance, including details of the tools and techniques used to develop and deliver this analysis.

Presenter(s)

Meghal Parikh, University of Central Florida
Yun Fu, University of Central Florida
Sandra Archer, University of Central Florida

Balancing Efficiency, Productivity, and Quality: The Case of Utah Higher Education – 2505

Salon 825

Assessment

This presentation looks at efficiency (defined by cost-per-degree awarded) in Utah's higher education system. Based on this definition, Utah ranks third in the country. This presentation also explores reasons behind Utah's efficient system and the economic impacts of its graduates (workforce earnings). In the increasing dialogue among institutional leaders and elected officials on efficiency and quality, this presentation serves as an opportunity for IR professionals to discuss emerging trends associated with these policy goals.

Presenter(s)

Carson Howell, Utah System of Higher Education

Can a Comprehensive Institution Set Realistic Retention and Graduation Rates Using Data Envelopment Analysis? – 2857

Salon 828

Analysis

Data Envelopment Analysis (DEA) can be used as an alternative method to regression analysis to predict retention and graduation rates. This presentation explains how one comprehensive institution, facing declining resources from the

state, is working to set realistic retention and graduation rates and improve the six-year graduation rate. Data from U.S. News & World Report and IPEDS are used in this study.

Presenter(s)

Sridhar Sitharaman, Columbus State University

Common Education Data Standards: An Update with a Look Towards Implementation – 3155

Rhythms Ballroom III

Collaboration

The Common Education Data Standards (CEDS) is a collaborative effort to develop voluntary, common data standards for a key set of K–12 and postsecondary variables to improve the quality and portability of data in the education environment. This session is for people who are new to the CEDS Initiative and want to learn more as well as the informed who want an update on the project. The session will address the contents of CEDS, the process used to develop CEDS and describe several new tools designed to support successful approaches to adoption and implementation.

Presenter(s)

Hans L'Orange, State Higher Education Executive Officers
Mary Sapp, University of Miami
Keith Brown, Postsecondary Education Consultant
Kathleen Zaback, State Higher Education Executive Officers

Engaging the Campus in Making Sense of Qualitative Senior Exit Survey Responses – 2171

Grand Couteau

Assessment

Open-ended questions on institution-level surveys can yield valuable information, but analysis of responses and dissemination of findings present challenges that make it difficult to take full advantage of them as a source of data. This session demonstrates a model for engaging the campus in timely consideration of qualitative senior exit survey responses by bringing together members of the campus community to participate in the analysis and interpretation of the data. The session also offers examples of conclusions that have been drawn from our collaborative analyses.

Presenter(s)

Wayne Jacobson, University of Iowa

Exploring Characteristics of Students Who Enroll in Summer Session: A National Study – 2518

Bayside B

Students

Participation in a summer session has benefits for students including improved retention and degree completion. Using data from the 2008 National Postsecondary Student Aid Study, this paper explores how undergraduate students who enroll in summer differ from those who do not enroll in summer in a variety of student characteristics. Some characteristics negatively associated with enrollment and attainment in general were found to be positively associated

with summer enrollment. Attendees will learn how national patterns of summer enrollment may help identify groups within their institution's specific student population that are likely to participate in summer and to shape summer programs accordingly.

Presenter(s)

Ken Smith, Virginia Polytechnic Institute and State University
Katherine Read, Virginia Polytechnic Institute and State University

From Mission to Tactics: Building an Institutional Effectiveness Process that Can Be Sustained – 2701

*Bayside A**Assessment*

South University achieves its institutional Mission and associated Foundational Directives, through an institutional effectiveness process of planning, implementation, evaluation, and improvement. All four elements of Mission, Foundational Directives, Strategic Priorities, and Action Objectives are tightly aligned and devolve from a general mission statement to tactics aimed at achievement at the program, support service, and campus levels. This session discusses the development of the institutional effectiveness process and implementation, which includes ongoing assessment and reporting of results. The reporting tool used to track the assessment and use of results for improvement will be shared.

Presenter(s)

Frances Oblander, South University

How Well Do Remediated Students at Four-Year Institutions Fare in Terms of Baccalaureate Attainment? – 2208

*Salon 817**Assessment*

This presentation evaluates how well the remediation policy at the California State University promotes higher graduation rates. The results were derived from a logistic regression that controlled for differences in high school performance and selected collegiate outcomes in the freshman year. The research design focused on those who needed remedial instruction in math, English, or both subjects. The key assessment was identifying those students that successfully completed their remedial work. The findings were positive: students that completed their remediation requirements produced graduation rates that were quite similar to those produced by students that did not need remediation.

Presenter(s)

Phillip Garcia, California State University-Long Beach



Increasing Faculty and Staff Support for Student Success by Conducting a Data Summit – 2671

*Nottoway**Collaboration*

A data summit is an excellent way to engage faculty and staff with student success measures and student data and to solicit involvement on student-focused initiatives. Tulsa Community College conducted their data summit as a midsemester event, and Central Piedmont Community College conducted theirs as a collegewide kickoff in August. Both Achieving the Dream colleges used the event to engage all faculty and staff, developed datasets related to the student success goals of Achieving the Dream, and allowed faculty and staff time to analyze the data and to draw some conclusions. Both colleges have suggestions for planning, implementation, evaluation, and follow-up.

Presenter(s)

Terri Manning, Central Piedmont Community College
Lori Alexander, Central Piedmont Community College
Mary Millikin, Rogers State University

iWrite Versus iClick: Unexpected Revelations from Moving to Digital Course Evaluation – 2487

*Evergreen**Analysis*

Implementing an online course and faculty evaluation process to replace a paper process at the University of Pennsylvania yielded a number of counterintuitive insights regarding the system goals. Faculty and administrators often have conflicting goals, which should be considered when implementing the transition. A methodology was developed to analyze the difference between the pre-online evaluation ratings and the online evaluation ratings. Pre-online evaluation ratings were compared to the online ratings; the difference suggests that, conceptually, the paper-based rating process may be significantly different from the process of evaluating courses and instructors online.

Presenter(s)

Deborah Stagg, Wharton School of the University of Pennsylvania
William McManus, University of Pennsylvania
Ling Sun, University of Pennsylvania

Part-Time Faculty: Degrees, Careers, and Aspirations – 2557

*Salon 801**Resources*

There has been a steady increase in the presence of part-time faculty on campus over the last few decades. Though this is the case, not much is known about part-time faculty, their work-lives and career aspirations, or their willingness to remain in part-time positions. Using data from the 2010 HERI Faculty Survey, and a new module of questions designed specifically for part-time faculty, this session focuses on understanding the characteristics, work-life, and career

aspirations of two part-time faculty subpopulations: those who would be most eligible and those who may not be eligible for tenure-track positions (defined by highest degree earned).

Presenter(s)

Jennifer Berdan, University of California-Los Angeles
Linda DeAngelo, University of California-Los Angeles

Recreating the Lost Cohort – 2853

Oakley

Technology

The release of the Complete College state summaries sent IR professionals back to their datasets to replicate the metrics for their stakeholders. For one community college, this task was complicated when it was discovered that original datasets had been lost and only summative data were available. This presentation describes the reconstruction of a cohort dataset and, more specifically, how the data were coded to provide the desired metrics. Institutional data and data from the National Clearinghouse were used for the project. Sample reports will be shared.

Presenter(s)

Wendy Kallina, Georgia Military College-Milledgeville Campus

So You Want To Do a Survey? A Critical Path Approach to Helping Clients Understand Survey Logistics – 2714

Bayside C

Analysis

In working with college clients to create survey collections, a balance must be struck between reducing collegewide survey fatigue with the need for timely and usable data. This presentation covers many of the myriad types of surveys and their logistics encountered in a college setting. Critical paths to each are traced along a series of decision points. Benefits of identified and anonymous instruments along with paper and web formats are discussed. Additional strategies for reducing the time surveys take to complete are also presented. Suggestions for helping clients better understand survey logistics are provided.

Presenter(s)

Sam Michalowski, CUNY College of Staten Island

Strategies for Effective In-House Surveys: Plan, Development, and Implementation – 2229

Maurepas

Analysis

As many busy university administrators look to survey data to inform decision-making, the ability to develop and implement effective survey plans is increasingly important for IR practitioners. Presenters share their expertise from multiple institutions for survey development strategies to meet the increasing demand for meaningful survey data, provide helpful tips for improving survey project design and effective solutions for addressing some common survey project pitfalls,

data analyses, and reporting challenges. Documentation of procedures for transition management is included. Presenters focus on academic and administrative surveys that can be used for data-driven decisions and support for student learning.

Presenter(s)

Kristina Cragg, Bridgepoint Education
Meredith Czerwinski, Bridgepoint Education
Ross Griffith, Wake Forest University
Nathan Lassila, Minnesota Private Colleges
Courtney Nisay, Bridgepoint Education

Taking the Pulse: The Benefits of Monthly Web-Based Staff Surveys – 2732

Gallier A

Resources

This presentation reviews Red River College's use of a monthly web-based survey system to support the College's People Plan Strategic Initiative. The presentation describes how the staff survey takes the "pulse of staff" providing a window to understanding staff attitudes, a laboratory to test assumptions about staff, and a means of measuring changes in attitudes. To date, it has provided useful information related to internal communications, wellness, learning and development, diversity, and work relationships. The survey is now in its fourth year, generating approximately 600 completions per year.

Presenter(s)

Mike Krywy, Red River College
Ashley Blackman, Red River College

The Overhauling of a Student Course Evaluation System: Lessons Learned, Bridges Burned, and Pages Turned – 2561

Rhythms Ballroom II

Assessment

This session describes a three-year overhaul of an online student course evaluation system. The presenter describes the adoption and rollout of a new technology tool, a new question set, a communication plan to engage students, faculty, and administrators, novel uses for online student course evaluation systems, and research that confirms student course evaluations as an effective formative and summative evaluative tool.

Presenter(s)

Jonathan Keiser, Columbia College Chicago

The Synergy of and Readiness for High Impact Practices During the First-Year of College – 2546

Gallier B

Students

Students often participate in a myriad of academic support programs offered during the first-year of college. We employed a quasi-experimental design using actual academic success variables (retention rates



and cumulative GPAs) and questionnaire data to investigate the effects of participation in multiple high impact practices among 2,023 first-year students. Results suggested that the synergy of multiple “high impact” practices contribute to students’ academic success more than high impact practices in isolation or no participation. We also found that participation in a summer bridge program enhanced the effectiveness of high impact practices by creating a readiness for the experiences.

Presenter(s)

Michele Hansen, Indiana University-Purdue University Indianapolis
Daniel Trujillo, Indiana University-Purdue University-Indianapolis
Lauren Chism, Indiana University Purdue University Indianapolis

Understanding and Minimizing Negative Interactions Among Diverse Peers in Two Undergraduate Colleges – 2245

Salon 816

Students

Successful global engagement necessitates that students have the preparedness to interact with diverse people. This study compares and contrasts the causes and processes of negative (hurtful, hostile, and insulting) interactions with diverse peers in two southeastern liberal arts colleges with very different levels of diversity, high versus low. Attendees gain a new perspective on the causes of negative diversity interactions and learn about good practices that help students better navigate the global community.

**Presenter(s)**

Satu Riutta, Oxford College of Emory University
Hui-Min Wen, New College of Florida

Using a Backward Design Approach to Create Survey Instruments to Measure Program Effectiveness – 2808

Borgne

Assessment

Institutional Researchers are increasingly asked to design survey instruments to measure effectiveness not just at the institutional level, but also at the program level. Backward design (Wiggins & McTighe, 2001) provides a valuable framework for designing survey instruments to measure program effectiveness. In this session, the authors describe the backward design approach and then present case studies of how the approach was utilized to design survey instruments to measure the effectiveness of two nonacademic programs on campus.

Presenter(s)

Emily Shipley, Xavier University
Kelly Pokrywka, Xavier University

Using a Mixed-Effects Model to Analyze the Relationship Between Student Employment and Academic Achievement – 2237

Rhythms Ballroom I

Analysis

Observational data used in higher education research are often clustered into natural groups. Failing to take clustering into account in the analysis can create misleading results. Using the results of a study of the relationship between campus employment and academic achievement at a large educational institution, this presentation demonstrates how a mixed-effects regression model provides a natural way to analyze relationships in organizational data while accounting for clustering. Participants become familiar with situations in which mixed-effects models may be appropriate and how the lme4 package in R can be used to fit mixed-effects models.

Presenter(s)

Daniel Robertson, Cornell University

Utilizing a Standardized Definition of STEM to Study Trends in Gender and Race/Ethnicity for the Faculty and the Pipeline of Applicants, Students, and Graduates at the University of Cincinnati – 2474

Estherwood

Analysis

Maintaining a highly qualified and diverse STEM workforce is not only a social problem and moral imperative, but also a matter of economic and national security. This study was undertaken to assess the STEM pipeline at the University of Cincinnati by utilizing the Ohio Board of Regents’ standardized definition of STEM disciplines. Participants learn (a) How does STEM diversity at UC change as the pipeline progresses from applicant to student, to graduate, and faculty? (b) Has UC increased STEM diversity over time? and (c) How do UC’s diversity metrics compare with our peers and national data?

Presenter(s)

Maria Palmieri, University of Cincinnati-Main Campus
Caroline Alikonis, University of Cincinnati
Hongmei Zhu, University of Cincinnati-Main Campus

Working in a Low Survey-Response-Rate Environment: Using a Poststratification Method to Make a Population Estimate – 2204

Salon 824

Analysis

IR professionals have to be more creative to make better generalizations in a low survey-response-rate environment. Using a locally developed alumni survey, this study examined the discrepancies between sample and estimated population using the poststratification method. The study found the poststratification method can be an efficient way to estimate population under possible sampling errors due to propensity behaviors. For example, graduate students are more likely to respond. Thus, the sample distribution in the initial

survey underestimated the proportions of lower salary and overestimated higher salary. Using the poststratification method can minimize these types of discrepancies.

Presenter(s)

*Bin Ning, Eastern Michigan University
Tingho Huang, Eastern Michigan University*

5:15 PM–6:15 PM

Affiliated Organization Meetings

Catholic Higher Education Research Cooperative (CHERC)

Salon 816

Anyone affiliated with Catholic higher education is welcome to attend. We will report on the Villanova Forum and update everyone on ongoing projects. This is a good time to renew friendships as well.

Maryland Association of Institutional Research (MdAIR)

Salon 821

Join IR colleagues from Maryland as we discuss topics of interest to those in the Maryland area. This session will provide opportunities to meet new faces and catch up with old ones.

North Carolina Association for Institutional Research (NCAIR)

Rampart

All are invited to join North Carolina AIR (NCAIR) members to discuss the annual conference, the summer drive-in, and other issues pertinent to North Carolina institutional researchers.

Overseas Chinese Association for Institutional Research (OCAIR)

Bayside A

The Overseas Chinese AIR (OCAIR) session is open to all current OCAIR members and those who are interested in joining OCAIR. The annual meeting will include a brief business meeting, presentation of award, and discussion of IR topics of interest. There will also be a group picture and dinner after the meeting.

Pacific Association for Institutional Research (PacAIR)

Salon 820

Join fellow PacAIR members for a brief meeting, as well as fun and fellowship. Anyone interested may attend.

6:30 PM–9:00 PM

Special Event

Duckwall Scholarship Celebration – 3178

The Bourbon House

Join Jennifer Brown (President), Jim Trainer (Immediate Past President), and Julie Carpenter-Hubin (Vice President) for one of the most important nights of the year. The Duckwall Scholarship Dinner and Celebration is the primary fundraising event for the Julia M. Duckwall Scholarship fund, which facilitates the professional growth and development of individuals who work in institutional research and related fields. Named in honor of the late Julia Duckwall, prominent member and board member, the scholarship is awarded in the spirit of her tireless passion for advancing the field of institutional research. This year's Duckwall Scholarship Dinner will be held at The Bourbon House on Tuesday evening, June 5, starting at 6:30 pm. Attendance is by advance registration only and the cost is \$150 per person. Your ticket includes dinner, fellowship with other VIP members, and inclusion on the AIR donor's honor roll. (The cost includes a charitable contribution of \$100.)

Schedule at a Glance for Wednesday, June 6, 2012

7:30 a.m. – 10:00 a.m. Forum Registration Desk Open, 3rd Floor

8:00 a.m. – 8:40 a.m. Concurrent Sessions

8:50 a.m. – 9:30 a.m. Concurrent Sessions

10:00 a.m. – 12:00 p.m. Farewell Brunch and Closing Keynote, *Sponsored by eXplorance*

**See pages 29-30 for event details*

Icon Key



Sponsor Session



Spotlight Series



Scholarly Paper Download Available



Best Presentation

8:00 AM–8:40 AM

Special Interest Group Meeting

The Kansas Study of Community College Instructional Costs and Productivity – 3127*Rampart*

This is a discussion/question and answer session for both Kansas Study participants and individuals from colleges that may be interested in participating in the Kansas Study.

Concurrent Sessions

2011 AIR Forum Best Paper: Assessing a New Approach to Class-Based Affirmative Action – 3086*Oak Alley**Students*

In 2008, Colorado and Nebraska voted on amendments that sought to end race-based affirmative action at public universities. In anticipation of the vote, Colorado's flagship public institution—The University of Colorado at Boulder (CU)—explored statistical approaches to support class-based affirmative action. This paper details CU's method of identifying disadvantaged and overachieving applicants in undergraduate admissions. Two randomized experiments demonstrate low-income and minority students are more likely to be admitted to CU when class-conscious admissions criteria are used. In addition, historical student achievement patterns suggest collegiate success for those admitted under class-based affirmative action is possible, although certainly not guaranteed.

**Presenter(s)***Matthew Gaertner, Pearson***CHERC Best Presentation: Exploring Differences in Spirituality and Civic Engagement Behaviors by Institutional Type and Religious Affiliation – 3062***Salon 820**Students*

The purpose of this research is to identify differences and similarities in the spirituality and civic engagement behaviors of students based on type of institution attended and self-reported religious affiliation. More specifically, this longitudinal study seeks to measure the direction and magnitude of change experienced by students entering a four-year school as freshmen and subsequently completing their senior year at the same institution.

**Presenter(s)***Michael Cogan, University of St Thomas***CUNY Best Presentation: Creating a Culture of Assessment for Learning – 3076***Bayside B**Assessment*

This presentation provides a detailed overview of the assessment system developed by the Office of Assessment and Institutional Research at The New York City College of Technology. The assessment system was received by faculty as an efficient tool to support the development and use of direct assessment methods to improve student learning outcomes by making data-driven decisions and to support accreditation standards.

**Presenter(s)**

Tammie Cumming, CUNY New York City College of Technology
Rachel Tsang, New York City College of Technology/CUNY
Ramon Moncada, New York City College of Technology - CUNY

Examining Intended Major: Does Intended Major Act as an Important Predictor of Student Dropout/Stopout Behavior? – 2601*Gallier A**Students*

This study examines the relationship between the declaration of an intended major and attrition at the University at Buffalo. We employ logistic regression analyses on institutional data to test whether



persistence rates differ across decanal units and whether those differences may be related to admissions practices. We utilize Clark's cooling out function as a framework to examine second- to third-year persistence, and our findings suggest students intending to pursue degrees in Management and Pharmacy change their plans at high rates between the second and third years. Other professional schools lose intended majors earlier in the process.

Presenter(s)

Nathan Daun-Barnett, SUNY at Buffalo
Beth Mabry, University at Buffalo

Faculty Climate and Productivity: Do Responses to Survey Questions About Department Climate Predict Faculty Productivity? – 2260

Salon 828

Analysis

Academic departments are often concerned with fostering positive academic and social climates, and many campuses survey faculty in an attempt to assess climate. However, it is unclear whether climate has any effect on measurable outcomes of faculty productivity. In this study, we match responses to climate questions on a multi-institution quality-of-life survey with measures of faculty productivity gathered from an objective, external source. With these data, we specify a model with the goal of identifying the measures of climate that best predict faculty productivity in terms of publications, citations, awards, and grant funding across departments and institutions.

**Presenter(s)**

Jon Daries, Massachusetts Institute of Technology
Gregory Harris, Massachusetts Institute of Technology

High School Pathways to Postsecondary Education Destinations: Integrated Multilevel Analyses of NELS, ELS, and NCES-Barron's Datasets – 3042

Bayside A

Students

This study explores high school pathways to postsecondary institutions under conditions of large-scale expansion of higher education. Through multilevel analyses of NELS:88 and ELS datasets, the study examines the impact of high school type and location on students' transition into postsecondary education. Specifically, we find that structural location of secondary school both as hierarchically ranked and as providing varied opportunities (course-taking, AP, SAT/ACT, achievement) for later access to various kinds and levels of attainment is a key factor in overall pathways to differentially positioned postsecondary destinations (based on Barron's selectivity index). Implications for research and policy are discussed.

Presenter(s)

Lois Weis, University at Buffalo, State University of New York
Jaekyung Lee, University at Buffalo, State University of New York
Keqiao Liu, University at Buffalo, State University of New York

Informing Student Retention Programming Through Predictive Modeling: The Next Generation of Analysis – 2806

Evergreen

Analysis

Predictive modeling of student data can be an effective tool for addressing issues of enrollment management, institutional fit, and persistence to graduation. A predictive model was developed using the 2006, 2007, 2008, and 2009 Graduation Rate Survey (GRS) cohorts. Data from the 2010 GRS cohort were added, and the 2011 incoming class was scored. The accuracy of the first-year retention model was validated. The binary logistic regression equation was then used to determine the accuracy of predicting students' second-year retention. A comparison of variables that impact first-year and second-year retention was developed.

Presenter(s)

Rebecca Patterson, University of Louisville
Arnold Hook, University of Louisville
IL Young Barrow, University of Louisville
Robert Goldstein, University of Louisville

KAIR Best Presentation: How Institutional Research Can Have the Maximum Impact on Institutional Effectiveness: Synergies, Best Practices, and Innovative Strategies – 3171

Salon 821

Assessment

This paper addresses how Institutional Research can enrich and enhance the functions of Institutional Effectiveness – assessment, strategic planning, regional and program accreditation, program review, student success, and knowledge management – and work as a catalyst and boundary spanner to help achieve the goals of the institution as reflected in the IE components. It discusses how IR professionals can maximize efficiency and effectiveness in contributing to the success of each of the IE functions, and what synergies are achievable among those functions. Synergies, best practices, and innovative strategies from public, private, and for-profit institutions and system offices are highlighted throughout the paper.

**Presenter(s)**

Edward Keeley, Eastern Kentucky University

MdAIR Best Presentation: Planning for Persistence at a Liberal Arts College – 2708

Bayside C

Students

In the context of rising costs and diminishing returns for colleges nationwide due to student attrition, this paper presents the results of a collaborative retention analysis. The first part of the study shows a full picture of fall-to-fall retention of freshmen covering over 40 different data points. The second part engages the campus in a discussion of retention and answers questions posed



by trustees and the administration: What do the data say? What changes can we make, based on the data, to improve retention? The paper discusses the results of various variable reduction techniques, policy changes, and future directions.

Presenter(s)

*Pallabi Roy, Goucher College
Bill Leimbach, Goucher College*

RP Group Best Presentation: Making Your Data Work for You: Sustainably Turning Information into Improvement – 3048

Salon 801

Assessment

With accountability demands on the rise and funding on the decline, colleges face the dilemma of how to do more with less. Why does a culture of inquiry make good budget sense? This session explains how colleges can examine what is working, what isn't, and what makes sense to change. Building on work that the RP Group conducted at a dozen California community colleges and informed by our involvement with Completion by Design and the Aspen Prize, participants learn five strategies for addressing accountability requirements and improving student outcomes that fit the current budget environment.



Presenter(s)

Robert Johnstone, The RP Group

SAAIR Best Presentation: Assessment of Academic Readiness/Risk in Support of Student Success and Retention – 3069

Nottoway

Analysis

Student retention and success in higher education is a major concern worldwide. Students are less prepared and more at risk of dropping out, stopping out, or taking longer to complete their qualifications. A conceptual model serves as point of reference for the analysis. Predictive correlations between high school marks from the South African National Senior Certificate and marks in the first year of studies at the University of South Africa are investigated to assess aspects of academic readiness to identify associated risk and increase student retention and success. The correlations between first-year marks and specific variables were investigated.



Presenter(s)

Herman Visser, University of South Africa

SCAIR Best Presentation: Ability of the SAT Writing Test to Predict Grades in English 103 – 3070

Edgewood A/B

Students

The Office of Institutional Research analyzed the relationship between scores on the SAT Writing Test and grades in ENGL 103 to determine whether SAT Writing Test scores could be used as a cut-off to exempt students from ENGL 103.



Presenter(s)

Melissa Welborn, Clemson University

SEAAIR Best Presentation: A Comparison of the Achievement of First Year Students of Burapha University in English II (222102) Class via Student Teams-Achievement Division (STAD) Method and the Lecture Method – 3101

Salon 817

Assessment

The study aims to investigate the differences in using Lecture Method (LM) and Student Teams-Achievement Division (STAD) for teaching reading skills of English at Burapha University, Thailand. The subjects were 154 Thai undergraduate students: the experimental groups (N = 82) and the controlled group (N = 72). The triangulation methods were used to collect the students' reading achievement, the students' and teacher's attitudes towards two teaching approaches. The results show that students participated more in STAD class. Both teacher and students satisfied with this collaborative learning as well. STAD, therefore, can be an alternative reading teaching method.



Presenter(s)

Rinda Warawudhi, Burapha University

Students at Work: Undergraduate Students Create Marketing Plans to Increase ClassEval Response Rates – 2178

Salon 816

Assessment

Institutional researchers and faculty assigned an undergraduate marketing class the task of improving response rates for the university's ClassEval (online instrument for student evaluation of teaching, or SETs). This presentation summarizes the six ClassEval marketing plans created by undergraduate university honors students, which aim to improve response rates by providing targeted marketing to students.

Presenter(s)

*Meredith Adams, North Carolina State University at Raleigh
Trey Standish, North Carolina State University at Raleigh*

Students' Motivation to Succeed in First-Year University Mathematics: The Role of Mathematics Self-Concept, Self-Efficacy, and Demographic Factors – 2247

Estherwood

Analysis

Mathematics is an indispensable, core academic discipline. Mathematics, English, and Science are the core subjects required for first-year university admission. An important educational research is the motivation to succeed in first-year college mathematics. This proposal uses an econometric model to test the hypothesis that student motivation to succeed in college mathematics is predicted by their mathematical self-concept, mathematical self-efficacy, and demographic factors such as age, gender, and mathematics experience. The model was estimated using survey data completed by mathematics students. The results are discussed in relation to current theory and practical implications for learning mathematics at the University of Ghana.

Presenter(s)

Edward Acquah, Athabasca University



AIRUM Best Presentation: Quantifying Transfer Credits from a Revenue Perspective: One Institution's Approach to Achieving Zen – 3061

Salon 820

Resources

The acceptance of transfer credit by four-year institutions has gained wide support throughout higher education in the United States. As this phenomenon has progressed, higher education executives have begun to recognize that transfer credits have an ever-increasing impact on institutional revenue in the form of tuition and fees. This study describes the methods employed to understand this impact at a private doctoral institution located in the Midwest. The presentation addresses two broad questions. First, what impact does transfer credit prior to a freshman matriculating have on revenue? Second, what impact does transfer credit earned after matriculation have on revenue?



Presenter(s)

*Michael Cogan, University of St Thomas
Sushant Khullar, University of St Thomas*

8:50 AM–9:30 AM

Concurrent Sessions

AAIR Best Presentation: An Analysis of Mode Effects in the 2010 Course Experience Questionnaire – 3063

Salon 825

Analysis

Historically, the national Course Experience Questionnaire (CEQ) required responses to be collected by self-administered questionnaire. Any responses collected by telephone were excluded from the final analysis file to minimize the potential for bias due to mode effects (systematic variation in responses obtained using different data collection methods). For the 2010 CEQ, however, telephone collection was permitted to maximize response rates. Using regression and matching methods, this study seeks to identify mode effects in the 2010 CEQ data that cannot be attributed to compositional differences between the telephone and self-administered respondent samples. Implications for survey practice are also discussed.

Presenter(s)

David Carroll, Graduate Careers Australia



An Agile Approach to Data Warehousing – 2516

Salon 828

Technology

Implementation of a data warehouse at a university often follows the traditional “waterfall” software implementation with project phases that include requirements, design, implementation, verification, and maintenance. This approach works fine if the warehouse project team has a strong champion, the university has a good understanding of their requirements, and they can afford a good consultant. In our case, the problem was not well understood, the requirements were not well defined, and institutional leadership was focused on other priorities. This presentation describes how we adopted an agile approach to develop a data warehouse incrementally using available tools and software.

Presenter(s)

John Leonard, Georgia Institute of Technology-Main Campus

CAIR Best Presentation: International Students Charting Their Courses to Graduation – 3029

Bayside B

Collaboration

This presentation—a collaborative effort using a variety of methods—provides a multidimensional account of the populations and the experiences of international undergraduates at UCLA. It highlights similarities and differences with respect to other students in major program selection, course-taking patterns, degree completion, and other outcomes. The international undergraduate component of the student body at UCLA is expanding at a rapid pace. Findings reported in this session have been joined with results of other recent institutional



research initiatives to better prepare the campus for meeting and mastering new and unprecedented challenges in the delivery of high-quality undergraduate academic programs.

Presenter(s)

Robert Cox, University of California-Los Angeles

Campus Assessment Connections: When Closing the Loop Is Not Enough – 2201

Salon 829

Assessment

Institutions that ascribe to best practice in assessment know that there is more to assessment than collecting and analyzing data, and have become proficient in “closing the loop.” However, best practice in closing the loop isn’t enough. This hands-on workshop takes participants beyond the closed loop as they map out their current practice and leave with a preliminary action plan to identify and address gaps in cross-campus assessment to most fully support institutional effectiveness.

Presenter(s)

Kathryn Doherty, Morgan State University

Change in College Teaching: The University of Washington Growth in Faculty Teaching Study (UW GIFTS) – 2685

Bayside C

Resources

In considering the teaching effectiveness of faculty, IR and faculty development professionals must understand why, with little external pressure to do so, college faculty seek to improve their teaching, as well as know the kinds of changes faculty tend to make. The University of Washington’s Growth in Faculty Teaching Study (UW GIFTS) interviewed faculty members and conducted conversations with graduate students to answer those questions. We found that change in teaching was pervasive and that reasons for change emerged from interactions between faculty members and the particular students and courses they were teaching, rather than from external sources.

Presenter(s)

Ed Taylor, University of Washington

Extreme Makeovers: PowerPoint Edition – Take Two! – 3115

Rhythms Ballroom I

Technology

This session is a takeoff on the reality TV show Extreme Makeovers: Home Edition, in which deserving people receive a complete renovation of their home. The authors solicited from colleagues nominations for PowerPoint presentations in need of a makeover. They have recreated the selected presentation using best practices in visual design and communication.



The session illustrates the transformation step by step and explains the guiding principles behind each revision. NOTE: This is an invited repeat session from last year’s Forum.

Presenter(s)

Mary Harrington, University of Mississippi
Rebecca Carr, AAU Data Exchange

Faculty Accessibility Cues: Opening the Doors for Classroom Interaction – 2508

Salon 821

Students

Students’ perceptions of faculty accessibility serve as a entrée into interactions with professors they might find otherwise daunting; however, the pedagogies found in many introductory STEM courses may signal to students that faculty are not accessible, caring, or approachable. This mixed-methods study analyzes longitudinal student and faculty survey data, student focus group data, and faculty interview data to examine the faculty behaviors and classroom climates that relate to students’ perceptions of professors’ accessibility. Findings suggest that faculty members’ attitudes toward students are significantly associated with how students perceive faculty’s accessibility.

Presenter(s)

Kevin Eagan, University of California-Los Angeles
Josephine Gasiewski, University of California-Los Angeles
Tanya Figueroa, University of California-Los Angeles

Fostering Meaning, Purpose, and Enduring Commitments to Community Service in College: A Multidimensional Conceptual Model – 3053

Bayside A

Students

Given higher education’s public service mission, it is imperative that we understand how to foster enduring commitments to citizenship and service during and after the college years. Using data collected in conjunction with the 2004/09 Beginning Postsecondary Students Longitudinal Study, this study employs structural equation modeling to examine (for all students and for various subpopulations) how multiple dimensions of college students’ service participation, the intensity and type of service, the motivation to serve, and the benefits of serving shape life goals oriented toward meaning, purpose, and engaged citizenship and subsequent service involvement.

Presenter(s)

Alyssa Rockenbach, North Carolina State University

INAIR Best Presentation: Disparate Views of Academic Environments: A Comparison of Faculty Perceptions and Student Reports of Engagement and Learning – 3065

Salon 801

Analysis

The purpose of this study was to find evidence of Holland's (1997) concept of socialization, defined as the tendency for academic environments to reward values, skills, attributes, and behaviors typical of individuals within an academic environment. Using survey data from a large, urban, public, institution, responses to several key items from a local administration of the National Survey of Student Engagement (NSSE) as well as a locally devised survey of faculty were compared. The results provide limited evidence of socialization within departments and also serve as an illustration of how Holland's theory might be used when interpreting assessment results.



Presenter(s)

Steven Graunke, Indiana University-Purdue University-Indianapolis

Integrated Planning at UC Merced: How Institutional Research and Planning, Budget and Capital Planning Collaborate for Strategic Planning – 2266

Oak Alley

Collaboration

Higher education planning is interconnected and should be approached from a campus-wide perspective instead of a departmental silo mentality. Attendees will learn how three departments at UC Merced use a common set of student enrollment projection numbers for budget and long-term capital project planning purposes. The planning group has taken strategic plans articulated by campus leadership to perform what-if analysis and project the effects of these decisions on the campus community. Using data developed by the planning group, executive leadership have begun implementing new strategies which will affect how UC Merced grows over the next 5-10 year period.

Presenter(s)

Gary Lowe, University of California-Merced
Brian Gresham, University of California-Merced
Gina Johnson, University of California-Merced
Kathy Jefferds, University of California-Merced

IPEDS Update Highlights – 3188

Rhythms Ballroom III

Collaboration

The National Center for Education Statistics will highlight changes to the Integrated Postsecondary Education Data System (IPEDS) for the upcoming 2012-13 data collection. A brief update on the college affordability and transparency lists

and new features of IPEDS Data Tools will also be discussed. This is an abbreviated version of the two IPEDS Update sessions presented on Tuesday afternoon.

Presenters

Archie Cubarrubia, National Center for Educ Statistics
Sabrina Ratchford, U.S. Department of Education
Jessica Shedd, National Center for Education Statistics

MIAIR Best Presentation: Answering Tough Policy Questions: What Quasi-Experimental Designs Can Do for You – 3017

Edgewood A/B

Analysis

Does need-based financial aid improve retention rates? If so, by how much? How can we measure the impact of a new student intervention when participation is voluntary? More and more, institutional leaders are looking to their IR offices to answer difficult policy-related questions. This presentation provides an introduction to two quasi-experimental designs, regression discontinuities and propensity-score matching, and how they can answer today's tough policy questions.



Presenter(s)

Reuben Ternes, Oakland University

NCAIR Best Presentation: Institutional Impacts of Enrolling External Transfer Students in Place of Marginally Admitted and Enrolled New Freshmen – 3090

Salon 816

Analysis

This study estimates the institutional and student impacts of substituting marginally admitted and enrolled freshmen with external transfer students on graduation rates, degrees awarded, total students served, and freshman profile metrics. It uses Federal Graduation Rates, and other metrics traditionally reserved for freshmen, to follow the progression of 423 students whom initially applied as new freshmen, were denied admission, and later enrolled as transfers students. The success rates of the transfer students are compared against a matching group – freshmen with identical gender, ethnically, and major preference – who were the last 423 to be admitted and enrolled.



Presenter(s)

Trey Standish, North Carolina State University at Raleigh

NSSE 2013 Comes into Focus: Examining the Updated Survey and Answering Your Questions – 3156

Rhythms Ballroom II

Assessment

This session provides important information for institutions preparing for the updated NSSE survey, including a detailed look at changes made to the instrument, new indicators of effective educational practice, and new reporting features. Time will be devoted to answering your questions about making the transition to the updated instrument and maximizing its potential for institutional improvement.

Presenter(s)

Robert Gonyea, Indiana University-Bloomington
Shimon Sarraf, Indiana University-Bloomington
Allison BrckaLorenz, Indiana University-Bloomington

SACCR Best Presentation: The Role of System Level Research: Supporting Institutional Change Efforts – 3087

Salon 817

Collaboration

This paper is an examination of one state's higher education systems and the ways they attend to the state economic and societal needs by promoting institutional change. Specifically, this paper provides two examples of system led institutional reform efforts in West Virginia: The Adult Learner Project and The Developmental Education Initiative. Both efforts represent successful partnerships between higher education institutions and state systems. In these examples, state-level research provided the catalyst for the reform, but it was ultimately the institutions themselves that designed the reform efforts, with higher education systems providing both fiscal support and coordinating efforts across the state.



Presenter(s)

Sarah Tucker, West Virginia Higher Education Policy Commission

SAIR Best Presentation: Measuring Students' Engagement on Campus: Are the NSSE Benchmarks an Appropriate Measure of Adult Students' Engagement? – 3052

Nottoway

Assessment

The National Survey of Student Engagement (NSSE) is a measure commonly used to document how institutions are meeting educational goals, but there are some questions as to its applicability for certain undergraduate populations. The 2010 NSSE results were analyzed for adult and traditional-age seniors attending a small, private, four-year institution in the South to evaluate differences between the two groups along five benchmark areas. Results supported the hypothesis that adults would score lower than traditional-age students on NSSE



benchmarks that may be more biased toward the traditional student experience due to the benchmarks' focus on out-of-classroom, co-curricular, and extracurricular experiences.

Presenter(s)

Karen Price, Belmont Abbey College
Sandra Baker, Belmont Abbey College
Mary Heuser, Belmont Abbey College

10:00 AM–12:00 PM

Farewell Brunch and Closing Keynote

Board Farewell

As the official Forum closing, the session will include the retirement of the 2011-2012 Board, the inauguration of the 2012-2013 Board, announcement of the winners of the John E. Stecklein Distinguished Member Award and Sidney Suslow Award, and information about our 2013 Forum in Long Beach, CA.

Convener

Jennifer Brown, University of Massachusetts-Boston

Keynote Session: On the Nature of Institutional Research and the Knowledge and Skills It Requires: Plus ça change . . . ? – 3176

Grand Ballroom

Twenty years ago, Patrick Terenzini described three kinds of organizational intelligence (technical and analytical, issues, and contextual intelligence) that he believed institutional research professionals needed to draw upon in order to be effective. In this presentation, Terenzini will briefly examine how the worlds of higher education and institutional research have changed over time, and discuss the extent to which he thinks the skill sets needed two decades ago are still relevant today and, more importantly, whether they have any utility for the institutional researcher of 2020.

Speaker

Patrick Terenzini, Pennsylvania State University-Main Campus

Posters

Posters are displayed in the Exhibit Hall (Napoleon Ballroom) beginning at 12:00 p.m. Monday.

Poster Gallery: Monday, 4:00 p.m. – 5:15 p.m.

Presenters will be available for questions and answers during this time

A Comparison of Blended, Augmented, and Online Learning Formats - 1

Assessment

This study evaluated three formats for the delivery of higher education: online, blended, and augmented. Six courses (2 per academic program) served as the sample. The period of study was one year (including multiple academic terms). Outcome criteria of success included final grades, ratings of student learning against criterion-based rubrics, and attrition rates. The outcomes proved superior for the online compared to both the blended and augmented formats. The discussion includes recommendations for program development.

Presenter(s)

Marcy Hochberg, Kaplan University

A Factor Analysis Evaluation of Student Course Evaluation Data - 2

Assessment

At the conclusion of every course taken at the University of Utah, students are asked to evaluate the course by answering 14 questions (7 about the course and 7 about the instructor). The current study proposes a factor analysis of student responses to these questions. First, an exploratory factor analysis examines how many factors appear in the data. Secondly, a confirmatory factor analysis determines if there are two factors (one for course and one for instructor). Another analysis determines which questions should be kept to represent those factors.

Presenter(s)

Mark St. Andre, University of Utah

Achieving the Dream at Tulsa Community College: Barriers to Success Predict Fall-to-Fall Retention and Overall GPA - 3

Students

The purpose of the present study was to examine barriers to first-year students' success at a community college and to explore how various barriers uniquely predict fall-to-fall retention and overall GPA. In the spring of 2011, 294 first-year students completed a barrier survey. Multiple regression analyses revealed that certain barriers emerged as significant predictors of success, while the effects of other barriers

were no longer significant when all the barriers were entered together in analyses. Results highlight the unique effects of some barriers as well as the shared influence of others on student success.

Presenter(s)

Kevin David, Tulsa Community College

John Bruce, Tulsa Community College

An Exploratory Study of the Relationships Between the Law School Survey of Student Engagement and Law School Outcomes - 4

Assessment

This presentation reviews research on relationships between LSSSE, law school GPA, and bar exam pass rates. The research results will help legal educators, institutional researchers, and legal administrators better understand the impact of engagement on success in law school as well with the bar exam. Administrators who are interested in designing interventions to improve student success at law schools will find this study useful.

Presenter(s)

Mike Rogers, University of the Pacific

Xiaobing Cao, University of the Pacific

Heather Haeger, Indiana University

Assessing Student Growth During Study Abroad - 5

Students

This poster session shares a collaborative research project between Institutional Research, the Study Abroad Program, and a faculty coordinator to better understand student growth during their Study Abroad experience. The poster includes findings from the American Identity Measure, and an in-house program evaluation, including self-rated growth scale. The poster highlights differences between program types, length of study abroad, level of language requirement, level of immersion, and student demographics.

Presenter(s)

Jessica Ickes, Saint Mary's College

Daniel Flowers, Saint Mary's College

Big Metadata: A Key to Efficient Big Data Analysis - 6

Technology

In recent decades, datasets have grown dramatically both in size and in complexity. Not surprisingly, the academic literature on “big data” has kept pace. Unfortunately, “big metadata” seems to have received comparatively little attention. We show not only the utility of creating metadata dictionaries, but also how to transform a machine-readable codebook into a metadata set. Such a metadata set allows IR professionals to make analytic decisions quickly and efficiently, informed by trends in the structure of the variables rather than their actual values. SAS code is provided as part of the presentation.

Presenter(s)

Justin Ronca, University of Wisconsin-Madison
Elizabeth Vaade, University of Wisconsin-Madison

Capturing Students’ Reflections on Their Learning by the Student Affairs; Taking Collaborative Actions by the Whole Campus - 7

Students

In 2005, this four-year Midwest public university took partnership with the Association of American Colleges and Universities (AAC&U) to pilot activities as part of a national advocacy initiative of Liberal Education and America’s Promise (LEAP). Are there any empirical data to assess the results? In the spring of 2011, the Student Affairs conducted qualitative research to capture students “meaning making” of their learning experiences. This study presents the initial results about what the students said of their understanding of the concept of liberal learning and in what ways they are developing liberal learning at this university.

Presenter(s)

Chunju Chen, University of Wisconsin-Whitewater

Community College Survey Data: The Impact of Quantity and Quality on Informed Decision-Making - 8

Analysis

This session presents the findings of a study of community colleges to assess the impact of quantity and quality response rates on informed decision-making. The presentation provides IR professionals a critical analysis of why individuals respond to surveys and to what extent their responses are of value (quality) to an organization in terms of collecting, analyzing, and utilizing survey data in a holistic approach to decision-making and outcomes. A mixed-mode survey methodology was used to collect the sample

population dataset. Attendees will better understand how the respondents perceived and responded to surveys to improve institutional survey methods/outcomes.

Presenter(s)

Kenneth Scott, H Council Trenholm State Technical College
Novadean Watson-Stone, American Public University Systems

Creating a “MAP” to a First-Year Experience - 9

Students

In an effort to enhance the culture of a student’s First-Year experience, a midsized university changed the administration of the MAP-Works (Making Achievement Possible) freshman survey to become part of its annual Assessment Day based on pilot study retention data. This poster displays the growth in campus utilization of the survey instrument and how university faculty/staff are using survey data to help create a shared first-year experience for freshmen. We “tell the story” of the pros and cons of expanding this survey to a larger campus population, its impact on retention, and future plans for enhancements.

Presenter(s)

Jeanne McAlister, University of Southern Indiana
Joseph Wingo, University of Southern Indiana

Crossing the Middle Line: Beyond the First-Year Experience to Sophomore Success - 10

Students

While many institutions pay close attention to first-year students, it is mostly assumed that sophomores can fend for themselves. This neglect has resulted in average sophomore attrition rates that outstrip subsequent rates for juniors and seniors and negatively impact retention and progression. This study analyzes the profiles of sophomores at a four-year college to determine which precollege and college variables impact successful completion of the sophomore year compared to those who did not. Logistic regression models are used in this analysis, and the study results informed policy measures to stem sophomore attrition problems at the focus institution.

Presenter(s)

Ebenezer Kolajo, University of West Georgia

Dashboarding the Assessment of Student Learning Outcomes at Multiple Levels - 11

Assessment

With regional accrediting bodies’ increased focus on Student Learning Outcomes (SLOs), IR professionals face a serious challenge when it comes to procuring appropriate SLOs data. This presentation demonstrates a process institutional researchers can utilize to document achievement

of SLOs at the individual student, course, class, program, and institutional levels. IR professionals are shown how collaboration with faculty can produce meaningful outcomes assessment data and how achievement results can be presented in an institutional dashboard that helps faculty and administration identify areas for improvement in curricula, instruction, assessment, and student learning at all five levels of assessment.

Presenter(s)

Karen McClendon, California Northstate University
John Martin, California Northstate College of Pharmacy

Do Supervisors of Internships Validate Student Learning Outcomes? - 12

Assessment

There are many conventional ways to assess of student learning outcomes: student self-reports through surveys, nationalize/standardize tests such as the CLA, course-based assessments using rubrics, and overall student performance through portfolios or capstone projects. While the main tools of external assessments are nationalize/standardize tests, one potential external assessment tool that has been overlooked is the evaluation of student performance by internship supervisors. An evaluation tool was specially constructed to evaluate student core learning outcomes by internship supervisors. Data are collected and evaluated to determine its validity as a measure of student learning outcomes.

Presenter(s)

Andrew Economopoulos, Ursinus College

Donor Distress: Endowment Policy Issues in Higher Education - 13

Resources

This poster presentation uses peer-reviewed literature to provide a summary of the policy issues related to university endowments, specifically the IRS code exempting colleges and universities from annually spending 5% of endowment assets. Themes include endowment distribution and use, institutional stakeholders, current Congressional and Internal Revenue Service (IRS) investigations, and policy instruments in use. Special attention is paid to endowments at community colleges in the United States.

Presenter(s)

Erica Orians, University of Utah

Effects of Course Withdrawals on Graduation, Efficiency, Grade Inflation, and Student Motivation: Is “Drop Before Fail” a Formula for Long-Term Failure? - 14

Analysis

Students who are performing poorly in a course are often encouraged by instructors, advisors, and institutional policies to withdraw from the course rather than receive a poor grade. There is, however, little understanding of the effects of performance-related individual course withdrawal on students or institutions. This study seeks to understand the extent to which course withdrawals influence student retention, graduation rates, the efficient delivery of instruction, and students' motivation and sense of efficacy using operational data and a survey of withdrawing students. The analysis suggests directions for revision of institutional policies and practices with regard to student withdrawal.

Presenter(s)

Jeffrey Johnson, Utah Valley University
Geoff Matthews, Utah Valley University

Enhancing Learning: Topical Focus of Quality Enhancement Plans and Differences Based on Institutional Characteristics - 15

Assessment

While institutions are required to develop plans to improve student learning as part of regional accreditation processes, there has been little analysis of the focus of these plans. In this study, the authors reviewed Quality Enhancement Plans (QEPs) from 218 U.S. higher education institutions who applied for reaccreditation in the Southern Association of Colleges and Schools (SACS) region in the years 2007, 2008, and 2009. The plans tended to focus on general education areas (60%), specifically, writing and critical thinking. There were notable differences based on degree level, institutional control, and special-serving status.

Presenter(s)

Sandra Dika, University of North Carolina at Charlotte

Evaluating the Participation and Completion of Undergraduate Students in STEM Fields - 16

Students

Universities have received substantial funding in recent years to encourage higher enrollments and completions, as well as to increase the participation of women and minorities, in science, technology, engineering, and math (STEM) fields. We evaluate the effectiveness of these initiatives by examining student enrollment and completion trends in STEM programs at Utah Valley University, a large public university.

We also examine the demographic profile of participants in STEM majors to determine if STEM initiatives have encouraged increases in minority populations.

Presenter(s)

*Shannen Robson, Utah Valley University
Andrea Brown, Dixie State College of Utah*

Examining Factors Related to the Retention of Transfer Students - 17

Students

Transfer students differ from traditional freshmen in many aspects, from characteristics such as age, enrollment status, socioeconomic status, and psychological factors. This study utilizes demographic, college performance, and survey data to explore the retention of transfer students. Several logistic regression models were used to examine factors that influence retention. The findings are discussed in context of enrollment management and academic planning.

Presenter(s)

Jeff Lashbrook, SUNY College at Brockport

Examining Relationships of Freshman Psychoeducational Inputs and Academic Outcomes Longitudinally at an HBCU: With a Generational Exploration - 18

Students

IR professionals are concerned with academic and other psycho-educational student inputs as they consider profiles of cohorts and the relationships of these factors to academic success and overall personal development. Factors such as academic ability, drive to achieve, competitiveness, mathematical ability, writing ability, intellectual self-confidence, and social self-confidence were examined using standardized CIRP (HERI, 1971–2009) survey results from more than 30 cohorts of African American freshmen who attended the same HBCU. Results indicate differences in a variety of self-reported academic strengths over the time, with various high self-perceived academic abilities reported by increasing proportions of respondents from 1971 to 2009.

Presenter(s)

*Michael Wallace, Howard University
Gerunda Hughes, Howard University*

First-Generation Student Success: Individual and Institutional Characteristics that Impact Retention, Persistence, and Degree Attainment - 19

Students

Many demographic factors such as race, ethnicity, gender, and socioeconomic status can affect the likelihood of a student not only enrolling in a postsecondary institution but

also their chances of degree obtainment (Bowen, Chingos, & McPerson, 2009). One continually growing population in higher education that is particularly at risk, both dependent and independent of the previous factors, is first-generation students. This research utilizes National Center for Education Statistics datasets on beginning postsecondary students through two different six-year cohorts (1996–2001 and 2004–2009) to identify individual and institutional characteristics that impact the success of first-generation students.

Presenter(s)

Brandon Wolfe, Ohio University-Main Campus

GPA and Remedial Education - 20

Assessment

This research evaluates the correlation between term GPA, cumulative GPA, and a student's enrollment in and completion of remedial coursework. We call it Foundational Coursework, implying that a student will have the general foundations upon which to build their major knowledge. We found that foundational students are not performing in their major courses as well as their "nonfoundational" classmates. Placement-test score and number of required courses were also analyzed. Participants reflect: "What is the purpose of remedial education? Is my institution, or higher education as a whole, meeting our goals of remediation?" We explore the changes our institution has made.

Presenter(s)

Katherine Beck, Westwood College

Graduate Certificate in Institutional Research at Pennsylvania State University - 21

Collaboration

With support from AIR, Penn State offers an online, graduate program for institutional researchers. The program is designed to provide students with the skills that support institutional planning, analysis, and policy formation, benefitting in-career professionals, institutional researchers, graduate students, and persons in related fields. This poster session describes the 18-credit Penn State IR Certificate program, which includes courses in the core areas of IR work—Foundations of IR; Strategic Planning and Resource Management; Assessing Outcomes and Evaluating Programs; Basic Statistics; Multivariate Statistics; Enrollment Management Studies; Studies of Students; Analyzing Faculty Workload; and Designing IR Studies.

Presenter(s)

Rodney Hughes, Pennsylvania State University-Main Campus

How Do Instructor Rank and Credit Type for a Prerequisite Course Impact Students' Subsequent Course Success? - 22

Students

Past literature has examined factors that influence student success in introductory courses in mathematics. Few studies have examined the impact of prerequisite credit types, personal characteristics, and instructor rank on student success in a subsequent course within a course series. This study examines to what degree instructor rank, prerequisite credit type (i.e., credit by exam), credit transfer from other institutions, in-residence course, and other predictors impact student success in subsequent university courses. Implications of this study will help inform and guide policy decisions in reducing administrative costs in enrollment and registration for prerequisites.

Presenter(s)

Siew Ang, University of Texas at Austin

In Pictures: A Review of the Papers Presented at the SAAIR Annual Forums Over the Past 5 Years - 23

Collaboration

This study is an exploratory analysis of issues and trends tackled in papers presented at the annual Southern African Association of Institutional Researchers (SAAIR) forums in the period 2007 to 2011. A qualitative approach using data from SAAIR titles and abstracts is adopted. Interesting trends are being revealed, and challenges of institutional research and the mission of higher education interplay are scrutinized within the context of higher education transformation in South Africa. As Bitzer 2011 (abstract) posits, “. . . institutional research efforts and results can play an important role in the continuity of the university's original ideals. . . “

Presenter(s)

Liile Lekena, Tshwane University of Technology

Maps for Better Communication: A Sample of Projects and Tools - 24

Analysis

Where should we hold recruiting events for top applicants? We want to partner with schools that serve students from underrepresented populations. Where are they? Which zip code areas should we target for our need-based aid information campaign? Answers to all of these questions can be delivered in text or tables. But maps communicate much more effectively. We share a sample of projects to illustrate how we've improved communication with maps, along with our evaluation of the various mapping tools that we've tried, including Microsoft MapPoint, ArcGIS, and SAS.

Presenter(s)

Douglas Anderson, Indiana University-Bloomington

Measuring Social Change Impact: An Update on the Development and Pilot of a Measurement Instrument - 25

Assessment

This poster session updates a 2011 AIR Forum presentation on one university's efforts to develop an instrument measuring students' attitudes, beliefs, and behaviors regarding social change, global awareness, and diversity. Since phase one of the initial pilot study, the University's definition of "global awareness" has evolved. The instrument and construct measured has shifted to reflect more emphasis on social change and global awareness rather than diversity. Results from phase one are summarized while phase two results are featured on the poster in greater detail along with comments on our evolving definition of this construct.

Presenter(s)

Nicole Holland, Walden University

Milestones and Momentum Points: Using Developmental Math Pipeline Data to Identify and Build on Student Success - 26

Assessment

This presentation examines the use of the Milestone and Momentum Points Model as a framework for identifying areas of success and developing mechanisms of support where needed. The primary source used for this analysis is data collected from a two-year institution with a large population of students who received a developmental placement in math. Student pipelines are used to illustrate points where students have been met with challenges in completing their educational goals. The findings provide data-based information that can be used to make decisions for refining or developing strategies for success.

Presenter(s)

Ta-Tanisha Young, Harper College
Resche Hines, Chicago State University
Joseph Maxon, Harper College

Modeling Second-Year Retention for First-Generation, First-Time-in-College Students at a Historically Black University - 27

Students

The likelihood of second-year retention is predicted for first-generation, first-time-in-college students using a binary logistic regression model. The preliminary model results find no significant differences between second-year retention patterns for first-generation and continuing-generation students. An increased likelihood of returning for year two is found to be associated with a higher SAT score, higher first-semester college GPA, and in-state residency. Students receiving larger amounts of loan and grant aid,

and who report larger family contributions to support their matriculation, are also more likely to return for their second year of college.

Presenter(s)

Nathan Francis, Florida Agricultural and Mechanical University
Kwadwo Owusu-Aduemiri, Florida Agricultural and Mechanical University

Online Certificate in Institutional Research at Florida State University: Designed with the Working Professional in Mind - 28

Collaboration

This session is developed to share an online certificate program designed to provide academic and professional development opportunities for institutional researchers, administrators, doctoral students, and faculty from all higher education institutions. The program is designed to accommodate the working professional's schedule. The program goals are (a) to enhance knowledge and understanding of the core principles of IR, (b) to facilitate using national databases, and (c) to promote the use of IR to improve administrative and policy development processes. The 18-credit hour curriculum focuses on IR theory, institutional administration, quantitative research methods, utilization of national databases, and IR practice.

Presenter(s)

Paul Stonecipher, Florida State University

Pipeline Analysis of Baccalaureate Enrollment and Graduation Rate of a Comprehensive College Using an Expanded Cohort Method - 29

Analysis

The traditional graduation rate model tracks only fall semester first-time freshmen and fails to include (a) transfer students, (b) spring semester entrants, and (c) internal transfers from associate programs. Students from these overlooked groups constitute 90% of the entering baccalaureate students. For comprehensive colleges, the majority of the students need remediation and major in associate programs as they receive remediation. As they exit remediation, many change major and enter a baccalaureate program. This study presents a methodology to expand the traditional freshman cohort to include all feeder sources and performs analyses on enrollment and graduation rates of students from these sources.

Presenter(s)

Eva Chan, CUNY Medgar Evers College



IPEDS Resources Available From AIR

www.airweb.org/ipeds

Overview

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

Face-to-Face Workshops

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

Online Tutorials

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

Questions?

Contact the AIR IPEDS Team: 850-385-4155 x202

ipedsworkshops@airweb.org

Potential Benefits of College Education and Postgraduate Experiences: 10-year Trend and Implications for Economic Development - 30

Students

Economic development is one of the major outcomes of higher education. Colleges work in partnership with policymakers and economic developers to promote human development aspects of the college experiences of students preparing for entrance into the work world. To measure institutional effectiveness for economic development, the presenter has analyzed 10-year survey results of recent graduates focusing on the trend of graduates' responses on benefits of college education and postgraduate experiences. Participants learn about ways to use student data for showing economic development outcomes and have a chance to share ideas and experiences with similar outcomes.

Presenter(s)

Kyung-Im Noh, University of Connecticut

Predictive Analytics—Identifying Students at Risk of Attrition - 31

Analysis

Higher Education Institutions continue to invest significant resources in retaining students. However, improvements in retention rates remain difficult to realize. Edith Cowan University (ECU) has undertaken a project to derive a quantitative probability of a student being retained. Using this probability, ECU is developing a range of interventions. The first step towards this comprehensive predictive model is isolating and identifying the predictive variables. Using an initial set of 107 variables, analytics have been applied. This poster session describes ECU's approach, findings, and the follow-up initiatives to further enhance and expand the predictive model.

Presenter(s)

Dean Ward, Edith Cowan University

Ready to Go Reporting: The Antidote to Lists!!!! - 32

Technology

Do you find yourself continually saying, "we should have expected to have this data question come up, why didn't we have this data summary ready?!" Do you find yourself having to prepare data files and reports requests by managing, and often mangling, lists of data pulls from your platform? What would it be like to have professional and preemptive reports ready? Whether you have Cognos or just Excel, you can make data-ready reports that target the key numbers and dashboards—even if you have to start with a list!

Presenter(s)

Julliana Brey, Carroll University

Recycle, Reduce, and Reuse External Surveys! - 33

Technology

External surveys collect and present institutional information to prospective students interested in an institution. IR professionals may spend a good portion of their time completing a dozen such surveys throughout the year. In order to make the task of survey completion more efficient, a survey mapping tool has been developed to align common elements of the different surveys. Using this tool, IR professionals can recycle collected information, reduce the time needed to complete external surveys, and reuse completed surveys to satisfy portions of other surveys. This session provides guidance for IR professionals to efficiently complete external surveys.

Presenter(s)

Barrie Fitzgerald, Valdosta State University

Strengthening Policy Research Using Mixed Methods: A Study of the 12th Grade in New Mexico - 34

Analysis

Research on institutional policy relies heavily on quantitative data, with an emphasis on descriptive statistics. Our research used detailed transcript data of over 4,000 12th graders (20% of the state's 12th grade population) and over 30 hours of interviews with eight school district Superintendents, IT staff, and 10 Principal/Counselor teams at public high schools. Our combined deductive and inductive analyses helped us answer questions our quantitative data analyses alone could not answer. Multiple methods allowed us to integrate stakeholders' voices into our findings and recommendations, strengthened our understanding of the data, and increased our ability to respond to research questions.

Presenter(s)

Vicky Mooris-Dueer, University of New Mexico

Student Leadership and Academic Performance: A Study of Student Club Leaders - 35

Students

It has been generally assumed that participation in co-curricular activities has a positive impact on the retention of students beyond the first year. However, some believe that these types of activities may actually affect student performance in a negative manner due to conflicting time requirements and competing schedules, even if they do enhance student persistence. Interestingly, relatively few studies have been performed in either of these areas due to a lack of applicable data. This study revealed that students

serving in club leadership positions achieved higher rates of retention and graduation, maintained better GPAs, and had higher good standing rates.

Presenter(s)

Jonathan Shiveley, California State University-Sacramento

The Breadth and Depth of Foundation Courses in Qatar's Only Public Institution of Higher Education - 36

Assessment

This study investigates the number and the level of foundation-year courses at Qatar University. The study suggests that students who enroll in English Foundation have a greater chance to remain at the university and pass the English post-foundation course than those who take mathematics foundation courses. Generally, those students who went through English and mathematics foundation courses were more likely to perform at a significantly higher level and achieve a higher GPA than those students who did not complete the preparatory program and enrolled directly in the university programs.

Presenter(s)

Ramzi Nasser, Qatar University

Diane Nauffal, Lebanese American University

The City University of New York (CUNY) and Public Housing in New York City - 37

Students

While the relationship between public housing and educational outcomes at the K-12 level is well researched, there is little focus on how residents of public housing may differ in their post-high school outcomes. Using a dataset that identifies public university students residing in public housing, we analyze how these residents fare in college compared to observationally similar students residing elsewhere. This work is relevant for both housing and education agencies providing government interventions. Ultimately, our research aims to understand whether the benefits of public housing extend beyond elementary and secondary grades into higher education.

Presenter(s)

Simon McDonnell, City University of New York

Colin Chellman, City University of New York Central Office

The Diversity Profile—The Composition Statistics of a University in the Southeast United States - 38

Technology

This university is an internationally recognized destination university whose members work collaboratively for positive transformation of the world through courageous leadership

in teaching, research, scholarship, health care, and social action. The university's employees help the University fulfill its vision of becoming an inquiry-driven, ethically engaged, destination university by providing leadership, encouragement, and guidance to increase our institutional capacity for self-reflection, community building, and pluralism and to enhance practices of access, equity, and inclusion. The Office of Institutional Research has collaborated with other offices to publish the Diversity Profile in order to present greater information about the university's diversity.

Presenter(s)

Tan Tran, Emory University

Vincent Carter, Emory University

The Effectiveness of Delivery Method on Student Achievement Within a Community College Multimedia Program - 39

Students

The American Education System is at a period in its history where traditional educators have been asked to develop effective distance learning courses that will benefit those who may be looking for web-based education. Research evaluating the effectiveness of learning tools can greatly increase student success. The current study of traditional, hybrid, and online instruction is evaluated to determine which technological tools and methodologies offer the most effective course and lead to student achievement in an interactive media program. These findings will inform IR professionals about the way in which students respond to different delivery methods.

Presenter(s)

Kristen Williams, Heidelberg University

Thomas Hoffman, Terra Community College

The River: An Intriguingly Different but Simple Definition of What IR Is All About - 40

Collaboration

Ever since the early days of Institutional Research, its definition has been in flux. Many of us know about Pat Terenzini's elevator dilemma on sufficiently describing what IR means before the destination level has been reached. This poster presentation introduces you to an intriguingly different but simple definition of what IR is all about, a definition that not only works for one office in one country but for all offices everywhere. It all starts with a river full of challenges, opportunities, and imperfections.

Presenter(s)

Stefan Buettner, University of Tuebingen

Poster Cancelled - 41

Treating Survey Data as Ordinal or Interval Level of Measurement: Comparing Outcomes of Two Types of Analyses - 42

Analysis

Within survey research, Likert-type scales or other vague quantifiers are considered ordinal by some and interval by others. When researchers use inferential parametric tests such as t-tests, responses are treated as interval data. However, there are less common nonparametric inferential tests designed specifically for ordinal data. This poster session provides an alternative analysis, the Mann-Whitney U, which can be used for group comparisons with ordinal data. Results from this analysis are compared to a more traditional inferential analysis using survey data from the National Survey of Student Engagement.

Presenter(s)

Angie Miller, Indiana University-Bloomington
Shimon Sarraf, Indiana University-Bloomington

Using GIS to Better Understand Student Recruitment, Enrollment, and Retention at a Metropolitan University - 43

Students

This study focuses on geospatial analysis of the undergraduate student applicant, acceptance, and enrollment population at a metropolitan university. These data are combined with 2010 U.S. Census data to generate the spatial displays that form the core of this study. Various student segments are mapped through geocoding student home addresses. When combined with 2010 U.S. Census data, the resulting spatial displays are analyzed to identify patterns that may be helpful in future recruiting, enrollment, and retention efforts. Readers of this research will see how student recruitment, enrollment, and retention relate to the spatial characteristics and patterns identified through GIS.

Presenter(s)

Russell Smith, University of Nebraska at Omaha
Jenny Liu, University of Nebraska at Omaha

Using SAS Maps in Institutional Research - 44

Technology

Creating a visual representation of data can be very useful way to explain data. Carnegie Mellon University's IR office uses SAS mapping software to display data in a user-friendly way. SAS 9.3 now allows anyone to make maps using the base software package. This poster shows the reader how to

output IR data using the SAS GMAP procedure. Examples include maps displaying enrollment, alumni, and study abroad data.

Presenter(s)

Andrew Merrill, Carnegie Mellon University

Using the American Community Survey to Improve Institutional Research - 45

Analysis

Good surveys are expensive and time-consuming, placing primary survey research beyond the grasp of most institutional researchers. Fortunately, in 2010, the United States Census Bureau began to release the American Community Survey (ACS). This survey represents a radical change in federal survey design because it allows analysts to balance, for themselves, currency with precision according to their particular analytic needs. We demonstrate the use of ACS, in conjunction with administrative data, to address questions of interest to researchers, administrators, and even elected officials by showing how to produce timely policy impact assessments at state/local levels.

Presenter(s)

Justin Ronca, University of Wisconsin-Madison
Elizabeth Vaade, University of Wisconsin-Madison

What Makes an Effective University College? A Comparison of Existing Models at Urban Institutions - 46

Analysis

What is a university college, and how does an institution decide what programs it should provide? Exactly what services are offered and how far into the college career they continue vary between institutions. This session discusses what defines a university college and how university colleges can improve services to first-year students. It then demonstrates how to use benchmarking to choose a set of peer institutions with similar structures in place and use national data to compare the effectiveness of these structures. Urban four-year public institutions are used as a model.

Presenter(s)

Janice Childress, Indiana University-Purdue University Indianapolis

What We Cannot Find Out Through Outcomes Research: The Qualitative Evaluation of the Evolution of an Innovative Doctoral Program - 47

Analysis

This presentation emphasizes the value of qualitative evaluation for understanding the nature of change in a doctoral program. Through the use of the case study

method, this presentation explores the dynamics of how a typical academic institution moved to absorb an innovative doctoral program, which first matriculated students in the fall of 2006. Particular attention is paid to the changes in mission statements and philosophies as well as the use of differing metaphors signaling distinct points of program transformation. Relationships of the varying metaphors to the shifts in stated outcome measures used for program evaluation are demonstrated.

Presenter(s)

Margaret Moore-West, Franklin Pierce University



AIR's Data and Decisions Academy courses provide self-paced, online professional development for institutional researchers. Academy courses build IR skills needed to support data-informed decision making. Topics covered include: Data Management, Longitudinal Tracking, Survey Design, Learning Outcomes, Descriptive Statistics, Research Design and Student Success Through the Lens of Data.



For more information:
www.airweb.org/academy

Index of Special Interest Group and Affiliated Organization Meetings

AAU Data Exchange – 3126

Tuesday, 4:25 PM–5:05 PM, Edgewood A/B

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

Association for Institutional Research in the Upper Midwest (AIRUM)

Sunday, 6:00 PM–7:00 PM, Salon 820

AIRUM members and guests are invited to join this informal session to visit with colleagues, learn about organizational activities, and discuss fall conference planning.

Ball State University IR Certificate Alumni and Friends – 3121

Monday, 2:15 PM–2:55 PM, Rampart

Ball State University IR Certificate program alumni and friends are invited to catch up on what is happening with the program and with each other.

Banner Users Special Interest Group – 3131

Tuesday, 3:30 PM–4:10 PM, Bayside B

The Banner Users Special Interest Group brings together Banner institutional researchers at multiple levels to discuss innovations and suggestions. The opportunity to share our specific reporting knowledge and computer system knowledge with one another has been useful for many campuses.

California Association for Institutional Research (CAIR)

Monday, 5:45 PM–6:15 PM, Salon 824

This session will cover dates, place, and plans for the next CAIR meeting, as well as old and new business and a call for attendance at the Best Presentation session.

Canadian Institutional Research and Planning Association (CIRPA)

Sunday, 6:00 PM–7:00 PM, Salon 801

Delegates are invited to attend a round table session to meet fellow Canadians and share information about projects underway or issues at their institution/province. Following the session, the group will visit a local establishment for dinner (cost at delegate's expense).

Catholic Higher Education Research Cooperative (CHERC)

Tuesday, 5:15 PM–6:15 PM, Salon 816

Anyone affiliated with Catholic higher education is welcome to attend. We will report on the Villanova Forum and update everyone on ongoing projects. This is a good time to renew friendships as well.

EBI and MAP-Works – 3120

Tuesday, 3:30 PM–4:10 PM, Rampart

Please join us to learn more about new developments at EBI and MAP-Works. We will discuss the various national assessments conducted by EBI, such as the ACUHO-I/EBI Resident Assessment, EBI Climate Assessment, and MAP-Works - our student retention and success project. Those interested in learning more about EBI as well as those who currently participate in our assessments are encouraged to attend. Come to this Special Interest Group to share best practice ideas with EBI staff and discuss various approaches with other users.

Georgia Association for Institutional Research, Planning, Assessment, and Quality (GAIRPAQ)

Monday, 5:45 PM–6:15 PM, Rampart

Meet with members of the Georgia state AIR affiliate to hear plans for the coming year, including the Spring 2013 GAIRPAQ Conference. We will solicit input from Georgia institutional effectiveness researchers about their needs and interests. The session will also provide an opportunity for informal discussion about issues facing higher education and institutional effectiveness in the state of Georgia.

Higher Education Data Sharing Consortium (HEDSC)

Monday, 10:15 AM – 10:55 AM, Rampart

Join us for a meeting of current and potential Higher Education Data Sharing Consortium representatives to discuss the consortium's services, surveys, and upcoming activities.

Illinois Association for Institutional Research (IAIR)

Monday, 5:45 PM–6:15 PM, Bayside C

IAIR members and those interested in learning more about the Illinois Association for Institutional Research are invited to attend this informal session.

Indiana Association for Institutional Research (INAIR)

Monday, 5:45 PM–6:15 PM, Salon 828

INAIR members and those interested in learning more about the Indiana Association for Institutional Research are invited to attend this informal session.

Intercollegiate Athletics Special Interest Group – 3119

Monday, 3:20 PM–4:00 PM, Rampart

Join us for a discussion of recent topics, issues, and research on intercollegiate athletics at all levels, including four-year and two-year institutions. The session will include a discussion of how athletics impacts institutions. The session will also include a discussion of how IR is involved in athletics reporting. This meeting is open to all Forum attendees.

Kentucky Association for Institutional Research (KAIR)

Monday, 5:45 PM–6:15 PM, Salon 816

This is an informal gathering of current KAIR members, prospective members, or institutional researchers from Kentucky attending the annual AIR Forum to discuss topics of interest. Meet your colleagues from across the state in a relaxed, social setting with the intent of sharing and networking.

Maryland Association of Institutional Research (MdAIR)

Tuesday, 5:15 PM–6:15 PM, Salon 821

Join IR colleagues from Maryland as we discuss topics of interest to those in the Maryland area. This session will provide opportunities to meet new faces and catch up with old ones.

Michigan Association for Institutional Research (MIAIR)

Monday, 5:45 PM–6:15 PM, Salon 817

Come meet and greet your Michigan friends and colleagues. Get caught up and find out the latest for the Fall 2012 MI-AIR conference in Bay Harbor.

Mid-America Association for Institutional Research (Mid-AIR)

Sunday, 6:00 PM–7:00 PM, Salon 821

This session will be an informal opportunity for members, prospective members, and other interested colleagues to meet, socialize, and learn more about program for the next year. Mid America AIR (MidAIR) consists of members from Arkansas, Iowa, Kansas, Nebraska, Missouri, and Oklahoma.

Middle East North Africa Association for Institutional Research (MENA-AIR)

Sunday, 6:00 PM–7:00 PM, Salon 825

This is the affiliate meeting for AIR conference participants from Middle East and North Africa, MENA-AIR members, and those interested in MENA-AIR.

National Community College Council for Research and Planning (NCCCRP)

Monday, 5:45 PM–6:15 PM, Salon 821

This is the annual meeting of the National Community College Council for Research and Planning. This session is for members and those interested in meeting community college colleagues.

National Survey of Student Engagement – 3116

Monday, 7:00 AM–8:00 AM, Salon 801

NSSE friends and participating institutions are invited to attend this session to learn more about the launch of NSSE 2.0 in 2013. We will reveal the 2013 survey and discuss new reporting options. Join us to exchange ideas about this important update.

North Carolina Association for Institutional Research (NCAIR)

Tuesday, 5:15 PM–6:15 PM, Rampart

All are invited to join North Carolina AIR (NCAIR) members to discuss the annual conference, the summer drive-in, and other issues pertinent to North Carolina institutional researchers.

National Community College Benchmark Project (NCCBP) – 3118

Monday, 11:10 AM–11:50 AM, Rampart

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.

Presenter(s)

Jeffrey Seybert, National Higher Education Benchmarking Institute

Noel-Levitz Student Satisfaction Inventory Special Interest Group – 3117

Monday, 3:20 PM–4:00 PM, Estherwood

Join other colleges and universities that administer the Noel-Levitz Student Satisfaction Inventory to discuss best methods for administration and using the results. This session will provide an opportunity to meet colleagues who are working with the satisfaction-priority assessment tools from Noel-Levitz.

North East Association for Institutional Research (NEAIR)

Sunday, 6:00 PM–7:00 PM, Bayside B

Members and those interested in learning more about North East Association for Institutional Research (NEAIR) are invited to attend this informal session for networking and discussion of current events.

Overseas Chinese Association for Institutional Research (OCAIR)

Tuesday, 5:15 PM–6:15 PM, Bayside A

The Overseas Chinese AIR (OCAIR) session is open to all current OCAIR members and those who are interested in joining OCAIR. The annual meeting will include a brief business meeting, presentation of award, and discussion of IR topics of interest. There will also be a group picture and dinner after the meeting.

Pacific Association for Institutional Research (PacAIR)

Tuesday, 5:15 PM–6:15 PM, Salon 820

Join fellow PacAIR members for a brief meeting, as well as fun and fellowship. Anyone interested may attend.

Pacific Northwest Association of Institutional Research and Planning (PNAIRP)

Sunday, 6:00 PM–7:00 PM, Salon 817

Our organization serves Washington, Oregon, and Arkansas in the U.S. as well as British Columbia and the Yukon in Canada. Come hear about our upcoming conference and network with your colleagues.

Rocky Mountain Association for Institutional Research (RMAIR)

Sunday, 6:00 PM–7:00 PM, Salon 828

Meet and greet friends and colleagues from Rocky Mountain AIR (RMAIR). We will discuss current activities and find out about our upcoming conference in Laramie Wyoming, October 3-5, 2012.

Southern Association for Institutional Research (SAIR)

Sunday, 6:00 PM–7:00 PM, Bayside C

SAIR members, individuals working at SAIR institutions, and all interested parties should attend to learn about SAIR opportunities and our fall conference.

Southern University Group (SUG)

Monday, 5:45 PM–6:15 PM, Salon 820

SUG members are invited to discuss data exchanges, state higher education initiatives, and other topics of interest.

Tennessee Association for Institutional Research (TENNAIR)

Monday, 5:45 PM–6:15 PM, Salon 801

Members and 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 the next year.

Texas Association for Institutional Research (TAIR)

Monday, 5:45 PM–6:15 PM, Salon 829

Members and 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.

The Delaware Study of Instructional Costs and Productivity – 3124

Tuesday, 1:55 PM–2:35 PM, Rampart

This meeting is an open forum for those interested in discussing all aspects of the Delaware Study.

The Kansas Study of Community College Instructional Costs and Productivity – 3127

Wednesday, 8:00 AM–8:40 AM, Rampart

This is a discussion/question and answer session for both Kansas Study participants and individuals from colleges that may be interested in participating in the Kansas Study.

Traditionally Black Colleges and Universities (TBCU) – 3162

Tuesday, 4:25 PM–5:05 PM, Salon 821

This session will serve as the meeting of professionals who work at, or are interested in, TBCUs. General business will be followed by a broad discussion of goals and initiatives.

Virginia Association of Management Analysis and Planning (VAMAP)

Monday, 5:45 PM–6:15 PM, Salon 825

Learn more about Virginia House Bill 639, changes at SCHEV, and plans for the Spring Drive-In. VAMAP is the professional organization for institutional researchers, planners, and budget officers in the Commonwealth of Virginia.

Voluntary Systems of Accountability (VSA) – 3125

Tuesday, 3:30 PM–4:10 PM, Salon 824

VSA participants and those interested in learning more about the Voluntary Systems of Accountability and CollegePortrait are invited to attend this informal session.

2012 AIR Award Recipients

Congratulations to the recipients of the 2012 AIR Awards. Thank you for your contributions to the Association and to the field of institutional research.

AIR Outstanding Service Award

Mary Ann Coughlin, Springfield College

The Outstanding Service Award recognizes a member for professional leadership and exemplary service to AIR and for having actively supported and facilitated the goals and mission of the Association; it may be awarded posthumously. A nominee for the Award must have been an AIR member for at least five years and not a member of, nor a candidate for, the Board of Directors during the year of nomination.

John E. Stecklein Distinguished Member Award

Patrick T. Terenzini, The Pennsylvania State University

The John E. Stecklein Distinguished Member Award is presented to an AIR member who has made significant and substantial contributions to the field of institutional research. Once awarded, the recipient retains the status of Distinguished Member for his or her lifetime; no membership dues or Forum fees are assessed.

Sidney Suslow Award

Stephen L. DesJardins, University of Michigan

The Sidney Suslow Award recognizes an AIR member for distinguished scholarly contributions to institutional research over a significant period of time. While the Award may be presented for a single piece of scholarly work, recipients are more often recognized for their cumulative and ongoing efforts to keep institutional research on the cutting edge of research, practice, policies, and procedures in higher education. Nominees for the Award need not be members of AIR.

Forum attendees are invited to spend time with Stephen L. DesJardins and participate in conversation about his past and on-going research, current trends in IR, and the future of the field. The session will be held on Tuesday at 4:25 p.m. in Salon 829.

Julia M. Duckwall Memorial Scholarship Donors

The Julia M. Duckwall Memorial Scholarship facilitates the professional growth and development of AIR members who work in institutional research and related fields. Named in honor of the late Julia M. Duckwall, a Board member and chair of the Professional Development Committee, the scholarship is awarded in the spirit of her tireless passion for advancing the field of institutional research. AIR celebrates achievement of the fully endowed Duckwall fund at the 2012 Forum. Thank you to all contributors.

W. Sam Adams	Donald Cunningham	Daina Henry	Jeffrey McLachlan	Bernard Sheehan
Clifford Adelman	Deborah Dailey	Marsha Hirano-	Gerald McLaughlin	Annmarie Shirazi
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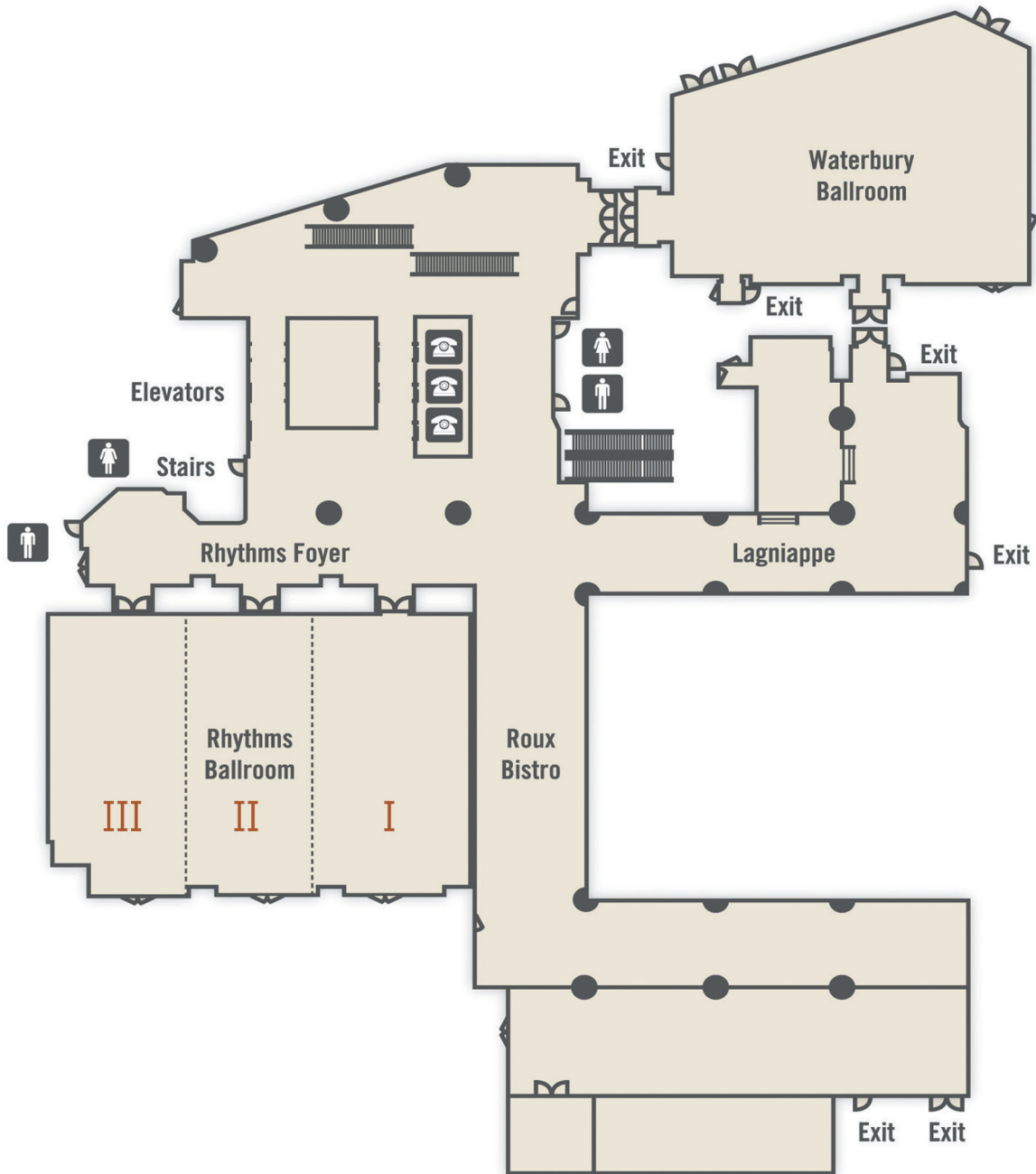
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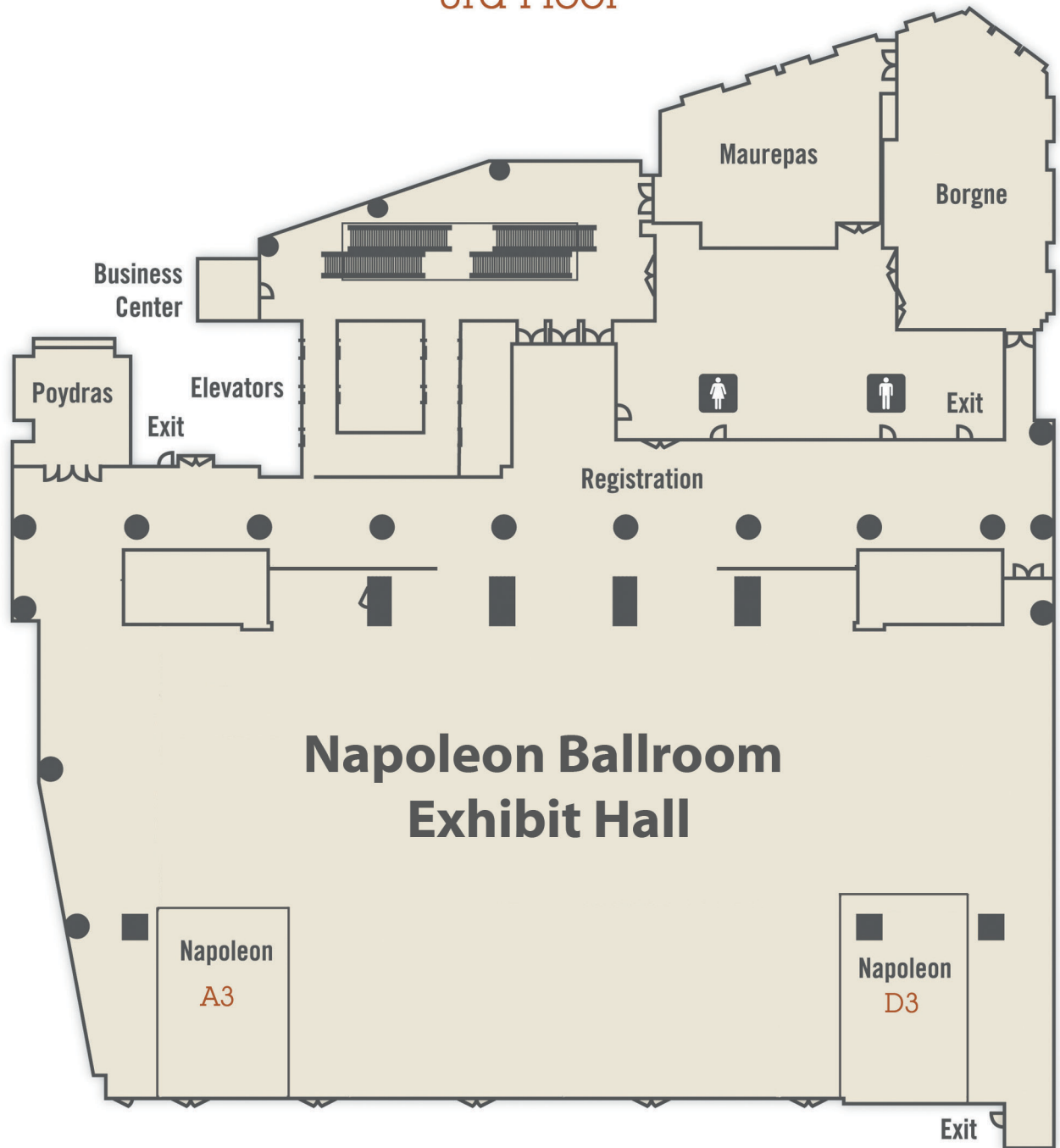
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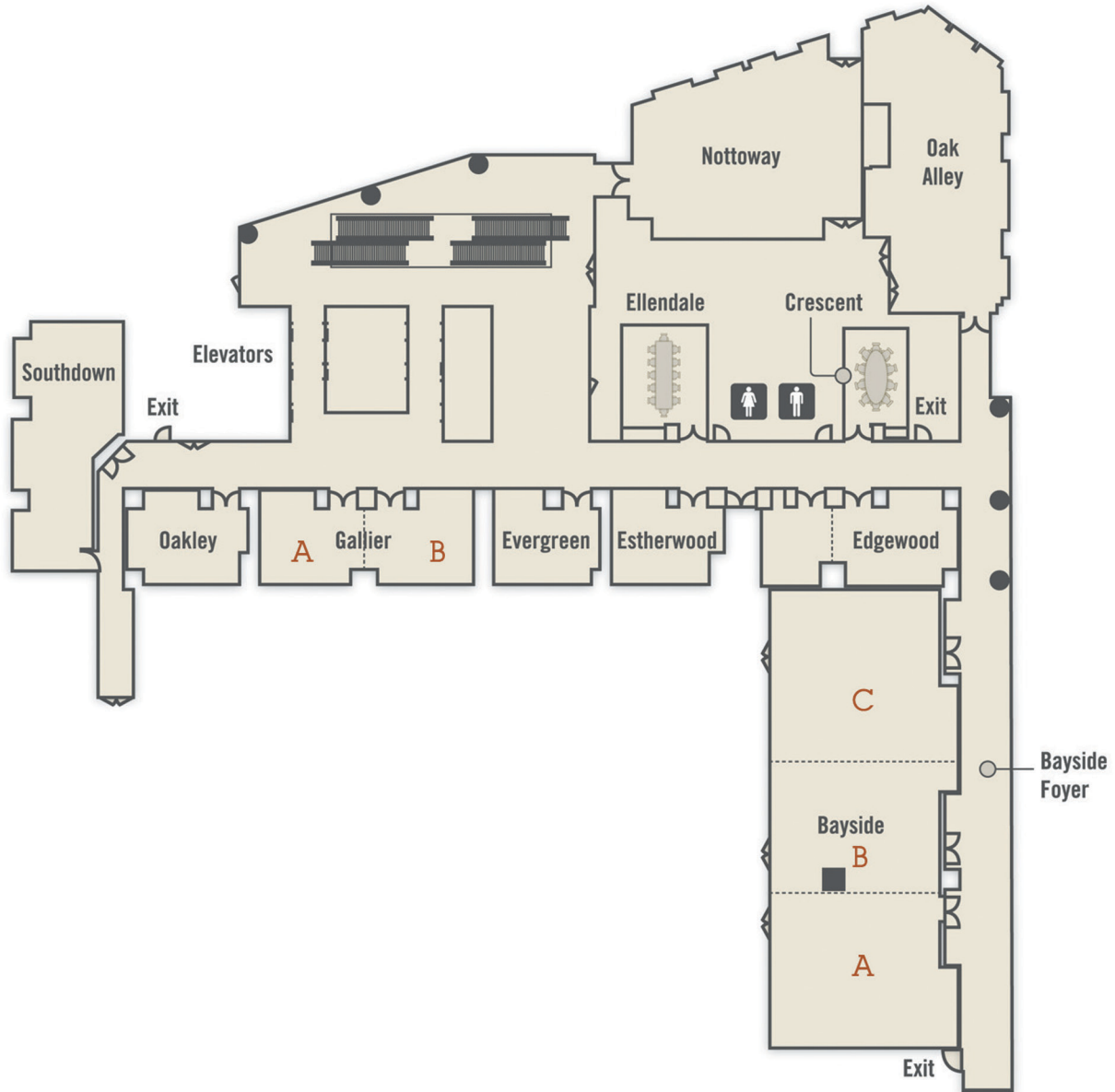
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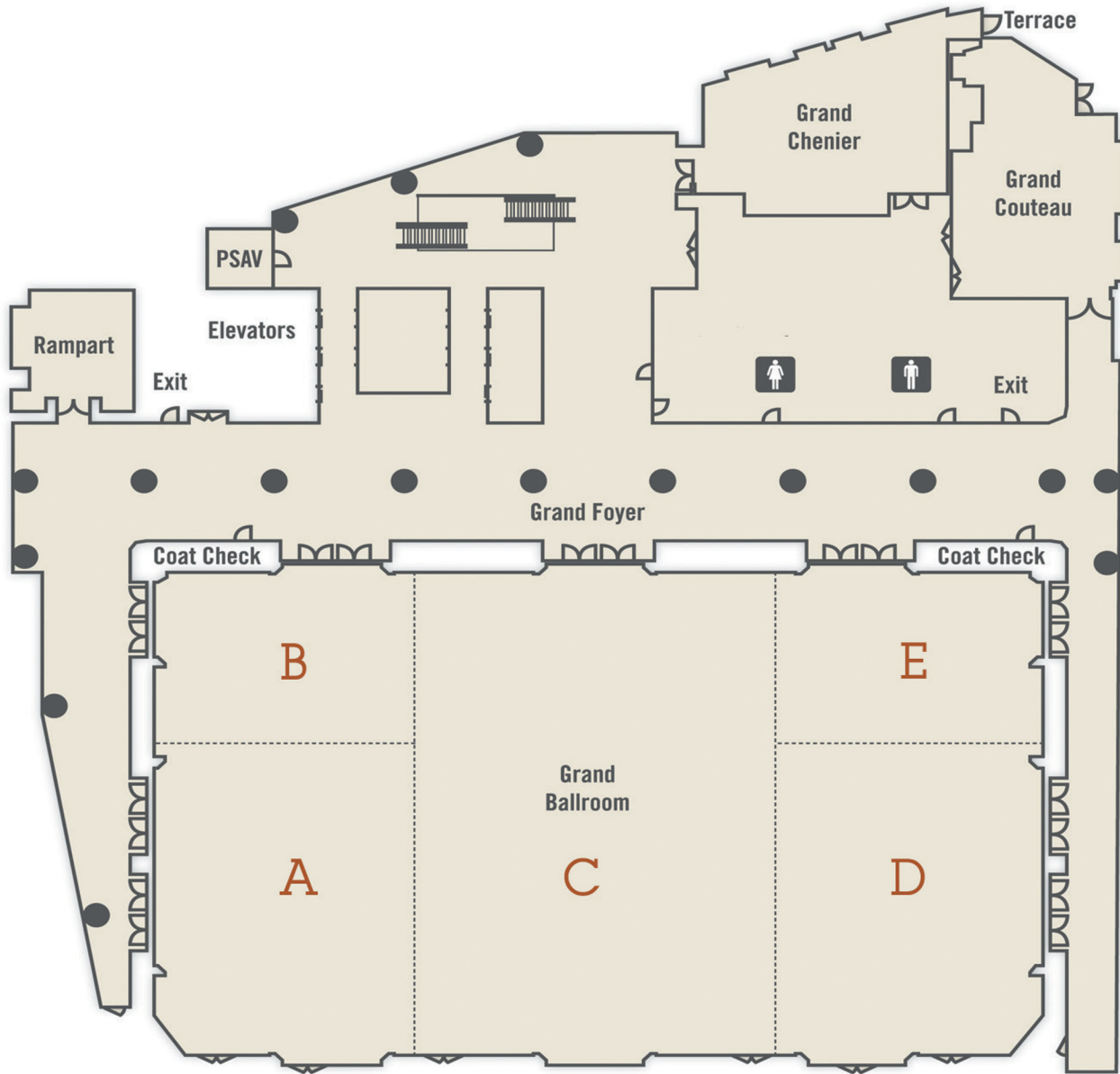
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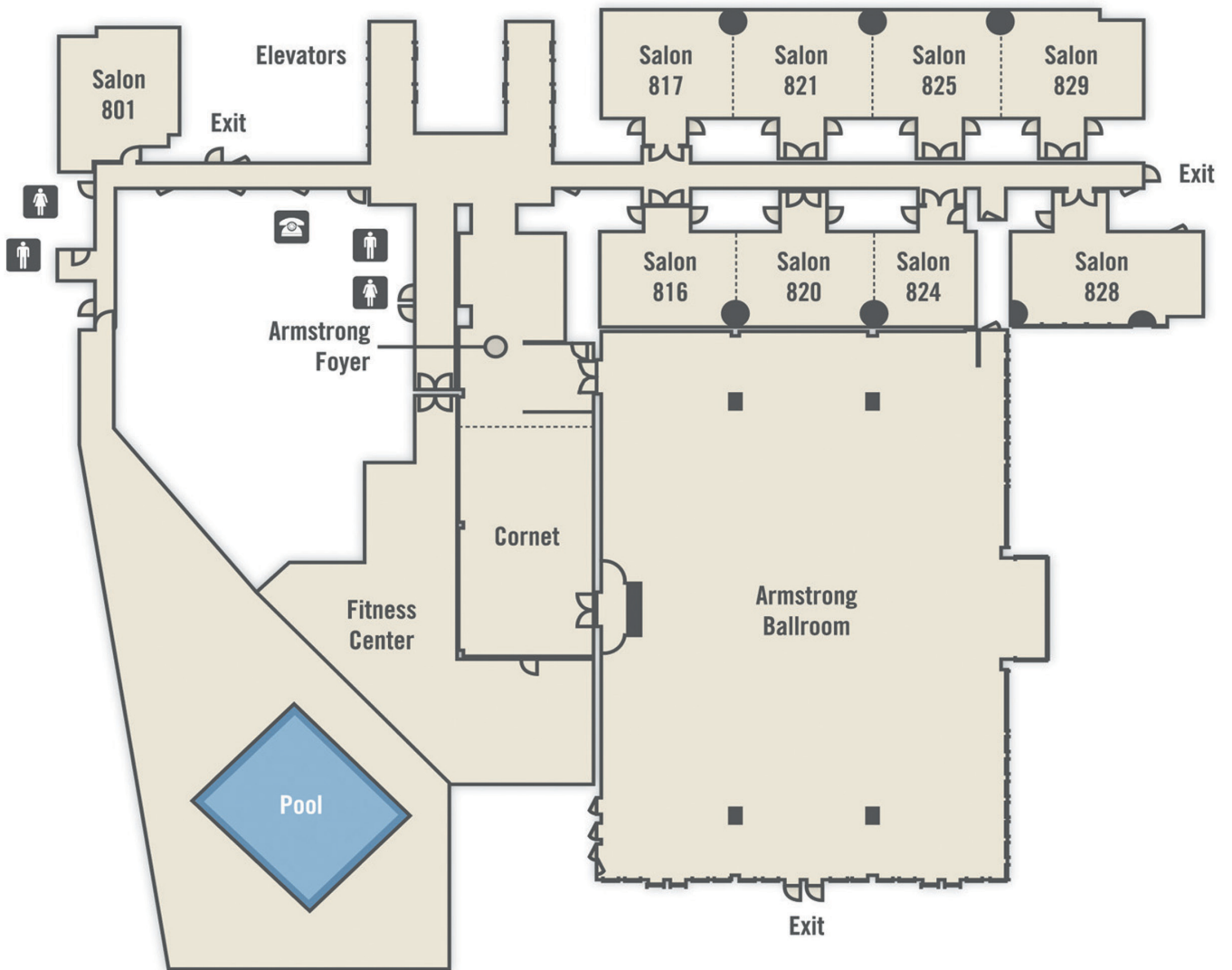
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8th Floor



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