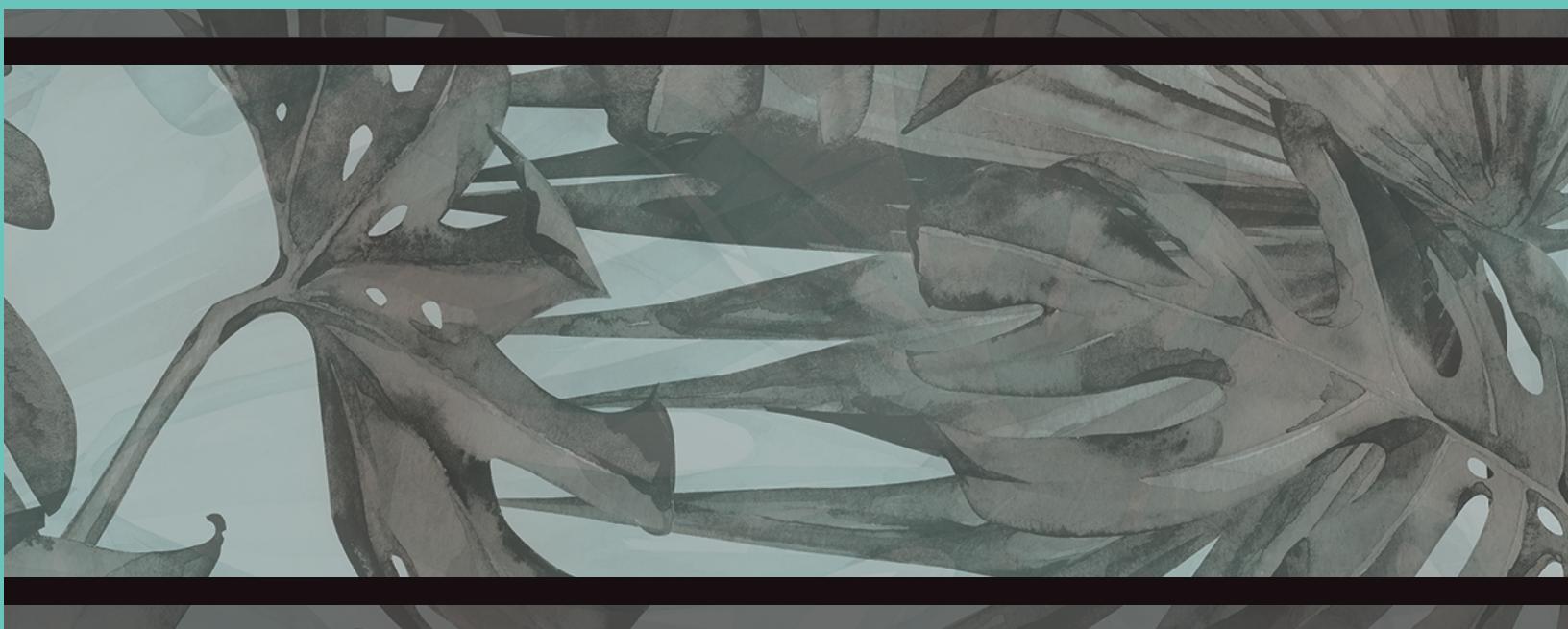


ASSOCIATION FOR INSTITUTIONAL RESEARCH

2018

*Program Book
& Schedule*



AIR | FORUM

May 29 - June 1, 2018 • Orlando, FL

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Table of Contents

Welcome from the AIR President and the AIR Executive Director	2
Keynotes and Special Events	4
Community Outreach Project.....	5
General Forum Information	6
2018 AIR Forum Sponsors.....	9
Session Topic Areas and Formats.....	10
Using the Forum Program Book and Icon Key	11
Daily Events	
Monday, May 28	13
Tuesday, May 29	17
Wednesday, May 30.....	27
Thursday, May 31	65
Friday, June 1	111
Affiliated Organization Meetings	121
Scholarly Paper Citations.....	123
AIR Award Recipients	124
AIR Affiliated Organization Travel Grant Participants and Recipients	127
Our Sponsors.....	128
Presenter Index	136
Maps and Floor Plans.....	141
Notes Pages.....	145

Welcome from the AIR President and the AIR Executive Director

On behalf of the Board of Directors and the Executive Office staff, welcome to the 2018 AIR Forum!

We are excited to gather some 2000 higher education professionals in Orlando to celebrate your good work and to learn from one another. The Forum offers numerous opportunities for learning, connecting, and sharing – workshops targeted at building new skills, impact sessions focused on broad, emerging topics, and over 300 peer-reviewed concurrent sessions presented by experts in the field. The latest tools and technologies to improve and streamline our work can be found among our sponsors in the Exhibit Hall. Reconnect with colleagues and form new connections before and after sessions, during the receptions, or within a dinner group to strengthen your professional network.

The value of the Forum is underscored by this period of growth and change for higher education and consequently for our profession. The increasing availability of data and analytic tools have the potential to transform higher education institutions, to improve student outcomes, and to close achievement gaps. Data and technology, however, are not enough. The knowledge and skills of professionals from institutional research, institutional effectiveness, assessment, and other related analytic fields are essential to provide the insights, interpretation, and contextualization that turns data and analysis into meaningful and actionable information on our campuses and beyond.

To further our collective understanding of the potential power and impact of data and analytics, we are excited to offer two nationally recognized keynote speakers. Stephanie Evergreen, a data visualization expert, will broaden the notion of “making pretty graphs” to include the importance of intentional data visualizations for changing conversations, and even organizational culture about the use of data for decision making. Cathy O’Neil, a data scientist and author, will challenge us to think more deeply about how mathematical models and algorithms can impact the lives of individuals and shape the future of our societies.

Please take advantage of all the Forum has to offer! We encourage you to learn alternative approaches, acquire new skills, exchange ideas, and strengthen collaborations so you can be a catalyst to help advance your institution’s mission for the benefit of students through the thoughtful use of data and analytics.

Best wishes for a wonderful Forum experience!



C. Ellen Peters



Christine M. Keller



President

C. Ellen Peters

University of Puget Sound



Executive Director & CEO

Christine M. Keller

Association for Institutional Research

2017 - 2018 Board of Directors



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*Central New Mexico
Community College*

Keynote Speakers

Changing the Conversation with Intentional Data Visualization

STEPHANIE EVERGREEN

Wednesday, May 30 @ 8:00 AM Gatlin Ballroom

Session ID: 172303

Learn more on page 30

Dr. Stephanie Evergreen is best known for using a research-based approach to help researchers better present their data to stakeholders through more effective graphs, slides, and reports. A Fulbright scholar, her dissertation illustrated the extent of graphic design use in written research reporting. Her book, *Effective Data Visualization*, reached #1 on Amazon's bestsellers list, and she authors a popular blog on data presentation at StephanieEvergreen.com.



Weapons of Math Destruction

CATHY O'NEIL

Friday, June 1 @ 10:00 AM Gatlin Ballroom

Session ID: 172304

Learn more on page 118

Cathy O'Neil is the author of the *New York Times* bestseller, *Weapons of Math Destruction*. She earned a Ph.D. in math from Harvard, was a postdoctoral fellow in the MIT math department, and a professor at Barnard College. In the private sector, she was a quantitative analyst for the hedge fund D. E. Shaw during the credit crisis. In 2011 she began working as a data scientist in the New York start-up scene, building models to predict people's purchases/clicks. Cathy wrote *Doing Data Science* in 2013 and is a columnist for *Bloomberg View*.



Special Events

1st Time @ Forum Gathering

Tuesday, May 29 @ 4:45 PM – 5:30 PM

Butler Ballroom

First-time Forum attendees are invited to this gathering to meet other newcomers and engage with volunteer leaders. This is a great opportunity to form connections and gather tips to make the most of your first Forum experience.

Networking Reception hosted by the AIR Board of Directors

Wednesday, May 30 @ 4:00 PM – 5:00 PM

Exhibit Hall/Sebastian Ballroom

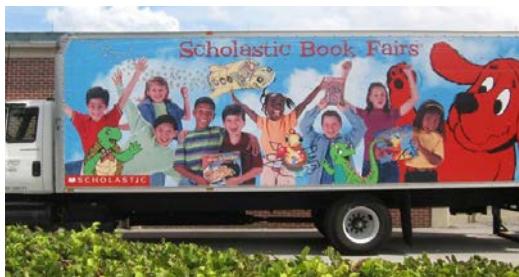
Join us for a festive reception featuring entertainment and refreshments. Meet the AIR Board of Directors and staff, network with colleagues, play the Citrus City Connection badge earning game, participate in our community outreach project, and visit with our sponsors to improve the effectiveness of your office with the newest tools, techniques, software, products, and services. Reception hosted by the AIR Board of Directors.

Dessert Break and Networking

Thursday, May 31 @ 1:00 PM – 2:00 PM

Exhibit Hall/Sebastian Ballroom

Please join us for a complimentary dessert break to thank our sponsors and close the Exhibit Hall. We'll also announce the winners of the Citrus City Connection badge earning game and distribute prizes.



Love of Learning Book Fair A Community Outreach Project for Tangelo Park Elementary

AIR is pleased to partner with Rosen Hotels and Scholastic Book Fairs to support the *Love of Learning* at Tangelo Park Elementary. You can help us meet our goal of providing one or more books for each of the 700 students at Tangelo Park Elementary. Through the *Love of Learning* outreach project, our conference can make a difference in the communities we visit.

Love of Learning Book Fair at the 2018 AIR Forum

Join us in the Exhibit Hall for a Scholastic Book Fair to benefit Tangelo Park Elementary, featuring 100 titles hand-picked for the demographics and needs of Tangelo Park students.

BOOK FAIR DETAILS

Wednesday and Thursday in the Exhibit Hall – Booth 502

For each book purchased, one will be donated for free. Credit cards, cash, and checks are accepted.

SPECIAL BONUS

Visit booth 502 and get your picture taken with Clifford® The Big Red Dog

About Tangelo Park and the Harris Rosen Tangelo Park Program

The community of Tangelo Park is located southeast of Orlando's International Drive tourist area. From the late 1980s through the early 1990s, Tangelo Park characterized a typical urban community with low socioeconomic demographic issues: overt drug problems, poor school attendance, declining test scores, and high school dropout rates.

More than 20 years ago, Harris Rosen (founder and CEO of Rosen Hotels) embarked upon a continuing multi-million dollar commitment to improve the Tangelo Park neighborhood. In addition to free preschool to children ages 2-4 the project includes all-expense paid education for Tangelo Park students who are accepted to a Florida postsecondary school or college. To date, approximately 190 children have received full college scholarships. The project is noted for its success in lowering crime, increasing education, and revitalizing a blighted community.

Tangelo Park Elementary

The mission of Tangelo Park Elementary is "to lead our students to success with the support and involvement of families and the community." The school provides tutors and mentors, addresses drug prevention issues, and provides workshops that address parental issues. School demographics include a student body comprised of 40% non-English speakers (mostly Spanish) and 30% African Americans. Most students are reading below grade level.

About Scholastic Book Fairs

Scholastic Book Fairs inspires a *love of learning* by helping schools encourage a lifelong love of reading. Through partnerships with schools, parents, and community organizations, Book Fairs give PreK-8th grade students access to affordable, popular books that will inspire them to read - and to keep reading - long after they leave the classroom. AIR appreciates Scholastic Book Fairs partnership for this project including books, staff, and numerous resources.

Photo Credit: Doug Scaletta

General Forum Information

About the AIR Forum

The AIR Forum, the Association's annual conference, is the world's largest gathering of higher education professionals working in institutional research, effectiveness, assessment, planning, and related postsecondary education fields. This four-day conference includes more than 300 presentations by colleagues representing all sectors of higher education and an Exhibit Hall featuring the latest tools and resources to support data use for decision making.

AIR Forum App

Use the AIR Forum App to search for specific sessions, build a custom schedule, download presentation materials, access scholarly papers, take notes, evaluate sessions, and view maps. Seamlessly syncing, the AIR Forum App (available for iPhone, Android, and your web browser) is your source for the most up-to-date information about schedule changes and new information. Learn more at forum.airweb.org.

Annual Business Meeting

The Annual Business Meeting of the Association is scheduled at 1:45 p.m. on Wednesday 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. Board members will answer questions and discuss future plans for AIR.

Affiliated Organizations

Affiliated Organizations (AOs) are independent of AIR, but we all share a common mission of data use for the improvement of higher education. The Forum, in particular, provides an opportunity for AOs to participate in a variety of select networking and professional development activities, including:

Travel Grant – AIR partners with AOs to expand travel assistance grants for attending the AIR Forum.

Best Presentation – Each AO's best presentation/best paper winner receives a presentation slot at the AIR Forum.

Meeting Space/Dinner Groups – AOs can organize a meeting or dinner group at the Forum to connect with their members.

Citrus City Connection

Formatted like a digital scavenger hunt, the Citrus City Connection, AIR's badge earning game, is an opportunity to network, explore the Forum, and earn prizes. Badges can be earned by attending sessions, joining dinner groups, visiting a sponsor booth, and much more! Maximize your badge earning opportunities by exploring the Exhibit Hall, interacting with sponsors, and participating in our community outreach project.

Winners will be announced during the dessert reception in the Exhibit Hall on Thursday, May 31, between 1:00 p.m. and 1:45 p.m. The leaderboard can be accessed from the AIR Forum App.

Rules for the game can be found in the AIR Forum App. A paper version of the game will be available at the registration desk for attendees who do not have access to a smart phone, tablet, or laptop.

Code of Conduct

AIR invites you to attend the AIR Forum, our annual conference, in the collegial spirit of learning, sharing, and networking with open-mindedness and respect. Attendees must behave responsibly at all events. Threatening physical or verbal actions; disorderly or disruptive conduct; and harassment, sexual or otherwise, will not be tolerated. Such behavior may result in removal from the meeting, denial of access to meeting facilities, and other penalties. Conference fees will not be refunded if an attendee or sponsor is removed from the conference as a result of violation of this code. Please ask for Gina Johnson at the registration desk to report violations.

Digital Pass

Sessions marked with the digital pass symbol □ are part of AIR's Digital Pass. These sessions will be recorded and available for viewing after the Forum as a member benefit for all 2018-2019 members. The Digital Pass includes both keynotes and 30 highly rated sessions.

Dinner Groups

Meet new people and network with colleagues by joining a dinner group hosted by fellow AIR members on Tuesday or Wednesday, or an Affiliated Organization (AO) dinner group on Wednesday and Thursday. Tuesday and Wednesday dinner groups meet in the Rosen Shingle Creek Transportation Lobby to connect with the host. Tuesday dinner groups for dinners at hotel outlets will meet up at 5:30 p.m. for 6:30 reservations. Off-site dinner groups will utilize shuttle bus transportation to Pointe Orlando and will meet up at 6:30 p.m. for 7:30 reservations. Wednesday AIR-sponsored dinner groups will meet up at 6:30 p.m. for 7:30 reservations. Affiliated Organization dinner groups will meet up at the AO meeting rooms at the conclusion of AO meetings on Wednesday and Thursday.

Evaluations

Forum participants are invited to evaluate conference sessions during the conference via the AIR Forum App. After the Forum, you will receive an invitation to participate in the overall Forum evaluation. Please take time to respond, as your feedback is used for future Forum planning.

Exhibit Hall—The AIR Networking Hub

Visit the Exhibit Hall, AIR's networking hub, located in Sebastian J/K, to meet sponsors and learn about the latest software, products, and services, and participate in our community outreach project. This is also the place to meet with colleagues and charge your device at our charging stations. The Exhibit Hall is the site of the Poster Presentations and coffee breaks, a gathering spot for lunch breaks, and the locale for the Wednesday Networking Reception (hosted by the AIR Board of Directors) as well as the complimentary dessert break after the Thursday Poster Presentations. Be sure

to check out the photo booth to create fun Forum memories and visit sponsors to earn badges for the Citrus City Connection game.

Exhibit Hall Hours

Wednesday, May 30	8:00 a.m. – 5:30 p.m.
Thursday, May 31	7:30 a.m. – 2:00 p.m.

Facilitators

Facilitating a session is an opportunity to build your professional network and give back to your Association. It is easy and has a big impact on the success of the conference. Facilitators introduce presenters, ensure sessions begin and end on time, notify AIR staff if any issues arise, remind participants about evaluations, and count session attendees. More information is available on the AIR Forum App.

Host Hotel & Conference Center

On 255 acres along Shingle Creek, the headwaters of the Everglades, rises Rosen Shingle Creek. The luxury hotel breaks above the horizon and fills the sights of anyone traveling the southern end of Universal Boulevard. As you approach the property, you realize how close it is to the famous I-Drive and the Orlando International Airport. All of Orlando's best attractions, restaurants, shopping, and entertainment venues are within a short distance of this ideal location. The spacious conference center is conveniently located adjacent to the guest rooms. Hotel owner, Harris Rosen, is known for being an innovator in the hotel industry and a social philanthropist supporting higher education through college scholarships and the Rosen School of Hospitality.

Our overflow property is also part of the Rosen Brand. The Rosen Centre is located just a short distance from the Rosen Shingle Creek. Guests staying at the Rosen Centre will have transportation provided to and from the Rosen Shingle Creek daily.

Lunch and Breaks

Schedules for Wednesday and Thursday include dedicated lunch breaks and networking (in the Exhibit Hall). Savor some of the city's best cuisine at dining options located in the Rosen Shingle Creek, including Mi Casa Tequila Taqueria, Headwaters Lounge, Tobias

Burgers & Brews, Café Osceola, Cat-Tails Pool Bar & Grill, and Shingle Creek Clubhouse Grille. Fine dining options include Cala Bella and A Land Remembered. Smooth Java coffee bar is located in the Rosen Shingle Creek lobby. For sundries and snacks, 18 Market Street offers deli options, beverages, and more.

Mi Casa Tequila Taqueria, Tobias Burgers & Brews, Café Osceola, Headwaters Lounge, Cat-Tails Pool Bar & Grill, and A Land Remembered restaurants are offering special lunch menus at \$15 for AIR Forum attendees. Grab-and-go lunch options are available at special prices for Forum participants in the Sebastian Foyer just outside the Exhibit Hall.

Coffee Break. Coffee will be served in the Exhibit Hall Thursday from 7:45 a.m. – 8:45 a.m.

Dessert Break. Please join us for a complimentary dessert break to thank our sponsors and close the Exhibit Hall on Thursday, from 1:00 p.m. – 1:45 p.m. We'll also celebrate the success of our community outreach project, announce the winners of the Citrus City Connection badge earning game, and distribute prizes before the Exhibit Hall closes at 2:00 p.m.

Off-site Opportunities

Our host hotel and conference center, The Rosen Shingle Creek, is conveniently located near International Drive, and the city's best attractions. Restaurants, shopping, and theme parks are just a short ride away. Complimentary shuttles from the Rosen Shingle Creek to Pointe Orlando, in the heart of famous I-Drive, run every 20 minutes between the hours of 5:00 p.m. and 12:00 a.m. Tuesday, Wednesday and Thursday. The last return shuttle leaves the Pointe Orlando at 12:40 a.m. For more information, visit the AIR Forum App or Registration Desk. Pointe Orlando is at the center of I-Drive with many attractions, restaurants, and shopping onsite and many more just a short walk or trolley ride away.

Registration and Information Desk

Forum Registration is located on the Lower Level of the Convention Center between the Sebastian and Panzacola meeting spaces.

General Registration Hours

Monday, May 28	7:00 a.m. – 5:00 p.m.
Tuesday, May 29	7:00 a.m. – 6:00 p.m.
Wednesday, May 30	7:00 a.m. – 4:30 p.m.
Thursday, May 31	7:00 a.m. – 4:30 p.m.
Friday, June 1	7:00 a.m. – 10:00 a.m.

Wireless Internet

Wireless Internet suitable for checking email and using the AIR Forum App is available in the Rosen Shingle Creek Conference Space using the AIR SSID and Password (available at the technology desk). Complimentary wireless is also available in most public areas of the hotel.

AIR VOLUNTEERS

Thank you! AIR expresses sincere appreciation for all of the individuals who served as reviewers, advisors, and contributors during the past year. The Association's programs and initiatives would not be successful without your time, dedication, and enthusiasm.

Please visit the AIR website to view the extensive list of individuals who shared their talents with AIR.

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Sponsor descriptions can be found on pages 128–135

Session Topic Areas and Formats

Topic Areas

Sessions and workshops – the foundation for building your Forum schedule – were accepted for the 2018 Forum educational program in the following topic areas. Choosing sessions from specific topic areas can help you design a schedule that meets your needs and interests. The topic area appears after the session type under each session title.

Identify Information Needs (*Information-Needs*)

This topic area includes the process of identifying stakeholders and their decision support needs.

Collect, Analyze, Interpret, and Report Data and Information (*Data*)

This topic area includes the technical functions of institutional research in providing data, information, and analysis for decision support.

Plan and Evaluate (*Plan-Evaluate*)

This topic area includes operational, budgetary, and strategic planning and evaluation functions, such as those associated with assessment, both formative and summative, and formal accreditation requirements.

Serve as Stewards of Data and Information

(*Stewardship*) This topic area includes IR's role in ensuring an organization-wide data strategy as well as efforts related to data governance.

Educate Information Producers, Users, and Consumers (*Educate*)

This topic area includes efforts to train, coach, and educate constituents related to the use of data, analysis, and information to inform decision making. It also includes IR's role in convening discussions related to information needs and connecting producers and users of data together.

Operations and Leadership (*Leadership*)

This topic area includes the organization and management of IR offices and functions. It also includes intentional development of professional staff and leadership development of IR, IE, and assessment professionals.

Session Formats

Discussion Groups (45 minutes) are highly interactive small group discussions moderated by session leaders who encourage participants to share their perspectives.

Panel Sessions (60 minutes) are moderated discussions with three or more presenters who represent different organizations or sectors and offer unique points of view on a topic.

Posters are on display in the Exhibit Hall from Wednesday at 10:00 a.m. – Thursday at 3:00 p.m. Presenters are available for questions and answers during the Poster Presentations on Wednesday (odd numbered posters) from 12:30 p.m. – 1:30 p.m. and Thursday (even numbered posters) from 12:00 p.m. – 1:00 p.m.

Speaker Sessions (45 minutes) are led by one or more presenters with time reserved for questions and audience participation.

Affiliated Organization (AO) Best Presentations (45 minutes) are top-performing sessions from regional, state, and international IR conferences.

Using the Forum Program Book and Icon Key

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

07:00 AM–10:00 AM Wednesday AIR

07:00 AM–10:00 AM

Changing the Conversation with Intentional Data Visualization

Keynote | Special Event | Gatlin A/B

Designing charts and graphs is about more than making things look pretty. Ultimately, we report and present our information to teach our audience, to get our content firmly planted in their knowledge base, and to help them act and make decisions. Unthoughtful data visualization costs audience time, money, and patience. Intentional data visualization clears the way for thought leadership and intellectual discussion. This keynote talk will tell the stories of how effective data presentation shifts organizational culture and changes the conversation. (ID: 172303)

Presenter(s)
Stephanie Evergreen, Author and Data Visualization Expert

10:15 AM–11:00 AM

(AIRUM Best Presentation) Students' Sense of Belonging: The Development of a Predictive Model

Affiliated Organization Best Presentation | Information-Needs | Wékiwa 5

Increasingly, a feeling of belonging is known to be a key component of student retention and success. St. Cloud State University has developed a "Belonging Index," a predictive measurement that is strongly related to retention. In this presentation, the theory behind the importance of belonging will be described, along with work at other institutions showing its importance in improving student persistence and retention. We will present our survey measurement process, along with our procedures for using our "Belonging Index" to offer timely interventions to at-risk student groups. The following resources will be made available to attendees: the survey questions and the predictive model used to identify the students who are most at risk. (ID: 145746)

Presenter(s)
David Robinson, St. Cloud State University
Melissa Hanzek-Brill, St. Cloud State University
Glenn Davis, St. Cloud State University

30 AO Best Presentation Scholarly Paper Sponsor DigitalPass 2018 Forum

Session Type
— See previous page for detailed descriptions

Session Topic
— See previous page for detailed descriptions

Session Room Number

Tab denotes the day/event

Icons highlight session designations

Icon Key

Icon Key



AO Best Presentation



Scholarly Paper
(Download Available)



DigitalPass



Sponsor

Data & Decisions® Academy

Academy courses provide self-paced, online professional development for early career professionals in higher education who collect, analyze, or communicate data and information in support of institutional effectiveness. Academy courses build institutional research (IR) skills needed to support data-informed decision making.



SCHOLARSHIPS AVAILABLE!

Each spring, the Academy invites presidents of 2-year institutions to nominate a staff member who can receive a scholarship for completion of two individual courses. Presidential Scholarships are specifically designed for early career professionals at 2-year institutions.

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Practical approaches to designing quantitative and qualitative IR studies

Foundations of Data Management

Essential techniques for organizing IR studies data

Foundational Statistics for Decision Support

Basic techniques for summarizing and explaining data

Longitudinal Tracking for IR

An overview of longitudinal tracking focusing on student success

Learning Outcomes

Generating meaningful data through the development and use of well-articulated learning outcomes

Survey Design

Tools and techniques to help IR practitioners create surveys that will produce quality data for decision makers

Association for Institutional Research • Data & Decisions® Academy • www.airweb.org/academy

AccessLex Institute/AIR GRANTS

The AccessLex Institute /AIR Research and Dissertation Fellows Program is a partnership between the AccessLex Institute and the Association for Institutional Research (AIR).

The Fellows Program is a research grant competition promoting scholarship on issues related to access, affordability, and value of legal education specifically, and graduate and professional education more broadly. Recipients of AccessLex Institute/AIR Grants will present their research at the AccessLex Institute Legal Education Research Symposium, November 11 -12, 2018, in Scottsdale, AZ.

2017-18 AccessLex Institute/AIR Grant Recipients
Presenting at the AccessLex Institute Legal Education Research Symposium:

DISSERTATION GRANT PRESENTATION

Ya-Chi Hung, *The Pennsylvania State University*

RESEARCH GRANT PRESENTATIONS

Andrea Curcio, *Georgia State University*

Kevin Escudero, *Brown University*

Frank Fernandez, *University of Houston*

Ryan Wells, *University of Massachusetts Amherst*

Liang Zhang, *New York University*



www.airweb.org/GrantsAndScholarships/



Program Highlights: Monday, May 28

7:00 AM – 5:00 PM Registration Open (Sebastian Registration)

8:00 AM – 4:00 PM Pre-Conference Workshops (Additional Fee Required)

Monday

08:00 AM–11:30 AM

Comprehensive Curriculum Mapping for Learning Outcomes Assessment

Pre-Conference Workshop | Plan-Evaluate | Wekiwa 6

Student learning outcomes assessment is crucial for institutional effectiveness. Curriculum mapping, a prerequisite for program learning outcomes (PLOs) assessment, provides a way to align PLOs with curriculum. Typically, a curriculum map comprises PLOs, courses required for completing a specific academic program, and levels of learning for each course (i.e., introductory, reinforced, and mastery). However, it is unclear to what extent course learning outcomes (CLOs) align with PLOs and measures used to assess each CLO. This session focuses on using simple and comprehensive curriculum mapping to align curriculum with PLOs, CLOs, and measures. The presenter will share a template and examples and will guide the participants through developing and evaluating curriculum maps from an evaluator's perspective. Participants will leave the session with techniques to construct and evaluate curriculum maps at their own institutions. (ID: 145859)

Presenter(s)

Yongmei Li, Converse College

Forecasting in Excel

Pre-Conference Workshop | Data | Wekiwa 5

As institutions focus on enrollment management, the ability to understand and project patterns of change is imperative. Providing timely and accurate forecasts to campus stakeholders assists in the planning and development of physical, academic, and human resources. This workshop continues the conversation that began in AIR's webinar "Basics of Forecasting" and through pre-work exercises in Excel. Examples of curve-fitting and causal models of enrollment forecasting will be examined, including trend lines, exponential smoothing, moving averages, and linear regression. Required pre-work: In May, AIR will provide workshop participants with a unique link to the webinar recording and Excel exercise instructions. The webinar is one hour in length, the cost for which is included in the workshop registration fee. (ID: 145810)

Presenter(s)

Wendy Kallina, Kennesaw State University

Eric Atchison, Mississippi Board of Trustees of State Institutions of Higher Learning

Visualizing Survey Data in Tableau

Pre-Conference Workshop | Data | Wekiwa 4

In this workshop, participants will learn how to use Tableau to visualize survey data through a series of hands-on exercises using higher education data. Attendees will acquire the skills to transform survey data; create a variety of basic and advanced visualizations; build basic calculations; work with weighted data; and build interactive dashboards they can share with their campuses. Consideration of audience, small cell sizes, and design best practices will be discussed. Perfect for those with some Tableau experience who want to visualize survey data, this workshop will help participants gain Tableau expertise. (ID: 145684)

Presenter(s)Craig Abbey, *University at Buffalo***08:00 AM–04:00 PM****Best Practices for Reporting and Using IPEDS Data to Improve Office Efficiencies**

Pre-Conference Workshop | Data | Wekiwa 2

This recently redesigned workshop provides intermediate-level keyholder training, and is specifically designed for individuals who have led IPEDS data submissions at their institutions for at least one full reporting cycle. It features best practices in IR, as well as technical efficiencies in data management through Excel and in review and submission of IPEDS survey data. The workshop expands on the use of IPEDS data for benchmarking to address key institutional questions and needs. Participants should have experience with the “Use the Data” section of the NCES website, and a working knowledge of Excel. Note: IPEDS survey component submission instructions and basic benchmarking concepts are not covered in this workshop. (ID: 160818)

Presenter(s)Braden Hosch, *Stony Brook University*
Joseph Stankovich, *Skidmore College***Using Power BI as a Platform for Data Visualization and Online Dashboards Parts I and II**

Pre-Conference Workshop | Data | Wekiwa 1

In an ever-increasing digital world where access to information is rarely beyond one's own fingertips, institutional researchers must transition from their tired reliance on spreadsheets and pivot tables and acclimate to visual reporting and interactive dashboards. In this hands-on workshop, participants will not only be captivated by Power BI's functionality with Microsoft Excel, but, also by the visually stunning and interactive dashboards. By utilizing sample datasets, this workshop will guide the participant through the essential elements of the DAX programming language; the creation of intermediate-level data measures; the integration of R visuals into your BI report; and the use of modeling. While the subject material of the workshop necessitates a certain amount of lecture-style teaching, the majority of the workshop will be spent in group exercises, guided demonstrations, and general discussion. (ID: 144131)

Presenter(s)Marcus Brewer, *University of North Georgia***12:30 PM–04:00 PM****Building an Institutional Culture of Evidence: Applying the Information**

Pre-Conference Workshop | Plan-Evaluate | Wekiwa 5

In this workshop, participants will apply information learned in AIR's “Institutional Culture of Evidence” webinars to their own institutions and settings. They will identify relevant skills, resources, and stakeholders within their institutions, assess their contexts, develop outlines for next steps, and craft processes for monitoring progress and success. This event provides opportunities to interact with other professionals and experts to share best practices and strategies for overcoming obstacles. Required pre-work: In May, AIR will provide workshop participants with a unique link to the webinar recording. The webinar is two hours in length (two one-hour sessions), the cost for which is included in the workshop registration fee. (ID: 160824)

Presenter(s)Ann Gansemer-Topf, *Iowa State University*
Darlena Jones, *Association for Institutional Research*

Building Your IR Crystal Ball: Predictive Analytics With Tableau

Pre-Conference Workshop | Data | Wekiwa 4

If you were to find Aladdin's lamp, what would your three wishes be? Increased enrollments? Improved graduation rates? An IR Crystal Ball? This workshop is Aladdin's lamp, and it will give you the tools you need to build your IR Crystal Ball. Your IR Crystal Ball will be crafted over the course of this workshop during which attendees will learn about predictive analytics, forecast modeling, and machine learning through an instructional component followed by an interactive component using Tableau. Attendees will build a dashboard that connects to IPEDS data in order to predict future national and institutional admissions, completions, and graduation rates. Attendees will implement forecast modeling; learn how to create calculated fields; develop filters and parameters; select appropriate data visualizations; and apply best practices in dashboard design and formatting. Attendees will have a complete dashboard at session's end to share with other attendees and take back to their institutions. (ID: 145768)

Presenter(s)

Christine Plepys, Association of Schools and Programs of Public Health
Emily Burke, Association of Schools and Programs of Public Health

Create Powerful Results With Data Visualization and Exploration

Pre-Conference Workshop | Data | Wekiwa 3

Are you living with data in spreadsheets? Are your data in systems across multiple departments in different forms? Do you wish users could answer questions themselves, producing compelling output with an easy-to-use interface? Would you like to be able to provide insights about your students you never thought to investigate? If so, this workshop is for you! Come to this hands-on workshop with SAS® and Western Kentucky University to learn how to explore and analyze institutional data, create compelling visualizations, and use sophisticated analytics such as decision trees, on-the-fly forecasting, and scenario analysis. You'll also gain experience with combining data from different data sources and preparing data. Whether you are new to analytics or are experienced in statistics or data science, powerful analytics are at your fingertips. (ID: 145841)

Presenter(s)

John Berry, SAS
Tuesdi Helbig, Western Kentucky University

Developing a Procedure to Effectively Check Data for Errors

Pre-Conference Workshop | Data | Wekiwa 8

IR professionals work on countless data sets and numerous reports, and they must do so while ensuring the quality of these data because inaccuracies can lead to fines, poor data-driven decisions, and even embarrassing public blunders. Naturally, having data-quality procedures in place and using effective techniques to check these data are critical. The presenters aim to demonstrate how to devise a procedure with multiple techniques that make use of Excel formulas and features in order to ensure quality, error-free data sets and reports. The presenters will also demonstrate formulas and features to use in Excel to check for suspicious data and discuss when to use the techniques and why it is helpful to use them. Participants in this workshop will develop procedures that they can implement at their institutions to ensure that they are reporting error-free data. Participants will also be able to execute various techniques in Excel in order to highlight suspicious data in their own analyses. (ID: 145812)

Presenter(s)

Kirsten Skillrud, Higher Education Data Sharing (HEDS) Consortium
Adrea Hernandez, Higher Education Data Sharing (HEDS) Consortium

Introduction to Institutional Research

Pre-Conference Workshop | Leadership | Wekiwa 9

This workshop is designed for individuals who are new to the field of institutional research (IR). In this workshop we review the typical roles and responsibilities associated with IR, highlight useful resources, and learn how to develop connections with others in the field. This is an informative and interactive workshop that is useful to new IR professionals. (ID: 161268)

Presenter(s)

Eric Atchison, Mississippi Board of Trustees of State Institutions of Higher Learning
Melanie Sullivan, Providence College

The Art and Science of Enrollment Forecasting*Pre-Conference Workshop | Plan-Evaluate | Wekiwa 7*

This workshop will describe and demonstrate best practices in forecasting enrollment and FTES by academic level, residence, and location for institutions of any size, mission, and complexity. A combination of presentation, small group activities, discussion, and hands-on exercises will be used. Participants will be introduced to an Excel enrollment-projection model (no sophisticated knowledge of complex statistical analysis tools needed) that has been successfully used to project headcount and FTES enrollment in a large (20,000+), public, diverse, and comprehensive university. The model can be adapted to institutions of any size, mission, and complexity. This model is not designed to project how many new students will attend an institution, but to forecast how they will progress, hopefully, to graduation. (ID: 145212)

Presenter(s)

Francis Doherty, *James Madison University*
Christopher Orem, *James Madison University*

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Program Highlights: Tuesday, May 29

- 7:00 AM – 6:00 PM Registration Open (Sebastian Registration)
- 8:00 AM – 4:00 PM Pre-Conference Workshops (Additional fee required)
- 1:00 PM 2018 FORUM CONTENT BEGINS**
- 1:00 PM – 4:30 PM Impact Sessions – Open to all, included in your Forum registration
- 4:45 PM – 5:30 PM 1st Time @ Forum Gathering
- 5:00 PM – 11:59 PM Bus transportation to/from I-Drive and Pointe Orlando
- 5:30 PM – 6:00 PM Networking and find a Dinner Group
(Transportation Lobby) *Reservations at 6:30PM*
- 5:30 PM – 6:30 PM Global Gathering
- 5:30 PM – 6:30 PM We Know Barbara: Holistic Course Alumni Gathering
- 5:30 PM – 7:00 PM Community College Reception
- 6:30 PM – 7:00 PM Networking and find a Dinner Group
(Transportation Lobby) *Reservations at 7:30PM*

Networking Tips

If this is your first Forum, be sure to attend the **1st Time @ Forum Gathering** to meet other newcomers and hear from volunteer leaders who will share tips about how to make the most of the many learning and networking opportunities at the 2018 Forum.

Sign up for a dinner group Tuesday and/or Wednesday evening. They provide a great opportunity to **network** with other conference attendees while enjoying local dining options.

Tuesday night's **Global Gathering** reception provides a great opportunity to meet published authors and professionals from the U.S. and around the globe who explore the use of data, information, and analysis for higher education.

New Contacts

Notes

08:00 AM–11:30 AM**Building a Narrative Via Evidence-Based Storytelling***Pre-Conference Workshop | Plan-Evaluate | Wekiwa 3*

This workshop builds on initial discussions held at the AIR Forum 2017 on the concept of evidence-based storytelling. To begin crafting their own evidence-based story, participants in this workshop will review various tools and lessons learned from the Excellence in Assessment (EIA) designation narrative proposals; the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework; AIR's aspirational statement; and the approach of organizational digital narratives. By pulling examples from the field and engaging with participants on how to move reporting and transparency towards effective communication, this workshop will assist participants in moving IR into a more central role of meaning-making. Participants will leave with a refined narrative to communicate meaningfully about their work. (ID: 145699)

Presenter(s)

Natasha Jankowski, *National Institute for Learning Outcomes Assessment*
Gianina Baker, *National Institute for Learning Outcomes Assessment*

Building an Effective Assessment Process*Pre-Conference Workshop | Data | Wekiwa 9*

To effectively understand what students are learning and, more important, what can be done to improve student learning, institutions must understand assessment as a process, not a thing. Admittedly, foundational concepts of validity, reliability, and fairness are at the core of the inferences institutional researchers make about students, but it is just as important to build effective processes that help institutional researchers capitalize on good measures of student learning. IR must always seek to turn data into information, and information into action. This workshop will focus on an effective process of assessment, including critical features, common pitfalls, and keys to an effective implementation in practical settings. (ID: 161270)

Presenter(s)

Ross Markle, *Educational Testing Service*
Andrea Pope, *James Madison University*

Conducting a Quality Survey Research Project*Pre-Conference Workshop | Data | Wekiwa 5*

This workshop is an extension of AIR's webinar "Do's and Don'ts in Survey Research" and presents the principles of survey research, explores the traits of quality survey instruments, and provides practical tips for reporting. Participants new to survey research will not be overwhelmed, and those needing a refresher will find useful tips. Learn from a seasoned researcher on ways to incorporate survey research into your data collection. Required pre-work: In May, AIR will provide workshop participants with unique links to two webinar recordings. Each webinar is one hour in length, the cost for which is included in the workshop registration fee. (ID: 160826)

Presenter(s)

Darlena Jones, *Association for Institutional Research*

Introduction to SPSS Syntax*Pre-Conference Workshop | Data | Wekiwa 7*

Data analysis is critical to IR, and one of the basic skills institutional researchers need is to effectively use a statistical software package. This workshop is designed for new institutional researchers or anyone who would like to learn the SPSS syntax. SPSS is one of several major statistical packages used in institutional research. The workshop will provide hands-on experience for the commonly used SPSS commands and procedures, including running frequencies, cross-tabs, and descriptives; formatting or creating variables; giving variable or value labels; reading data from files of other formats such as SAS, Stata, Access, Excel, and text; joining multiple data files; aggregating data; running the index; and running macros. (ID: 143857)

Presenter(s)

Yuxiang Liu, *Yeshiva University*

IPEDS Student Financial Aid Training*Pre-Conference Workshop | Data | Wekiwa 2*

This workshop provides foundational training for completing the IPEDS Student Financial Aid Survey using an integrated approach to managing, storing, and extracting financial aid data required for survey completion. Topics include an overview of financial aid concepts and how they intersect IPEDS, how to effectively create frozen data files from enrollment and financial aid systems, how to use these files to answer the respective sections of the survey, and how the files can be leveraged to address additional reporting requirements such as the Common Data Set and internal reporting. The workshop concludes with exercises focused on how IPEDS financial aid data are used for external purposes as well as for internal benchmarking. (ID: 160821)

Presenter(s)Braden Hosch, *Stony Brook University***IR's Dash to Dashboarding: Enhanced Topics in Excel Dashboards***Pre-Conference Workshop | Data | Wekiwa 4*

IR offices have a unique perspective on key university information and should therefore become a more involved strategic partner in presenting key university metrics. While there are several dashboarding tools on the market, most require significant financial and IT resources, which many IR shops may not have. This session will provide the tools and techniques necessary to develop robust, interactive dashboards using Excel, covering much more than standard pivot charts and bar charts. It will provide a hands-on, example-based workshop exploring enhanced visualizations; multi-worksheet interactivity; integration with existing data extraction scripts and output files; criteria-selection methods; dynamic conditional objects and formatting; year-to-year scalability; distribution methods; and just enough VBA to add enhanced functionality and security. (ID: 145733)

Presenter(s)Richard Hetherington, *Temple University*
Merima Babic, *Temple University***Program-Level Student Learning Outcomes****Assessment: An Evaluator's Perspective***Pre-Conference Workshop | Plan-Evaluate | Wekiwa 6*

Academic program assessment, especially student learning outcomes assessment, is crucial for institutional effectiveness (IE). The major components of program-level student learning outcomes assessment include program mission, program-level student learning outcomes, measures, target achievement levels, results, and use of results. This workshop will focus on what each component is and how to do each component in order to effectively assess student learning outcomes at the program level. Participants will also learn how to assess the quality of each component. The presenter will share a template and examples of a program-level student learning outcomes assessment. Participants will leave the session with strategies to apply to program-level student learning outcomes assessment at their own institutions. (ID: 145853)

Presenter(s)Yongmei Li, *Converse College***R for IR: A Brief Introduction for Institutional Research Professionals***Pre-Conference Workshop | Data | Wekiwa 8*

This workshop kindly and briefly introduces analysts to the open-source statistical programming language, R. R's capacity to flexibly handle a wide variety of common IR tasks, from data cleaning to reporting, makes it an ideal tool for analysts. Attendees will work through foundational concepts for working with R, from vectors and environments to simple functions and mathematical operations to control structures. Attendees will also work through the basic stages of research: data import, cleaning, and manipulation; hypothesis testing; and reporting and visualization. R syntax, data files, and resources for further learning will be provided. Participants do not need prior R or other programming experience, but familiarity with Excel functions and other statistical software syntax (SPSS, MATLAB, SAS, Python, Stata) is beneficial. R and RStudio should be installed prior to the workshop. (ID: 144020)

Presenter(s)Brendan Dugan, *Indiana University Center for Postsecondary Research*

08:00 AM–04:00 PM**Tableau Fundamentals for the IR Professional***Pre-Conference Workshop | Data | Wekiwa 1*

In this workshop, participants will learn the basic features and functions of Tableau through a series of hands-on exercises using higher education data. Attendees will acquire the skills to connect to data, filter data, create a variety of visualizations, build basic calculations, and build interactive dashboards they can share with their campuses. Additionally, mapping data, organizing data, and working with data will be covered. Perfect for those with a little or no experience, this workshop will help participants gain Tableau expertise. (ID: 144046)

Presenter(s)*Craig Abbey, University at Buffalo***12:30 PM–04:00 PM****Advanced Topics in Forecasting***Pre-Conference Workshop | Plan-Evaluate | Wekiwa 5*

During this workshop, participants will take a deep dive into forecasting techniques with review of multiple forecasting methods pulled from published literature as well as advanced statistical modeling. We will explore the link from enrollment to tuition-revenue forecasting, using an Excel-based tuition-revenue model. This workshop will introduce the concepts, provide a walk-through example, and then move into a hands-on segment where participants will use the enrollment forecast created in the preceding portion of the workshop (or one provided, as needed) to build the tuition-revenue forecasting model. This is a stand-alone workshop, and participants do not need to have completed the Enrollment Forecasting Workshop I to participate. (ID: 145775)

Presenter(s)*Eric Atchison, Mississippi Board of Trustees of State Institutions of Higher Learning**Wendy Kallina, Kennesaw State University**David Mongold, University of Hawaii System***Assessment Dashboard in a Day With Power BI***Pre-Conference Workshop | Data | Wekiwa 3*

This workshop will walk users through transforming assessment data into interactive dashboards that enable faculty, staff, and administrators to more deeply engage with direct assessment results. Data preparation, model creation, and report design will be shown using provided sample data files. To fully engage with the session, participants will need a Windows laptop with the free Power BI desktop client installed. (ID: 140327)

Presenter(s)*Frederick Burrack, Kansas State University**Christopher Urban, Kansas State University***Garbage In, Garbage Out: Designing a Sustainable Assessment Model***Pre-Conference Workshop | Plan-Evaluate | Wekiwa 6*

The intent of the assessment process is to enhance programs and services, and also to meet increased calls for credibility and accountability. Institutions have to develop the required infrastructure to instigate real change and establish a culture of assessment to meet strategic goals and accreditation standards. This workshop provides tools that can be used to foster a culture of continuous improvement. These tools include identifying key components, building capacity to engage in assessment, and sharing “add-ons” to sustain and nurture the assessment practice. Participants will work through hands-on exercises to create a toolkit to take back to their institutions. (ID: 145588)

Presenter(s)*Divya Bhati, College of Charleston*

Tuesday

IPEDS Human Resources Training

Pre-Conference Workshop | Data | Wekiwa 2

This workshop prepares individuals to accurately complete the IPEDS Human Resources (HR) survey. It is designed for IR and human resources professionals, as well as other researchers or administrators who want to increase their understanding of these data. Topics include preparing data to increase consistency within the survey, understanding data definitions, classification of employees and alignment of employee function with Bureau of Labor Statistics Standard Occupation Classification (SOC) codes, coordination of effort between stakeholders in and outside of an institution, and planning for efficacy of data beyond the IPEDS HR survey itself. Exercises cover classifying employees properly, preparing for and completing the IPEDS HR survey, and benchmarking with commonly used employee metrics. (ID: 160819)

Presenter(s)

Sandra Kinney, Georgia Institute of Technology

Student Satisfaction Inventory: How to Best Use the SSI on Your Campus

Pre-Conference Workshop | Educate | Wekiwa 4

The Student Satisfaction Inventory is used by hundreds of colleges, universities, and community colleges each year to capture levels of satisfaction and the importance students place on those areas. The SSI is a comprehensive assessment that captures the student experience inside and outside of the classroom. The SSI data inform institutions of their internal strengths and challenges, compare them with external benchmarks, and allow for longitudinal trend analyses. This workshop will provide institutional researchers with guidelines for analyzing and presenting the satisfaction data, including examples of deeper data dives and charts for communicating results. Suggestions will be shared on which data elements are most relevant for enrollment management teams, student affairs offices, and academic affairs offices. Participants will be encouraged to share their own examples of what is working on their campuses. (ID: 143230)

Presenter(s)

Julie Bryant, Ruffalo Noel Levitz

01:00 PM–02:30 PM**A Collaborative IR/IT Model to Enhance Data-Informed Decision Making**

Impact Session | Leadership | Panzacola G-2

An ongoing data revolution has contributed to a growing sea of demands for data, insight, and action among key internal and external stakeholders. Central to satisfying those demands are institutional research (IR) and Information Technology (IT), two functions that in collaboration with senior leaders hold the keys to enabling data-driven cultures and smarter campuses. The purpose of this session is to highlight the need to forge stronger partnerships between IT, IR, and senior leadership and explore how it can be accomplished in any setting. The session will address moving from “should we collaborate?” (Yes!) to “how do we successfully collaborate?” to enhance data-informed decision making. Attendees will use tools for developing and enhancing collaboration in a workshop setting to prepare for using these tools in their own setting. (ID: 172309)

Presenter(s)

Jonathan Gagliardi, American Council on Education

Timothy Chester, University of Georgia

Gina Johnson, Association for Institutional Research

Creating a Higher Education System as an Engine for Social Mobility – The Key Leadership Role of IR/Data

Impact Session | Leadership | Panzacola H-2

The task seems momentous: How do we ensure that the U.S. higher education system promotes social mobility and economic development without replicating existing inequities? On this panel we will tie this big national question to the everyday work of IR/data professionals. We will explore (1) how IR/data as a key institutional capacity can actively lead to address this question, (2) good examples of institutions where data in the lead has created better results for students, (3) the emerging consensus about which data IR should be tracking to ensure that leaders manage all outcomes for all students, and (4) helpful resources. Throughout the session we will actively solicit attendee participation. (ID: 172311)

Presenter(s)

Archie Cubarrubia, Miami Dade College

Rachel Boon, Iowa Board of Regents

Moderator

Patrick Rossol-Allison, Bill & Melinda Gates Foundation

Exploring the Ethics of Analytics*Impact Session | Data | Panzacola G-1*

 Data used in analytics projects include a vast mix of information, from student behavior to departmental spending, and everything in between. The use of these data specifically for predictive analytics initiatives presents complex ethical questions that institutions must consider. This session will explore the ethics of analytics, how to start a discussion in your setting, determining who should be involved in the process, and development of guidelines to ensure ethical processes. Presenters will also consider some ethical questions attendees might explore in their own settings with a group of stakeholders. The session will be a mix of presentation and discussion. (ID: 172310)

Presenter(s)Julie Carpenter-Hubin, *The Ohio State University*Iris Palmer, *New America*Linda Sullivan, *University of Central Florida***Moderator**Don Hubin, *The Ohio State University***IPEDS Update***Impact Session | Data | Panzacola H-1*

 This session provides a general update on the Integrated Postsecondary Education Data System (IPEDS). A review of the 2017-18 data collection year, information about changes for the 2018-19 collection, and an overview of Research and Development are provided. (ID: 172316)

Presenter(s)Gigi Jones, *National Center for Education Statistics***03:00 PM–04:30 PM****Leveraging Resources for Data-Informed Decision Making***Impact Session | Leadership | Panzacola G-2*

If data and information are not used, they have no impact. As a result, the expertise and effort required to transform data into timely, usable, and actionable information is wasted, and opportunities to improve student success are missed. In this time of increased demand and expectations for data, analytics, information, and evidence, institutions seek to leverage resources to enhance data-informed decision making. How can institutional research play a central role in these efforts while partnering with professionals across the institution who have relevant skills and knowledge? This session explores the roles of IR professionals in curating data use through a user-focused approach to this work. (ID: 172306)

Presenter(s)Jeremy Goodman, *Olin College of Engineering*KC Greaney, *Santa Rosa Junior College*Michele Hansen, *IUPUI*Jason Lewis, *Association for Institutional Research*Bethany Miller, *Cornell College*Katrina Mintz, *Samford University*Leah Ross, *Association for Institutional Research*Tim Stanley, *Utah Valley University***Higher Education Policy: From the Hill and the State House to Campus***Impact Session | Information-Needs | Panzacola H-2*

This session will bring attendees a timely assessment of the climate in Washington, D.C. with respect to higher education policy conversations and potential legislation. Panelists will engage in a discussion of the issues of the day with a particular focus on national policy as it applies to institutional research, institutional effectiveness, assessment, and accreditation. Included in this session will be a consideration of how professionals who play a central role in data-informed decision making in their settings can engage in policy conversations at the federal and state level, including educating those in their setting on these topics and sharing the perspective of their setting with the policy community. (ID: 172308)

Presenter(s)Thomas Harnisch, *American Association of State Colleges and Universities*Kent Phillippe, *American Association of Community Colleges*Amanda Janice Roberson, *Institute for Higher Education Policy*Craig Lindwurm, *The Association of Public and Land-grant Universities*Christina Whitfield, *State Higher Education Executive Officers***Moderator**Eric Kelderman, *The Chronicle of Higher Education*

Institutional Researchers as Change Agents*Impact Session | Leadership | Panzacola G-1*

 Higher education often takes a leadership role in challenging discussions that shape the culture and climate of their institutions. How does institutional research - data, information, and analysis for decision making - guide and shape these conversations? How can professionals in this field serve as advocates for improved climate? This session will explore how IR professionals engage in conversations related to equity, campus climate, sexual harassment and assault, student mental health, student financial needs, and others. This will include an exploration of the role of developing data collection and analyses to inform conversations and climate improvement efforts. Attendees to this session will hear from a panel of colleagues and engage in structured small and large group discussion to explore the topic. (ID: 172307)

Presenter(s)

Michael Le, *Humboldt State University*
 Archie Cubarrubia, *Miami Dade College*
 Kristin McKinley, *Lawrence University*
 Anita Bringas, *University of New Mexico, Taos*
 Gina Johnson, *Association for Institutional Research*

Measuring Higher Education Outcomes: Collection, Dissemination, and Use of Data*Impact Session | Plan-Evaluate | Panzacola H-1*

 How do we measure success in higher education? How is it defined by an institution, its leadership, its students, the community, and employers? How do we truly measure what is important and avoid the use of proxy measures for success? As William Bruce Cameron stated, "not everything that counts can be counted, and not everything that can be counted counts." This session will explore the ways in which institutions are defining outcomes, developing measures to assess these outcomes, collecting data, and sharing these data with stakeholders for accountability and decision-making purposes. Attendees will hear from a panel representing a variety of settings about the ways they are measuring and utilizing outcomes data. (ID: 172305)

Presenter(s)

Laura Palucki Blake, *Harvey Mudd College*
 Laura Fingerson, *Capella University*
 Yash Morimoto, *Santa Fe Community College*
 David Troutman, *University of Texas System*

Special Event**1st Time @ Forum Gathering***Special Event | Butler Ballroom*

First-time Forum attendees are invited to this gathering to meet other newcomers and engage with volunteer leaders. This is a great opportunity to form connections and gather tips to make the most of your first Forum experience. (ID: 169754)

Special Event**Global Gathering: Building Capacity in IR and Decision Support***Special Event | Panzacola F-1*

All Forum attendees are welcome to attend this reception featuring the editor and some of the authors of the text *Building Capacity in Institutional Research and Decision Support in Higher Education*. Professionals from around the world shared their expertise on IR, providing a global perspective of this ever evolving field. Meet and greet the authors while enjoying a drink and light appetizers. (ID: 169751)

We Know Barbara: Holistic Course Alumni Gathering*Special Event | Panzacola H-3*

This gathering of Holistic Approach to Institutional Research alumni will provide an opportunity to reconnect with course colleagues and meet participants and mentors from other cohorts. Join us to share updates about your work, pose for photos with Barbara and Mark, and gain insight from your professional network. We look forward to seeing you! (ID: 171420)

05:30 PM–07:00 PM

Special Event**Community College Reception***Special Event | Panzacola F-2*

Community college institutional researchers attending the AIR Forum are invited to a networking reception on May 29, 2018 from 5:30 PM-7:00 PM to network with colleagues from other institutions. This event is being hosted by Achieving the Dream, Center for Community College Student Engagement, Council for Study of Community Colleges, National Community College Benchmarking Project, and National Student Clearing House. Invitees will have the opportunity to join one of two dinner groups immediately following the reception. For more information, please contact Mike Bohlig at bohlig@cccse.org. (ID: 169752)

Tuesday

AIR SCHOLARSHIPS

Through the generosity of its members, AIR provides two scholarships that facilitate the professional growth and development of early career institutional research professionals.

The Julia M. Duckwall Professional Development Scholarship is named in honor of the late Julia M. Duckwall, a prominent AIR member and board member. The scholarship is awarded in the spirit of her tireless passion for advancing the field of institutional research.

The Edward Delaney Scholarship is named for the benefactor, Edward Delaney, who served as AIR President from 1992-1993, Chair of the 1990 AIR Forum, and as a NCES/AIR Senior Fellow.

AIR Congratulates the 2018 Scholarship Recipients:

JULIA M. DUCKWALL SCHOLARSHIPDiYanna Jiles, *Spelman College*Matthew McGraw, *Dabney S. Lancaster Community College*Indira Vadapally, *Waukesha County Technical College***EDWARD DELANEY SCHOLARSHIP**Melinda Whitford, *University at Buffalo*www.airweb.org/Scholarships



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Visit us at **Booth 403** and join our presentation **May 30 at 1:45pm**
to learn more.

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Program Highlights: Wednesday, May 30

- 7:00 AM – 4:30 PM Registration Open (Sebastian Registration)
- 8:00 AM – 5:30 PM Exhibit Hall and AIR Networking Hub Open (Sebastian J/K)
- 8:00 AM – 10:00 AM Opening Keynote and Breakfast (Gatlin A/B)
Breakfast buffet opens at 7:30 AM
- 10:15 AM – 12:00 PM Concurrent Sessions
- 12:00 PM – 1:30 PM Lunch Break, Poster Presentations, and Networking in Exhibit Hall
- 1:45 PM – 4:00 PM Concurrent Sessions
- 1:45 PM – 2:30 PM AIR Annual Business Meeting (Sebastian L4)
- 4:00 PM – 5:00 PM Networking Reception Hosted by AIR Board of Directors in Exhibit Hall
- 5:00 PM – 11:59 PM Bus transportation to/from I-Drive and Pointe Orlando
- 5:15 PM – 6:15 PM Affiliated Organization and Auxiliary Meetings
- 6:15 PM Affiliated Organization (AO) Dinner Groups Meet Up (AO meeting rooms)
- 6:30 PM Networking and Find a Dinner Group (Transportation Lobby)
- 7:00 PM Dinner Groups Depart for Restaurants

Networking Tips

Network with vendors in the Exhibit Hall to learn about new resources to help you with your work. Approach each sponsor **with a question** about how their product or service can impact the duties and functions you perform on a daily basis.

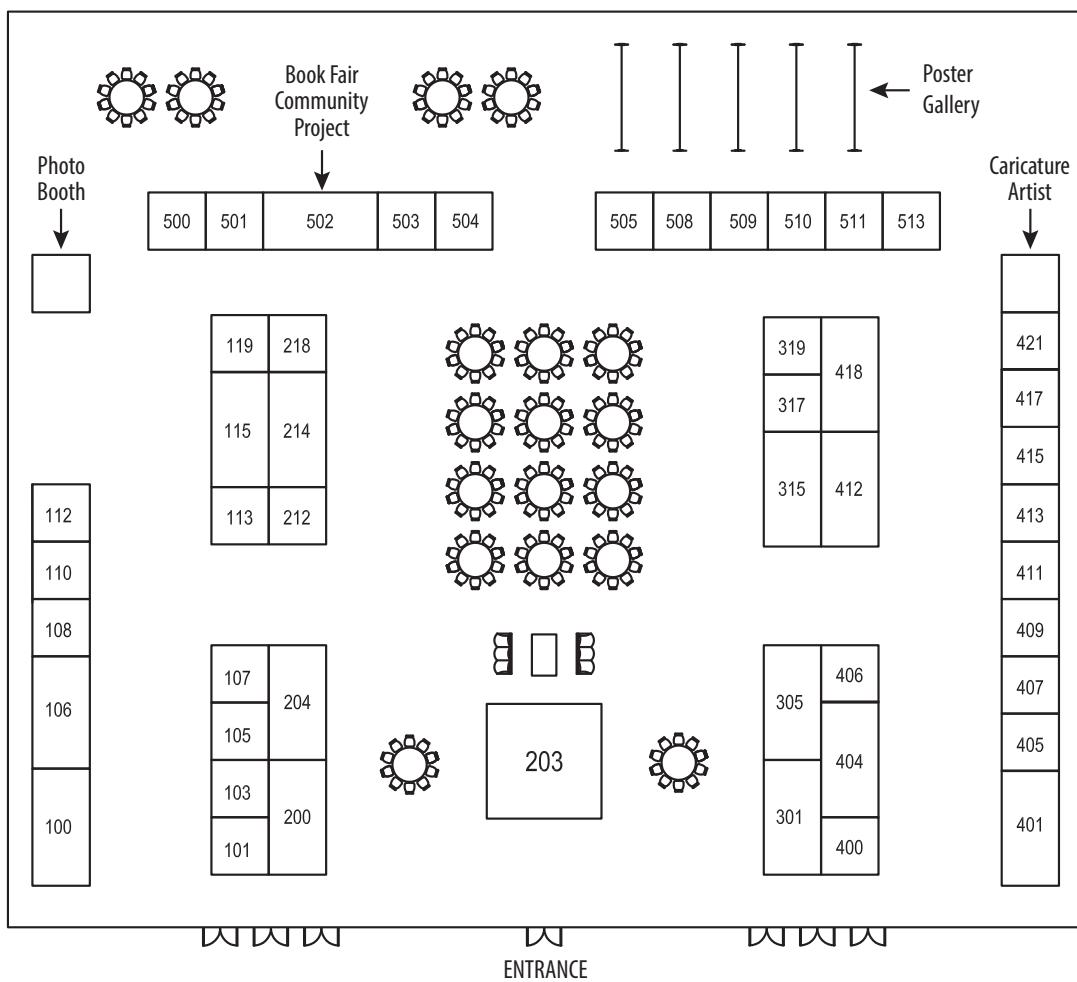
Attend a state, regional, or international Affiliated Organization (AO) meeting on Wednesday or Thursday evening to **meet other professionals** working in your geographic area.

Take the shuttle to I-Drive with your friends and colleagues to enjoy dining and entertainment options and **sit with someone you don't know**. It's a great chance to introduce yourself and make a new contact.

New Contacts

Notes

Exhibit Hall Floor Plan—Sebastian J/K



Academic Analytics	411	Higher Education Data Sharing Consortium	405	QS World University Rankings	212
ACAT	510	Higher Education Research Institute	406	Qualtrics LLC.	509
Campus Labs	301	IBM	421	Veera by Rapid Insight	503
Chmura Economics & Analytics	108	IData Inc	107	Ruffalo Noel Levitz	317
CITI PROGRAM, a division of BRANY	106	Integrated Postsecondary Education Data System (IPEDS)	413	SAS	200
Digital Measures	203	Interfolio	400	Scantron.	412
Elsevier	218	JMP. A division of SAS Institute INC	505	SmartEvals	504
Emsi	508	Microsoft	305	StataCorp LLC	418
Engineerica Systems	103	ModernThink	511	Strategic Planning Online	409
Equifax	214	National Center for Education Statistics	415	Tableau	115
ETS	404	National Center for Science and Engineering Statistics	417	Times Higher Education	204
EvaluationKIT	407	National Survey of Student Engagement	319	U.S. News Academic Insights	315
Evisions	105	NORC at the University of Chicago	500	Watermark	401
eXplorance Inc.	113	Presence	110	XITRACS. A Division of Concord USA, Inc.	100
Gravic, Inc. - Remark Software	119				
HelioCampus	101				

08:00 AM–10:00 AM

Special Event

Note: Breakfast buffet opens at 7:30 AM

Changing the Conversation with Intentional Data Visualization

Keynote | Special Event | Gatlin A/B

 Designing charts and graphs is about more than making things look pretty. Ultimately, we report and present our information to teach our audience, to get our content firmly planted in their knowledge base, and to help them act and make decisions. Unthoughtful data visualization costs audience time, money, and patience. Intentional data visualization clears the way for thoughtful leadership and intellectual discussion. This keynote talk will tell the stories of how effective data presentation shifts organizational culture and changes the conversation. (ID: 172303)

Presenter(s)

Stephanie Evergreen, *Author and Data Visualization Expert*

10:15 AM–11:00 AM

(AIRUM Best Presentation) Students' Sense of Belonging: The Development of a Predictive Model

Affiliated Organization Best Presentation | Information-Needs | Wekiwa 5

 Increasingly, a feeling of belonging is known to be a key component of student retention and success. St. Cloud State University has developed a “Belonging Index,” a predictive measurement that is strongly related to retention. In this presentation, the theory behind the importance of belonging will be described, along with work at other institutions showing its importance in improving student persistence and retention. We will present our survey measurement process, along with our procedures for using our “Belonging Index” to offer timely interventions to at-risk student groups. The following resources will be made available to attendees: the survey questions and the predictive model used to identify the students who are most at risk. (ID: 145746)

Presenter(s)

David Robinson, *St. Cloud State University*
Melissa Hanzek-Brill, *St. Cloud State University*
Glenn Davis, *St. Cloud State University*

(PNAIRP Best Presentation) Keeping the Conversation Alive: Using Data to Drive Critical Discussion and Action

Affiliated Organization Best Presentation | Educate | Wekiwa 6

 In this assumed post racial era in education, students, faculty, and staff struggle to engage in meaningful conversations about diversity on campus, fearing they will say the wrong thing, that nothing will be done, or that few genuinely understand diversity. This session provides a methodological model for how campus climate surveys and findings can be used to keep conversations alive, intentionally create critical dialogue, and inform curricular, policy, and practice changes necessary for institutional transformation. We will share how this method of engaging with survey data contributed to our work toward equity, inclusion, and broader thinking about diversity. (ID: 171840)

Presenter(s)

Ellen Peters, *University of Puget Sound*
Michael Benitez, *University of Puget Sound*

24 Linear Inches or 100 MB: The IR Bookshelf 2.0

Speaker Session | Leadership | Sebastian L-3

This presentation will provide a listing of print and digital IR resources recently updated by leaders in the field and informed by the results of a national survey. Please join us to discuss and further refine the list. (ID: 145476)

Presenter(s)

William Knight, *Ball State University*
Victor Borden, *Indiana University Bloomington*
Braden Hosch, *Stony Brook University*
Robert Schwartz, *Florida State University*



Achieving a System to Reduce the Burden of External Reporting on IR Offices

Speaker Session | Leadership | Sebastian I-2

 As demand for high-quality data and analyses rapidly increases among internal college and university stakeholders, many IR offices face the challenge of balancing these growing demands with existing external reporting responsibilities. In this presentation, we will focus on a project developed by the Office of Institutional Research and Decision Support at Loyola Marymount University—a private, not-for-profit university located in Los Angeles, California—designed to address this challenge. The goals of the project were twofold: (1) develop best practices for identifying which surveys and survey items to complete and (2) consolidate existing external survey reporting efforts to reduce redundancy and, thereby, improve the efficiency and ensure the accuracy of all reporting. The presentation will provide information about the project development and implementation process from both a “big picture” perspective and from the IR analyst perspective. (ID: 145510)

Presenter(s)

Kelsey Heider, Loyola Marymount University

Beyond Compliance: Collaborative Leadership in Assessment

Speaker Session | Leadership | Panzacola H-1

The evaluation of programs for their effectiveness of student learning is a core component of the institutional accreditation process. In preparation for an upcoming HLC reaccreditation visit, the leadership of a mid-size private university sought to increase faculty engagement for the annual program assessment process. This presentation will describe successful initiatives resulting in a shift from compliance to continuous improvement under the collaborative leadership of the IR office and faculty co-leaders of the universitywide assessment committee. Attendees will learn about strategies for increased visibility and transparency of the program assessment process and gain access to assessment resources. (ID: 145737)

Presenter(s)

Ute Lahaie, Walsh University

Azra Karajic Siwiec, Walsh University



Bring Your Data into Focus: Visualize Impact and Empower Change on Campus

Sponsored Speaker Session | Data | Wekiwa 7

 Go beyond collection and documentation and put your data into better focus. With an integrated data ecosystem, you can skip the guesswork and start asking the right questions to inspire greater success at your institution. You can measure impact and more readily uncover actionable insights from your learning assessments, programs, and student success initiatives. Moreover, you can empower campus stakeholders to participate in evidence-informed decision making to drive mission fulfillment, evolve your practices, and transform the student experience. Join us as we discuss the strategic use of data for everything from accreditation and planning, to faculty development and learning outcomes, to real-time visualizations and dashboards. You'll walk away understanding exactly how the Campus Labs® platform can bring everything together for a clearer view of what's happening at your institution. (ID: 167745)

Presenter(s)

Will Miller, Campus Labs

College Pathways and Labor-Market Outcomes for Latino Students

Speaker Session | Information-Needs | Panzacola F-4

Latino students are more likely to start at community college and transfer (from two-year to four-year institutions) when compared with students from other racial/ethnic groups. Meanwhile, the six-year graduation rate for Latino students remains relatively low. This presentation will highlight analyses of Latino students' transfer and degree attainment by student demographics, prior-college academic preparation, and institutional characteristics. We will also introduce a study comparing students who start at two-year institutions to those who start at four-year institutions and the impact on the labor market. The study finds evidence that completing a two-year degree has labor-market benefits that may outweigh lack of completion at a four-year institution for some students. Research findings will be discussed in the context of institution characteristics, national/state policies, and strategies to help students meet a wide range of goals. (ID: 145534)

Presenter(s)

Jing Feng, College Board

Ellen Sawtell, College Board

Jessica Scheld, Lynchburg College

Creating Interactive, Longitudinal Dashboards of Survey Data Using Tableau

Speaker Session | Data | Sebastian I-3

 Surveys are a key method of collecting student data about everything from learning outcomes to satisfaction with the campus climate. Because data are most useful when they tell a story about how things have changed over time, longitudinal analysis is important. However, such a task also presents many challenges. At Tufts, we have used Tableau to create dashboards to present multiple years of survey data. In this presentation, we will show participants several examples of interactive dashboards created to showcase data from multiple survey administrations. We will discuss the challenges in working with longitudinal data and show attendees how we created our Tableau-ready Excel files. We will talk about how we structured our dashboards and how we created different kinds of filters to assist in demographic breakouts. Finally, we will share the insights that our clients have gained from using these longitudinal dashboards. (ID: 145772)

Presenter(s)

Lauren Conoscenti, *Tufts University*
Steven Babbin, *Tufts University*

Data-Driven Student Success Framework Using Cluster Analysis

Speaker Session | Data | Sebastian L-1

This presentation will focus on the data-informed process put in place by the University of Texas System to improve student success. Using enrollment management data (demographic, academic, financial aid variables), national student clearinghouse data, and state unemployment insurance wage records, UT System conducted a series of cluster analyses to identify specific student risk profiles for first-time freshmen and transfer students. Attendees of the session will learn how to apply a cluster analysis to create student risk profiles and how these profiles can be used to inform a student success framework. (ID: 145702)

Presenter(s)

David Troutman, *University of Texas System*
Lydia Riley, *University of Texas System*

Developing “Great Skills” in Your IR Professionals

Speaker Session | Leadership | Sebastian I-1

 How do we foster an environment that creates more effective people and more effective teams? Professional development in IR exists in three levels: development of job-related skills and competencies, development of personal characteristics, and the overall development of a team as a unit. With the numerous demands on IR offices, the time and resources to properly develop staff is not always at the forefront of the office's mission. Two institutions with mid- and large-sized offices discuss best practices, approaches, and lessons learned in implementing professional development plans for their respective teams. Viewpoints will be provided from both a Director level and an analyst charged with the staff development component. (ID: 145563)

Presenter(s)

Tim Stanley, *Utah Valley University*
Erika Hill, *University of Utah*

Every Cloud has a Silver Lining: Lessons Learned in a Cloud Implementation

Sponsored Speaker Session | Data | Wekiwa 3

 Achieving institutional-wide success when implementing technology requires a true partnership between institutional research and information technology offices. Institutional research offices at most universities function as the business intelligence and analytics arm of the university, fulfilling the strategic decision-support needs of the senior administrators. However, amid the growing number of self-service BI offerings in recent years, many institutions view the implementation of business intelligence and analytics as an IT implementation. This often puts IR and IT offices in direct conflict at many higher education institutions. Join us to hear about the issues and challenges faced when George Mason University approached initial buy-in for SAS Visual Analytics and SAS Visual Statistics, approaches to resolving conflicts, and successful strategies to a collaborative partnership for the implementation of SAS Viya in the cloud. (ID: 171456)

Presenter(s)

Thulasi Kumar, *George Mason University*



Graduate More Students Faster through Alignment and Advanced Analytics

Discussion Group | Leadership | Wekiwa 2

Building upon a unique data integration approach that links benchmarked data within IPEDS, the Student Satisfaction Inventory, and the Higher Education Scheduling Index, this presentation explores how institutions of higher education can improve their retention, time-to-completion, and graduation rates while saving institutions money. Specifically, by improving course scheduling, institutions can improve their retention and graduation rates by about one percent more than the National Student Clearinghouse average. Course scheduling is an oft-overlooked aspect of retention by institutional researchers as only about 33 percent of courses offerings are optimized. By improving on-grid scheduling, institutions can further improve their retention, time-to-completion and graduation rates while saving hundreds of thousands of dollars in the process. (ID: 169960)

Presenter(s)

John Barnshaw, *Ad Astra*

John Calahan, *Stephen F. Austin University*

Graduate Outcomes: Advanced Data Collection on Careers, Employers, and Skills

Sponsored Speaker Session | Data | Wekiwa 4

S Colleges and universities are increasingly asked to provide information on where their students go after graduation. Two factors in particular drive this demand: the rigors of performance-based funding, and the fact that parents and students seek credible information about what alumni do with their degrees. In addition, the schools themselves need solid labor market data to inform program assessment and curriculum review. The answers to both challenges lie in graduate outcomes data. In this session, Emsi will moderate a conversation with a community college and a university as they discuss how they use graduate outcomes data (along with alumni surveys and UI wage information) to assess the value of their programs and track the outcomes of their graduates. (ID: 169162)

Presenter(s)

Sondra D'Aquisto, *Colorado State University, Global Campus*

Doug Heckman, *Emsi*

Daniela Ramirez, *Dallas County Community College District*



Graduation to One Year Out: What Changes Along the Way?

Speaker Session | Data | Panzacola H-2

Institutions use senior, first destination, and alumni surveys as mechanisms to measure graduate outcomes, with each type of survey providing a snapshot of the respondent's trajectory after completing college. These various checkpoints allow IR offices to report on the growth and development that graduates attribute to their college experiences, as well as the post-graduate activities of alumni, in terms of employment, advanced degrees, income, and debt. Drawing on results from over 100 institutions and dozens of alumni cohorts, this presentation provides an analysis of how responses to identical or similar questions differ between seniors at graduation and alumni three, six, and 12 months after graduation on multiple levels: longitudinally by cohort, as well as across survey type overall and by institution. (ID: 145721)

Presenter(s)

Adrea Hernandez, *Higher Education Data Sharing (HEDS) Consortium*

Ivaylo Mantchev, *Higher Education Data Sharing (HEDS) Consortium*

Kirsten Skillrud, *Higher Education Data Sharing (HEDS) Consortium*

How Often Is Often? Examining the Meaning of Vague Quantifiers

Speaker Session | Data | Panzacola H-4

Survey researchers often ask respondents to judge frequency (e.g., how often), quantity (e.g., how much), or intensity (e.g., how strongly). The response options given for these questions are usually vague and include responses such as "never," "sometimes," and "often." However, the meaning that respondents give to these vague responses may vary. This presentation focuses on a study that aims to determine the efficacy of using vague quantifiers. More specifically, the purpose of this study is to explore the meaning that respondents ascribe to vague response options and whether those meanings vary by student characteristics, using data from the National Survey of Student Engagement. Results suggest that students seem to adapt the meaning of "sometimes," "often," and "very often" based on the appropriate reference for the question. Some differences by student characteristics and the implications of these will be discussed in this presentation. (ID: 145636)

Presenter(s)

Amber Dumford, *University of South Florida*

Louis Rocconi, *University of Tennessee*

Lessons From Users: How to Improve Visualizations by Watching and Listening

Speaker Session | Data | Panzacola F-2

An IR office at a large public research institution conducted individualized user testing on a set of dynamic analytic visualizations intended to replace a static Factbook. This presentation will explain the scope of the project and use screenshots and user feedback to demonstrate how the visualizations evolved after user feedback, and give recommendations for IR professionals who want to use visualizations in their own practice. (ID: 145157)

Presenter(s)

Andrea Lewton, *North Carolina State University*
 Suzanne Crockett, *North Carolina State University*
 Andrea DeSantis, *North Carolina State University*

Non-Cognitive Factors and Academic Outcomes of University Freshmen

Speaker Session | Data | Panzacola F-3

 The Non-Cognitive Assessment Pilot (NCAP) project was developed by staff at the UNC General Administration to examine possible non-cognitive contributory factors to student success not included in traditional measures. UNC-GA worked closely with nine constituent institutions on the two-year project, with East Carolina University joining in the second year and collaborating in the research. This presentation explores promising practices in the assessment of non-cognitive factors among college students; advocates for approaches to improving student success utilizing non-cognitive factors; utilizes survey data from first-time freshmen to identify the relationship of non-cognitive factors to student demographics and academic variables; and provides ideas for further research on this topic. (ID: 145542)

Presenter(s)

Eric Fotheringham, *University of North Carolina System*
 Jeremy Tuchmayer, *East Carolina University*

Overcoming Survey Fatigue: Creating a University-wide Survey Protocol

Speaker Session | Educate | Panzacola H-3

Academic units and administrative offices have increased the number of surveys administered to faculty, staff, and students across the university, and offices often compete for the same populations and timeframes for conducting surveys. The overabundance of surveys causes “survey fatigue,” resulting in lower response rates and less useful information across all surveys. Institutions must pay attention to (1) the rationale for and quality design of surveys; (2) the coordination of survey administration through a central office to maximize response rates; and (3) the meaningful use of results to guide continuous program improvement. Presentation attendees will be introduced to a comprehensive survey administration protocol developed by the University of Louisville. Presenters will discuss pertinent aspects of the process, including overall procedures, timeline, request forms, online calendar, and action planning process. Plans to continue to improve the process will also be addressed. (ID: 145565)

Presenter(s)

Katie Bixby, *University of Louisville*
 Katie Partin, *University of Louisville*

Powerful Predictions: Utilizing Data-Driven Analytics for Student Success

Speaker Session | Data | Panzacola F-1

It is imperative that colleges and universities understand the importance of student success and retention and work toward increasing these outcomes. This continues to be at the core of many strategic plans while resources continue to become more limited. By creating predictive indexes for student outcomes, institutions can streamline strategic planning efforts and student success initiatives. Through thoughtful data collection and storage strategies, in conjunction with bio-statisticians, the University of Iowa has not only created critical planning and forecasting indexes but also created the ability to identify the influencing factors in the index score result. Lassoing these factors and associating outreach and messaging strategies is helping to create a cohesive support system that looks holistically at student success factors and provides quantitative strategies to plan and orchestrate the outreach initiatives. (ID: 145549)

Presenter(s)

Danielle Martinez, *University of Iowa*
 Brenda Ulin, *University of Iowa*



Promoting Assessment of Student Learning Through Faculty Development

Speaker Session | Leadership | Sebastian I-2

► Over the past two decades, colleges and universities across the United States have faced increased demands to show evidence that students are meeting appropriate educational goals. While faculty are responsible for preparing assessment plans/reports, the approach used by assessment offices to support faculty, often links assessment efforts primarily with accountability. Thus, very little research focuses on presenting assessment as a vital opportunity for faculty development intended to improve student learning and enhance pedagogical strategies. This presentation provides practical techniques for addressing systematic documentation of assessment activities in the context of faculty development to boost faculty understanding and buy-in of the process. (ID: 145821)

Presenter(s)

Felix Wao, *University of Oklahoma*

The Analytics Revolution in Higher Education

Speaker Session | General | Sebastian L-4

Decision makers are faced with a host of pressures. Students need better insights to navigate complicated pathways. Faculty and advisors want data to help facilitate improved student outcomes. Provosts, deans, and department chairs are tasked with optimizing their academic enterprises. Student affairs divisions are using data to identify the right time to deliver interventions. Recent innovations in data and technology have created an information tsunami that holds great promise, but also presents myriad challenges. Editors of *The Analytics Revolution in Higher Education* (Stylus, 2018) discuss the impact that institutional functions such as IR, business intelligence, and student affairs are having on campus-wide data cultures. They share specific college, university, and system efforts at reinventing IR and analytics structures as described in their book, highlighting how the analytics revolution manifests itself in context-dependent ways. The session will engage the audience in a conversation about how institutional researchers can help college leaders make the most of the analytics revolution. (ID: 172369)

Presenter(s)

Jonathan Gagliardi, *American Council on Education*

Amelia Parnell, *NASPA*

Julie Carpenter-Hubin, *The Ohio State University*

Three Ways to Improve the U.S. News & World Report's Best College Ranking

Discussion Group | Data | Wekiwa 8

The U.S. News & World Report's Best College Ranking has played an increasingly important role for the administration of four-year colleges and universities. It not only helps to recruit better-prepared students to campus, but also provides more meaningful performance indicators (e.g., class size, the difference between expected and actual graduation rates, etc.). What can the Office of Institutional Research do to help improve the ranking? This discussion group will discuss three ways which may lead to improved placement of colleges/universities in the ranking: creating an adjusted cohort; selecting the proper way to report SAT/ACT scores; and working with schools/departments to have accurate data of faculty terminal degrees. (ID: 145804)

Presenter(s)

Faxian Yang, *University of South Carolina*

Sabrina Andrews, *University of South Carolina*

Using Business Intelligence to Create a Data-Driven Campus

Discussion Group | Data | Wekiwa 10

Data remains at the heart of decision-making in higher education. As a result, institutions are collecting and storing the most intricate pieces of data. In addition, they are able to extract the information to create individual reports. While it is pleasing that the data exist, obtaining the right data that can be used for analysis remains a challenge. The major objectives of this discussion group are for participants to become familiar with various types of business analytics software that can help facilitate data analysis and to be exposed to the benefits of using business analytics to blend data from various sources. (ID: 161168)

Presenter(s)

Nicole Evans, *Grinnell College*



Using Tableau to Enhance the Use of Retention and Graduation Data

Discussion Group | Data | Wekiwa 9

Schools and administrators increasingly acquire data from the Office of Institutional Research and Planning for decision-making. This discussion group session will address the importance of using multiple data visualizations in serving the university community and administrators. This issue is important to AIR members as the university communities are acquiring far more information from institutional research offices for decision-making and strategic planning. From the discussion, AIR members will learn new and improved ideas and practices on how to effectively serve their university communities. (ID: 161677)

Presenter(s)

May Hser, *George Washington University*

Using the NSSE to Support Minority Student Success

Speaker Session | Educate | Sebastian L-2

The NSSE can be a useful tool for institutions to examine the experiences of specific student populations. For example, efforts to improve minority student success can be supported through the active use of institutional data. This presentation will address using the NSSE to identify variables that may bolster Black collegians' academic success, an issue of significance throughout higher education. The session centers on three questions: (1) What engagement- and belonging-related factors contribute to Black collegians' educational expectations? (2) Are differences by sex? (3) Are there differences by students' parents' educational attainment? Attendees will engage in critical dialogue about using the NSSE to actively support student success. (ID: 145869)

Presenter(s)

Michael Williams, *University of Missouri*
Marjorie Dorime-Williams, *University of Missouri*

What Every IR/IE Rookie Should Know: Class of 2018

Discussion Group | Leadership | Wekiwa 1

Four institutional researchers representing different types of institutions will not only share their experiences, triumphs, and trials from working in IR and IE, but also hear from others in this interactive discussion group session. Attendees will have an opportunity share how they prepared for their role, best practices learned, and challenges faced during their initial experience of working in IR and IE, and discuss helpful resources. More importantly, this session provides a space for new AIR members to connect with other new members. Come join us and get your new career in IR/IE off to a good start. (ID: 161586)

Presenter(s)

Nicole Holland, *Walden University*

Eric Atchison, *Mississippi Board of Trustees of State Institutions of Higher Learning*

Gordon Mills, *University of South Alabama*

Tracy Williams, *Hamline University*

11:15 AM–12:00 PM

(CIRPA Best Presentation) The Death of Hunch-Based Decision Making In Higher Education

Affiliated Organization Best Presentation | Data | Wekiwa 5

 Data interpretation can be difficult; even the most savvy administrator may fall back on an occasional hunch. By applying data visualization techniques from the manufacturing industry to our data, we made data interpretation easy. Control charts extract the signal from the noise. They clearly display trends in context, so that the user can identify when performance is truly changing, and when it is not. This means that we know when to act, when to maintain, and when to celebrate. Attendees will learn the basics of control charts, and how to use them to monitor strategies and report on performance. (ID: 167065)

Presenter(s)

Morgan Blair, *Medicine Hat College*



(PacAIR Best Presentation) Toward A Better Benchmark: Predictive Models Using IPEDS and WSCUC Data

Affiliated Organization Best Presentation | Information-Needs | Wekiwa 6

 We have long talked about the national data on retention and graduation rates being insufficient or telling an incomplete picture of student success. Bright-line indicators alone are flawed, and raw comparisons lead to institutionalized discrimination and lack of choice for underserved populations. Consideration must be given to the student populations being served by an institution for comparative or rank performance analyses to be actionable and equitable. Using data from IPEDS and WSCUC we developed predictive models that allow institutions to benchmark their actual graduation and retention rates against their expected performance based on the profile of the students – to both demonstrate their real success and identify when they could do even better. The models use panel data from 1,700+ institutions and provide estimated rates for a majority of comprehensive US institutions. We will also demonstrate a set of online tools that allow visualization of expected vs. actual rates. (ID: 170261)

Presenter(s)

Henry Hernandez, WASC Senior College and University Commission

Tamela Hawley, WASC Senior College and University Commission

John Stanley, University of Hawaii, West Oahu

Serge Herzog, University of Nevada, Reno

Assessing and Displaying Student Success Using Excel Add-Ins and Power BI

Speaker Session | Data | Sebastian I-3

 When trying to assess the impact of multiple interventions on students, institutions face the problem that data live in different systems that are usually not integrated. This presentation will show the process followed by an institution to integrate data from different data sources, using Excel add-ins (power query and power pivot) and Power BI for analysis and display. (ID: 145883)

Presenter(s)

Julio Moreno, Columbus State Community College

Anastasia Milakovic, Columbus State Community College

Assessing Low-Income Student Transition at a Highly Selective Institution

Speaker Session | Data | Panzacola F-4

This presentation details a mixed-methodology study to understand how low-income students transition to and navigate the academic and social environment of a highly selective public research university. This study combines focus groups, in-depth interviews, surveys, and administrative data to examine students' experiences and perceptions beyond traditional metrics. By focusing on students' academic and social experiences transitioning into and during their college tenure, institutional researchers can critically examine institutional policies and practices that may unintentionally disenfranchise low-income students. Presentation attendees will learn how and why such an approach can be organized and accomplished; how this work relates to foundational research on retention, integration, and cultural capital; and how they might adopt this model to their own institutional context. (ID: 145045)

Presenter(s)

Steve Lonn, University of Michigan

Changes in Tuition Structure and the Impacts on Institutional Performance

Speaker Session | Plan-Evaluate | Panzacola H-4

When the administrators are considering a change in tuition structure, what impacts on institutional performance and effectiveness would they expect? From the perspective of institutional researchers, this presentation reviews the prevailing tuition structures, discusses the reasons for institutions to choose one structure over the other, and examines the impacts of tuition-structure change on key performance indicators. It also presents possible analytical studies that IR could collaborate with other offices to perform and support the process. The study uses case studies representing the typical institutional types and tuition structures to provide concrete evidence and findings of how tuition-structure changes are associated with enrollment, affordability, student profile, attendance patterns, and retention rate. (ID: 145613)

Presenter(s)

Eric Yang, The George Washington University

Dai Li, Pittsburg State University



Collaborations between IR, IT, and Student Affairs in Support of Data and Analytics for Student Success

Speaker Session | General | Wekiwa 3

Collaboration between student affairs, institutional research, and information technology is essential to building a culture of data-driven decision making. AIR, NASPA, and EDUCAUSE recently partnered on a national survey to examine how IR, IT, and student affairs professionals collaboratively use data. Join presenters from each organization as we explore the use of data and predictive analytics to inform student success initiatives. (ID: 167318)

Presenter(s)

Amelia Parnell, *NASPA*
Christopher Brooks, *EDUCAUSE*
Darlena Jones, *Association for Institutional Research*

DFW Rates by Student Entry Type: Analysis and Action

Speaker Session | Data | Panzacola F-3

An analysis of the DFW rates by student entry type revealed that transfer students at a large public university had higher DFW rates in all foundational courses examined than first-time-in-college students in those same classes. This presentation will discuss the analysis and results, demonstrate the interactive visualization created in SAS® Visual Analytics, and share the strategies and interventions planned and undertaken by the student affairs division in response. (ID: 145555)

Presenter(s)

Lisa Sklar, *University of Central Florida*
DeLaine Priest, *University of Central Florida*

Making the Most of NSSE: Customization Options, Reporting, and Data Use

Sponsored Speaker Session | Data | Wekiwa 4

S The National Survey of Student Engagement's (NSSE) suite of assessment tools including new modules, customization options, online reporting tools, and reports offer participating institutions more refined ways to assess educational quality. This session provides an opportunity to highlight features, including the mobile optimized survey and LMS/portal promotion, new FSSE and BCSSE options, and the use of student engagement results. Participants and NSSE staff will exchange ideas about the project and reports. Current and new users are encouraged to attend! (ID: 169742)

Presenter(s)

Robert Gonyea, *Indiana University*
Jillian Kinzie, *National Institute for Learning Outcomes Assessment*

Moving From My Work to Our Work: Changing the Assessment Culture

Discussion Group | Educate | Wekiwa 8

Moving faculty beyond compliance to meaningful use of general education assessment data helps the organization move forward in making decisions to improve student learning. This discussion group will look at best practices in training and support for faculty and students in the use of an online assessment system and the data generated. We will examine how to encourage programs to use the general education outcomes discussion to inform their curricular assessment and to open channels for sharing information with internal and external stakeholders. How do we keep the focus on "our work," while maintaining individual commitment to achieving the goals, and prevent "our work" from turning into "not my problem"? Will rubric inflation and competitive culture negatively impact the true assessment of our students' learning? Join the discussion as we analyze these challenging topics. (ID: 145802)

Presenter(s)

Helen Schneider, *University of Findlay*
Mary Jo Geise, *University of Findlay*
Susan Brooks, *University of Findlay*

Much Ado About Nothing: Handling Missing Data

Speaker Session | Data | Sebastian L-3

Nearly all the work IR professionals do involving data includes decisions about how to handle missing data. Traditional methods allow us to solve the issue of missing data but usually at the cost of introducing bias into our data one way or another. In this presentation, I will cover different types/patterns of missing data as well as three mechanisms that might lead to its presence. Having made those distinctions, we will review traditional methods for handling missing data and their potential problems. Finally, I will give an overview of contemporary methods for imputing missing values (maximum likelihood estimation and multiple imputation). Throughout the session, we will use missing data visualization tools and sample data sets to gain a deeper understanding of each approach. (ID: 145589)

Presenter(s)

Gary Moser, *California State University, Maritime Academy*



Reforming Pedagogy: Innovative Approaches to STEM Retention

Discussion Group | Educate | Wekiwa 9

Empirical studies have brought forth the attention for a new approach on life sciences curriculum, specifically within introductory mathematics and science courses. Most computational and mathematical skills deemed essential to modern biological research are seldom touched upon in traditional first-year calculus courses. Studies have shown that such a lack of biological content in mathematics courses may contribute to retention issues amongst STEM disciplines. This discussion group presentation will highlight pedagogical practices that address the concerns raised in reports advocating for new approaches to introductory mathematics curriculum. In part of a NSF-funded study, institutional data from UCLA will highlight results using propensity score matching techniques to compare the academic performance of URM and non-URM students in a traditional calculus sequence with those in an inquiry-based sequence contextualized for students in life sciences. (ID: 161667)

Presenter(s)

Julio Fregoso, *University of California, Los Angeles*
Kevin Eagan, *University of California, Los Angeles*
Edgar Romo, *University of California, Los Angeles*

Remedial Mathematics: Speed Bump or Access Ramp for College Completion?

Speaker Session | Information-Needs | Sebastian L-2

Higher education's renewed interest in remedial college coursework and its bumpy impact on student success drove this collaboration between the mathematics department and IR at a small, private four-year university. For first-time freshmen needing math remediation, national research shows that these students struggle to earn required college math credits compared with non-remedial students. A major roadblock for them is that they often do not earn credit towards their degree for remedial courses, further challenging progression through their major. This presentation will provide participants with insight into one institution's curricular innovation to more quickly prepare students for college-level math and have some of that credit count toward graduation. The researchers examine multiple cohorts of first-year students to determine if there is a relationship between this intensive math course and higher persistence and completion rates compared to other types of mathematics remediation. (ID: 145633)

Presenter(s)

Michael Anuszkiewicz, *Marymount University*
Alice Petillo, *Marymount University*

Taking Your Campus's Pulse: Assess Campus Climate Effectively

Discussion Group | Data | Wekiwa 1

Campus climate assessment is widely conducted to assist institutions in fostering healthy campus climates. It is often quite challenging because it requires institutions to resolve sensitive and complex issues. The moderators will lead a discussion group session on how to collect, compare, analyze, and visualize data from multiple students surveys related to campus climate issues. The discussion will focus on campus climate definition and assessment challenges and will showcase a comprehensive tool that summarizes the data from five student surveys. The Overview Dashboard, which is an interactive tool that provides searchable results based on survey topics or questions, will be showcased during the discussion. (ID: 145264)

Presenter(s)

Rita Xiaoyan Liu, *Bucknell University*
Kevork Horissian, *Bucknell University*

Thawing the Ice: A Discussion on Frozen Data

Sponsored Speaker Session | Data | Wekiwa 2

Much of the reporting Institutional Research is responsible for relies on frozen or census data. This discussion group will take a closer look at the steps taken to access and retrieve frozen data, as well as to then prepare that data for institution-level reporting. By hearing what is done at different institutions – specifically what works and doesn't work – we hope to lay the groundwork for determining what you need to make this process easier for you and for Institutional Research departments in general.

Presenter(s)

Crystal Anthony
Dave Crosser



The “New School” Method for Unlocking Graduate Outcomes Insights

Sponsored Speaker Session | Data | Wekiwa 7

S If you’re not able to provide your stakeholders with graduate data that’s real-time, longitudinal, and free from self-reporting falsehoods, consider your methods “old school.” Today, IR professionals have “new school” options available to more effectively gain insight on graduate outcomes and better support on-campus demands for data. In this presentation by Equifax, attendees will learn how to revolutionize their data collection processes used for key research areas such as first destination, mid-career income and industry, and more. Best practices and mini case study examples from current Equifax Graduate Outcomes projects will also be shared during this session. (ID: 167689)

Presenter(s)

Jeff Taylor, *Equifax*

The Layered Golden Triangle of Institutional Research: Revisiting Volkwein

Discussion Group | Educate | Wekiwa 10

The 10 years since Volkwein’s infamous “Golden Triangle of Institutional Research Analysis” has shown great change as institutional research has been forced to adapt to new regulations and new technology. IR not only includes reporting, planning, and assessment, but now has expanded into information technology, data governance, and business intelligence. Given these new areas of focus, it may be time to re-evaluate Volkwein’s conceptual framework. This discussion session proposes a new model for IR, integrating literature, experience, and the results of the 2015 National Survey of IR Offices to present an updated, layered framework for contemporary institutional research. Participants are encouraged to provide their own insights and knowledge as they relate to this new proposed framework linking scholarly and practitioner experiences. (ID: 145479)

Presenter(s)

Justin Shepherd, *Emory University*

Ticking Away the Moments: Assessing Faculty Roles With Time on Task

Speaker Session | Data | Panzacola F-2

More frequent calls for accountability in higher education have led to increased scrutiny on what students are doing and learning while in college. Because faculty are important contributors to the student experience, the ability to realistically analyze how faculty spend their time engaging students in learning is a key component in being able to answer these calls for accountability. The purpose of this presentation will be to examine and discuss how faculty time on task can be used to enhance a wide variety of conversations about faculty roles, development, contributions, and productivity. A new method of analyzing faculty productivity will be presented, and participants will discuss how such an assessment of faculty time can be useful in discussions about institution mission and goals, faculty roles at the institution, faculty professional development, and faculty tenure and promotion. (ID: 141567)

Presenter(s)

Allison BrckaLorenz, *Indiana University Bloomington*

Thomas Nelson Laird, *Indiana University Bloomington*

Bridget Yuhas, *Indiana University Bloomington*

Kyle Fassett, *Indiana University Bloomington*

Tracking Faculty Outcomes: Making the Most of the Data You Have

Speaker Session | Data | Sebastian I-4

With the intense public focus on student outcomes in discussions of institutional performance, outcomes for faculty members are sometimes omitted from current dialogues around higher education quality, even within institutions of higher learning. Given the research and public service mission of many institutions of higher education and the central role of faculty in the fulfillment of these missions, however, it is clear that a broad set of faculty outcomes is a necessary marker of institutional effectiveness and productivity. While campus infrastructure for the collection and analysis of faculty data may not be fully developed, institutions should look for opportunities to make the most of their available data. This presentation will demonstrate how disparate and disconnected sources of faculty data may be brought together to provide important insights into institutional progress. (ID: 145724)

Presenter(s)

Tondra De, *University of Nevada, Las Vegas*



Transforming IR Leadership and Creating Data-Informed Decision Cultures

Speaker Session | Leadership | Panzacola H-3

Indiana University-Purdue University Indianapolis was selected as one of 10 Founding Institutions for the Statement of Aspirational Practice for Institutional Research. IR functions were reorganized around the four major themes: (1) An Expanded Definition of Decision-Makers; (2) A Student-Focused Paradigm; (3) Structures and Leadership for Institutional Research; and (4) Leadership for the IR Function. Presenters will report on Year 3 of implementation and how we have focused on creating data-informed decision cultures. We will explain how we transformed our operational and leadership functions to ensure effective decision-making across campus by integrating data from diverse sources; ensuring data quality; promoting data literacy; building relationships with decision-makers; deploying a matrix network model; and ensuring that IR is at the table. (ID: 145656)

Presenter(s)

Michele Hansen, *IUPUI*
Steven Graunke, *IUPUI*
Anne Mitchell, *IUPUI*

11:15 AM–12:15 PM

CDS: Annual Update, How It Is Used by Publishers, and Proposed New Questions

Panel Session | Data | Panzacola F-1

Every year, hundreds of IR offices fill out the Common Data Set (CDS) and the U.S. News, College Board, and Peterson's surveys. This panel session will describe how the U.S. News, College Board, and Peterson's surveys overlap; how publishers use the CDS data in their many products including the U.S. News rankings; and how IR offices can most efficiently fulfill these data requests and reduce their survey burden. A detailed explanation will be provided on reporting the new SAT scores and how to handle any old SAT scores. The session will also discuss the basics of the CDS and what other changes are being considered for future CDS editions. (ID: 145211)

Presenter(s)

Robert Morse, *U.S. News & World Report*
Matthew Gazda, *Peterson's*
Joe Williams, *College Board*

Cultivating Competency on Campus: Outreach Via IR and Assessment Courses

Speaker Session | Educate | Panzacola H-2

The Statement of Aspirational Practice for Institutional Research emphasizes the need for data-savvy employees across the institution. But what data competencies are needed and how do we build those on campus? This interactive presentation will (1) discuss lessons learned in establishing competencies and structuring courses; (2) invite participant discussion of competencies they wish their student and academic affairs colleagues were prepared with; and (3) outline approaches to provide outreach (course-based or shorter-term workshops) on their own campuses. Attendees will leave with examples of activities and techniques to be used on their own campuses. (ID: 145805)

Presenter(s)

Linnea Stafford, *Kent State University*
Erica Eckert, *Kent State University*
Valerie Samuel, *Kent State University*

Operationalizing IR's New Vision Through Campuswide Data Champion Teams

Panel Session | Educate | Panzacola H-1

Have you built data tools but struggle to get users to use them? Do you want to improve data literacy on your campus but don't know where to start? In this panel session, participants will learn how three CSU campuses developed year-long Data Champions/Fellow programs to enhance data usage across campus and to create student success teams composed of faculty, staff, and administrators. Through these highly interactive teams, campuses can promote the proper use of data, support a decentralized, collaborative network of decision-makers, and encourage users to own the data and empower them to use it. (ID: 162828)

Presenter(s)

Hidahis Mesa, *San Diego State University*
Roy Stripling, *California State University, Chancellor's Office*
Cynthia Grutzik, *California State University Long Beach*
Kristy Michaud, *California State University Northridge*
Emily Russell, *California State University Northridge*



Predictive Modeling for Recruitment, Enrollment, and Retention

Panel Session | Educate | Sebastian L-1

In today's climate of budget cuts and increasing competition, it is more important than ever to strategically target students who are more likely to enroll and succeed at your institution. ACT has developed four indices that are provided to colleges as part of each student's score report, predicting whether a student will attend an institution that is in-state or out of state, public or private, small or large, or non-selective to highly selective. ACT research shows that students are more likely to enroll at an institution that matches their preferences and are less likely to transfer. This panel presentation will explain how the predictive modeling indices were developed and how they can be used to target recruitment or predict enrollment. Case studies of how two institutions use these indices as well as other institutional data in their own institution-specific prediction models will also be discussed. (ID: 145692)

Presenter(s)

Joann Moore, *ACT, Inc.*

Michael Hovland, *University of Iowa*

Ekaterina Ralston, *Iowa State University*

Success Predictors. AACC Pathways KPIs as Predictors of VFA Student Outcomes

Panel Session | Data | Sebastian I-1

 This panel presentation will explore the emerging early indicators of student success (AACC Pathways KPIs) that have been developed through the AACC Pathways initiative and how they can be used with longer term outcome measures to drive institutional improvement. The Community College Research Center (CCRC) is developing increasingly strong evidence of the value of these KPIs to understand and predict student outcomes in community colleges. The session will also show how the AACC Pathways KPIs can be used in conjunction with the Voluntary Framework of Accountability (VFA) Student Progress and Outcome measures to more fully understand the relationship between first-year experiences and longer term progress and outcomes. (ID: 145787)

Presenter(s)

Kent Phillippe, *American Association of Community Colleges*

Hana Lahr, *Community College Research Center*

12:30 PM–01:30 PM

A Comprehensible Storytelling on Institutional Yield Prediction

Poster Presentation | Data | Poster 13

Ever wondered why you developed a very powerful model for predictive analytics yet you are the only one who finds it fascinating? Well, this presentation is specifically tailored to unveiling this mystery to you. This poster presentation introduces an interesting facet to predictive analytics known as storytelling: a way that analytics from your powerful model can be easily understood by the intended end users. As a freebie, the entire process of coming up with a powerful model for institutional yield prediction is also detailed. This session will give participants ideas of how to tell stories of their predictive analytics models. (ID: 160936)

Presenter(s)

Johnson Mwangi, *Strathmore University*

Bernard Ochieng, *Strathmore University*

A Decision-Support System for Student Retention Based on Machine Learning

Poster Presentation | Data | Poster 25

This poster presentation highlights a collaboration between the Data Science faculty and the Office of Institutional Research at a four-year urban university in the Northeastern United States to implement a decision-support system using machine learning aimed at improving student retention. Student retention is a major challenge at American universities with the average six-year graduation rate hovering around 59%; hence, it is critical that we are able to accurately identify at-risk students. We find that machine learning models can identify at-risk students with a high degree of accuracy. This poster presentation will provide the details of how a decision-support system based on machine learning techniques can be a tool for the various stakeholders in improving student retention. (ID: 159782)

Presenter(s)

J.D Jayaraman, *New Jersey City University*

Sue Gerber, *New Jersey City University*

Julian Garcia, *New Jersey City University*



Academic Dishonesty Among Undergraduates

Poster Presentation | Educate | Poster 37

That academic dishonesty occurs on campuses across the country is not new. Nonetheless, understanding how academic dishonesty relates to engagement and student success is important. Using data from more than 14,000 first-year and senior students enrolled at 32 bachelor's degree-granting U.S. institutions, this poster presentation focuses on who cheats on college campuses, and how cheating correlates with effective educational practices, time on task, academic achievement, and other factors important for student success. Group differences in the frequency and severity of academic dishonesty will also be presented. Finally, regression analysis shows which students' experiences and engagement predict academic dishonesty. Audience members will be challenged to consider how understanding academic dishonesty can inform the programs and resources on their own campuses. (ID: 161271)

Presenter(s)

James Cole, Indiana University
Robert Gonyea, Indiana University
Ryan Merckle, Indiana University

Assessing Knowledge Growth of Applicants From Different Entrance Channels

Poster Presentation | Data | Poster 41

This poster presentation focuses on a study aimed to gain insight into the longitudinal impact of entrance channel on applicants' knowledge growth using linear growth modeling. To this end, we analyze the extent to which entrance channels, gender, and prior knowledge can predict the initial state and growth of academic performance. Levels of prior academic performance, gender, and types of entrance channel were predictors, and grades for each semester were dependent variables. The results suggested that females outperformed males in initial grades and slope of knowledge growth. The prior academic performance had positive influence on initial grades and negative impact on the slope of knowledge growth. (ID: 145686)

Presenter(s)

John J. H. Lin, National Central University, Taiwan
Pey-Yan Liou, National Central University, Taiwan
P. C. Roger Cheng, National Central University, Taiwan

BIO Reasoning and STEM Retention: A New Measure for STEM Predictive Models

Poster Presentation | Data | Poster 57

Dropout from STEM majors has many causes; a crucial cause is that many students perform poorly in introductory undergraduate biology courses. A new measure of reasoning in biology can be used to predict students' biology course grades above and beyond standardized admissions test scores. We present on reliability, validity (including interviews with test-takers), and test fairness for our measure, based on data from 1806 students from 3 universities. Attendees can learn details of developing this type of measure, as well as how to obtain the test for free for use in four-year U.S. institutions or biology departments (sites where the measure has been validated). (ID: 143821)

Presenter(s)

Ting Dai, University of Illinois at Chicago

Bridge Program Participation and Undergraduate Academic Performance

Poster Presentation | Data | Poster 11

 Academic preparation plays a key role in students' transition to and progression through postsecondary education. Yet, many students enter postsecondary education without the knowledge and skills needed to succeed academically. To close the gap in academic preparation and facilitate secondary school graduates' transition to higher education, many institutions around the world have implemented preparatory programs—also known as “foundation” or “bridge” programs. Institutional researchers may be called to assess the effectiveness of such programs and provide campus leaders with information and insights needed for decision-making. Using a quasi-experimental research design (namely, propensity score matching), this poster presentation examines whether there is a relationship between completion of a one-year bridge program and subsequent undergraduate academic performance. The study also examines whether this relationship is consistent over time and across fields of study. (ID: 160958)

Presenter(s)

Felly Chiteng Kot, Nazarbayev University



Building Bridges (and Buy-In) for Assessment and Continual Improvement

Poster Presentation | Educate | Poster 19

Fueled in part by accreditation and accountability movements, assessment has become a contentious topic and undertaking at many institutions, with faculty and staff alike balking at efforts to build and maintain an ongoing, integral culture of assessment on campus. This poster session presents how one IE professional worked to build not only capacity for assessment among faculty and student support professionals, but also persisting buy-in that has enabled ongoing programmatic reflection and improvement to support student success. Various tips and strategies for building lasting collaboration, capacity, and buy-in will be shared. (ID: 160832)

Presenter(s)

Joanna Oxendine, *California State University, San Bernardino*

Characteristics of High- and Low-Academic-Achieving Students

Poster Presentation | Data | Poster 29

Understanding the students of one's own university is very important in order to make sure educational resources, learning settings, pedagogical practices, and related information provided to its students are at the appropriate level and relevant to students' needs. This poster presentation identifies the characteristics and patterns of high- and low-academic-achieving students. Understanding students' characteristics gives administrators and educators a clear picture about their students so prompt services, learning assistance, and support can be provided. The research findings revealed that an extremely low attendance rate was the primary reason contributing to low academic performance. Hence, several strategies and programs have been planned and implemented to increase the student attendance rate and enhance student success. (ID: 145864)

Presenter(s)

Bi-Jen Hsieh, *Da-Yeh University*

Ming-Yin Chen, *Da-Yeh University*

Jeng-Jong Ro, *Teaching Excellence and Quality Assurance Center*

Cognitive Outcomes Development by Race Among First-Generation Students

Poster Presentation | Data | Poster 23

This poster presentation examines the college experiences that correlate to cognitive outcomes among first-generation students in aggregate and disaggregated by race/ethnicity. The presentation focuses on how institutional researchers can measure the college experiences and cognitive outcomes of this population using quantitative methods. Using this focus, institutional researchers will be able to identify tools to measure college experiences and cognitive outcomes to assist this population in navigating and succeeding in college. Additionally, this session will provide information to help institutional researchers engage the conversation about first-generation college students on college campuses, and also provide insight into designing institutional research to examine the patterns and predictors of cognitive outcomes among first-generation students. (ID: 145670)

Presenter(s)

Michael Iorio, *Loma Linda University*

Young Kim, *Azusa Pacific University*

David Edens, *California State Polytechnic University, Pomona*

Competency-Based Education: Power in the Numbers

Poster Presentation | Data | Poster 1

This poster presentation will demonstrate a Data Dashboard created for the State of Texas's first public, regionally accredited (SACSCOC) competency-based baccalaureate degree. The Institute for Competency-Based Education, housed at A&M-Commerce, has tracked program data and built key performance indicators for the program since its inception, so that it may serve as the beginning of a common conceptual framework. The presentation also will cover student time- and cost-savings scenarios and post-graduation survey outcomes for competency-based education students at A&M-Commerce. Participants will engage in some investigation, looking for patterns and trends that grant glimpses of insight and assist in building value around the data. Coupling the data with narrative creates the opportunity for extended value by aiding in the creation of powerful stories with the potential to influence stakeholder buy-in and drive innovative change. (ID: 161399)

Presenter(s)

Carlos Rivers, *Texas A&M University-Commerce*

Shonda Gibson, *Texas A&M University-Commerce*



Data Science: Using Data to Understand, Predict, and Improve Outcomes

Poster Presentation | Educate | Poster 3

How can we achieve better outcomes? That is the question in most industries (e.g., business, healthcare, higher education). This is important because outcomes are critical, and organizations are looking to data to provide greater insight into the current and future outcomes. Single sources of data, may not provide the best insight into outcomes; however, combining data and techniques may provide better insight into the connections between factors and their impact on outcomes. The objectives of this poster presentation will be to introduce data and models used to predict student outcomes, present model results, and provide recommendations on how to improve student outcomes. (ID: 161350)

Presenter(s)

Bryce Pride, *University of St. Augustine for Health Sciences*

Data-Driven Support in Multiple-Measures Course-Placement Guidelines

Poster Presentation | Data | Poster 5

The scope of institutional research is transitioning from mandatory reporting and data crunching to proactive examination and interpretation of data, which involves skillfully situating the data in context and being part of crucial conversations so that institutional decisions are informed by data. Further, the process of solving complex IR tasks is never without complications. Given these realities, this poster presentation covers the many challenges our IR team confronted when tasked with identifying multiple measures that could supplement existing course-placement criteria for freshmen since placement exams were being discontinued. Specifically, the emphasis of this poster session is on process, as we share the complications encountered while gathering and preparing longitudinal data, choosing the appropriate analytic tools, and explaining findings with broader stakeholders. (ID: 161312)

Presenter(s)

Hui-Jeong Woo, *California State University, Chancellor's Office*
Tanya Figueroa, *California State University, Chancellor's Office*
Ed Sullivan, *California State University, Chancellor's Office*

Development of a Feedback System for Academic Advising

Poster Presentation | Data | Poster 27

Evaluation of academic advising should be evidence-based and align with standards of the Council for the Advancement of Standards in higher education (CAS) and the National Academic Advising Association (NACADA). However, many institutions do not know the impact of their advising program. Home-grown student surveys, which typically undergo little validity or reliability testing, are the primary method of assessing advising outcomes. A need exists, then, for a valid and reliable standardized instrument that can be benchmarked across multiple institutions. This poster presentation will present results of a pilot study of The IDEA Center's newly developed academic advising system. (ID: 145884)

Presenter(s)

Stephen Benton, *The IDEA Center*
Pat Sullivan, *The IDEA Center*
Tim Archie, *The IDEA Center*
Dan Li, *The IDEA Center*

Does College Football Help Attract More and Better Students?

Poster Presentation | Data | Poster 17

Athletic and football success is one of the areas of competition among colleges. It is widely believed that athletic success might help colleges attract more and better students, yet existing research is contradictory. The primary assumption of this study is that not all colleges or conferences are created equal. Consequently, football success has an effect on an applicant pool of some colleges, but not of others. To test my assumptions I utilize a data set on the winnings of 130 schools in the Division I Football Bowl Subdivision (FBS) from 2000 onward. I merge these data with IPEDS information on the number of male and female applicants and ACT percentile scores. Using a multilevel approach, I confirm college-varying effects of football success on college applications. (ID: 161653)

Presenter(s)

Kyrylo Kobzyev, *Auburn University*



High-Impact Practices and Personality: Are HIPs Biased for Certain Traits?

Poster Presentation | Plan-Evaluate | Poster 43

This poster session presents findings from the National Survey of Student Engagement (NSSE), investigating whether high-impact practice (HIP) participation is more common in students with certain personality traits. In addition to the core NSSE items, this study uses responses from experimental items on the Five-Factor Model of personality, given to 10,255 students at 34 institutions. A series of exploratory t-tests, looking at the different HIPs included on NSSE, suggests several significant differences. Specifically, those higher in Extraversion, Agreeableness, and Intellect are more likely to do learning communities, research with faculty, internships, and capstone experiences and hold leadership roles. Conversely, those higher in Conscientiousness are less likely to hold leadership roles or do study abroad. Understanding these differences can help institutions develop new HIP programming that is more appealing and inclusive for all students, regardless of personality traits. (ID: 145632)

Presenter(s)

Angie Miller, *Indiana University Bloomington*

Internships & Career Experience: Gateway to Students' Career Development

Poster Presentation | Information-Needs | Poster 45

From guiding students through the career exploration process to helping them gain the experience that will help them land their first job, Career Centers help students get to where they want to go. The primary purpose of this study was to examine how one large land grant university located in Midwest United States is preparing students for their careers through internships and career-related experiences. This poster presentation will describe internship and career-related results obtained from the First-Destination Career Outcomes Survey, the implications of the results, and how the information can provide decision support for campus leaders. (ID: 145580)

Presenter(s)

Rosemarie Lerma, *Indiana University*

Investigating the Impact of Financial Aid Policy on Student Employment

Poster Presentation | Information-Needs | Poster 15

This poster session presents a study investigating the impact of funding reduction from Georgia's HOPE scholarship on student decisions to work while in school. Georgia's statewide longitudinal data system, GA-AWARDS, allows us to merge student-level postsecondary data with workforce data and determine employment trends among the state's college students. Using a differences-in-differences research design, we find that students with reduced grant funding were more likely to be employed relative to scholarship recipients that maintained full-tuition funding. (ID: 160823)

Presenter(s)

Lori Hagood, *Board of Regents of the University System of Georgia*
Rachana Bhatt, *Board of Regents of the University System of Georgia*

Learning With Technology as Student Engagement: Insights From NSSE 2016

Poster Presentation | Data | Poster 35

Drawing on 2016 National Survey of Student Engagement data, this poster session presents a study that examines senior students' perceived role of technology and usage of technology in their learning, as well as how using technology relates to student outcomes. Students reported that technology enables them to be more engaged in learning activities. Using technology in learning also significantly correlates with positive student outcomes. This study informs how the College can provide institutional support to enhance student learning with technology and deepens the understanding of how technology can serve as a way of engaging students in learning, and how learning with technology leads to desirable student outcomes. (ID: 145764)

Presenter(s)

Sandip Thanki, *Nevada State College*
Qingmin Shi, *University of Nevada, Las Vegas*
Janice Le-Nguyen, *Nevada State College*
Tony Scinta, *Nevada State College*
Mick Haney, *Nevada State College*



Making the IPEDS Survey Submission Easier*Poster Presentation | Data | Poster 59*

Tired of manually typing in the numbers on the website screen of the IPEDS surveys? The solution is to adopt a method of uploading a fixed-length text file or a key-value-pair text file, which would save IR staff tremendous time and avoid possible typos caused by human error. This poster presentation will give the audience step-by-step instructions, from downloading the import specifications and/or related XML/XSD files including XML Implementation Guide from the IPEDS website, to generating a fixed-length text file or a key-value-pair text file, to uploading the text file to the IPEDS website. The MS Excel users may consider following the XML Implementation Guide in the IPEDS survey submission. The SAS codes used to generate a text file will be also presented. Non-SAS-users may get some ideas from the SAS codes to generate a text file by the software they use daily. (ID: 141640)

Presenter(s)

Robert Zhang, Chatham University

Psychometric Analysis of CIRP Scales*Poster Presentation | Data | Poster 55*

Schools across the country are using surveys from the Cooperative Institutional Research Program (CIRP) to measure various student outcomes. One way to examine the results from these surveys is using psychometric models, which allows one to examine how well the items within the scales are functioning. This poster presentation will introduce IR professionals to one-parameter item response theory (IRT) models, particularly the rating scale model. Additionally, it will use CIRP's Academic Self-Concept scale to demonstrate how the rating scale model can be used to show how well survey items are functioning and how there may be differences across groups of students. (ID: 145170)

Presenter(s)

Kaitlyn Tuthill, Boston College

Qualitative Data Mining to Increase Graduation Rates*Poster Presentation | Data | Poster 63*

Although it is common practice to collect qualitative data via open-ended survey questions, emphasis is typically placed on quantitative responses. This ignores the rich contextual information that qualitative data can provide. The objective of the researchers in this poster presentation is to outline a method for collecting, analyzing, and interpreting qualitative data in support of institutional effectiveness. Examples are drawn from a study on mean unit load to highlight the ways in which qualitative data can be used to better understand and influence key metrics such as graduation rates. (ID: 160807)

Presenter(s)Andrew Montgomery, California State University, San Bernardino
Mariela Monge, California State University, San Bernardino**Simplifying Complex Survey Data: Diagnostic Classification Models***Poster Presentation | Data | Poster 47*

Survey analysis and presentation can become difficult as surveys grow more complex, covering multiple constructs. Diagnostic Classification Models (DCMs) provide a means of simplifying survey data while enabling rich analytical possibilities. DCMs approach latent constructs similarly to item response theory but provide more fine-grained information by producing categorization of respondents across several attributes of interest. Using data from the Beginning College Survey of Student Engagement (BCSSE), this poster presentation demonstrates how DCMs provide easily understood and contextualized categorizations that can lead to better understanding of student and institutional needs. (ID: 145526)

Presenter(s)Justin Paulsen, Indiana University Bloomington
Shimon Sarraf, Indiana University Center for Postsecondary Research**IPEDS TRAINING****IPEDS**

AIR offers IPEDS training and information via a variety of modalities: half and full-day face-to-face workshops, 10-12 hour mentor-supported online Keyholder courses, and short online tutorials focusing on the IPEDS collection surveys and data tools. Funding for this work comes from the National Center for Education Statistics (NCES).

www.airweb.org/IPEDS

Stopping the Slump: A National Study on Second-Year Students

Poster Presentation | Plan-Evaluate | Poster 53

Sophomore programs have been a recent hot topic in higher education, with significant resources put towards addressing the sophomore slump. But, what do we really know about these students and their success in college? This poster presentation will use existing research as a framework for discussing results of a recent national study on second-year students. In particular, results will focus on concepts such as academic experiences, engaged learning, career success, and campus connections. (ID: 145396)

Presenter(s)

Matthew Venaas, *Skyfactor*
Sherry Woosley, *Skyfactor*

Student-Centered Enrollment System: Data-Assisted Advising Functions

Poster Presentation | Data | Poster 31

This poster presentation will cover an online dashboard system developed for students who need useful information on their registration for a course. The system deals with three major factors that contribute to the outcomes of students' learning: the evaluation methods of courses, students' self-directed learning readiness (SDLR), and students' learning goals. It analyzes the collected data and forms the recommendation model. Then, it visualizes the results, indicating two lists of recommended courses. The focus of this system is data-driven support for academic success in students' selecting subjects, and we expect it to change the students' poorly informed situation at Japanese universities. (ID: 145860)

Presenter(s)

Takeshi Matsuda, *Tokyo Metropolitan University*
Yuki Watanabe, *Tokyo Institute of Technology*
Katsusuke Shigeta, *Hokkaido University*
Nobuhiko Kondo, *Tokyo Metropolitan University*
Hiroshi Kato, *The Open University of Japan*

The Evolving Role of an IR Office in the Open Pathway to Reaccreditation

Poster Presentation | Plan-Evaluate | Poster 33

This poster presentation outlines a process approach and design created by the Institutional Research office at the Northeast Ohio Medical University (NEOMED) to demonstrate compliance with accreditation standards during the mid-cycle review of the "Open Pathway" to reaccreditation by the Higher Learning Commission (HLC). Various accreditation pathways are explained with a focus on the 10-year Open Pathway and its requisite components. A customized process design enabled NEOMED to create a successful Assurance Argument for continuing accreditation through the use of "data contributor teams," "writing teams," and a "core technical team." We will discuss the challenges encountered and lessons learned during this process. (ID: 145784)

Presenter(s)

Margarita Kokinova, *Northeast Ohio Medical University*
Deborah Loyet, *Northeast Ohio Medical University*
Denise Cardon, *Northeast Ohio Medical University*
Lorans Jones, *Northeast Ohio Medical University*

Undergraduate Research and Cognitive Learning Gains Among Latinx

Poster Presentation | Data | Poster 21

Colleges and universities are looking for IR to quantitatively assess the factors that contribute to fostering students' cognitive learning gains. As such, this poster presentation examines undergraduate research participation at selective institutions and its impact on Latina/o students' cognitive learning gains. Improving the rates of undergraduate research involvement for Latina/o students through effective IR practices and assessments can yield positive institutional effects that relate to student learning outcomes and accreditation standards. In doing so, IR professionals can examine the individual and environmental factors that foster cognitive learning gains by student race/ethnicity. (ID: 160587)

Presenter(s)

Young Kim, *Azusa Pacific University*
Oscar Espinoza-Parra, *College of the Desert*
David Edens, *California State Polytechnic University, Pomona*
Marjorie Acevedo, *Mount Saint Mary's University*
Susan Gavin, *Taylor University*



Using Data-Driven Decisions to Transform Prospective-Student Recruitment

Poster Presentation | Data | Poster 51

 In this poster presentation, we will identify key recruitment metrics for dashboard development. The focus is on describing and evaluating the project's processes and results as they have evolved over a 10-year stretch (2007–2016). In addition to sharing the technical aspects of dashboard development, we will discuss the preparation groundwork—namely, the design-based research (DBR) method—that college institutional researchers (IRs) and admission staff must complete in order to develop dashboards and visualization tools that meet organizational needs. DBR is a systematic but flexible way to improve theory and practice through iterative analysis, design, development, and implementation in real-world settings. We will also offer some general reflections on the lessons learned and the DBR method used in this project, as well as some suggestions for future research in the recruitment of prospective students. (ID: 145473)

Presenter(s)

Hsinyi Peng, *Office of Academic Affairs/National Tsing Hua University Taiwan*
Rongshun Chen, *Office of Academic Affairs/National Tsing Hua University Taiwan*

Mei-Chun Chen, *Office of Academic Affairs/National Tsing Hua University Taiwan*

Using Secondary Data Sources in Accreditation

Poster Presentation | Plan-Evaluate | Poster 7

Accreditation and reporting are vital functions of IR offices, but it can be challenging to tie together vast amounts of primary data sources, often spread across numerous departments. This is where secondary data sources can assist by providing data that links directly to regional accreditation criteria and can then be crafted into a cohesive and powerful narrative about student learning, growth, and development. This poster presentation will demonstrate how IR offices can tap into secondary data sources to assist with accreditation. National surveys from the Cooperative Institutional Research Program (CIRP) serve as the poster's secondary data source frame. As a result of attending this poster session, participants will learn the advantages of using secondary data sources in the accreditation process and learn how to map survey questions to accreditation criteria. (ID: 161302)

Presenter(s)

Victoria Couch, *University of California, Los Angeles*
Ellen Stolzenberg, *University of California, Los Angeles*

What Sort of Personnel Are Shouldering the Responsibility of IR in Japan?

Poster Presentation | Information-Needs | Poster 39

In Japan, IR has gradually been introduced starting about 10 years ago. In recent years, there has been a sudden increase in the establishment of IR Offices and the posting of staff who are in charge of IR. However, because IR has been carried out amidst rapid change, the profession of IR specialist has not been established. To analyze what sort of personnel will continue to be responsible for IR in Japan, it will be necessary to disclose the present conditions, including the attributes, personal histories, skills, etc., of the personnel in charge. However, it is not clear what sort of personnel are shouldering IR responsibilities. We carried out a questionnaire survey targeted at all Japanese universities (roughly 800), relating to personnel who are shouldering IR responsibilities. We combined postal mail and the Web to conduct our investigation. In this poster presentation, we will present information in order to analyze what sort of personnel will be responsible for IR in the future in Japan. (ID: 145701)

Presenter(s)

Tomoya Hashimoto, *Shitennoji University*

What's Up (Post)Doc? Evolving Definitions of a Growing Population

Poster Presentation | Information-Needs | Poster 9

Proper reporting of data related to postdoctoral researchers is hampered by the lack of a common definition and job title. Using data collected from a census of U.S. institutions, our research addresses the various aspects of postdoctoral employment and asks whether a consensus is emerging among institutions regarding how to define these early career researchers. We present these results in this poster session. This information will be helpful to institutional researchers tasked with reporting on postdocs and will assist them in benchmarking their institutional data against their peers. (ID: 161073)

Presenter(s)

Michael Yamaner, *National Science Foundation*
Caren Arbeit, *RTI International*
Peter Einaudi, *RTI International*
Jonathan Gordon, *National Center for Science and Engineering Statistics*



01:45 PM–02:30 PM

(IAIR Best Presentation) Free Tableau Daily Enrollment Dashboard

Affiliated Organization Best Presentation | Data | Wekiwa 5

 Different levels of staff and faculty at an institution have a responsibility for understanding and improving enrollment in their specific areas. They need data at a granular level to create an understanding of enrollment trends during the registration period, and a daily count specific to their location, course type, prefix, course, and section. With declining budgets, the tools utilized must be free or relatively inexpensive. In this session, we will show how a daily enrollment dashboard that has granular filters can be created for free using Tableau Public Desktop and shared via Tableau Public. (ID: 166965)

Presenter(s)

Nilkamal Shah, Moraine Valley Community College
Aaron Roe, Moraine Valley Community College

(KAIR Best Presentation) The Postsecondary Feedback Report: Education and Workforce Outcomes

Affiliated Organization Best Presentation | Data | Wekiwa 6

 This session will be interactive, allowing participants to explore the Postsecondary Feedback Report for a specific institution, ask questions about what the data mean, discuss among peers how to use this data to improve institutional outcomes, and to show how linking workforce to education data can be beneficial to institutions. (ID: 171294)

Presenter(s)

Scott Secamiglio, Kentucky Center for Education and Workforce Statistics

Annual Business Meeting

Speaker Session | General | Sebastian L-4

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. Board members will answer questions and discuss future plans for AIR. (ID: 167796)

Convener

Ellen Peters, University of Puget Sound

At Home with Educational Intelligence

Sponsored Speaker Session | Data | Wekiwa 4

 Higher education has shifted from an 'ivory tower' to a 'fish bowl' – each institution and its students, faculty, alumni, facilities, and resources are now observed, measured, and counted. Student success is now a tangible metric for institutions alongside retention rates, graduation rates, and placement rates. This presentation will focus on four key functions of institutional effectiveness and strategies to avoid getting lost in the maze of data and reports. Participants will see how North Carolina A&T uses Taskstream by Watermark to collect and "cross-seed" student success data with information from other campus systems, ultimately shifting from knowing to doing. (ID: 169596)

Presenter(s)

Muktha Jost, North Carolina Agricultural and Technical State University

Beyond Campus Climate: Assessing Capacity to Achieve Inclusive Excellence

Speaker Session | Plan-Evaluate | Panzacola H-3

This session will present how the Office of Institutional Research & Analysis at the University of Denver designed and implemented a two-year project to assess capacity for achieving inclusive excellence. Unlike prior campus climate studies, this project focused on goals, resources, capacity, and leadership within academic and business units to help develop individual strategic plans for achieving inclusive excellence. Presenters will discuss how they developed a mixed-methods research plan to meet the goals of the study; how the data were analyzed using ANOVA, factor analysis, and item response theory; and how the results of the study were communicated and implemented across campus, with an emphasis on accountability and action. Participants will learn about the role of inclusive excellence in higher education and how they can apply their own methodological expertise to support this initiative at their institution. (ID: 145642)

Presenter(s)

Christopher Pena, University of Denver
Lin Ma, University of Denver



Building a Culture of Diverse Data Users Through Data Visualization

Speaker Session | Educate | Sebastian I-3

PThis presentation demonstrates how Stetson University transformed institutional data into interactive Power BI analytics reports to inform institutional decision-making. IR partnered with departments across campus to provide a holistic view of data trends and developed shared interactive reports that display data from multiple lenses and units of analysis. A variety of measures, including enrollment, student success, outcomes, and peer benchmarks, were included to allow users to explore data patterns. As a result, the reports have facilitated campus learning, specifically, the ability of stakeholders to contextualize understanding and comprehend crucial data patterns. This has in turn fostered an institutional data culture shift from merely asking questions to leveraging appropriate data and insight to identify opportunities for change. This presentation addresses how IR can use data visualizations to guide institutional learning and create a culture that values and leverages data appropriately. (ID: 145639)

Presenter(s)

Resche Hines, *Stetson University*
Angela Henderson, *Stetson University*

Building Statistical Models to Explain and Predict Student Retention

Sponsored Speaker Session | Stewardship | Wekiwa 7

SFinding the factors that impact student retention is extremely valuable in today's institutional research (IR) endeavors. Uncovering these factors allows institutions to gain deeper insights into their student and discover critical characteristics that identify the most at-risk students. With these data-driven insights made available, institutions can take preventative measures and install value-added support systems to increase student retention. In this presentation, the speaker will use the JMP Statistical Software to develop a statistical model that can explain and predict student retention based upon a set of characteristics of those students and their coaches. (ID: 169366)

Presenter(s)

Kevin Potcner, *SAS Institute Inc. JMP Division*



Crowdsourcing IR Office Methods to Reduce the Burden of External Reporting

Discussion Group | Leadership | Wekiwa 1

As demand for high-quality data and analyses rapidly increases among internal college and university stakeholders, many IR offices face the challenge of balancing these growing demands with existing external reporting responsibilities. Indeed, in addition to federally mandated reporting, IR offices are frequently responsible for completing several optional external surveys that university administrators view as vital to successful marketing and student recruitment. Participants in this discussion group will discuss the challenge of balancing increasing internal data requests with existing external survey reporting workloads. They will also learn how other IR offices manage external reporting responsibilities and share techniques for addressing this challenge. (ID: 145609)

Presenter(s)

Kelsey Heider, *Loyola Marymount University*

From Traditional to Strategic: Strategies to Build Strong IR Offices

Discussion Group | Leadership | Wekiwa 8

To stay on the forefront, institutional researchers must be strong leaders, be technically savvy, and be responsive to institutional needs or risk becoming sidelined. But for small institution research offices in particular, achieving strategic aims is no easy feat amidst institutional constraints. In this discussion group, participants will discuss successful strategies they have implemented at their institutions as part of efforts to become more strategic. The session will ask respondents to share ways—big and small—that they have enacted change in institutional culture; implemented efficiencies that enabled them to be proactive as opposed to reactive; embedded predictive modeling in operations; and strived to become more personally effective leaders among executive leadership. Participants will receive a framework and resources post-session, and should leave with at least one or two ideas they can implement at their own institution. (ID: 145795)

Presenter(s)

Elissa Lu, *Clark University*
Shital Sharma, *Clark University*

Global Reputation: Why it matters-Understanding reputation in QS Rankings

Speaker Session | Data | Wekiwa 3

SWorld university rankings are of more significance every year and IR offices are tasked with tracking global rankings, understanding ranking methodologies, and recognizing the impact global rankings have on their university's reputation. This session will help IR professionals better understand the QS World University Rankings, the significance of academic reputation as part of the QS Rankings methodology, and the importance of an institution's global reputation. QSIU experts will discuss why the Academic Reputation indicator is the most distinctive component of the QS Rankings and share examples of institutions successfully leveraging their global reputation. An overview of resources helpful to IR offices and universities looking to devise strategy will be covered. These tools help institutions further analyze academic performance and institutional global brand perception, compare peer institutions, and provide access to the data behind the rankings. (ID: 167739)

Presenter(s)

Selina Griffin, *QS Intelligence*
PJ Shoulders, *QS Quacquarelli Symonds*

Has Developmental Education Reform Helped Students?

Speaker Session | Plan-Evaluate | Panzacola H-2

To improve student outcomes, community colleges have instituted reforms in the structure and use of developmental education courses. The impact of reform at one community college will be presented as an example of the process used to evaluate program reform. Based on the presentation, participants will understand how the reforms were implemented at the college and the reform's impact on student demographics, retention, graduation, and transfer rates. (ID: 145743)

Presenter(s)

Kelly D. Smith, *Central Piedmont Community College*
Bobbie Frye, *Central Piedmont Community College*

If You Build It, They Will Be Funded: Designing a Budget Model Using SAS® BI

Speaker Session | Data | Sebastian L-3

Executive leadership at a large research institution desired a new budget model. Budget personnel reached out to Institutional Research to provide them with all the necessary details to support the new complex structure. This presentation will discuss how Institutional Research defined the problem and used SAS® BI tools to develop a flexible solution that provided multiple delivery options. (ID: 145097)

Presenter(s)

Patricia Ramsey, *University of Central Florida*

Incorporating Principles of Project Management Into Institutional Research

Speaker Session | Leadership | Panzacola H-1

Pressures on institutional researchers to focus on reporting requirements leave little time to think strategically about long-term goals or to build meaningful relationships with key stakeholders. This presentation introduces IR professionals to concepts in project management that lead to quick wins and efficiency gains. Case studies from a law school's student lifecycle model and a STEM program's online Master's degree are used to demonstrate how project management tools produce results. Topics include tracking requests, defining scope and drafting a charter, developing workplans using Gantt charts, organizing data and personnel with process maps, and skills for presenting data as information. (ID: 145416)

Presenter(s)

Justin Shepherd, *Emory University*
Jillian Morn, *Georgia Institute of Technology*



Increasing IR Capacity Within Ohio's Community Colleges

Speaker Session | Educate | Sebastian I-2

 This presentation will discuss one state's approach to leverage scarce financial and human resources to expand data capacity within its 23 community colleges. The state's Institutional Research offices have vastly differing capacity levels: resourced, under-resourced, and limited to no resources. To help augment institutional capacity, the Student Success Center of the Ohio Association of Community Colleges has deployed a data coaching model where specialized data coaching and technical assistance are provided to colleges. The goals of this model are two-fold: to increase student success and to enhance IR capacity. (ID: 145799)

Presenter(s)

Anne Foster, *Ohio Association of Community Colleges*

Peter Trumpower, *Stark State College*

Is Classroom Diversity Associated With Direct Measures of Student Success?

Speaker Session | Data | Panzacola F-1

To estimate the effect of classroom diversity on academic outcomes and enrollment persistence, this study uses direct measures of classroom ethnic/racial composition that are based on institutional matriculation records at two large public research universities. Estimated effects are based on annual longitudinal changes in classroom diversity exposure after tracking several freshmen cohorts over a four-year period. The study is conceptually anchored in the Input-Environment-Output (I-E-O) model (Astin, 1993; Pascarella & Terenzini, 2005), with classroom diversity as the focal environment factor net of precollege, "bridge" (e.g., financial aid), college experience, and student motivation covariates. (ID: 145419)

Presenter(s)

Serge Herzog, *University of Nevada, Reno*

John Stanley, *University of Hawaii, West Oahu*

Lost in Translation: Transforming Survey Data to Get Started With Tableau

Speaker Session | Data | Panzacola F-4

IR professionals must not only collect, analyze, disseminate, and archive information about their institutions, they must also report findings to a wide variety of stakeholders. One way to communicate information to a broad audience is through interactive data visualizations. Data visualization tools, such as Tableau, are often built with a mindset that may not be as familiar to today's IR professional, and learning a new tool from a different educational culture may be daunting. This presentation aims to bridge the gap between traditional data-analyst-thinking with tools such as SPSS and business intelligence tools such as Tableau. Participants will learn about the merits of "long" versus "wide" data and tips for converting from one format to another. Participants will learn how to use these converted data in Tableau; how Tableau jargon maps to traditional data-analyst terminology; and ways to get started using survey data in Tableau. (ID: 145081)

Presenter(s)

Allison BrckaLorenz, *Indiana University Bloomington*

Brendan Dugan, *Indiana University Center for Postsecondary Research*

Amy Ribera, *Indiana University Bloomington*

Tableau Report Security: For Your Eyes Only

Speaker Session | Stewardship | Panzacola H-4

The "one viz fits all" idea largely improves reporting efficiency and prevents IR professionals from creating multiple versions of the reports for different audiences. Tableau Server also provides an array of security and permission options for report publishers to control report access. However, there are times when extra security control (i.e., user differentiation) is required, and, sometimes, displaying information only relevant to the login user is a friendly design too. It is important that IR professionals take appropriate efforts to secure sensitive information. Can Tableau help us achieve the desired security? Attend this presentation to learn and discuss how to make Tableau user-based filtering and Row-Level Security (i.e., control user access down to the data record level) easier for your reports. (ID: 145129)

Presenter(s)

Sinji Yang, *University of Michigan*



The Implementation of an Early Alert System (**GradesFirst**) at an HBCU

Discussion Group | Educate | Wekiwa 9

In today's highly accountable higher education environment institutions, HBCUs specifically, must increase retention rates to remain viable. To assist with accomplishing this, many institutions have attempted to implement early alert systems. The Office of Institutional Research at Alabama State University has been used to delineate the implementation and evaluation process. This discussion group will cover the history and direction of an early alert system implementation. Specifically, discussion will address an early alert system option, faculty buy-in, the importance of tone of communication by faculty with students, and various outcome measures for assessing system success. Upon completion, participants in this discussion will be able to identify various early alert system options, know how to assure faculty buy-in, recognize the importance of communication with students, and realize the many outcomes measures available to demonstrate success. (ID: 161582)

Presenter(s)

Albert Calhoun, *Alabama State University*

The Next NPSAS: Innovation, Improvement, and Enhanced IR Data Utility

Discussion Group | Data | Wekiwa 10

Innovation and improvements are coming to NPSAS! This comprehensive financial aid data set will be even more powerful with the addition of the 2017–18 National Postsecondary Student Aid Study, Administrative Collection (NPSAS:18-AC), which will feature state-level financial aid estimates in addition to national data now on a two-year cycle. This discussion group will cover topics such as why NPSAS is important for informing policy; what makes NPSAS:18-AC different; efforts to make the process of institution participation as simple as possible; how the work of institution staff contributes to the success of NPSAS; and how institutional researchers can incorporate NPSAS and other NCES data into their own work for benchmarking and other analyses. (ID: 161507)

Presenter(s)

Austin Caperton, *RTI International*

Eric Atchison, *Mississippi Board of Trustees of State Institutions of Higher Learning*

The Relations Between Big Five Personality, Class Attendance, and Grades

Speaker Session | Data | Sebastian I-1

 This presentation explores the connections between students' Big Five personality traits, First-Year Experience (FYE, a compulsory course at our university) course attendance, and FYE final grades at Yamagata University, Japan. We have developed a mobile app that can track students' course attendance using Bluetooth 4.0-based beacons and their smartphones. Three key findings are as follows: (1) Course attendance and its grades are related, (2) Conscientious students showed better performance in the FYE, and (3) Neurotic students showed better course grades compared to emotionally stable students. More details and a demonstration using a beacon will also be given during the presentation. (ID: 145474)

Presenter(s)

Koji Fujiwara, *Yamagata University, Japan*

Shigeru Asano, *Yamagata University, Japan*

Takao Hashizume, *Yamagata University, Japan*

Transforming Your IR Office Into a Business Intelligence Shop With Tableau

Speaker Session | Data | Sebastian L-2

Follow our journey from basic data-tracking and reporting office to fast-paced business intelligence shop. With the help of Tableau, we in the Institutional Research office at Bentley University have been able to improve our efficiency and drastically advance our analytical performance, strengthening our relationships with university leadership and earning greater support for our department. An IR office can have a lot on its plate: recruitment analysis and enrollment tracking; IPEDS and accreditation reporting; retention and graduation modeling; rankings; industry analysis; engagement and satisfaction surveys; and outcome tracking. With Tableau, we've been able to automate the bulk of our reporting and have developed the freedom to create real-time dashboards connected to multiple sources, which allows even the most inexperienced user to interact with the data and have their questions answered. (ID: 145783)

Presenter(s)

Kelly Giardullo, *Bentley University*

Lindsey Kosinski, *Bentley University*



Using Tableau and OneNote to Automate IR Tasks*Speaker Session | Data | Panzacola F-3*

Automating IR tasks using SAS or R is not new to many large IR offices. However, a large majority of small IR offices lack resources for complex programming. The presenter has designed a flexible automation process with minimal programming using Tableau (desktop version) and OneNote for a majority of IR tasks, such as IPEDS, CDS, U.S. News, FactBook, Ad-hoc Data requests, Dashboard, etc. This dramatically increased efficiency and saved time, allowing her to work on more value-added, higher level analytical tasks. This presentation will show specific examples. Those attendees with limited programming experience and/or those from a small IR office will benefit the most from the presentation. (ID: 145691)

Presenter(s)*Sarah Gallimore, York College of Pennsylvania***Web Scraping College Rankings to Produce a Searchable Online Database***Speaker Session | Data | Panzacola F-2*

College rankings produce an incredible wealth of information. Multiple producers each annually rank at least 200 schools and also publish additional value-based, regional, and subject-specific rankings. Typically, access to older data is lost when a new release is published online. Keeping track of current, let alone historic, rankings data is a challenge for IR offices. This presentation describes how our IR department used web scraping to gather online rankings data into a database and created a website to enable efficient rankings searches. Archiving these data improved access to historic and current rankings information across the institution. (ID: 144263)

Presenter(s)*Cassandra Rogers, New Jersey Institute of Technology***What Drives Enrollment? A Multivariate Approach for Actionable Information***Speaker Session | Data | Sebastian I-4*

The goal of increasing enrollment has become more pressing at two-year institutions due to a steady decline since 2010. The IR Office at Milwaukee Area Technical College was tasked with gaining a better understanding of student enrollment by taking a multivariate approach. The request started as a need for enhanced FTE modeling, and has since expanded to include an emphasis on actionable information for the college's Student Services, Recruitment, and Marketing areas. Along with producing enhanced FTE projections, the project will provide tools for the purpose of attracting, retaining, and graduating students. This presentation will address the status of the project, provide a project overview, and give examples of success stories, as well as "horror stories" to date. Participants can discuss challenges and initiatives underway at their schools regarding projections and student modeling. (ID: 145562)

Presenter(s)*Sara Willkomm, Milwaukee Area Technical College
Thomas Walsh, Milwaukee Area Technical College***02:45 PM–03:30 PM****Wednesday****(CUNY) Data Visualization: Diverse Perspectives from the City Univ of New York***Affiliated Organization Best Presentation | Data | Wekiwa 6*

 Data visualization techniques will be shared from four City University of New York colleges and the City University of New York Central Office of Assessment and Institutional Research. Attendees will gain an understanding of how to communicate data/results in an effective, efficient, and meaningful manner. Panelists will also discuss the various dashboards utilized to communicate with their college/university constituencies. (ID: 173594)

Presenter(s)*Bettina Hansel, Borough of Manhattan Community College
Tara Mastrorilli, College of Staten Island CUNY
Andrew Wallace, Baruch College
Patrick Wynne, Queensborough Community College
Zun Tang, City University of New York
Tammie Cumming, City Tech*

(MAIR Best Presentation) Leadership and Career Development in IR

Affiliated Organization Best Presentation | Leadership | Wekiwa 5

 This presentation will discuss career advancement within institutional research (IR) and how to position the office within the broader context of the university. Time will be given for discussion of participant experiences as well. (ID: 168931)

Presenter(s)

Lee Skinkle, *Southwest Baptist University*

An Examination of a University Scandal Using Data From Social Media

Speaker Session | Data | Panzacola F-2

The frequency of scandals, coupled with their consequences and the lack of evidence on their characteristics, makes understanding scandals an important topic for AIR members. This presentation introduces a study with a rich dataset around the Jerry Sandusky child sex-abuse scandal at Penn State (including millions of Tweets from Twitter between Fall 2011 and Fall 2012) and our findings from analysis of the data. Findings focus on the volume and duration of Tweets around the scandal in general and specific scandal topics and agents. Findings disaggregate volume of Tweets by sentiment and disaggregate stakeholders between users inside and outside Pennsylvania, and user accounts for media organizations and non-media users. As one implication, we examine scandal sentiment by state, relative to changes in applications and enrollments at Penn State between Fall 2011 and Fall 2012, by students' state of residence, to see if Twitter sentiment has predictive utility for enrollment management. (ID: 145800)

Presenter(s)

Rodney Hughes, *West Virginia University*
Jon Lozano, *Indiana University*

Benchmarking Inclusiveness: UMass Amherst's Campus Climate Survey

Speaker Session | Data | Sebastian L-3

This presentation focuses on UMass Amherst's 2016 Campus Climate Survey. Primary goals were establishing baseline measures for internal benchmarking, and gathering data to inform the strategic planning process and associated change efforts. Session attendees will learn about the following: (1) survey development processes; (2) survey content; (3) survey administration processes that yielded robust response rates (41% overall); (4) strategies to report and disseminate survey results to campus stakeholders; and (5) key results related to undergraduate student outcomes. (ID: 145714)

Presenter(s)

Elizabeth Williams, *University of Massachusetts Amherst*
Alicia Remaly, *University of Massachusetts Amherst*
Martha Stassen, *University of Massachusetts Amherst*

Beyond Graduation: Using Alumni Surveys to Study Post-Graduation Success

Discussion Group | Data | Wekiwa 10

In higher education, institutions naturally strive to move students to the next milestone—to retain, cultivate academic success, and ultimately graduate. Likewise, the cornerstone metrics of IR tend to emphasize the measurement of such outcomes. However, this focus does not necessarily parlay into assessing the kinds of outcomes that address whether the college-going experience has made a long-lasting impact on the rest of an individual's life in terms of wellness and wages. This discussion group will explore what happens when institutions take a step in a more future-facing direction, in the form of utilizing alumni surveys to better explore how students have capitalized upon their postsecondary experience. Topics discussed will include the selection of metrics, mitigation of potential challenges, and integration of results into an institution's work on institutional improvement and measurement of student success. (ID: 161144)

Presenter(s)

Elayne Reiss, *Achieving the Dream*
Erica Smith, *Northern Virginia Community College*



Exploring the Impacts of Different Course Combinations on Student Success

Speaker Session | Data | Panzacola H-2

Academic advisors have long observed that when certain courses are taken together, student course grades differ. Certain course combinations seem to result in lower DFWI rates and higher course GPA (synergetic) when taken together; certain combinations have just the opposite results when taken together, yielding higher percent of grades in DFWI (toxic). The presenters of this session will share with you their journey in discovering and validating the toxic and synergetic course combinations, their findings regarding the impacts of toxic/synergetic combo on student time-to-degree, and lessons learned in attempting to implement changes in academic units based on the findings from this study. (ID: 145648)

Presenter(s)

Meihua Zhai, *University of Georgia*

Naomi Norman, *University of Georgia*

Judy Iakovou, *University of Georgia*

Extreme Makeover: Data Visual Edition

Speaker Session | Data | Panzacola H-4

Effectively displaying data is key to conveying our findings to campus partners and decision-makers. But, many presentations and reports are still text-heavy or contain complicated visualizations. And, many practitioners do not have the time and resources to commit to getting help. This presentation will use a framework of five key data visual rules to discuss visualization and share practical resources to help you perform your own extreme visualization makeovers. Audience members will be able to add their own tips via a live Twitter feed. (ID: 145445)

Presenter(s)

Matthew Venaas, *Skyfactor*

First-Year Academic Performance and Retention for International Students

Speaker Session | Data | Panzacola H-3

In light of the growing number of international undergraduate students attending U.S. postsecondary institutions, this presentation will examine first-year academic performance and student retention in relation to academic readiness for both international and domestic students to determine whether the predictors and their effects differ between these two groups. Study results are based on ACT-tested students attending one of 10 institutions from a state university system. Academic readiness will include measures of students' literacy skills, their mathematical/science skills, and high school grades. The results will be examined overall, by major field of study, and by country characteristics. The implications of the findings for informing retention strategies for international students will be discussed. The session will conclude with postsecondary institutions sharing about any special initiatives for international students that have been implemented on their campuses. (ID: 145466)

Presenter(s)

Justine Radunzel, *ACT, Inc.*

Jizhi Ling, *ACT, Inc.*

How Optimizing Data Quality Metrics Creates Actionable Insight

Sponsored Speaker Session | Data | Wekiwa 7

S Consistent, accurate data greatly enhances your strategic planning and budget decisions. Explore how Texas Tech University uses data quality metrics, developed by Digital Measures, to help track their progress and make ongoing improvements in their data quality. Hear how the two collaborated to improve data quality scores through satisfaction surveys, tailored department presentations, and reporting goals; resulting in new visualizations to highlight key trends on their campus. (ID: 169822)

Presenter(s)

Craig Morton, *Texas Tech University*

Laurisa Perlberg, *Digital Measures*



IE Challenges: Workflow, Transparency, Data Analyses, and Data Management

Discussion Group | Leadership | Wekiwa 9

IE Offices have varying roles across institutions. At the University of Kentucky, the Office of Strategic Planning and Institutional Effectiveness (OSPIE) oversees student learning outcomes assessment, accreditation, program review, CAO reviews, strategic planning, and coordinates the new program approval process with the state. As a result of the many challenges of managing all of these areas and the need for more data-informed decision-making, our office has gradually adopted various technologies to improve workflow, transparency, data analyses, and data management. These tools include Tableau, Microsoft Access, Microsoft Sharepoint, Microsoft WebApps, Taskstream, Qualtrics, and Adobe Captivate. Using the University of Kentucky as an example, participants in this discussion group will discuss (1) tools and practices for collecting and maintaining IE data; (2) supporting our IE stakeholders with transparent and accessible data; and (3) how we can work more effectively to support our institutions. (ID: 161574)

Presenter(s)

RaeAnne Pearson, *University of Kentucky*

Infusing Project Management Into an IR Culture

Speaker Session | Leadership | Sebastian L-2

Often IR departments are resource-constrained and time-bound to produce deliverables and outputs. Having good project management practices and tools provides the capability to be more strategic and methodical about planning for mandated and ad hoc reports, business intelligence, and unexpected project work. During this presentation, we will explore project management concepts that will help IR departments avoid scope creep, align resources to meet demands, and deliver work on time. (ID: 145678)

Presenter(s)

Donna Thomas, *University of Texas System*

Institutional Research Is an ART: Aggregation, Reduction, and Translation

Discussion Group | Leadership | Wekiwa 8

IR professionals need to explain the field to outsiders in a quick and accurate way. I propose a three-letter acronym, ART (Aggregation, Reduction, Translation), to capture the essence of IR. It is a perfect elevator speech that one can use to introduce the field and leave a long-lasting impression with the audience. Here is how I use ART to explain IR: Aggregation means IR aggregates data and information from multiple sources to create a holistic picture. Reduction means IR reduces information noises and redundancy; it also means IR analyzes relevant data and builds models to reduce uncertainties in decisions. Translation means IR translates insights from technical jargons to user-friendly messages that everyone can understand and share. From this discussion group, participants will learn about the importance of communication for both career advancement and effective IR operation. They will create and share their own elevator speeches and walk away with inspiring quotes and visions. (ID: 145762)

Presenter(s)

Yan Xie, *University of Redlands*

IR and Career Services: Best Practices for Utilizing Post-Graduation Data

Speaker Session | Educate | Sebastian I-2

 This presentation will discuss how an IR office at a large public university is successfully tracking post-graduation outcomes to answer calls for accountability and assist with the efforts of Career Services. The presenters will discuss why and how these efforts were undertaken and will feature an interactive dashboard of post-graduation outcomes at the program level. Significant time will be spent highlighting the importance of the IR and Career Services relationship for advancing the institution and the success of its students. A co-presenter in this presentation includes a Career Services professional who will discuss how this IR office's post-graduation data and reports have benefited his



office. Attendees will be encouraged to collaborate with the Career Services office at their institutions to advance the utilization of post-graduation data. (ID: 145627)

Presenter(s)

Michael Bolen, *University of South Florida*

Karina Pineda, *University of South Florida*

Michael McCay, *University of South Florida*

Learn How to Benchmark Your Institution with U.S. News Academic Insights!

Sponsored Speaker Session | Data | Wekiwa 4

S U.S. News Academic Insights is the top peer benchmarking and performance assessment tool in higher education. Containing unpublished rankings and data, Academic Insights allows college, university, and graduate school administrators the ability to create custom peer groups and compare their relative performance to that of others. Data can be visualized using Academic Insights unique data presentations or exported as reports or in raw form. Institutional research professionals can access the Download Center to export large data sets. This session will show IR professionals how to use Academic Insights for benchmarking and reporting to senior leadership. (ID: 169735)

Presenter(s)

Cale Gosnell, *U.S. News & World Report*

The Role of IR in Driving Data-Informed Decisions Across Campus

Discussion Group | Educate | Wekiwa 1

This discussion group will explore the role IR/IE can play in building institutional capacity for data-supported decision-making. Attendees will develop strategies to: (1) help faculty, staff, and administrators advance their understanding of data; (2) recognize practical and political factors that can impact the use of data; and (3) establish partnerships on data projects to understand and address contextual factors in analyses, presentations, and recommendations. (ID: 160649)

Presenter(s)

Sue Gerber, *New Jersey City University*

Jimmy Jung, *New Jersey City University*

Towards More Effective Use of Student Survey Data: Student Journey Mapping

Speaker Session | Educate | Sebastian I-4

Higher education institutions are challenged to continuously enhance the quality of the educational experience they provide, and student surveys conducted by institutional research (IR) offices have the potential to provide rich insights to inform improvements to services and operational processes. IR offices facing the perennial challenge of under-utilization of such insights for decision-making may explore new approaches to (1) presenting data in more readily accessible, user-friendly formats and (2) engaging end users to strengthen their skills in applying research results. This presentation introduces the technique of Student Journey Mapping, which offers one such alternative approach when it is applied to (a) redesign questionnaires so that they deliver results that may be more readily applied; (b) present survey results in more engaging formats; and (c) convene practical workshops to coach and support teams of end users in using research data to inform plans for improvement initiatives. (ID: 145566)

Presenter(s)

Koelle Boyce, *The University of the West Indies, Cave Hill Campus*

Wednesday

Transforming IR's Operations in Response to the Analytics Evolution

Sponsored Speaker Session | Leadership | Wekiwa 3

S The role of institutional research (IR) is ever evolving. Under the new leadership of the Chief Analytics Officer, Ithaca is transforming IR's mission and operations in response to the EDUCAUSE Core Data Service Survey's findings that Ithaca was falling behind in the analytics evolution. Using innovative approaches to data governance, data warehousing, and data visualization, Ithaca has been able to advance in capability and service to institutional stakeholders and, in the process, has become more valuable to the institution on multiple levels. The audience will learn about how IR offices can take advantage of the EDUCAUSE Core Data Service Survey data in collaboration with multiple offices; how to develop new practices for advancing the field of IR, as well as the changes to traditional concepts of IR's role and operations; and the emerging new roles of IR Leadership, such as a Chief Analytics Officer or Chief Data Officer, critical to success in this rapidly changing environment. (ID: 166560)

Presenter(s)

Yuko Mulugetta, *Ithaca College*

Elijah Earl, *Ithaca College*

Jack Neill, *HelioCampus*



Understanding the Post-Traditional Student Population*Speaker Session | Data | Panzacola F-4*

This presentation explores the characteristics of “post-traditional students,” a term that has been proposed by several policy-makers to recognize and accommodate diverse students that do not fit neatly into the more commonly used term, “non-traditional student.” Exploratory factor analysis is used to identify key dimensions of the post-traditional population, and regression analysis explores the defining factors related to institutional-level graduation rates. This study will provide institutional researchers with useful empirical strategies for providing their institutional colleagues with a more nuanced characterization of their institution’s student profile. (ID: 145663)

Presenter(s)

Victor Borden, *Indiana University Bloomington*
 Jihye Kwon, *Indiana University Bloomington*

Using the Right Tools: Getting Campuswide Assessment Right*Speaker Session | Plan-Evaluate | Sebastian I-3*

 This presentation focuses on how to improve institutional processes so that the process not only serves internal priorities, but also satisfies external demands. Insights and tools—easily adapted at little or no cost—that can be used to satisfy both needs will be shared. Through discussion and hands-on practice as well as detailed presentation, participants will learn about developing an assessment handbook, a functional template for annual reports, and a process for moving information from the unit level through widely based review to the level of strategic resource allocation. In addition, techniques for writing more efficient annual reports; building evidence to support narratives designed for accrediting agencies; providing feedback to those completing annual reports; and creating greater campuswide involvement in assessment and planning will be discussed. (ID: 145618)

Presenter(s)

Carol Yin, *LaGrange College*

02:45 PM–03:45 PM**Creating an Affordability Model for Professional Education***Speaker Session | Data | Panzacola F-1*

Guided by its Strategic Plan, the University of Maryland, Baltimore (UMB) established “affordability metrics” to ensure graduate and professional programs remain affordable and accessible to Maryland residents from a diverse range of ethnic and socioeconomic backgrounds. UMB partnered with HelioCampus and the Lumina Foundation to adapt Lumina’s “Rule of 10” affordability benchmark to the University’s core professional practice degree programs in health and human services. Visually dynamic dashboards created to portray the correlation among cost of attendance, financial aid awards and loans, retention and completion rates, exam pass rates, professional earnings, and institutional financial metrics are demonstrated. Attendees will understand the challenges of quantifying affordability for professional students, and be informed of the data sources used and other studies available in the literature to interpret graduate and professional school affordability. (ID: 145716)

Presenter(s)

Gregory Spengler, *University of Maryland, Baltimore*

Democratizing Data: Campus Decision-Making Through System-Level Analytics*Panel Session | Information-Needs | Panzacola H-1*

State university system offices collect expanding volumes of data from their member institutions. The University System of Georgia has developed value-added visualization tools that democratize the data and provide individual institutions a new interactive system view of student-enrollment patterns. The administrative data are interwoven with external data to give users a comprehensive view of student-enrollment life cycles, neighborhood effects, and the higher education market. Institutions are using the new tools to improve recruitment, retention, and graduation efforts. This panel session will provide system and campus perspectives on making integrated data more accessible to decision-makers. (ID: 145836)

Presenter(s)

Angela Bell, *University System of Georgia*
 David Tanner, *University of Georgia*
 James Byars, *University of Georgia*
 Stephen Schultheis, *Clayton State University*



Do College Presidents Doubt the Value of IR?

Panel Session | Educate | Panzacola F-3

The analytics revolution is a real opportunity for Offices of Institutional Research (OIR) to exert greater influence over institutional strategy and help campus leaders shape the long-term success of their institution. Yet, according to the American College President Study 2017 (ACPS 2017), only 12% of college and university presidents identified the use of Institutional Research (IR) to inform decision-making as an area of future importance. This panel presentation will seek to unpack this finding with the aim of better articulating the value proposition of IR to college and university presidents. (ID: 145816)

Presenter(s)

Jonathan Gagliardi, *American Council on Education*

Christine Keller, *Association for Institutional Research*

Marsha Krotseng, *Bluefield State College*

Michele Hansen, *Indiana University-Purdue University Indianapolis*

The Role of Institutions in Shaping National Postsecondary Data Policy

Panel Session | Information-Needs | Sebastian I-1

 Federal postsecondary data policy changes can have a profound impact on institutions. Currently pending federal legislation such as the College Transparency Act (CTA) proposes fundamental changes to the ways in which institutions would collect and report student-level data to the federal government. IR leaders need to not only be aware of these policy conversations—they need to actively inform them. This panel presentation will provide an overview of the ongoing federal data policy discourse over the past year since last year's AIR Forum, as well as a brief background of how AIR and IHEP conceived a series of national data policy summits. The majority of the session will include an interactive discussion of the key takeaways from the summits, emphasizing institutional research professionals' feedback on the concept of a federal student-level data network. (ID: 145837)

Presenter(s)

Jamey Rorison, *Bill & Melinda Gates Foundation*

Gina Johnson, *Association for Institutional Research*

Cory Clasemann-Ryan, *Ivy Tech Community College*

Laura Palucki Blake, *Harvey Mudd College*

Amanda Roberson, *Institute for Higher Education Policy*

Understanding How Community Colleges Use Benchmark Data for Accreditation

Panel Session | Plan-Evaluate | Sebastian L-1

How does your college measure the impact of quality initiatives? What evidence is used to show the college is supporting its mission? In this panel presentation, learn about using benchmarking data as part of your accreditation process. Metropolitan and Johnson County Community Colleges will share how they used benchmarking data from the National Higher Education Benchmarking Institute and other sources to provide evidence in support of the accreditation criteria with innovative metrics and data visualizations. Additionally, the Benchmarking Institute has mapped their data to HLC and SACS accreditation criteria, and this will be shared with attendees. (ID: 145570)

Presenter(s)

Michelle Taylor, *The Benchmarking Institute at Johnson County Community College*

Melissa Giese, *Metropolitan Community College*

Natale Alleman Beyers, *Johnson County Community College*

Moderator(s)

Lou Guthrie, *The Benchmarking Institute at Johnson County Community College*

04:00 PM–05:00 PM

Special Event

Networking Reception hosted by AIR Board of Directors

Special Event | Sebastian J/K

Join us in the Exhibit Hall for a festive reception featuring entertainment and refreshments. Network with colleagues, meet the AIR Board of Directors and staff, play the Citrus City Connection and visit with our sponsors to learn how to improve the effectiveness of your office with the newest tools, techniques, software, products, and services. (ID: 172866)





Online IPEDS Keyholder Courses

Mentor-supported, self-paced courses are designed to enhance your knowledge as an IPEDS Keyholder. Courses can be taken from the comfort of your home or office, and require approximately 10-12 hours to complete within a one-month period. Funding for this work comes from the National Center for Education Statistics (NCES).

IPEDS Keyholder Essentials: A Beginner's Guide

Created for data providers with less than 9 months of experience as keyholders, this course covers basic concepts and definitions, such as:

- » What IPEDS is
- » Components that make up an IPEDS submission
- » IPEDS requirements and your responsibilities as a Keyholder
- » Tips and tricks on how to complete accurate and timely IPEDS submissions

IPEDS Keyholder Efficiencies: Reducing the Reporting Burden

Created for keyholders with 10-24 months of experience, this course introduces and expands upon concepts including:

- » Cleaning data files
- » Leveraging IPEDS data at your institution
- » Reducing the burden of IPEDS reporting
- » Benchmarking data and creating benchmarking reports

airweb.org/keyholdercourses

A Holistic Approach to Institutional Research

This course provides a foundation for participants to meet and navigate the ever-growing demands for data and information in the current higher education landscape. In addition to the course content, a cohort model, mentor support, and group activities encourage active conversation among participants.

Course Topics

-  What it Means to Work in Institutional Research
-  Transforming Data into Information for Decision Support
-  Data Management and Governance
-  Applied Research Design for IR
-  Data-Informed Decision Cultures



Who?

- » IR professionals who have recently entered the field
- » Individuals already engaged in IR work who desire a broader understanding of how IR fits into the larger context of higher education

When?

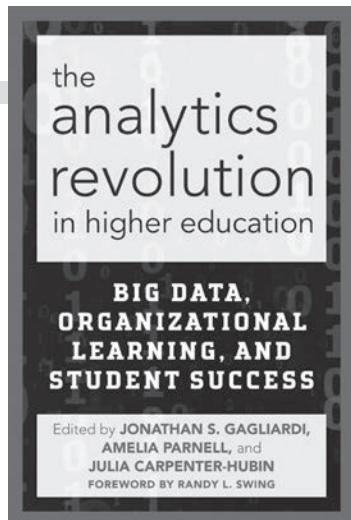
Online (6 weeks)

- » July 9, 2018 - August 19, 2018
- » September 17, 2018 - October 28, 2018

Optional Seminar (2 days)

- » November 9 - 10, 2018 in Washington DC

For more information, visit www.airweb.org/holistic



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Foreword by Randy L. Swing

In this era of "Big Data," institutions of higher education are challenged to make the most of the information they have to improve student learning outcomes, close equity gaps, keep costs down, and address the economic needs of the communities they serve at the local, regional, and national levels. This book helps readers understand and respond to this "analytics revolution," examining the evolving dynamics of the institutional research (IR) function, and the many audiences that institutional researchers need to serve.

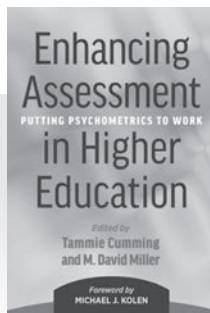
Enhancing Assessment in Higher Education

Putting Psychometrics to Work

Edited by Tammie Cumming and M. David Miller

Foreword by Michael J. Kolen

"Good decision-making at every level—classroom, program, institution—is advantaged by high quality, actionable data. The stellar cast of contributors to this timely volume offer a treasure trove of measurement principles, practices and applications that both assessment experts and those new to documenting student learning will find instructive and useful."—GEORGE D. KUH, Chancellor's Professor of Higher Education Emeritus, Indiana University



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Program Highlights: Thursday, May 31

- 7:00 AM – 4:30 PM Registration Open (Sebastian Registration)
- 7:45 AM – 8:45 AM Coffee and Networking in the Exhibit Hall (Sebastian J/K)
- 7:30 AM – 2:00 PM Exhibit Hall and AIR Networking Hub Open
- 8:45 AM – 11:30 AM Concurrent Sessions
- 11:30 AM – 2:00 PM Lunch Break, Poster Presentations, and Networking & Dessert (in Exhibit Hall)
- 2:00 PM Exhibit Hall Closes
- 2:15 PM – 4:45 PM Concurrent Sessions
- 5:00 PM – 11:59 PM Bus Transportation to/from I-Drive and Pointe Orlando
- 5:15 PM – 6:15 PM Affiliated Organization (AO)/Auxiliary Meetings
- 6:30 PM Affiliated Organization (AO) Dinner Groups Meet Up (at AO meeting rooms)

Networking Tips

Connect with session speakers on the Forum App. **Presenters love feedback** and you will make a connection that may lead to future collaborative work.

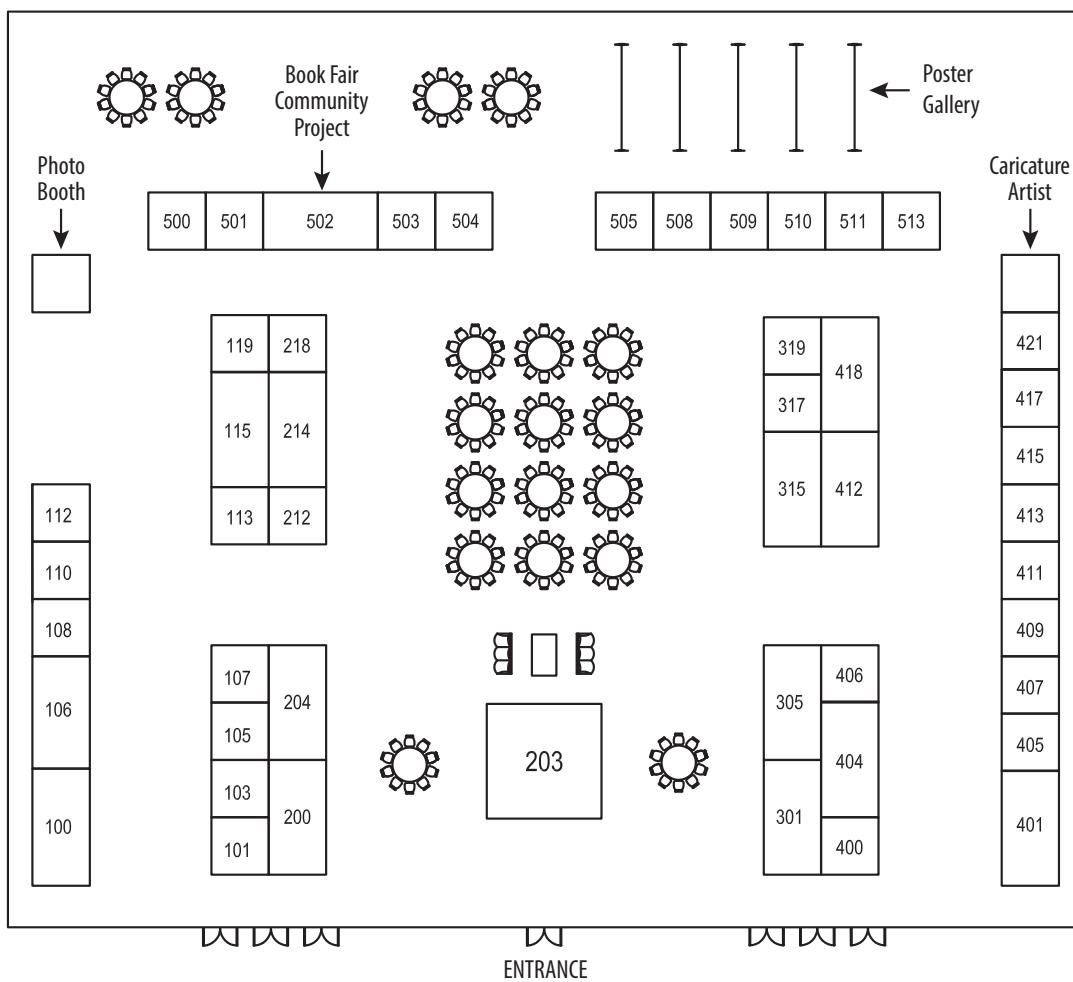
Between concurrent sessions, put your phone and other devices away and **introduce yourself** to others sitting near you. What may begin with an exchange of names and employers can end in a professional connection that furthers your career.

Attend at least one Discussion Group. These interactive sessions allow for conversation and networking around a **specific topic of interest**. Conversations here can result in connections with others interested in the same research topics.

New Contacts

Notes

Exhibit Hall Floor Plan—Sebastian J/K



Academic Analytics	411	Higher Education Data Sharing Consortium	405	QS World University Rankings	212
ACAT	510	Higher Education Research Institute	406	Qualtrics LLC.	509
Campus Labs	301	IBM	421	Veera by Rapid Insight	503
Chmura Economics & Analytics	108	IData Inc	107	Ruffalo Noel Levitz	317
CITI PROGRAM, a division of BRANY	106	Integrated Postsecondary Education Data System (IPEDS)	413	SAS	200
Digital Measures	203	Interfolio	400	Scantron.	412
Elsevier	218	JMP. A division of SAS Institute INC	505	SmartEvals	504
Emsi	508	Microsoft	305	StataCorp LLC	418
Engineerica Systems	103	ModernThink	511	Strategic Planning Online	409
Equifax	214	National Center for Education Statistics	415	Tableau	115
ETS	404	National Center for Science and Engineering Statistics	417	Times Higher Education	204
EvaluationKIT	407	National Survey of Student Engagement	319	U.S. News Academic Insights	315
Evisions	105	NORC at the University of Chicago	500	Watermark	401
eXplorance Inc.	113	Presence	110	XITRACS. A Division of Concord USA, Inc.	100
Gravic, Inc. - Remark Software	119				
HelioCampus	101				

07:45 AM–08:45 AM

Special Event**Complimentary Coffee and Networking***Special Event | Sebastian J/K*

Please join us for a complimentary coffee break in the Exhibit Hall. Network with colleagues, play the Citrus City Connection and visit with our sponsors to learn how to improve the effectiveness of your office with the newest tools, techniques, software, products, and services. (ID: 172869)

08:45 AM–09:30 AM

(INAIR Best Presentation) Enrollment Projection**Xtreme: When Historical Data Don't Apply***Affiliated Organization Best Presentation | Data | Wekiwa 6*

 Predicting fall enrollment is vital to enrollment management. In a typical year, this can be a challenge; in a year of many large operational changes (including implementing the Common App), the standard models based on historical data become nearly useless. In this presentation, we share how we navigated a year of data chaos. Throughout the year, we managed leadership expectations, researched peer institutions' data, diversified our models, and ran many iterations of them. We carefully monitored output and additional related metrics and had a fair bit of fun. We will be sticking with some of these approaches, even if we return to years that are more typical. Come see what we learned from our experiences. (ID: 141639)

Presenter(s)Bridgett Milner, *Indiana University Bloomington*Douglas Anderson, *Indiana University Bloomington*Catherine Madinger, *Indiana University Bloomington***(MIAIR Best Presentation) The Role of Unmet Financial Need in Retention***Affiliated Organization Best Presentation | Data | Wekiwa 5*

 Why do financially needy students retain at lower rates? If we meet the financial need of all our students, what would that do to retention rates? We use simple regression techniques to estimate the impact that unmet financial need has on student retention rates. This mostly non-technical presentation comes with practical details that will allow attendees to replicate the research at their own institution. (ID: 167335)

Presenter(s)Reuben Ternes, *Oakland University***Branching Out: Tracking and Reporting Student Engagement***Speaker Session | Data | Panzacola F-4*

There is growing interest in the impact of academic and non-academic co-curricular student activity. However, it has been difficult for colleges and universities to capture, track, and assess such activities. At Indiana State University, we have been capturing and reporting curricular engagement hours in several categories as well as student participation in organizations, volunteerism, and activities. This has led to our high national rankings for community service by Washington Monthly and our deep involvement in Campus Compact. Additionally, the State of Indiana has recently embarked on capturing work-based learning credit hours, with ISU creating the high-water mark. In this presentation, we will provide examples of how this information is gathered, organized, reported, and assessed. (ID: 145492)

Presenter(s)Margaret Dalrymple, *Indiana State University*Linda Ferguson, *Indiana State University*

Collaboratively Creating Campus Surveys

Discussion Group | Educate | Wekiwa 8

In our work with the Higher Education Data Sharing Consortium, we have collaboratively created or significantly revised five national surveys in the last few years. In this discussion group, we will briefly discuss the processes we have used in creating and revising surveys with the assistance of many of our consortium colleagues. Then we will open discussion to the group to ask about their experiences with collaboratively developing a survey. What parts of the process worked well? What didn't work? How would they characterize the final product? What would they do differently if they could start the process over? Participants will discuss their experiences with and best practices for collaboratively creating surveys and will leave with concrete tips for most effectively structuring a survey process with others on their own campus or in other groups. (ID: 145749)

Presenter(s)

Kirsten Skillrud, *Higher Education Data Sharing (HEDS) Consortium*
Ivaylo Mantchev, *Higher Education Data Sharing (HEDS) Consortium*

Creating and Using Visualizations of Student Engagement and Pathways

Speaker Session | Data | Panzacola H-3

The informal feedback amongst California community colleges that have administered the Community College Survey of Student Engagement (CCSSE) and those that have administered the Survey of Entering Student Engagement (SENSE) to help them measure progress with student learning, programs, services, and various initiatives, suggests that many institutions are underutilizing the resulting data and are instead mostly relying on the provided summary reports. The purpose of this presentation is to: (1) share our experience of using survey results as an indirect assessment of institutional learning outcomes, pathway models, and institutional effectiveness; (2) share some strategies for using Tableau visualizations to present, disaggregate, and disseminate survey results in order to identify areas of the student educational experience needing improvement; and (3) have attendees share their strategies regarding the dissemination and utilization of survey results for promoting meaningful data-driven conversations. (ID: 145603)

Presenter(s)

Meeta Goel, *Antelope Valley College*
Svetlana Deplazes, *Antelope Valley College*

Data Networks: Best Practices for Creating Cross-Institutional Datasets

Speaker Session | Stewardship | Sebastian I-1

► Collaboration is increasingly being seen as a necessity within higher education. Institutions frequently utilize benchmarking measures to compare themselves to other institutions or work collaboratively to create transformational change. In this context, the need to share data with other institutions is paramount. However, institutions find it hard to compare data as definitions vary across institutions. This presentation will discuss the importance of coherent data definitions for cross-institutional datasets; best practices for creating these datasets; common roadblocks faced; and the pros and cons of various data definitions. Participants will receive a list of potential predefined variables that can be utilized at any institution. (ID: 145651)

Presenter(s)

Renata Opoczynski, *Michigan State University*
Bethan Cantwell, *Michigan State University*

Developing Tools for Strategic Enrollment Planning Using Tableau

Speaker Session | Data | Panzacola H-4

Decision-makers at colleges and universities must have access to timely, actionable information in order to craft environments to maximize students' chances for success. The purpose of this presentation is to describe the development of a comprehensive series of interactive reports designed to provide key information affecting student retention and academic achievement. The presentation will include a demonstration of a new suite of reports to facilitate decisions to open or close sections or to plan course schedules for coming semesters as well the revision of existing admissions funnel reports. This session will describe the process of developing our Strategic Enrollment Management 360 (SEM 360) suite of reports from conception through development to launch and continued improvement. We will also cover more technical aspects of the reports and show how Tableau can be a useful tool for sharing information to key decision-makers across campus. (ID: 145728)

Presenter(s)

Steven Graunke, *IUPUI*
Norma Fewell, *IUPUI*
Teresa Troke, *IUPUI*
Wendy Lin, *IUPUI*



Early Alert System in a Qualitative Way

Speaker Session | Data | Sebastian I-4

Early alert systems are not new for colleges and universities. Quickly identifying students' issues and bringing them to relevant offices' attention in a timely manner can be very helpful to improve the retention rates and help with institutions' budgets. This discussion group will focus on an IR office that took the initiative to collect qualitative data through a mid-semester campus experience survey and developed an efficient process and interactive web application tool to disseminate a large amount of student feedback (over 15,000 narrative responses) to relevant units in a large flagship university. (ID: 145607)

Presenter(s)Yang Zhang, *University of Hawaii at Manoa***Fantastical Tableau Tips, Tricks, and Hacks and Where to Find Them**

Speaker Session | Data | Panzacola F-2

Sometimes it's just not possible to get Tableau to do what you want... Or is it? Even if a regular function is not obvious, you may be able to conjure up a solution using Marks, Reference Lines, Calculations, Parameters, Actions, or even external resources. This presentation will reveal some tips and hacks, the details to code them, and a brief review of some Tableau features. It will also identify steps to find tips and create your own hacks. You will see eight-10 examples, including (1) making one worksheet switch to display different dimensions (or show # or %); (2) suppressing data when the number of observations gets too low; (3) having your Tooltips appear in a chosen location outside the main content area; and (4) displaying empty columns, even when data for a subgroup do not exist. Session materials will include a packaged workbook with these examples. You should leave this session with some cool new Tableau tricks AND with some confidence that you can find/create your own solutions in the future. (ID: 145546)

Presenter(s)Mark Leany, *Utah Valley University***From Aspiration to Action: Making the New Vision for IR a Reality**

Speaker Session | Leadership | Sebastian I-2

 AIR's Statement of Aspirational Practice (Swing & Ross, 2016) articulated a new vision for institutional research that is critical to student success, institutional effectiveness, and the sustainability of the profession. The challenge now is operationalizing that vision and making it a reality while doing our day jobs—especially in the midst of increasingly complex and unpredictable demands, limited and declining resources, and challenging organizational cultures. This presentation discusses steps that Miami Dade College is taking to begin implementing the “networked institutional research function” that the Statement of Aspirational Practice calls for. Participants will learn about ways to begin building the infrastructure for this network and will be invited to commit to implementing at least one idea to operationalize the Statement of Aspirational Practice at their institutions. (ID: 145595)

Presenter(s)Archie Cubarrubia, *Miami Dade College***Gathering Successful Course Evaluation Data for Institutional Effectiveness**

Sponsored Speaker Session | Data | Wekiwa 3

 Interested in learning how to collect the best course evaluation data (qualitative and quantitative) to drive strategic decisions? Join this session to discover how to achieve higher response rates and obtain compelling results to enhance institutional effectiveness, faculty and student engagement, and continuous improvement. The presentation will also cover how Blue course evaluations help drive institutional decision-making using data for benchmarking, accreditation, innovation, learning analytics, and more. (ID: 170222)

Presenter(s)Francois Beneteau, *eXplorance Inc.*

Getting to Know Georgia's Students Through a Systemwide Mindset Survey

Discussion Group | Information-Needs | Wekiwa 10

To better understand student mindsets and motivation, the University System of Georgia (USG) in partnership with researchers at the University of Virginia administered the “Getting to Know Our Students” survey for all incoming freshmen in Fall 2017. This survey was designed to examine how we can leverage learning mindsets to improve the college student experience. In this discussion group, presenters will discuss the development of the mindset survey; implementation across 28 institutions and linking responses to census data; the importance of motivation and mindsets in developing student success initiatives; preliminary survey findings; and how responses correspond to short-term postsecondary outcomes. Presenters represent a variety of areas of expertise: survey design and analysis, student motivation and learning mindsets, college completion efforts in Georgia, and system-level data management and governance. (ID: 161110)

Presenter(s)

Lori Hagood, *Board of Regents of the University System of Georgia*
Yoi Tibbetts, *University of Virginia*

Graduate Student Gathering

Speaker Session | Leadership | Sebastian L-1

This event will feature a panel of speakers representing different types of employment in the field of institutional research. The panelists will briefly present on their current work and career paths and share their insights for those interested in a career in institutional research. AIR staff and member leaders will also be on hand to answer questions about available AIR resources for graduate student members. (ID: 171418)

Presenter(s)

Laura Palucki Blake, *Harvey Mudd College*
Adrea Hernandez, *Higher Education Data Sharing (HEDS) Consortium*
Arie Spiegel, *Nova Southeastern University*
Gina Johnson, *Association for Institutional Research*

I Didn't Know Scantron Did That

Sponsored Speaker Session | Data | Wekiwa 7

S Did you know Scantron is a market leading provider of web-based assessment solutions in the education market? Solutions range from the most widely used course/faculty evaluation software, to our new web-based assessment platform to author, deliver, score, report, and analyze tests through online, mobile, LMS, plain paper, and traditional methodologies. During this session, we will provide an overview of solutions that help programs like yours make informed decisions. We'll showcase our: course and faculty evaluation software, new web-based testing solution, complete outsourced survey services capabilities, full spectrum of assessment development services, intuitive analytics platform, and managed print services offering. We believe we can help you in one way or another. This session is intended to shed light on a variety of ways we can - and have - helped organizations like yours. You just didn't know it. (ID: 170286)

Presenter(s)

Brad Zentner, *Scantron*

Measuring the Competencies Required to Accomplish IR Duties and Functions

Speaker Session | Leadership | Sebastian I-3

► One way to frame the work of IR is to apply the duties and functions AIR released in 2017. In this presentation, we argue that the key to performing functions effectively is a high level of development of six competencies: Designing Reports; Compiling Information; Analyzing Information; Benchmarking; Researching; and Communicating. We explain how these were identified and validated, how to measure them, and how they have been used in 75 universities and colleges. We also show how this competency assessment can be used to analyze the effectiveness of an IR office and derive actions to further improve effectiveness where warranted. The modular structure of the instrument makes it usable in a wide variety of office sizes, working in few or many organizational sectors, and supporting different institutional functions. Finally, we point out how the measurement approach allows for benchmarking against carefully chosen peer groups based on type of institution, and can enable the assessment of an entire national educational system. (ID: 145960)

Presenter(s)

Pierre Mercier, *University of Ottawa*
Victoria Diaz, *DPM Research*



Meeting the Challenge of Gathering and Reporting Outcomes Assessment Data

Sponsored Speaker Session | Data | Wekiwa 4

S Gathering and reporting learning outcomes assessment data presents challenges to both IR/IE professionals and teaching faculty. Learn how Xitracs can help through a simple, intuitive, and affordable system that includes an ability to interface to your LMS. Outcome and Program assessment reports can be generated when needed and optionally linked to strategic plans and accreditation report submissions. With Xitracs you get the reports you need with the ease faculty and staff want. (ID: 170250)

Presenter(s)

Martin Bradley, Concord USA, Inc.

Methodological Issues in Assessing Study Abroad Programs' Effectiveness

Speaker Session | Leadership | Panzacola H-2

For the assessment of study abroad programs to be meaningful and guide judicious decision-making about program effectiveness, each study abroad must be designed and delivered with clearly articulated educational outcomes without generalizing each program's impact. With the dramatic changes in the form and nature of study abroad programs at various higher education institutions today, the universally expected outcome of developing culturally competent or globally aware students needs to be revisited because not all programs embody this goal. This presentation critiques the analytical approach being used by grouping different study abroad programs together, resulting in a blanket conclusion about the effectiveness of study abroad in general for developing "global citizens." (ID: 145550)

Presenter(s)

Ebenezer Kolajo, Radford University

No Relevant Benchmarks for Your Programs? Create a Benchmarking Alliance

Speaker Session | Plan-Evaluate | Sebastian L-1

Few standard measures or public data exist for doctoral programs to help institutions assess their performance for external and internal stakeholders. Institutions that primarily serve part-time doctoral students or offer programs in online, hybrid, or other nontraditional formats are particularly hard-pressed for standard industry metrics. To address this, a small set of institutions have formed an alliance to benchmark critical doctoral education data. This presentation will describe the development of this doctoral benchmarking alliance—from idea to data collection challenges to initial results—with particular attention to the context and process. (ID: 145571)

Presenter(s)

Laura Fingerson, Capella University

Jake Bartolone, NORC at the University of Chicago

Tafaya Ransom, NORC at the University of Chicago

Retention in STEM Fields: A Closer Look at Gender and Academic Performance

Speaker Session | Data | Panzacola F-1

 This presentation uses discrete-time event history analysis to study how the risk of dropping out from STEM majors varies over time and is differentially associated with students' socio-demographic characteristics, pre-college preparation, and performance in STEM courses. While university attrition is at its peak after the first year, attrition in STEM majors peaks after the first semester, reducing the time window for retention-related interventions in these disciplinary areas. Also, female students appear to be pushed out of these majors. These results can inform effective interventions in the area of retention and diversity in STEM majors in higher education. (ID: 145700)

Presenter(s)

Yanan Feng, Indiana University Bloomington

Stefano Fiorini, Indiana University Bloomington

Linda Shepard, Indiana University Bloomington

Dennis Groth, Indiana University Bloomington



Student Satisfaction Inventory: Discussion on Best Ways to Use the Data*Sponsored Discussion Group | Educate | Wekiwa 2*

S This discussion session is for current clients and institutions considering administering the Ruffalo Noel Levitz Student Satisfaction Inventory and the related surveys for non-traditional populations. We will share suggestions for the best ways to administer the survey, review the results, explore the data, respond with new initiatives, and communicate with campus constituencies about the results and actions taken. How are you using the data? What are the best practices on your campus? What additional support would you like from RNL? (ID: 168920)

Presenter(s)*Julie Bryant, Ruffalo Noel Levitz***The IPEDS and NSC Graduation Rates: What Are Their Merits and Demerits***Speaker Session | Data | Sebastian L-3*

This presentation examines methodologies used to determine six-year graduation rates at four-year public institutions in various states in the United States. The data to calculate these rates are from the Integrated Postsecondary Education Data System (IPEDS) and the National Student Clearinghouse (NSC) StudentTracker. The presentation will be followed by a discussion on how session participants are using these graduation rates at their institutions. Participants will also be asked to describe how they overcome challenges that come with determining their institutions' effectiveness and student success in terms of graduation rates, given the limitations of using graduation rates reported by the two national databases. (ID: 145765)

Presenter(s)*Phoebe Wakhungu, Indiana University Bloomington
Victor Borden, Indiana University Bloomington***The Uses and Potential Misuses of Data***Discussion Group | Data | Wekiwa 1*

With the increasing use of data visualization software and dashboards, postsecondary data have become unprecedentedly easy to collect, access, and share. This growing ubiquity and granularity offer new opportunities for data-driven decision-making and research, but pose significant risks for the misuse and misinterpretation of data. This workshare session explores scenarios in which higher education data presented without context or interpretation leads to faulty conclusions. This session includes discussions of cognitive science; best practices for data presentations; practical recommendations to prevent data misuse; and a chance for audience members to offer their suggestions on how to present data clearly and accurately. (ID: 145490)

Presenter(s)*Karen Webber, University of Georgia
Jillian Morn, Georgia Institute of Technology***Transparent Quality: Framing and Building a Psychometric Portfolio***Speaker Session | Stewardship | Sebastian L-2*

High quality data and assessment instruments have become essential for institutional researchers to take a data-driven approach to informing decision-making and strategic planning. Instruments and the resulting data they collect can be studied for different aspects of validity and reliability as well as the procedures and standards used to reduce error, bias, and increase the rigor of the data. This presentation will focus on a framework for operationalizing and organizing a wide variety of studies to investigate data quality. Participants in this session will see how a large-scale quantitative survey project designed and created a psychometric portfolio with studies designed to make survey instrument and data quality transparent so that higher education leaders, researchers, and professionals can trust the results. Challenges and potential solutions, including thinking about strategies for conducting studies of data quality with limited time and resources will be discussed. (ID: 140298)

Presenter(s)*Allison BrckaLorenz, Indiana University Bloomington
Justin Paulsen, Indiana University Bloomington*

What Can We Learn When HSGPA and Test Scores Don't Agree

Discussion Group | Data | Wekiwa 9

 In this discussion group, we explore postsecondary outcomes for students with discrepant ACT Composite (ACTC) and HSGPA achievement. Outcomes discussed include declaring a STEM major as a freshman, needing remedial coursework, completing a STEM degree in four years, and completing a Bachelor's degree in four or six years. We assess whether there are significant differences after controlling for gender, minority membership, family income, and high school coursework taken. The discussion will focus on several key findings. Participants will share their insights on the following questions: What trends are seen for these students at their institution and how do they use this information to make admissions and advising decisions? How are differences in test score and HSGPA taken into account when evaluating the likelihood to succeed in coursework and remediation decisions? How do participants promote timely degree completion? What skills are assessed by HSGPA and ACT scores and what can we learn from that information? (ID: 161531)

Presenter(s)

Edgar Sanchez, ACT, Inc.

Where Do I Click and Why? Facilitating Conversations With Faculty & Deans

Speaker Session | Educate | Panzacola F-3

With more data available in interactive formats, it is essential for institutional researchers to coach the teams who could use the data. Last spring, presenters from Valencia College's Institutional Research and Institutional Assessment offices convened data discussion sessions with faculty and deans from each program and discipline. This presentation will include a walk-through of the types of questions teams can ask of data when they are accessible in Tableau; examples from Valencia's analysis; and a Q&A session focused on how to adjust for team variations. Participants will leave with a strategy for coaching deans and faculty to use data. (ID: 145520)

Presenter(s)

Nichole Jackson, Valencia College
Cissy Reindahl, Valencia College
Laura Blasi, Valencia College

Which Way Is the Wind Blowing? Forecast Enrollment With Projection Models

Speaker Session | Data | Panzacola H-1

Forecasting is essential for university planning processes. In this session, the presenters will demonstrate how to create a ratio-driven historical enrollment model for predicting returning student enrollment. Tableau visualizations will be presented that demonstrate forecasting tools, such as sliding scales for retention percentages that will show immediate impact on predicted student enrollments. Additionally, the presenters will forecast graduation rates and tuition revenue using the previously created enrollment prediction models. (ID: 145583)

Presenter(s)

Rachel Link, University at Buffalo
Michael Randall, University at Buffalo
Melinda Whitford, University at Buffalo

09:45 AM–10:30 AM

(RMAIR Best Presentation) Sharing More with Less: Tableau Parameters and Level of Detail Calculations

Affiliated Organization Best Presentation | Data | Wekiwa 6

 Many users feel overwhelmed by Tableau's canvas of empty space, but quickly learn this canvas allows them to paint vast landscapes. The result can be a large set of dashboards with a multitude of filters. In the past, a common complaint across our campuses was that IR offices were not able to share enough information. Now, a lot of information is shared, but is not being used enough. This disconnect can be addressed by tightening up data dashboards with two seemingly opposite aspects: 1. sharing more data, 2. visually displacing fewer options, but having more options available. We will demonstrate how a large set of filters can be consolidated into one parameter and how a large set of results can be consolidated in one display. (ID: 171857)

Presenter(s)

Mick Haney, Nevada State College
Sandip Thanki, Nevada State College



(TW-AIR Best Presentation) Multi-Career Pathways and Promotion System in Taiwan HEIs

Affiliated Organization Best Presentation | Plan-Evaluate | Wekiwa 5

  Participants attending this session will have an overview of the pilot project "Multi-career pathways and promotion system" initiated by Ministry of Education in Taiwan, and gain some insights regarding how multi-career pathways impact the promotion system based on survey results collected from faculty who were selected: 17 out of 89 total institutions involved in the program between 2013 to 2015 were represented. Participants will also learn about the changing governance under the influence of new public management (NPM) and how this transformation has affected the balance of the four scholarship categorized by Boyer (1990) - discovery, application, teaching, and integration. (ID: 169779)

Presenter(s)

Sophia Shi-Huei Ho, *University of Taipei*

Actionable Data: Creating Unit-Level Metrics to Align Strategic Planning

Speaker Session | Data | Sebastian L-1

The development and use of coordinated data allows departments, schools, and the institution to use consistent metrics to better inform strategic planning and budget decisions. This presentation focuses on the development and use of consistent metrics throughout the institution to support strategic planning at the department, school, and university level. The presenter will also discuss the development of key performance indicators and how to use these indicators across academic and administrative units as input to the institution's planning processes to achieve the expected outcomes. (ID: 145414)

Presenter(s)

Nasrin Fatima, *Binghamton University*

**Addressing a Critical Gap: Predicting Retention Beyond the First Year**

Speaker Session | Educate | Panzacola F-4

Retaining students to graduation is universally a focus of, and often a struggle faced by, colleges and universities. While significant literature exists on factors related to first-year (freshmen) retention, there is a noticeable lack of studies related to student retention after the first year. In academic year 2017-18, the Office of Institutional Research (IRDS) at Loyola Marymount University (LMU) conducted a study on student retention into the third year. This study exploited a rich, longitudinal data set of the five most recent cohorts of entering new freshmen students. In this presentation, I will provide context for the study including motivation, collaborative efforts IRDS took to include multiple stakeholders across campus, and actions taken by the administration in response to study results. I will discuss the study methodology and findings including a discussion of the challenges particular to modeling retention into the third year, and how the study accounted for them. (ID: 145462)

Presenter(s)

Susan Burkhauser, *Loyola Marymount University*

Challenges Universities Face with Use of Data in IR

Sponsored Speaker Session | Data | Wekiwa 3

S Leveraging the value and insights that can be gleaned from data has become an essential component for institutional research (IR) to garner the support and generate the important impact it can have. In this discussion session, representatives from JMP, a Division of SAS, will lead a discussion with various professionals looking to incorporate data-driven decisions in their work. (ID: 169361)

Presenter(s)

Kevin Potcnar, *SAS Institute Inc. JMP Division*

Pany Allen, *SAS Institute Inc. JMP Division*

Data Visualization as a Catalyst: Informing Decisions and Academic Research

Speaker Session | Data | Sebastian I-2

 This presentation will demonstrate how to effectively use data visualization techniques to engage high-level stakeholders with limited statistical backgrounds in data-driven decision-making, in turn driving the development of new academic research. We examine undecided majors, both truly undecided majors and shadow majors, for students awaiting formal major acceptance, and how these majors differentially impact graduation outcomes. We employ data visualization techniques, developing Sankey models in Tableau. Drawing from key patterns identified in data visualization, we use coarsened exact matching to mitigate selection bias of undecided and shadow major students, and then use regression to compare the graduation and academic outcomes of these two groups. Our presentation will provide an example to AIR members of how the fulfillment of a data request from institutional leadership can lead to an in-depth exploration of previously unconsidered academic research questions. (ID: 145649)

Presenter(s)

James Hunt, *Florida State University*
 Smriti Ingrole, *Florida State University*
 Emily Saras, *Florida State University*

Educate Information Producers, Users, and Consumers

Discussion Group | Educate | Wekiwa 10

When stakeholders discuss and develop strategies to address organizational objectives, they often lack knowledge or awareness of supporting data. This is where Institutional Research or Institutional Effectiveness departments can, perhaps, make their most valuable contribution. Incorporating strategies to present and discuss key data and how it is related to institutionwide goals and objectives puts us in position to facilitate strategic planning and implementation. Participants in this discussion group will discuss the challenges and methods to effectively identify and present relevant data to foster informed decision-making among stakeholders. (ID: 161012)

Presenter(s)

Andrew Montgomery, *California State University, San Bernardino*
 Mariela Monge, *California State University, San Bernardino*

hIRe: Strategies and Challenges in Hiring and Mentoring IR Staff

Discussion Group | Leadership | Wekiwa 1

The excitement of hiring new staff members who can help meet the growing demands in IR offices often is tempered by the considerable effort that it takes to hire and train them. From writing/revising job descriptions to setting up search committees and evaluating applicants, what strategies can IR leaders use to ensure a good fit? How can IR leaders navigate sensitive topics like mentoring underperforming staff or dismissing staff? In this interactive discussion group, three experienced institutional researchers share strategies for hiring, mentoring, and dismissing staff. Participants also will share and discuss their own experiences so that collectively we can identify best practices and new approaches to apply in the field. (ID: 145504)

Presenter(s)

Shari Ellertson, *Boise State University*
 Ellen Peters, *University of Puget Sound*
 Laura Palucki Blake, *Harvey Mudd College*

How to Have a Long and Successful Career in IR (and Beyond)

Speaker Session | Leadership | Panzacola H-1

While we often focus on support for newcomers to IR, less attention has been paid to long-term career success in the field. The presenters—who bring a perspective from a combined 60+ years in the field—highlight research on knowledge and skills needed for ongoing success in the profession, ideas on career management, and their own lessons learned. Please join us as we share—and maybe with your help improve—our top-10 advice list. Maybe we will also have some fun. (ID: 141755)

Presenter(s)

William Knight, *Ball State University*
 Gregory Rogers, *Association to Advance Collegiate Schools of Business (AACSB International)*



Matching Award Recipients to Your Database: A Simple SQL Fuzzy Search

Speaker Session | Data | Panzacola F-3

In this presentation, the author will provide a step-by-step methodological process that ties publicly available data to institutional data in an ERP system. The methodology and steps for doing this “fuzzy search” will provide insights to other institutional research professionals on how they can answer similar questions and provide actionable data. There are two objectives: (1) introduce a technique that many may not be familiar with, and yet for which most have the necessary institutional resources, and (2) elicit a discussion on improving the methodology and other questions this approach may answer. (ID: 141629)

Presenter(s)

Maxwell Kwenda, *Gonzaga University*

Maximizing Online Evaluation Feedback at Large Institutions

Sponsored Discussion Group | Data | Wekiwa 2

S While collection, analysis, and dissemination of meaningful data are core aspects of any online course evaluation program, these goals can be a real challenge for large research institutions who need to meet diverse stakeholder needs. Led by Cathleen Morreale, Academic Assessment Coordinator at the University at Buffalo, this discussion group will focus on best practices for large institutions looking to grow participation in course evaluations. Participants can expect to learn how to extend more convenient evaluation access to students, and bring greater flexibility to faculty, administration, and IR staff. Using UB's experiences in implementing SmartEvals as a jumping off point, this discussion will focus on the following questions: (1) How can questionnaire design help to increase school, department, program, and faculty engagement with evaluations?; (2) How does questionnaire specificity affect student engagement?; and (3) What are some strategies to improve evaluation access? (ID: 166563)

Presenter(s)

Cathleen Morreale, *University at Buffalo*

Momentum Points That Matter: A Methodological Strategy for Transfer Data

Speaker Session | Data | Sebastian I-1

  IR offices at two-year and four-year institutions need to be able to collect, analyze, and interpret data on transfer student outcomes in an efficient and consistent manner. This session will present a methodological strategy, based on the academic momentum theoretical model, that can be adapted to various institutional settings. This approach gives IR professionals a practical, theoretically sound analytic framework to help explain whether various momentum and student profile variables have an impact on the likelihood of students achieving vertical transfer or completing bachelor's degrees. The framework was developed and tested in a longitudinal research study that used logistic regression to examine variables affecting the transfer and degree completion outcomes of 1,712 adult community college students. (ID: 145756)

Presenter(s)

Laura Yavitz, *Touro University Nevada*

Vicki Rosser, *University of Nevada, Las Vegas*

Networking and Collaborating for One-Person IR Shops

Discussion Group | Leadership | Wekiwa 8

At small colleges and universities, many institutional researchers are a “one-person shop.” They are responsible for every role associated with IR: collecting, organizing, analyzing, and presenting to others. So often, others on their campus turn to them as the keeper of institutional knowledge and the person with all of the answers, but they also need someone to turn to when they have questions. One-person shops depend on collaboration both on and off their campuses. In this discussion group, we will discuss strategies for building relationships with other departments that can support efforts to collect data, administer surveys, and report results. Additionally, participants are encouraged to share networking and Forum resources they turn to when an issue unique to their type of campus or type of work arises. We want one-person IR shops to walk away knowing they are not alone in the circumstances they face on their respective campuses. (ID: 145710)

Presenter(s)

Adrea Hernandez, *Higher Education Data Sharing (HEDS) Consortium*

Macanda Myers, *Higher Education Data Sharing (HEDS) Consortium*



Reading the Rankings: Is U.S. Higher Education in Danger?

Sponsored Speaker Session | Plan-Evaluate | Wekiwa 4

S The Times Higher Education/Wall Street Journal US College Ranking brings together data from over 1000 institutions. But what can the data tell us about the overall state of HE in the USA? This session will explore the methodology of the ranking and the use of data for benchmarking, and will highlight some of the risks (and hopefully opportunities) that the data exposes. Introducing editorial insights and data from the World University Ranking, we will also take a look at how the US stands on the world stage, and what (if any) lessons we can take home. (ID: 169786)

Presenter(s)

Duncan Ross, *Times Higher Education*

Rethinking Completion Analytics: 6 Big Ideas to Study 1+3 Versus 2+2 Ecosystems

Speaker Session | Educate | Panzacola F-1

 College scorekeeping fails to reflect the rational decision-making of students to transfer when it is to their benefit. IPEDS-style scorekeeping severely discredits colleges located within high-transfer rate “1+3” ecosystems. It is possible to reconcile extreme differences in performance when factoring in the different market segments of students served, and how they fit into the decision options afforded by the local ecosystem. Six big ideas lay the foundation for a better scorekeeping system—one that encourages colleges to support what is best for the student from the student point-of-view, and that accounts for the aptitude mix of the students served. (ID: 145723)

Presenter(s)

Jeffrey Cornett, *Ivy Tech Community College*

Scholarly Writing: Advice from Editors

Speaker Session | Leadership | Sebastian L-3

This session is for individuals interested in learning about writing for scholarly publication, including journals and edited volumes. A panel of editors will share insight, advice, and suggestions with focus on building a publication portfolio and tips for navigating the peer review process. Overviews of *AIR Professional File*, *Journal of the First-Year Experience and Students in Transition*, and *New Directions for Institutional Research* will be provided. The focus of this session is on tangible advice for aspiring authors, including ways to gain experience. (ID: 169738)

Presenter(s)

Gloria Crisp, *Oregon State University*
Forrest Lane, *Sam Houston State University*
Kristina Powers, *K Powers Consulting*
Leah Ross, *Association for Institutional Research*

seekUT: UT System and U.S. Census Track Graduate Earnings Across State Lines

Speaker Session | Data | Sebastian I-3

 The University of Texas System developed a partnership with the United States Census Bureau to merge UT System student data with national UI wage data maintained by the Longitudinal Employer-Household Dynamics (LEHD) program. The matching of wage data allows the UT System to create a national-level earnings metric (annual earnings) for any graduate who has UI wage records from the 49 states participating in the LEHD program. This presentation will describe the journey the UT System went through to develop an MOU agreement with the U.S. Census Bureau, as well as to calculate the national earnings metric and to incorporate it into the seekUT tool. (ID: 145597)

Presenter(s)

David Troutman, *University of Texas System*



Sharing Early Career Outcomes: What's the Best Way?

Speaker Session | Data | Panzacola F-2

 First-career outcomes such as early employment and salary levels of graduates are becoming of more interest to higher education institutions as outside agencies begin to consider them legitimate criteria for effectiveness. Gathering data, reporting on them in a useful fashion, and even developing audiences for the reports can be challenging. In a state where government agencies collect and distribute this information, one part of the problem is addressed, but the issue of presenting the data in a useful way for an individual institution's stakeholders remains. In hopes of enlightening others faced with similar tasks, researchers in this presentation will share their experiences obtaining early-career outcomes data from state government sources; creating and polishing an easy-to-use reporting form prepared with simple resources available to any IR office; and promulgating use of these reports by stakeholders, including students. (ID: 145599)

Presenter(s)Charlene Herreid, *New York University*Shabnam Mehra, *University of South Florida*Caroline Twachtman, *University of South Florida***Strategies for Fostering Productive Collaboration Between IR and Admissions**

Discussion Group | Educate | Wekiwa 9

Despite the synergies between an Institutional Research office's capabilities and strengths and an Enrollment Management office's needs for data, analysis, and frequent validation of policies related to admission, financial aid, and student success, there are few conversations taking place at professional conferences focused on how to best align these two key campus functions to most effectively serve students and the institution. This discussion group session will focus on tangible strategies and practical implementations of successful IR collaborations with campus enrollment management functions that leverage and showcase IR expertise on campuses in meaningful ways that positively impact institutional and student outcomes. (ID: 161529)

Presenter(s)John Haller, *Claremont McKenna College*Lynn Letukas, *College Board*Emily Shaw, *College Board*James Trainer, *Villanova University***Successful University Strategic Planning in Uncertain Environments**

Speaker Session | Plan-Evaluate | Panzacola H-4

Amid growing instability (e.g., lower enrollment, decreased funding, government intervention) in American higher education, comparative cases of successful strategic planning and growth can be useful. This presentation will discuss how successful strategic planning and institutional growth was achieved in a chronically unstable environment using top-down and bottom-up decision-making and evidence-based IR data to craft multiple options for institutional success. Attendees will come away with strategies and practices to improve strategic planning in volatile environments. (ID: 145719)

Presenter(s)Jennifer Skulte-Ouaiss, *Lebanese American University*Diane Nauffal, *Lebanese American University***Taking Surveys Off the Shelf: Using Custom Reports to Educate Your Campus**

Speaker Session | Educate | Panzacola H-2

Colleges and universities ask their students, faculty, and staff to participate in national surveys such as the NSSE and/or HERI surveys. Standard reports and benchmarking may be shared with others on campus or used for accreditation. This session is designed to help campuses make efficient and enhanced use of institutional survey data through the use of custom reports. The presentation will include examples and strategies for developing custom reports and analyses for campus partners. The presenters will also share their learning and provide suggestions to participants for a successful implementation at their own institutions. (ID: 145863)

Presenter(s)Kimberly Fath, *Elon University*Ayesha Delpish, *Elon University*

The Ties That Support: Students' Networks in Dispersive Landscapes

Speaker Session | Data | Sebastian L-2

Student engagement outside the classroom often complements student engagement in course-based pursuits. This presentation focuses on a study that seeks to explore and further understand the specific structures of academic and social relationships that students, particularly marginalized and international students create within campus communities. Statistical summaries and novel data visualization tools provide powerful insights into student-to-peer and student-to-institutional agent networks. Analysis of student-centered data collected shows that network visualization can be an important curation tool for stakeholders interested in cultivating student engagement. (ID: 145536)

Presenter(s)

Aurelia Kollasch, *Iowa State University*

Kurt Earnest, *Iowa State University*

Kabongwe Gwebu, *Iowa State University*

Yang Yang, *Iowa State University*

U.S. News Education Rankings: Review of Last Year and the Upcoming Rankings

Speaker Session | Data | Panzacola H-3

This presentation will provide updates on all the U.S. News education rankings: Best Colleges; Best Graduate Schools; Best Online Degree Programs; and Best Global Universities. Presenters will discuss what data and methodology changes were made to all these ranking projects over the past year. Special emphasis will be given to the Best Colleges rankings. There will be an explanation of any new ranking, data, and web presentation ideas being considered for the upcoming edition of the Best Colleges and the other rankings. The session will discuss why U.S. News gives ranking table data in Excel files and unpublished rankings to the IR community, and how AIR members can obtain these unpublished rankings and rankings data-free from U.S. News. (ID: 145246)

Presenter(s)

Robert Morse, *U.S. News & World Report*

Understanding Student Withdrawals Through In-Depth Interviews

Speaker Session | Data | Sebastian I-4

At small institutions, retaining just a few students can influence retention rates substantially. This presentation describes work at Grinnell College to understand deeply the motivations for students' premature departures from the institution. It also describes how qualitative data around student attrition are assisting a multi-department effort to provide ongoing support and outreach to students on leave, so that students ultimately return to Grinnell. The session will explore themes from 30 in-depth exit interviews conducted in the 2016-17 academic year and discuss how the richer understanding provided by these data have assisted staff from the multiple offices on campus working to help students return from leave and persist. Come learn how a more nuanced understanding of situations that can lead students to withdraw complements and supports interdisciplinary teams of staff working to assist students in their path to graduation. (ID: 145013)

Presenter(s)

Georjeanna Robinson, *Grinnell College*

Kaitlin Wilcox, *Grinnell College*

Jason Maher, *Grinnell College*

Randy Stiles, *Grinnell College*

10:45 AM–11:30 AM

(MidAIR Best Presentation) Say Goodbye to the American Dream

Affiliated Organization Best Presentation | Educate | Wekiwa 6

 The Equality of Opportunity Project found that students' prospects of earning more than their parents declined from 90% to 50% over the past 50 years. The Project collected income data for 30 million students/parents & devised mobility reports for colleges which are incorporated into 2017 NCCBP. The index represents the likelihood a student at a specific college will move up two or more income quintiles. Mobility data for each Mid-AIR college and how it relates to other NCCBP benchmarks will be shared. National and additional regional mobility data will also be included. (ID: 171843)

Presenter(s)

Lou Guthrie, *The Benchmarking Institute at Johnson County Community College*



(OAIRP Best Presentation) A Model for Program Review Designed for Continuous Improvement

Affiliated Organization Best Presentation | Plan-Evaluate | Wekiwa 5

 This session introduces the design and implementation of a new program review process under the leadership of the office of institutional effectiveness. Building on an established annual program assessment cycle and a recently completed program prioritization process, the new program review process consists of annual responses to data that culminate in a more in-depth five-year self-study. This comprehensive review is designed to promote a deeper reflection about the program's effectiveness with the goal of continuous program improvement, thus aligning with institutional accreditation guidelines. Participants will engage in discussions about challenges and opportunities of program review processes at their institutions. (ID: 169959)

Presenter(s)

Ute Lahaie, Walsh University

Academic Success Courses: How Do You Know If an Intervention Works?

Speaker Session | Educate | Panzacola F-1

Students who have failed multiple classes, which has led them to be placed on academic probation, are a population with unique challenges. Researchers completed a mixed-methods study, examining one particular intervention for students on academic probation at their large state university: a one-credit course, called Mindset Connections. They uncovered how students who completed the course benefitted, including increased retention and graduation rates, and improved grade point averages. They also discovered how the faculty's pedagogical approach contributed to student success. (ID: 145558)

Presenter(s)

Hongxia Fu, Arizona State University

Accelerating Remedial Math Education in Community College

Speaker Session | Information-Needs | Sebastian I-4

 Reimagining remedial education delivery, with the goal of increasing student success in remedial courses and progression on to credit-bearing coursework, holds promise for meeting future economic demands for college-educated workers. Five public community colleges in Louisiana participated in a remedial mathematics redesign involving the delivery of developmental instruction concurrently (e.g., as a co-requisite class) with a college-level course in one semester. A mixed-methods approach was used to assess the implementation and the success of students. (ID: 145815)

Presenter(s)

René Cintrón, Louisiana Community & Technical College System

Achieving Reproducibility in IR With R

Speaker Session | Data | Sebastian I-3

 Although the concept of reproducibility is typically reserved for the sciences, the presenter will argue that by adopting its principles, IR offices would see immeasurable benefits in efficiency, accuracy, and transparency. Reproducible workflows preserve every decision made about data analyses (e.g., removing a student who withdrew) and allow users to quickly and accurately respond to requests for modifications (e.g., group tables by college instead of major). One barrier to reproducibility, however, is that it requires coding. Using examples from the free R programming language, the presenter will show that not only is R an ideal software for reproducibility, but that many of its modern features are designed to get novices quickly doing powerful things. The primary goals of the presentation are for audience members to leave convinced that they can learn R, and that if they do, they will become better at their jobs. (ID: 145736)

Presenter(s)

Arie Spiegel, Nova Southeastern University



Addressing Sexual Misconduct on Campus: From Survey to Strategic Planning

Speaker Session | Data | Panzacola H-4

Colleges across the country are challenged with addressing sexual misconduct on campus. Recent reports that college students are at a higher risk for sexual victimization have made the need for data on sexual misconduct on campuses integral to structuring universities' responses. This presentation will cover our use of the Administrator-Researcher Campus Climate Collaborative (ARC3) Survey, strategies for increasing participation rates, analytical approach, and strategic planning of the university's response. Attendees will leave with a cohesive strategy for assessing and responding to sexual misconduct on college campuses. (ID: 145382)

Presenter(s)

Nicholas Fears, *Tulane University*

Meredith Smith, *Tulane University*

Applying the AIR Code of Ethics in the Era of Alternative Facts

Discussion Group | Stewardship | Wekiwa 2

Offices of Institutional Research often serve as the guardians of truth and the conscience of their respective institutions. We ensure that the data and analyses that we produce are not only accurate but that they are used appropriately to tell the story to which they can accurately speak. This can sometimes pose challenges in navigating institutional culture and practice, especially in the era of "alternative facts." In this discussion group, we will review the AIR Code of Ethics and Professional Practice and address its application using small group case studies. (ID: 145886)

Presenter(s)

Claire Govorts, *The College at Brockport, State University of New York*

Archie Cubarrubia, *Miami Dade College*

Assessing Intercultural Competency in Higher Education

Speaker Session | Data | Panzacola F-3

 As America experiences increasing internationalization in higher education and globalization in the workforce, promoting students' intercultural competency is becoming a priority for many institutions as they seek to prepare college graduates to become effective contributors to the global economy. However, institutions' assessment of this critical competency is lagging behind. This presentation aims to provide an example of assessing intercultural competency for college students and providing actionable data for institutions. The audience will learn about how intercultural competency is defined and the assessment types that can be used to measure this multidimensional construct. They will also learn about an empirical example of how a next-generation intercultural competency assessment was conceptualized, designed, and validated. Early results from a large-scale pilot of the intercultural competency assessment will also be shared. (ID: 140131)

Presenter(s)

Ou Lydia Liu, *Educational Testing Service*

Assessing Small Populations: Recognizing Everyone Counts in Your Counts

Speaker Session | Data | Panzacola F-2

Quantitative and survey research depends heavily on large sample sizes, but there are a variety of reasons why larger sample sizes may not be possible. Participants in this presentation will discuss common issues and solutions associated with assessing small populations of college students and instructors. Examples will focus on the experiences of gender variant and LGBQ+ students and faculty. Participants will also learn about and discuss administration issues related to small populations such as increasing response rates and identifying special subpopulations. Next, participants will learn about and discuss strategies for analyzing and communicating the results from small populations. Finally, participants will learn about and discuss approaches for communicating the validity and data quality from small sample sizes. (ID: 145644)

Presenter(s)

Allison BrckaLorenz, *Indiana University Bloomington*

Kyle Fassett, *Indiana University Bloomington*

Sarah Hurtado, *Indiana University Bloomington*



Campus Climate: A Composite of Faculty, Staff, and Student Perspectives

Discussion Group | Educate | Wekiwa 8

While the literature on campus climate continues to grow, the foci of such work has been premised within student and faculty perceptions on sense of belonging. Although highlighting such narrative is important to contextualize an understanding on campus climate, a persistent gap within the literature remains when examining staff perceptions in colleges and universities. This discussion group highlights the importance of staff perspectives in providing a comprehensive overview on campus climate. It is targeted toward participants interested in how applications of data around campus climate can assist their efforts of improving campus climate within their respective institutions. Presenters will introduce the Cooperative Institutional Education Research Program's (CIRP) pilot staff climate survey, and highlight findings from a multi-institutional analysis amongst the Higher Education Research Institute (HERI) Faculty and Diverse Learning Environments (DLE) surveys. (ID: 145675)

Presenter(s)

Dominique Harrison, *University of California, Los Angeles*

Julio Fregoso, *University of California, Los Angeles*

Elaine Tamargo, *University of California, Los Angeles*

Katherine Cho, *University of California, Los Angeles*

Completion Rates: A Powerful Performance Metric and Strategizing Tool

Speaker Session | Data | Sebastian I-2

  For many institutions and programs, completion rates are a taboo performance metric that are not highly disclosed by programs. In this presentation, learn why completion rates tell a bigger story than how long it takes for students to graduate from a program. Participants in this session will learn how a completion rate, when broken into its fundamental components and in combination with other student demographic and program data, can serve as a powerful strategic tool for increasing student performance and anticipating challenges that students might experience in their major. We will share useful ways to calculate completion rates by semester cohorts and techniques for setting up dashboards for more simplistic departmental and programmatic use. (ID: 145755)

Presenter(s)

Faye Jones, *Florida State University*

Marcia Mardis, *Florida State University*

Data-Informed Recruiting: Using Predictive Analytics to Improve Recruitment

Speaker Session | Data | Sebastian L-2

Given the competition to entice the best and the brightest students, recruitment offices must efficiently use their restricted budgets by focusing their limited resources on students who are most likely to enroll. While intuition and instinct have been sufficient in the past, predictive modeling provides a more robust solution for determining these students. This presentation will demonstrate how the University of Oklahoma successfully used SAS Enterprise Miner to assess the probability that an admitted student would enroll and to determine what actions recruitment officers should take to entice students to enroll. The project was completed in five weeks, and the models achieved 89–92% accuracy. By using predictive analytics, the University had its largest and most academically prepared student body ever. (ID: 145556)

Presenter(s)

Lisa Moore, *University of Oklahoma*

Improving Term GPA and Retention: Let the Data Lead You to Take 15

Discussion Group | Data | Wekiwa 9

With only about three quarters of college students in the United States persisting into their second year of studies and even fewer students graduating with a degree, there is a large population of young men and women who face employment instability, lower income rates, and decreased civic engagement. Recognizing this issue, many higher education institutions implement a variety of programs and initiatives that target improving student academic performance, retention, and graduation. Some of these initiatives appear to be experimental and at times seem to go against conventional practices. As IR professionals, what methods and approaches can we use to provide analytic support and guidance to the decision-makers regarding viability of such efforts? This discussion group covers the reasons and strategies behind a universitywide campaign to increase student enrollment intensity as means to improve student academic performance, second-year retention, and on-time graduation. (ID: 161512)

Presenter(s)

Galya Tabulda, *Florida State University*

Andrew Brady, *Florida State University*

Richard Burnette, *Florida State University*



Retention Quest: Who Stays, Who Goes, and Why?

Speaker Session | Data | Panzacola H-2

Having identified many individual factors that are most related to student retention and graduation, we began a quest to understand how these factors interact and work together to affect student persistence. In this presentation, we follow the 2013 entering cohort, joining student demographic and experience information available on the institutional database and survey-based data about students' pre-college orientations and experiences, academic experiences, and experiences with campus climate (CIRP Freshman Survey, NSSE, Campus Climate Survey, and Graduating Senior Survey). This longitudinal multivariate analysis of students' persistence provides essential insights to guide campus priorities for intervention and action. (ID: 145709)

Presenter(s)

Krisztina Filep, *University of Massachusetts Amherst*
 Elizabeth Williams, *University of Massachusetts Amherst*
 Martha Stassen, *University of Massachusetts Amherst*

Sharing Visualizations Without Over-Sharing Data: Data Security in Tableau

Speaker Session | Data | Panzacola H-3

Data visualization tools have transformed how IR/IE offices prepare, analyze, and share data, providing opportunities for users to interact directly with data. With the growing use of data visualization reporting in IR, however, concerns regarding ensuring the protection of private student data behind a data visualization have arisen. This session will present case studies that highlight potential issues involved with publishing data visualizations and sharing workbooks utilizing unit-record data and detail best practices for keeping the data behind a "viz" secure. With examples in Tableau, presentation attendees will leave with a deeper knowledge of steps and strategies to safeguard their unit-record data before sharing and publishing their dashboards. (ID: 145871)

Presenter(s)

Laura Gorni, *Metropolitan State University of Denver*
 Lesley Lydell, *University of Minnesota*

The Good, the Bad, and the Ugly of Data Migration: a Case Study with ECU

Sponsored Speaker Session | Data | Wekiwa 3

S In 2016, East Carolina University sought a user-friendly, innovative system for faculty activity reporting to replace their current technology. Although their requirements were straightforward—integration with institutional data and external bibliographic sources, flexible reporting functions, and faculty networking capabilities—the challenges of implementation demanded an organized, institutional-wide effort as well a strategic transition plan with their new partner, Interfolio. This presentation focuses on the good (capabilities gained from Interfolio's robust, faculty-focused reporting platform), the bad (the pain of migrating legacy data), and the ugly (unexpected complications) of data integration so that other IR leaders can plan when implementing similar systems on their campus. (ID: 170148)

Presenter(s)

Joseph Thomas, *East Carolina University*
 Andrew Rosen, *Interfolio*
 Melba Fey, *Interfolio*
 Ying Zhou, *East Carolina University*

What Are Best Practices for Governing Sensitive Student Data?

Discussion Group | Stewardship | Wekiwa 1

Offices across our campuses often request access to student-level data about specific campus populations. What may seem like a simple request for information could have serious consequences for students if used inappropriately. As institutions, it is our responsibility to create data governance policies and practices that maintain privacy and mitigate potential risks to our students. In this discussion group, participants will discuss how sensitive student data are governed at their own institutions, and collaborate with colleagues from other institutions to synthesize best practices for managing access to these data. Emphasis will be placed on what information is included in Student Information Systems and Data Warehouses, and who has access to those systems. (ID: 144023)

Presenter(s)

Matthew Hoolsema, *Carnegie Mellon University*



What the Dean Wants, the Dean Gets; Partnerships in Research & Admissions*Discussion Group | Data | Wekiwa 10*

Data are steadily becoming an essential part of higher education and the processes involved in admitting and enrolling students. While significant focus is placed on undergraduate students, graduate enrollment is increasingly relied upon as a source for new growth opportunities at the University. Therefore, it is critical for admissions professionals to have easy access to accurate, up-to-date admissions data in order to have conversations with leadership and faculty about graduate admissions and enrollment processes. To accomplish this, it is vital for these professionals to establish relationships with data analysts. This discussion group will address the challenges that can occur via these collaborations; it will also depict how collaborators can learn to understand others' perspectives to interpret and visualize data correctly. Lastly, this session will provide instructions on building and utilizing Tableau dashboards, demonstrating one of the incredible results that stem from collaboration. (ID: 161001)

Presenter(s)

Thisie Schisler Do, *University of Rochester*
Gretchen Briscoe, *University of Rochester*

Will It Work Here? Validating a Fit Survey for a New Student Population*Speaker Session | Data | Panzacola F-4*

Institutional research offices rarely assess surveys developed at other institutions to determine whether or not those same instruments hold up elsewhere. The purpose of this study was to determine if the factor structure of a measure of student-institution fit would be appropriate to use at our institution. Confirmatory Factor Analysis (CFA) was used in order to determine if the underlying factor structure originally proposed provides an appropriate fit for the data obtained from the IUPUI sample. Open-ended comments were also collected in order to gain insight into students' interpretation of each item. The results suggested changes from the original scale to create a more robust measure. This presentation will provide attendees with an opportunity to learn how to assess the validity of external surveys for their own institution and will also include a live demonstration using MPlus statistical software to conduct a CFA, including instructions for data preparation. (ID: 144299)

Presenter(s)

Steven Graunke, *IUPUI*

10:45 AM–11:45 AM**Developing a Dynamic Web Portal for Survey Analytical Reports on a Budget***Panel Session | Data | Panzacola H-1*

Students' educational experience, engagement behaviors, and employment status are sought for strategic planning, accreditation, and institutional effectiveness assessment. Surveys are used to capture this information, and though the task of administering and reporting survey results is challenging and laborious, it is nevertheless a very important one. This panel presentation will focus on the effective integration of different technologies to accomplish survey administration, processing, and reporting in an effective, efficient, and cost-effective manner. The following important considerations will be discussed: (1) efficient and timely data processing; (2) making results available via a dynamic web portal to stakeholders to "slice and dice" data; (3) using technology and partnerships to maintain high response rates; and (4) accomplishing these goals on a shoestring budget with minimal staff time. Benefits and challenges associated with several technologies used to achieve this will be shared. (ID: 145780)

Presenter(s)

Rachel Straney, *University of Central Florida*
Carlos Martinez, *University of Central Florida*
Patrice Lancey, *University of Central Florida*



Institutional Researchers Unplugged: Our Role in Strategic Planning

Panel Session | Plan-Evaluate | Sebastian I-1

 Strategic planning is one of the most important endeavors that an institution will undertake. The process is lengthy, collaborative, political, and data-driven. In this panel session, panelists from a four-year private college and a four-year private research university will discuss the stages of strategic planning from the perspectives of a senior administrator in academic affairs, a director of IR, and an IR analyst. Using illustrative examples, the topics to be addressed include high-level decision-making; planning for strategic planning; office and project management; communication of information; and data management and analysis. Panelists will discuss the similarities and differences between each institution's strategic planning processes. (ID: 145695)

Presenter(s)

Raldy Laguilles, *Springfield College*
 Mary Ann Coughlin, *Springfield College*
 Jacob Ferry, *Springfield College*
 Dawn Terkla, *Tufts University*
 Jessica Sharkness, *Tufts University*
 Emma Morgan, *Tufts University*

What More Could We Have Done? Reaching Students At Risk of Withdrawal

Panel Session | Data | Sebastian L-1

The completion agenda aims to increase the proportion of 25- to 34-year-olds holding an associate's degree or higher to 55% by 2025. There is still much to learn about those who are at risk of withdrawal, especially in A.S. programs. Documenting students' decisions, experiences, and next steps after completing or withdrawing we focused on predictive CCSSE responses (N= 3,863 in Tableau) and related financial aid records. Participants will learn ways to manage data discussions, while building research partnerships college-wide. Panelists will discuss several of the key indicators that emerged in relation to the national conversation focused on student completion and our next steps.

(ID: 145849)

Presenter(s)

Laura Blasi, *Valencia College*
 Nichole Jackson, *Valencia College*
 Christos Giannoulis, *Valencia College*
 Kim Sepich, *Valencia College*

12:00 PM–01:00 PM

Utilizing Dashboards to Report Survey Results to Multi-Level Leadership

Poster Presentation | Information-Needs | Poster 6

Graduation Exit Surveys are a common practice for most institutions of higher education, typically designed to help understand graduates' perceptions and experiences to improve institution health. As A&M-Commerce continuously promotes the awareness of using data, there is an increasing need for locally developed survey data for assessment and institutional effectiveness purposes. It is important for us to explore effective and efficient methods of dissemination of the rich survey results to a varied group of decision-makers. With increasing requests for more granular data, the greatest challenge centered on how to produce hundreds of customized reports with limited resources. The objective of this poster presentation is to share our experiences of building survey dashboards for various audiences and setting up security and access levels, as well as sharing how we built an effective and efficient model of reporting. (ID: 161334)

Presenter(s)

Dan Su, *Texas A&M University-Commerce*
 Shonda Gibson, *Texas A&M University-Commerce*

55 by '25: Degree Production and Educational Attainment in the 50th State

Poster Presentation | Plan-Evaluate | Poster 12

This poster presentation will examine the 55 by '25 initiative at the University of Hawai'i: having 55% of the workforce with a two- or four-year college degree by the year 2025. Progress toward the educational attainment goal will be examined, along with degree-production targets set for the University campuses intended to help close the educational attainment gap. The data modeling used to set the degree-production targets and the allocation of those targets across campuses will be presented. The future direction of the initiative and the role of IR in policy and planning decision-making will be highlighted. (ID: 160949)

Presenter(s)

David Mongold, *University of Hawaii System*



Active and Flipped Classrooms: Perceptions of Teaching Innovations in STEM*Poster Presentation | Educate | Poster 2*

Understanding how students perceive pedagogical practices in undergraduate life science classrooms is crucial for developing a transformative approach to improving success in STEM. This poster presentation will examine how various classroom pedagogies impact the ways in which students learn and apply course content; interact with peers and faculty; and think of themselves as scientists. Findings from this study will inform curricular decision-making and provide a glimpse into why reimagining how we teach science is a worthy enterprise. (ID: 161357)

Presenter(s)

Edgar Romo, *University of California, Los Angeles*
Kevin Eagan, *University of California, Los Angeles*

African American Student Debt: Examining Trends Using Multiple Data Sources*Poster Presentation | Data | Poster 10*

Recent press on the student debt crisis has prompted a look at trends in financial aid and loans for African American students. This poster presentation explores student loan debt by race/ethnicity, and then highlights ways institutional researchers can integrate institutional data and survey data to further understand student loan debt in relation to student experiences. The presentation includes data on financial aid and borrowing at college entry and graduation, from the CIRP Freshman Survey and College Senior Survey, along with other survey items to understand the background and outcomes of student loan debt. Attendees will be invited to share how student financial data are collected and disseminated on their campuses and how secondary student data are currently used or can be used in the future to inform this important topic. In sum, this visual display shares innovative ways to combine institutional data and survey data to effectively address a pressing issue. (ID: 161177)

Presenter(s)

Ellen Stolzenberg, *University of California, Los Angeles*
Destiny McLennan, *University of California, Los Angeles*

An Analysis of IPEDS Outcome Measures Data*Poster Presentation | Data | Poster 30*

The IPEDS Outcomes Measures survey was created as a way to address the more nuanced ways in which students progress through higher education. The survey component collected data on (1) four different cohorts: first-time full-time; first-time part-time; transfer-in full-time; and transfer-in part-time; and (2) four status options at the eight-year mark: degree reached; still enrolled; transferred out; and unknown. This poster presentation provides an analysis of the institutional characteristics and trends associated with the 2008 student cohorts and outcome types. (ID: 145862)

Presenter(s)

Erika Hill, *University of Utah*

At 75% or More of Degree Completion, Some Transfer. Some Also Quit. Why?*Poster Presentation | Data | Poster 34*

Continued declines in state support for higher education, coupled with the increasing trend towards performance-based funding, are forcing many colleges and universities to search for ways to increase retention and graduation rates. This poster presentation will showcase the work of one institution that investigated why many of its students, at 75% or more of degree completion, were no longer pursuing their degree at the institution. The IR Office identified the students while the Student Affairs staff contacted them by telephone to determine their reason(s) for no longer taking classes. Findings from the investigation, including the survey questions, and summaries of responses in both tabular and graphical form are presented. (ID: 145845)

Presenter(s)

Deoraj Bharath, *Broward College*



Balancing Survey Participant Experience With Analysis and Reporting

Poster Presentation | Data | Poster 36

It is difficult identifying or creating a survey that both caters to the participant experience and produces thoughtful, useful results; however, a survey that satisfies both is critical to boosting your response rates and allowing data-driven decisions. To help you identify or create surveys that satisfy these needs, this poster presentation describes the Higher Education Data Sharing (HEDS) Consortium's experiences in seeking this balance in their surveys. The poster highlights examples of questions and response options from HEDS surveys that have either supported user experience over reporting or vice versa and the outcomes of these choices on analysis and reporting. The poster session will also provide questions IR professionals can ask themselves and their colleagues to help determine if a survey is right for their participants and will provide beneficial results. (ID: 145814)

Presenter(s)

Macanda Myers, *Higher Education Data Sharing (HEDS) Consortium*
Kirsten Skillrud, *Higher Education Data Sharing (HEDS) Consortium*

Campus Climate and Sense of Belonging at Research Universities

Poster Presentation | Data | Poster 20

 This poster session presents relevant literature that synthesizes campus climate and sense-of-belonging studies and presents an empirical study that examines the impact of campus climate on students' sense of belonging. The presentation shares practical application of why it matters to institutional research to be involved in providing data, information, and analysis to improve processes and results of campus climate assessments. Enhancing the climate for undergraduate students through effective IR practices and assessments can yield positive institutional influences on student learning outcomes and accreditation standards. IR departments rarely examine and report on the campus climate and belonging findings of their colleges and universities. Colleges and universities should encourage IR professionals to assess the positive and negative factors that contribute to campus climate and its relationship to sense of belonging. (ID: 160588)

Presenter(s)

Young Kim, *Azusa Pacific University*
Oscar Espinoza-Parra, *College of the Desert*
Melody Rensberger, *Fuller Theological Seminary*
Marie Dam, *Los Angeles Trade Technical College*

Compliance to Closing the Loop: A Journey in General Education Revision

Poster Presentation | Data | Poster 44

Research shows that student achievement data offers invaluable support for making good decisions about instruction, but how those data are used is critical. This poster presentation will share insights gleaned at one university as they closed the loop with their general education assessment process through a change in their collection and reporting infrastructure. Using tables, charts, and dashboards, the session will present data results for compliance, analysis of trending themes, and reporting to relevant stakeholders. The presenters will discuss how closing the feedback loop supports improved student learning, fewer silos, more collegiality, and better integration of institutional assessment reporting. (ID: 145659)

Presenter(s)

Mary Jo Geise, *University of Findlay*
Helen Schneider, *University of Findlay*
Susan Brooks, *University of Findlay*

Cross-Divisional Collaboration to Support Supplemental Instruction

Poster Presentation | Data | Poster 24

In addressing barriers toward students' successful and timely graduation, the Office of Undergraduate Studies (UGS) at California State University, San Bernardino (CSUSB) transformed the Supplemental Instruction (SI) program to focus on "high risk" courses. To ensure effectiveness and to facilitate continuous program improvement, UGS and IR cultivated a collaborative relationship and focused on the systematic collection and analyses of data. The penultimate product of this collaboration, such as data dashboard and infographics, continue to facilitate data-informed discussions, increase campus awareness, and increase student and faculty participation in the SI program. This poster presentation will explore the collaborative process, results of the assessment and data visualization tools used, and recommendations for ongoing integration of data and assessment to improve the SI program at CSUSB. (ID: 159783)

Presenter(s)

Akira Kanatsu, *California State University, San Bernardino*
Tanner Carollo, *California State University, San Bernardino*
Qiana Wallace, *California State University, San Bernardino*



Data Collection for Effective Large-Scale Analysis and Communication*Poster Presentation | Data | Poster 26*

As Institutional Research professionals, we are tasked with working with several partners to effectively collect and assess student work across multiple learning outcomes. The data we work with contain several layers including variables for different programs, courses, learning outcomes, assignments, and students. This poster presentation will discuss the iterative process of generating an effective protocol for learning outcomes assessment as part of the Valid Assessment of Student Learning in Undergraduate Education (VALUE) initiative. Over three years, the Association of American Colleges and Universities (AAC&U) VALUE initiative resulted in the submission and scoring of tens of thousands of student work samples for assessment. The presentation will address some of the solutions formed during the span of this project. Attendees will leave with techniques for creating an efficient process for data collection and analysis at their own institutions. (ID: 151544)

Presenter(s)

Erin Horan, AAC&U
Kate McConnell, AAC&U
Terry Rhodes, AAC&U

Evaluating Co-Curricular Student Learning Outcomes*Poster Presentation | Data | Poster 60*

Co-curricular activities are an integral part of the college experience. As colleges and universities are increasingly held accountable for demonstrating that they are meeting learning outcomes for both academic and non-academic outcomes, it is important to consider how to measure learning outcomes for co-curricular activities. This issue poses particular challenges due to the scope of such activities and the nature of the learning outcomes. This poster presentation will demonstrate a method for measuring whether learning outcomes for co-curricular activities are being met, using secondary data (e.g. CSS, NSSE) and propensity-score matching. (ID: 145159)

Presenter(s)

Kaitlyn Tuthill, Boston College

**Evaluating Efficiency Via IPEDS and Ranking Data***Poster Presentation | Data | Poster 52*

Efficiency measurement for higher education institutions has always been challenging. This challenge includes not only collecting relevant data but also building the appropriate framework/model. This poster presentation will elaborate on how Georgetown's IR office approaches those two challenges in measuring institutional efficiency. In particular, it will illustrate both the data-collection process and the modeling procedure for examining institutional efficiency of research, teaching, and expenditure for 30+ private institutions. (ID: 145500)

Presenter(s)

Lu Hao, Georgetown University

Fixer Upper: First-Year Seminar Edition*Poster Presentation | Data | Poster 40*

Our institution is participating in AASCU's Reimagining the First Year project. We have used institutional data to identify gaps in achievement for first-year students and redesigned how students are enrolled in a first-year seminar course in order to best serve students with the institution's limited resources. The objectives of this poster presentation are to display the data we used to make the changes; how we shared the data with the campus; and how we analyzed the data to determine the effectiveness of our redesigned approach to our first-year experience course. This is a direct example of how IR practitioners can use data to improve student success and partner with other campus entities on a project of campuswide importance. (ID: 145697)

Presenter(s)

Natalie Solverson, University of Wisconsin-La Crosse

Forecasting Student Income Based on Future Student Enrollment Numbers

Poster Presentation | Plan-Evaluate | Poster 18

Enrollment forecasting is critical in predicting future student income. Especially at young and dynamic institutions, there is increased need for a robust forecasting model. At large institutions, on the other hand, there is increased need to be prepared for “black swan” events and to be able to recognize hidden risks, such as a small change in students’ dropout characteristics, which could have a compounded effect given the size of the institution. Furthermore, the platform chosen to build the forecasting model on should not just be powerful enough to withstand the demanding calculations, but also user-friendly enough to be accessible by various departments contributing to financial planning. In our poster presentation, we will introduce our newly adopted student enrollment forecasting model and demonstrate how we run future scenarios on Oracle’s Hyperion. (ID: 160632)

Presenter(s)

Mete Veysoglu, *Koc University*
Mehmet Yumukoglu, *Koc University*

Homesickness in First-Year, First-Generation College Students

Poster Presentation | Plan-Evaluate | Poster 54

Homesickness among college students has been linked to less adaptability, poorer concentration, lower GPAs, and lower retention rates. While the majority of college students may experience at least some level of homesickness, first-generation college students may have experiences that differ from their peers. These challenges may be compounded when considering additional struggles faced by first-generation students, including those related to social and academic integration. This poster presentation will outline the results from a national study examining homesickness among first-year, first-generation college students, paying particular attention to homesickness and its relationship to academic performance and retention. The presentation will also address the implications of this research. (ID: 145484)

Presenter(s)

Sherry Woosley, *Skyfactor*
Carolyn Uhl, *St. Norbert College*

How to Do IR Without Data

Poster Presentation | Leadership | Poster 22

 As the demand to deliver valuable information to our constituents and accrediting and regulatory agencies increased, the University of Western States discovered that the raw data were in no shape for analysis. This poster presentation shows how the advent of the first Institutional Researcher kicked off a process that resulted in the reorganization and restructuring of the IT and Institutional Effectiveness departments in order to centralize, integrate, and streamline a system of data collection and information delivery. Come hear about the final organizational structure and how we navigated these waters, the triumphs and pitfalls, and our plans for the future! (ID: 160479)

Presenter(s)

Rebekah Anderson, *University of Western States*
Nichole Rip, *University of Western States*

Institutional Outcome Analysis for Accreditation Purposes

Poster Presentation | Plan-Evaluate | Poster 50

 Through the analysis of survey responses, this poster presentation addresses general education outcome assessment and evidence for accreditation assurance. This is an important topic for IR professionals because IR could offer general education intended learning outcomes assessment and use that evidence to support HLC accreditation assurance arguments. Further, such evidence can be used to support the development of general education curriculum. In addition, the data analyses of survey responses are typically quick and straightforward and are a good way to present results to non-technical colleagues or supervisors. The objective of this poster session is to introduce and discuss the actual indirect assessment data analysis and the possible applications. (ID: 145511)

Presenter(s)

Jiyoon Kim, *Columbia College*



Investigating Staff Work Climate and Retention in Higher Education

Poster Presentation | Data | Poster 16

This poster session presents a study that aims to better understand the nature of staff climate in a public institution of higher education and enable our institution to reflect critically on the quality of functional aspects of the job, work environment within unit, and development and support in the workplace. Study results indicated participation in mentoring activities and training or professional development is conducive to staffs' positive perception of work climate. Predictive analysis revealed positive perception and engagement in training or professional development increase the likelihood of staff retention in the institution. Demographics are not significantly related to staff retention. Qualitative analysis indicated a lack of adequate compensation and career advancement opportunities are staffs' top two reasons for considering leaving. The results will inform our university's efforts to develop initiatives on a motivated work force, improve management, reallocate resources, and ensure a higher level of staff retention. (ID: 160816)

Presenter(s)

Hong Jiang, *Georgia State University*

Janice Byrd, *Georgia State University*

IR Landscape in Asia: Global Trends in Practical Issues and Research Topics

Poster Presentation | Information-Needs | Poster 56

Regarding globalization, higher education institutions need to strengthen international partnerships, not merely to provide exchange programs, but also to develop comparable performance indicators. Asian countries are not exceptions in that institutions demonstrate their capacity to attract prospective students and prepare value-added graduates. IR professionals must broaden their horizons and relativize their practices in the global IR landscape. One objective of this poster presentation is to explain the status of IR in Asia regarding practical issues and research topics. The second objective is to highlight the critical challenges regarding capacity-building for IR in Asia. (ID: 145475)

Presenter(s)

Tomoko Torii, *Tokyo Institute of Technology*

Yuki Watanabe, *Tokyo Institute of Technology*

Masao Mori, *Tokyo Institute of Technology*



Learning Strategies in High School and First Year in College

Poster Presentation | Data | Poster 8

This poster presentation will focus on the importance of learning strategies for student success. New college students enter higher education institutions with a habitual way of using learning strategies. The current study explores the association of learning strategy use in high school on that in the first year of college and examines how the environmental factors affect the association. The preliminary results showed that the use of learning strategies in high school and an institution's academic challenge in coursework had a positive effect on students' use of these strategies in college. These findings are meaningful, as they show the institutionwide learning and teaching atmosphere does influence individual students' learning. (ID: 160654)

Presenter(s)

Lanlan Mu, *Indiana University Bloomington*

James Cole, *Indiana University*

Results From WICHE Passport Collaboration With National Student Clearinghouse

Poster Presentation | Data | Poster 46

Please join us for this poster session as we present the results from the first full year in collaboration with the National Student Clearinghouse. Learn the details of the 28,000 students at 16 participating institutions that earned a WICHE Passport in 2016-17, and how the academic progress of these students is being tracked nationally, both pre- and post-transfer. The presentation includes details of the data challenges faced in rolling out a national-scale initiative of this nature, and how those challenges were overcome. It also includes details of the passport awards and academic progress of students in multiple subcategories in a dashboard format. Graphics for the poster are being produced in Tableau and will be available as interactive dashboards, online, after the presentation. (ID: 145628)

Presenter(s)

Michael Torrens, *Utah State University*

Patricia Shea, *Western Interstate Commission for Higher Education*

Right on the Money: CBE Student Satisfaction and Post-Graduation Outcomes

Poster Presentation | Data | Poster 4

This presentation will demonstrate the results from a survey completed by alumni of both a CBE program and its traditional counterpart at Texas A&M University-Commerce. The survey was administered with the goal of evaluating both student satisfaction with their degree program and post-completion outcomes. Student demographics provide insights related to the learners who enroll in completer-focused degree programs. The findings in this study include three key areas of differences: staff & faculty interaction, affordability & acceleration, and post-graduation outcomes. Through a visual description, in this poster presentation, we will show how the results suggest superior outcomes for the CBE program relative to the traditional program. This presentation also will cover student time and cost savings scenarios for CBE students since an analysis on the transfer cohort graduation rates indicates that CBE students are graduating at a 19% faster pace than students in the traditional program. (ID: 161336)

Presenter(s)

Carlos Rivers, *Texas A&M University-Commerce*

Sense of Belonging as a Strong Predictor of Retention

Poster Presentation | Information-Needs | Poster 38

Increasing students' retention rate is an important goal for many higher education institutions. Each year, the University of Kentucky (UK) surveys first-year students at the beginning of the fall semester in order to identify students who are most likely to drop out during their first year. One of the important findings of the survey data analysis is that students' sense of belonging is another significant predictor of retention that complements those that had previously been identified (e.g., students' unmet financial need; family income; high school GPA; ACT/SAT scores). Taking early action to help students who report a weak sense of current or anticipated belonging may improve their retention. However, unmet financial need remains the most important institutional predictor of retention. Students may still leave due to high unmet financial need, regardless of their sense of belonging. (ID: 145734)

Presenter(s)

Jason Chen, *University of Kentucky*

Student Success Through Gatekeeper Course Success

Poster Presentation | Plan-Evaluate | Poster 42

 There are few studies that examine student success at two-year institutions compared to the significant number of studies that focus on four-year institutions. Moreover, the effect of gatekeeper courses has not been a focus of research even though these courses play a vital role as a bridge between developmental education and advanced college-level courses. This poster presentation will highlight the ways gatekeeper courses impact overall success of students who attend two-year institutions. The study is important to IR and assessment colleagues since we evaluate and assess programs and courses and provide analysis, findings, and suggestions to deans and chairs for their policy decisions. Instructional divisions will utilize these findings when they plan, structure, and evaluate programs, courses, curricula, and educational activities. (ID: 159794)

Presenter(s)

Hyekyung Lee, *Community College of Aurora*
Darlene Miller, *Community College of Aurora*

Surveys of Information Needs and Data Literacy

Poster Presentation | Educate | Poster 32

Two surveys of user information needs and data literacy are conducted to understand how IR can better serve two groups of clients: (1) the traditional clients—administrators, faculty, and professionals whose decisions directly impact the educational quality and operational efficiency of the institution, and (2) the aspirational clients—students and their support groups who usually use data from governments and publishers that originally came from the IR professionals. This poster presentation will include findings from the two surveys; recommendations for how to better serve both groups' information needs and provide support to enhance their data literacy; and highlight the commonality and differences between them. Participants will have access to survey instruments and recommendations that were presented to the Trustees. (ID: 145848)

Presenter(s)

Yan Xie, *University of Redlands*
Hany Diab, *University of Redlands*



The Impact of a Special Advising Program on Students' Progress

Poster Presentation | Data | Poster 58

Improving student outcomes is important to all CSU and UC campuses, and this poster presentation will focus on an assessment report that adds to the field of IR as outcomes are increasingly examined and discussed. The Office of Institutional Research in conjunction with the Academic Advising Center collaborated to examine how the Undeclared/Expressed Interest Second Year Program influenced student progress at this university. The mission of the Undeclared/Expressed Interest Second Year Program is to encourage students to declare a major they intend to complete within 45 units. The goal of this assessment was to connect the mission statement with student outcomes to learn how advising is influencing persistence, academic standing, and declaring a major. The results of this study could be used as a tool in evaluating the implications the Undeclared/Expressed Interest Second Year Program has on future student success and outcomes. Our poster presentation will provide useful illustrations of our study for the audience. (ID: 145465)

Presenter(s)

Christian Schoenmann, *Sacramento State University*

Undergraduate Financial Knowledge and College Financial Education Efforts

Poster Presentation | Information-Needs | Poster 14

Undergraduates typically enter college ill-prepared to manage their own finances, and so preparing students to be financially literate and knowledgeable should be a liberal learning outcome. This poster presentation examines the relationship between students' financial knowledge and participation in financial education programs. Using data collected by the National Survey of Student Engagement, the results indicate that the efficacy of financial education programming varies by the method of delivery. Implications for future efforts are discussed. (ID: 145757)

Presenter(s)

Kevin Fosnacht, *Indiana University*

Brendan Dugan, *Indiana University Center for Postsecondary Research*

Ryan Merkle, *Indiana University*

Using an Interactive Application to Simplify the College Search

Poster Presentation | Data | Poster 62

To date, no free college search tool exists that allows users to identify institutions on all of the following characteristics: geographic location, student success, financial metrics, rankings categories, and diversity. A new dashboard tool, in the form of an interactive U.S. map, displays IPEDS and other public data that are valuable to anyone interested in searching for colleges. With more than a dozen filters, links to institutions' websites, and an option to print a list of institutions after filtering, the tool is a valuable resource to many audiences, including prospective students, guidance counselors, and institutional research professionals. This poster presentation will show examples of the dashboard's capabilities as well as instructions for access. (ID: 145406)

Presenter(s)

Laura Winger, *Bucknell University*

Kevork Horissian, *Bucknell University*

What Impacts Sophomore-to-Junior Retention?

Poster Presentation | Plan-Evaluate | Poster 48

This poster presentation will focus on the second year of college, a time when continuing students face challenges but do not receive as much attention as they did during the first year. The researcher analyzed the five-year population of sophomores and their return rates for the third year of college. Variables grouped in the following categories were entered into a binary logistic regression model to determine statistically significant factors associated with successful sophomore-to-junior retention as measured by one-year fall-to-fall retention: demographics, pre-college preparation, financial need, academic performance and transition to college, and sense of belonging. Several significant variables emerged from the model, including transcript requests, full-time status, academic good standing, lived on campus, unmet need, and the grade in first-year seminar. (ID: 145548)

Presenter(s)

Eric Lovik, *Radford University*



01:00 PM–02:00 PM

Special Event**Dessert Break and Thank You to Our Sponsors***Special Event | Sebastian J/K*

Please join us for a complimentary dessert break to thank our sponsors and close the Exhibit Hall. We'll also announce the winners of the Citrus City Connection badge earning game and distribute prizes. (ID: 172868)

02:00 PM–02:45 PM

(CAIR Best Presentation) Building a Data-Informed Decision Culture: The Primer I Wish I Had*Affiliated Organization Best Presentation | Data | Wekiwa 6*

 This multimedia presentation (video, photos, and minimal text) will focus on best practices for creating a data-informed decision culture and how a business intelligence tool can help drive the paradigm shift. This session will serve as an introduction to building a data-informed decision culture by (1) Discussing how the field of business intelligence is tackling the problem of analyzing data and turning it into actionable intelligence, (2) Exploring what it means to have a data-informed decision culture, (3) Tactics and tools for institutional researchers to use in their everyday work to change the way their campus uses data. (ID: 169911)

Presenter(s)Michael Le, *Humboldt State University***(OCAIR Best Presentation) Factors Related to First-year Retention & Six-year Graduation at UNCP***Affiliated Organization Best Presentation | Data | Wekiwa 7*

 Over the years, number of first-generation students attending post-secondary institutions has been increasing. Previous studies indicated that first-generation college students performed differently compared with their peers, particularly in persistence and degree completion. As Ishitani (2003) found that for first generation students, the risk of attrition in their first year was 71% higher than their non-first generation peers. This study examined what factors were significantly associated with first-year retention and six-year graduation to guide the practice at a medium size public institution. Logistic regressions were applied to test which factors were significantly associated or predict student retention and success. The results may guide institutions to examine their own factors, build learning community for different type of students, re-structure their academic services, and provide authentic services to first-generation students to support their success. (ID: 172924)

Presenter(s)Chunmei Yao, *UNC Pembroke***A Salary Equity Study: Sunrise to Sunset***Speaker Session | Plan-Evaluate | Panzacola H-2*

Conducting a faculty salary equity study does not need to be difficult. This presentation will guide researchers through the process, from literature review through study design, completion, delivering results to administrators, to suggesting communication strategies. The presenters will share experiences from conducting multiple salary equity studies to help simplify the process, while maintaining positive relationships with both faculty and administration. This session will provide recommendations for statistical modeling, focusing on variable selection and process. (ID: 145581)

Presenter(s)Melinda Whitford, *University at Buffalo*Rachel Link, *University at Buffalo*Michael Randall, *University at Buffalo*

Academic Program Demand Assessments on a Budget*Discussion Group | Data | Wekiwa 1*

Is your institution worried about enrollment? Is your institution wondering about the appeal for new academic programs and how they may or may not impact enrollment? Would moving your program online increase enrollment? Do you want to save your institution thousands of dollars? If you answered yes to any of these questions, this is the right opportunity for you! The truth is you can answer many of these questions on your own without the high cost/price tag of a consultant or market research firm. All you need is to understand the terminology and messaging that market research firms are using. Discussion group participants will be better able to (1) understand the terminology, methodology, and “implications” that market research firms are using to sell academic program demand assessments; (2) discuss methods, approaches, and implications on their own campuses; and (3) recreate much of the work talked about on their own campus. (ID: 141811)

Presenter(s)

Christopher Feit, Loras College

ASU Online Data-Driven Retention and Coaching Tools*Speaker Session | Data | Sebastian L-1*

Arizona State University's EdPlus Student Success Center for online students will present data-driven retention and coaching tools. The goal is to surface actionable student data alerts to Success Coaches, enable targeted outreach campaigns, display real-time dashboards of measures of early retention and student engagement, and provide targeted student lists for informed outreach to help students stay on track. Actionable data implies that we still have time to do something to help improve the student's situation. We will discuss challenges that led us to create our student success center, as well as our vision for helping our online students at scale. Project details include: technology used to create data-driven actions and operations management and examples of: operational dashboards measuring outreach and early retention indicators, actionable data alerts for coaching outreach, and targeted email campaigns. (ID: 145634)

Presenter(s)

William Killacky, Arizona State University

Nancy Cervasio, Arizona State University

Ryan Chase Owens, Arizona State University

Bachelor's Degree Completion Among CC Starters*Discussion Group | Plan-Evaluate | Wekiwa 9*

Policymakers may require the knowledge and expertise of institutional researchers and professionals in related fields to inform policy design and implementation. This session discusses such a situation, which involved an analysis of the possible impacts of a university to community college diversion policy in North Carolina. This analysis required the construction of an analytical data set from multiple public higher education institutions in North Carolina and estimation of effects using propensity score analysis.

Participants in this discussion group will learn about how the analysis was conducted, its findings, and associated limitations. Then, the group will be asked to discuss elements of the analysis presented with respect to implications for bachelor's degree completion for community college students and programs intended to address this issue. (ID: 161460)

Presenter(s)

Darren Smith, Valencia College

Joshua Pretlow, RTI International

DataLab: Fast and Easy Access to Education Data*Speaker Session | Data | Wekiwa 5*

DataLab, a powerful yet intuitive suite of online data analysis tools, is the primary channel through which the National Center for Education Statistics (NCES) disseminates survey data to the public. Housing vast stores of education data, the three tools of DataLab are QuickStats, PowerStats, and TrendStats. Each tool shares a similar interface where researchers can perform their own analyses through a user-friendly drag-and-drop workspace. Using data from the National Postsecondary Student Aid Study (NPSAS) and other NCES data, this presentation will highlight new DataLab features and functionality including a charting module. Participants will learn how to use the data from this nationally representative study of undergraduate and graduate students, along with other NCES datasets, to examine trends in financial aid, enrollment, persistence, borrowing, and debt. (ID: 145698)

Presenter(s)

Stephanie Nevill, RTI International

Austin Caperton, RTI International



Decision Rules and Predictive Analytics (PA): Aligning Data and Goals

Speaker Session | Plan-Evaluate | Panzacola F-1

Predictive Analytics (PA) have increased as a tool in institutions across the country. A common decision rule utilizing PA outputs has been the ordering of at-risk students to guide resource allocation. Allocating resources according to a ranking of at-risk students, however, may not be sufficient to achieve institutional goals. This presentation will discuss the limitations of PA results as the sole factor in allocating resources. An example of a hierarchical decision rule using institution and service factors will be shown for the University of Hawaii - Maui College (UHMC). This hierarchical decision rule can lead to outcomes that are better aligned with goals of efficiency, effectiveness, and usability. (ID: 145594)

Presenter(s)

Paul Kailiponi, *University of Hawaii, Maui College*

Dynamic Reproducible Reports for Decision-Makers Using R and R Markdown

Speaker Session | Data | Panzacola F-3

R Markdown is a tool for creating reproducible reports by way of PDF, HTML, and Word documents using text and the R programming language. This presentation will explore some less-known but still productive uses of R Markdown. These include single input parameterized reports; multi-input parameterized reports; and interactive web application using the Shiny and flexdashboard packages. All reports will utilize IPEDS data to showcase how to increase the effectiveness and efficiency of all IR offices. The code and data will be made available to all participants, so each can tailor them to their specific needs. It is recommended that all participants download the latest version of R and RStudio prior to the session. (ID: 145732)

Presenter(s)

Joshua Barillas, *AACSB*

Forging Relationships Within an Institution: IR Versus the World

Discussion Group | Stewardship | Wekiwa 2

Institutional Research is not an island. IR staff work as partners with several other departments to maintain and develop data pathways. Educational institutions are notorious for falling into an island model where people claim fiefdom to their own processes. As institutional leaders and government entities demand more and more data reports, the role of the IR Office as data quality guarantors can become taxed without the assistance and cooperation of other departments. This discussion group will explore the experiences of participants in working across departments to improve the quality of data available for reporting. Specific questions will focus on challenges, successes, processes for auditing data, and standardization of training for staff working with student data. (ID: 145852)

Presenter(s)

Leah Roeder, *Wichita Area Technical College*
Kristen Munday, *Wichita Area Technical College*

IPEDS Update

Speaker Session | Data | Sebastian L-2

This is an encore presentation, which is a shorter session from the impact session presented earlier this week. However, this presentation provides an opportunity for those who missed the impact session to receive the general update on the Integrated Postsecondary Education Data System (IPEDS) annual survey collected by the National Center for Education Statistics (NCES) of the U.S. Department of Education. The following information will be presented: a review of the 2017-18 data collection year, a compilation of any changes to the 2018-19 collection, and finally, an overview of Research and Development. (ID: 163878)

Presenter(s)

Gigi Jones, *National Center for Education Statistics*



Leveraging Tableau for Campuswide Student Success Analytics & Reporting

Speaker Session | Data | Sebastian I-2

  Getting data to the right people at the right time can make all the difference when it comes to student success and early intervention initiatives. The Advanced Analytics team at the University of Kentucky recently leveraged Tableau to create a centralized, self-service tool that merges student success data from a variety of sources and delivers it directly to front-line staff. This presentation will focus primarily on demonstrating the Tableau workbook as well as a general introduction on how to leverage Tableau features (data-driven alerts and subscriptions) to drive innovation, efficiency, and improvements in student success reporting and intervention. (ID: 145809)

Presenter(s)

Christopher Thuringer, *University of Kentucky*
Shelby Albers, *University of Kentucky*

Moving Beyond “Trust Me...”: Explaining Your Methodology With Your Analysis

Discussion Group | Data | Wekiwa 8

We often have to explain our data analyses to administrators who know a little about statistics, and that can be tougher than explaining results to those who don’t know anything. For example, if you haven’t heard somebody say, “Correlation is NOT causation,” then you’re probably new here. The problem is that, while the statement is very true, it doesn’t mean the results are useless. This discussion group will discuss: (1) Problems encountered while presenting information to those who may not understand the underlying statistical techniques and assumptions; (2) Best practices for presenting to audiences with widely varying skills; (3) When to use (or avoid) correlation while making predictions; (4) Addressing inappropriate statistical requests (e.g. “Give me a confidence interval on how many enrolled students we have”); and (5) Handling extremely technical questions beyond the skill-level of the rest of the audience. We looking forward to sharing our views and experience, and learning from yours. (ID: 145547)

Presenter(s)

Mark Leany, *Utah Valley University*
Tim Stanley, *Utah Valley University*

Perception Isn’t Everything: The Reality of Class Size

Speaker Session | Data | Sebastian I-3

  Should class size be based on perception or reality? Most institutions report class size as the percentage of courses with a given enrollment range. An implicit assumption built into this measure is that the student experience (reality) will match the traditional measures of class size (perception). We argue that the traditional measure does not accurately represent the student experience and varies by college, major, and year in school. This presentation will use data from a large, research university to describe the traditional measures of class size, describe the flaws of these traditional measures, and contribute several adjustments to calculating class size that better represent the student experience. This topic is important to institutional researchers because they include the traditional class size statistics in their fact books and report them to numerous outlets, and these statistics are subsequently used by the institution and potential students to make important decisions. (ID: 145739)

Presenter(s)

Mark Umbricht, *University of Michigan*

Predicting Four- and Six-Year Graduation Rates: A Lumina Grant Collaboration

Speaker Session | Data | Panzacola H-4

As the focus on college completion increases, and as underserved students increasingly enroll in college, understanding predictors of four- and six-year graduation rates for these students becomes paramount. Presentation attendees will learn how, with Lumina Grant funding, three very different institutions that share a mission of serving underserved students collaborated to identify predictors of student success. (ID: 145631)

Presenter(s)

Willie Kirkland, *Dillard University*
Garrya Dunston, *Howard University*
Cheryl Rollins, *Morgan State University*



Redesigning the Factbook to Best Meet Institutional Needs

Speaker Session | Data | Panzacola H-3

Publishing frequently requested institutional information is a crucial role of the IR office—it must be timely, accessible, and useful. Like many institutions, the office of Institutional Research and Analysis at Carnegie Mellon University uses a Factbook as the main source of information for the campus community. But was their Factbook up to the challenge? After asking themselves this question, the institutional researchers at Carnegie Mellon undertook a Factbook redesign. This presentation will share the philosophy behind the change, the end result, and how it was received by the campus community. (ID: 145087)

Presenter(s)

Laura Hardesty Velasco, *Carnegie Mellon University*

Social Media Data Mining and Social Media Intelligence

Speaker Session | Data | Panzacola F-2

This presentation offers an in-depth look at current and future trends of social media data mining. The session gives an overview of the integration of social media data with identified metrics to create a holistic view with student and stakeholder focus. Social media responses may provide real-time data that may be used for decision-making. The presentation outlines steps to move from social media looking to social media intelligence. Attendees will take away practical strategies on how to create and implement effective social media surveys. Data quality, data integrity, validation, and survey design are among the topics discussed. (ID: 145752)

Presenter(s)

Erica Holmes, *Mott Community College*

Student Success: Seeking Data-Based Evidence for Policy Implications

Discussion Group | Data | Wekiwa 10

The issue of students' time-to-college-degree-completion has received increasing attention in Taiwan. For deeper understanding of this trend and its consequences, this discussion group will discuss a study that draws on institutional data from a research university in Taiwan to examine the impact of student characteristics and college experiences on students' time-to-degree. The study begins with reconstruction of various aspects of institutional student record data by employing multiple methods of longitudinal data analysis to examine college experiences associated with degree-completion and to determine important factors that contribute to students' progression to a baccalaureate degree within a four-year time frame. (ID: 160758)

Presenter(s)

Ching-Hui Lin, *National Sun Yat-Sen University*

Jyun-Hong Chen, *National Sun Yat-Sen University*

Ching-Lin Shih, *National Sun Yat-Sen University*

Telling Better Data Stories Through Better Data Visualizations

Speaker Session | Data | Sebastian I-1

 Despite recent advances in cognitive science and the use of graphic design principles for visual data displays, ineffective data visualizations still abound. Data never speak for themselves—they need us to articulate their meaning and create compelling stories to share that meaning with others. Visual data displays provide unique opportunities for Institutional Research and Assessment professionals to tell data stories. Effective visualizations help us tell those stories, but poor visualizations undermine our ability to do so. This is true for any form of data visualization—simple tables or charts, complex dashboards, or anything in between. This presentation will do three things: (1) share basic concepts about effective data visualizations and effective storytelling using those visualizations; (2) present both poor and improved examples of data visualizations; and (3) provide the opportunity for discussion about data visualizations and creating compelling narratives using them. (ID: 145964)

Presenter(s)

Steve Wygant, *Brigham Young University*



Transformative Experiences: More Than Meets the Eye

Speaker Session | Data | Sebastian I-4

One goal of a Tufts education is to provide students with “transformational experiences”: experiences in or out of the classroom that fundamentally shift how students understand themselves or the world. Fostering such experiences is central to the mission of many colleges, be they through academics, service, ministry, or campus life. Yet how do we know if that goal has been met? If students endorse having been transformed, is it attributable to specific institutional action or to other forces? How does an institution respond to such information? In this presentation, we will explore how noble goals can be difficult to quantify and evaluate, and how IR staff and strategic planning staff can work together to measure such outcomes. (ID: 145524)

Presenter(s)Lauren Conoscenti, *Tufts University*Emma Morgan, *Tufts University***Using the National Survey of IR Office Data to Inform Decision Making**

Speaker Session | Leadership | Wekiwa 3

In 2018, AIR will release the second iteration of the National Survey of IR Offices. This survey quantifies the operations of the IR Office including scope of work, IR resources, reporting lines, staffing, and resources. But, how can those data be useful to leverage for resources or to reorganize the office? Join Directors of IR Offices and the researcher responsible for this project in a discussion of the importance of these data and their plans to utilize this data for the future of their office. (ID: 169740)

Presenter(s)Bamby Fields, *Eastern Washington University*Katherine Coy, *William Rainey Harper College*Darlena Jones, *Association for Institutional Research***What Will the Carnegie Classification 2018 Update Mean to Your Institution?**

Speaker Session | Data | Panzacola H-1

The U.S. Higher Education landscape is characterized by a large diversity of postsecondary institutions. The Carnegie Classification of Institutions of Higher Education (CCHE) has been the standard bearer for describing that diversity since 1973. With the 2018 update, the classification will continue to evolve. In this presentation, the Classification staff will present their current thinking about how the categories will change and will invite participants to provide input into possible changes that can make CCHE a more useful framework for institutional benchmarking and other important IR tasks. (ID: 145292)

Presenter(s)Victor Borden, *Indiana University Bloomington*Phoebe Wakhungu, *Indiana University Bloomington*Chris Stewart, *Indiana University Bloomington***03:00 PM–03:45 PM****(SAAIR Best Presentation) Building a Predictive Model to Enhance Students' Self-Driven Engagement**

Affiliated Organization Best Presentation | Data | Wekiwa 6

 The University of the Free State has played a seminal role in establishing student engagement as a catalyst for student success in South African higher education. Simultaneously, a national shift in focus towards creating a culture of evidence within higher education institutions occurred. This resulted in the capacitating of institutional support student success initiatives. While many other technological initiatives have resulted from the development of institutional research, none have combined these data sets to create a scaled intervention to guide students' effective educational behaviors. We discuss the development of an interactive web application, aimed at providing students with evidence-based scenarios of educational behaviors which could help them successfully progress to the next level of study. We particularly focus on which institutional and student engagement variables impact students' academic success and implications for future interventions and developments. (ID: 169955)

Presenter(s)Moletsane Moletsane, *University of the Free State*

A New Technique to Increase Efficiency and Consistency in Faculty Reporting

Speaker Session | Data | Panzacola F-3

Each term, the IR office within a large research institution receives data requests for faculty headcounts, tenure, promotion, and retention. The old process for answering these requests required multiple steps, from extracting query results to creating reports. Using SAS® Business Intelligence tools, the process was reduced from five steps to one. This was done through the creation of a warehouse table with new fields added or calculated based on our most popular data requests, leading to a significant increase in efficiency within our reporting processes. By attending this presentation, attendees will be able to see an IR process that was greatly improved, which ended up impacting dozens of data reporting tasks. (ID: 145478)

Presenter(s)

Ana Navarro, *University of Central Florida*

Credit Momentum and Melt: A Four-Year Institution's Credit Momentum Campaign

Speaker Session | Data | Sebastian I-4

Credit momentum and 15-credit initiatives are taking hold in many states and institutions. Join Michigan State University as we talk about our experience in implementing Go Green, Go 15! Discussion will focus on three main areas: (1) data and analysis to support the roll-out, including extensive research on the impact of attempting 30 credits in an academic year on student success outcomes; (2) tools utilized to track the campaign including visualizations, reports, and presentations; and (3) findings one year later and where do we go from here? (ID: 145209)

Presenter(s)

Bethan Cantwell, *Michigan State University*
Susan Richter, *Michigan State University*

Data Visualization for Strategic Course Scheduling and Facility Usage

Speaker Session | Data | Panzacola H-1

With the increased data demand for decision support, data visualization tools offer a solution for institutional research professionals. This presentation demonstrates the use of Tableau to create data visualizations to aid in analysis of course enrollment trends in relation to classroom capacity. These visualizations were created to aid enrollment services in strategic scheduling to maximize our resources and better serve the student body. Built-in filters allow for the data to display university trends as well as department-level trends, which has been integral as enrollment services meets with each college and department to identify areas for improvement. Presentation attendees will be provided a link to a downloadable Tableau template with accompanying instructions that will allow attendees to return to their institutions with a visual tool similar to the one demonstrated. Attendees can load the template with their data to aid in scheduling decision support. (ID: 145706)

Presenter(s)

Hanna Jarsocrak, *University of North Florida*
Abby Willcox, *University of North Florida*

Increasing Response Rates: A Case Study of Prize-Based Incentives at BYU

Speaker Session | Data | Panzacola H-4

What's the best prize-based incentive for online survey research? An iPad, smartwatch, or an Amazon gift card? In 2009, Dillman and colleagues downplayed the use of prize-based incentives for online surveys and instead encouraged prepaid cash incentives. However, for many institutional researchers, the feasibility of this approach is cost-prohibitive. Since Spring 2011, the Office of Institutional Assessment and Analysis at Brigham Young University has successfully used iPads for its prize-based drawings for student and alumni surveys. We have found between a 10% to 15% increase in our response rates for each survey. A new technological toy known as the smartwatch was recently introduced into the market. In addition, Amazon gift cards have become very popular. We compare these new incentives with the iPad to see if there is any difference in response rates and which of these may be best moving forward when it comes to a new generation of college students. (ID: 145452)

Presenter(s)

Richard McClelland, *Brigham Young University*
Danny Olsen, *Brigham Young University*



Institutional Research and Disaster Response: Case Study and Lessons Learned

Speaker Session | Information-Needs | Wekiwa 3

What would you do if a large-scale disaster affected your college? What can Institutional Research do to inform disaster response? This presentation provides lessons learned from one college where one in 50 students abruptly lost their residences, and scores of employees were also displaced due to the worst wildfires in California history. Part of what we learned is that Institutional Research can play a critical role in providing accurate, timely, and actionable data to support students and the institution in response to a severe disaster. Come learn from an example of a large-scale student survey (sent to 30,000 students, with over a 50% response rate in one week) and how that information was used to address student needs, provide information to the public and decision-makers, and advocate for the college to not lose funding due to decreased enrollment. (ID: 145855)

Presenter(s)

KC Greaney, Santa Rosa Junior College

IR's Role in Supporting Strategic Enrollment Management

Speaker Session | Data | Sebastian I-1

This presentation will focus on how IR data can be critical in supporting the core principles of Strategic Enrollment Management (SEM). Presenters will describe how the following set of SEM core principles provided a framework to guide IR investigations and data-support strategies: establishing clear enrollment goals; promoting student success; achieving and maintaining optimum enrollment; enabling the delivery of effective academic programs; leveraging financial aid; improving overall institutional effectiveness; and developing a partnership with and reporting structure within the Division of EM. This presentation will also demonstrate the types of data reports that were developed to support SEM including interactive data reports (e.g., Point-In-Cycle course, orientation, institutional- and school-level applicants, admits, and enrollment including credit hours), enrollment projection models, and assessments of the effectiveness of need-based financial aid and student success initiatives. (ID: 145654)

Presenter(s)

Michele Hansen, IUPUI
Boyd Bradshaw, IUPUI
Steven Graunke, IUPUI
Norma Fewell, IUPUI

Lip Service or Actionable Insights? Assessment and DDDM in Higher Education

Speaker Session | Educate | Sebastian I-3

Despite an increasing focus on issues of accountability, assessment, and data-driven decision-making (DDDM) within the postsecondary context, assumptions regarding their value remain largely untested. The current study uses empirical data from 114 senior administrators and 8,847 students at 57 institutions in 5 states to examine the extent to which institutional assessment and data-driven decision-making shape the experiences of first-year students. However, the institutional adoption of policies related to the collection of assessment data or the application of data-driven decision-making appears to have no relationship with student experiences or outcomes in the first year of college. Thus, findings from the current study are consistent with the small, but growing, body of literature questioning the effectiveness of accountability and assessment policies in higher education. This is a follow-up from the 2013 presentation of preliminary findings from this study. (ID: 145940)

Presenter(s)

Sarah Luczyk, Heidelberg University

Maximizing Survey Data for Outreach, Assessment, Programming, and Beyond

Speaker Session | Educate | Wekiwa 5

This presentation provides a variety of real-life examples of how institutions have used survey data collected from students, faculty, and alumni within multiple contexts. Examples are drawn from institutions participating in the National Survey of Student Engagement (NSSE), the Beginning College Survey of Student Engagement (BCSSE), the Faculty Survey of Student Engagement (FSSE), and the Strategic National Arts Alumni Project (SNAAP). The types of data use cover numerous categories: sharing on campus; recruitment; academic and career advising; publicity, alumni relations, and donor outreach; planning, assessment, and accreditation; program and curricular change; and advocacy and public policy. Attendees will learn about ways that they can optimize the use of available survey data for many different audiences, allowing the institutional research office to serve as a bridge that connects other stakeholders with available data. (ID: 145575)

Presenter(s)

Angie Miller, Indiana University Bloomington
Amber Dumford, University of South Florida



Practicing Data Governance for Planning, Warehousing, and Reporting Systems

Discussion Group | Stewardship | Wekiwa 9

The 3Ds (data governance, data quality, data literacy) are critical components for success while implementing and maintaining systems like an enterprise system, data warehouse, or analytics/reporting. This discussion group presentation chronicles the work of the stakeholders in implementing an Enterprise Resource and Planning (ERP) system in the PeopleSoft Human Capital Management module of Manage Faculty Event (MFE). The proceedings show individuals addressing the challenges of establishing data governance around faculty data elements, which results in establishing high standards and shared culture. As a result of the MFE work, the varied institutions and job responsibilities now articulate common goals, practices, and language. The environment displays the critical 3D governance, quality, and literacy components. (ID: 161444)

Presenter(s)

Tan Tran, *University System of Georgia*

Greg Schutz, *Board of Regents of the University System of Georgia*

Angela Bell, *University System of Georgia*

Predicted Versus Actual GPA: Do Large Differences Inform Student Attrition?

Speaker Session | Data | Panzacola F-4

Many postsecondary institutions have implemented early alert systems to identify students who may be struggling with making the transition from high school to college and are at greater risk of dropping out. This presentation examines whether a measure of under-/over-performance given a student's first-term grade point average (GPA) contributes to identifying students with greater chances of leaving the institution in year two, while controlling for other students and institutional characteristics. Study results are based on nearly 100,000 students from 37 four-year institutions. Students were tracked across institutions using National Student Clearinghouse data. Over-/under-performance is calculated as the difference between the actual GPA and that predicted from ACT scores and high school grades. Results suggest that under- and over-performance help to identify students who may be more likely to leave the institution. The implication of the findings for early alert systems will be discussed. (ID: 145468)

Presenter(s)

Nivedita Bhaktha, *Ohio State University*

Justine Radunzel, *ACT, Inc.*

Predicting Student Enrollment Using Markov Chain Modeling in SAS

Speaker Session | Plan-Evaluate | Panzacola F-1

 Given the increasingly robust collection and quality of university data, opportunities for predictive analytics are greater than ever. Accurate prediction of future student enrollment is vital for university planning efforts and decision-making. This presentation will demonstrate methods of SAS programming to develop dynamic enrollment-projection models, with particular focus on Markov Chain modeling. (ID: 145442)

Presenter(s)

Samantha Bradley, *University of North Carolina at Greensboro*

Presentation Fundamentals: How to Present Your Data So People Will Listen

Speaker Session | Educate | Sebastian I-2

 Worried about losing your audience on slide 2? Embarrassed about saying, "You probably can't read this slide, but..." in your presentation? This interactive presentation will provide ideas on how to best spark and retain the attention of your audiences, as well as how to be sure your key messages are heard and understood. You will learn how to improve your presentations physically (voice and delivery), visually (slide-deck), and structurally (organization and flow). You will also have the opportunity to discuss common presentation challenges you encounter, and how to overcome them. Improved presentations can help your campus and colleagues around the country better understand data you have gathered or issues you are investigating. With strong presentation skills, you can assist key decision makers by ensuring they fully hear and comprehend what you are telling them. (ID: 144114)

Presenter(s)

Georganna Robinson, *Grinnell College*

Program Review for Non-Academic Units—IR, Too

Speaker Session | Plan-Evaluate | Panzacola H-3

In addition to academic program reviews, many accreditors now expect institutions to conduct regular reviews of student support and administrative units. This presentation provides a model for non-academic unit review that is being used at the University of San Diego. Attendees will also be provided a look at how an IR office has conducted the self-study component of this review process. (ID: 145596)

Presenter(s)

Paula Krist, *University of San Diego*



Randomized Representative Cluster Sampling Courses for Surveys

Speaker Session | Data | Sebastian L-1

In this presentation, we provide a methodology of random sampling courses developed for surveys such as the Noel Levitz SSI and ACHA-NCHA. Our design is inherently representative of student demographics as illustrated with real data complete with the shared R-programming code. While our proposed approach is widely applicable, we focus on the selection of a characteristic sample with minimal duplicates across courses for the administration of a paper survey to on-campus courses. (ID: 145084)

Presenter(s)

Ben Silva, *Fayetteville State University*

Seven Strategies Used by Florida Universities to Increase Completions

Discussion Group | Information-Needs | Wekiwa 10

Affordability and accountability are now central to higher education. Studies show that every extra semester spent in college after the four-year mark can lead to significant income losses. Completions and/or graduation rates (GR) are an important part of the quest for affordability and accountability. This discussion group will focus on a set of levers that have been used by different stakeholders (legislators, the system office, universities, and colleges) to fulfill the completions agenda in Florida. All of these levers can be adopted and deployed by IR professionals at colleges and universities across the country. (ID: 160575)

Presenter(s)

Diana Barbu, *Florida Board of Governors*

Sometimes Old School Is Best: How We Developed a No-Cost Data Warehouse

Speaker Session | Stewardship | Sebastian L-2

Unfortunately, many IR offices have had the experience of failed data warehouse efforts. This presentation highlights a simple and productive project among IR and IT staff members to develop a data mart at no cost beyond commitment of their time. Participants are invited to share their own DW/BI lessons learned. (ID: 141800)

Presenter(s)

William Knight, *Ball State University*
 Janice Childress, *Ball State University*
 Brian Means, *Ball State University*
 Missy Adkison, *Ball State University*
 Cole Heady, *Ball State University*

The Peer-to-Peer Toolkit: Building Faculty Assessment Capacity

Speaker Session | Plan-Evaluate | Panzacola H-2

In this presentation, we will describe a toolkit used to enable a group of faculty leaders to propose, analyze, and refine student learning outcomes and assessment plans for courses and programs from disciplines disparate from their own but within a consistent hierarchical framework of institutional learning outcomes. The toolkit proved effective in elevating faculty engagement with assessment. The peer-to-peer toolkit developed is a highly effective means of quickly and painlessly moving faculty up the learning curve of student learning assessment, and fosters a community approach to assessment that provides both administrative support and flexibility to faculty as they develop student learning outcomes for their courses and map them to program and institutional outcomes. Participants will gain access to concrete, fully implemented, Excel templates in support of the peer-to-peer approach. The templates can be applied immediately in on-the-ground assessment processes. (ID: 145399)

Presenter(s)

Anne Marie Brady, *St. Mary's College of Maryland*
 Michael Wick, *St. Mary's College of Maryland*

Using Dynamic Predictive Modeling to Forecast Cohort Outcomes

Speaker Session | Data | Panzacola F-2

This presentation will demonstrate how institutions can leverage the immense amounts of data they collect into simple, robust predictive models to understand their students and to anticipate future outcomes as circumstances change. In an era of increasing accountability and decreasing state allocations, these predictive models can serve as valuable tools to aid campus leadership as they allocate limited resources to serve as many students as possible. One significant limitation in the strategies employed by many institutions is that the data underlying these models are typically static data pertaining to students' incoming characteristics. For better forecasting, a predictive model should evolve with the student's progress through the institution. Audience members will see how dynamic predictive modeling compares to traditional static models used to predict student outcomes and how dynamic models can provide better information at both the student and cohort levels. (ID: 145585)

Presenter(s)

Heather Mechler, *University of New Mexico*



Web Survey Design and Data Collection Tools

Discussion Group | Data | Wekiwa 2

Accurate and representative data collection is essential to maintaining the integrity of research, making informed decisions, and ensuring quality assurance. A powerful and very easy-to-use professional data collection tool that enables IR professionals to gather high quality data is a must. Surveys are one of the primary instruments of collecting data. As technology continues to change, and new generations of students and other clients arrive to campus, so does data collection. Web-based research tools are here to stay. Online surveys are a convenient way for institutional researchers to collect data and to transform the data into information to support managerial decision-making. In order to collect data effectively, one must know the advantages and disadvantages of these online tools. In this discussion group, the presenter will provide an overview of the best online survey applications on the market that can optimize data collection and utilize new technologies to build well-designed questionnaires. (ID: 145840)

Presenter(s)Jamil Ibrahim, *University of Mississippi Medical Center***Where Did They Go: Visualizing and Leveraging StudentTracker Data**

Discussion Group | Data | Wekiwa 8

It is becoming increasingly important for institutions to have as much information as possible on their students, not just from their time there, but also after they graduate—or if students didn't actually attend. This information is now vital to strategic planning for leadership at all levels of the institution. However, like other forms of external data, this type of data can be leveraged by careful planning and without the high cost. Institutional Knowledge Management at the University of Central Florida is meeting this challenge by strategically leveraging StudentTracker data across its reporting landscape. This discussion group will look at UCF's approach to the collection and warehousing of this student-level data. The session will also show the audience how these data are being used to inform constituents across the university via different methods of information dissemination including standard reports and dynamic data visualization. (ID: 161709)

Presenter(s)Andre Watts, *University of Central Florida***04:00 PM–04:45 PM****(SAIR Best Presentation) Set Measurable Benchmarks Using Program-Level Peers**

Affiliated Organization Best Presentation | Plan-Evaluate | Wekiwa 6



Benchmarking results are informative only when your unit is compared with appropriate peers on relevant metrics. Institutions often benchmark department-level performance metrics with peers selected based on Carnegie Classifications and regions. For programs that are not aligned with their institutional classification, program-level peer comparison is necessary to accurately understand performance. Attendees of this presentation will first learn a statistical solution to identify program-level, within-discipline peers across institutions. We applied Data Envelopment Analysis (DEA) to evaluate peer programs' operational efficiency based on multiple factors such as research funding, teaching loads, and instructional costs. Attendees will learn how DEA results can inform multiple criteria decision making in allocating faculty and other instructional resources at the program level. (ID: 170133)

Presenter(s)Ti Yan, *Higher Education Consortia - University of Delaware*
Tom Eleuterio, *Higher Education Consortia - University of Delaware***99% of What? How IR Helps the #2 Career Services Office in the Country**

Speaker Session | Data | Panzacola H-4

“Really? 99% of graduates are employed or in graduate school?” is a question asked by everyone involved in the college selection process with regard to career outcomes. From applicants and their parents wondering what their return on investment will be to presidents at colleges and universities around the country wondering if their competitors are truly that prolific at placing their graduates. This presentation will map out how to build an important collaboration between the IR office and the Career Services office on your campus. Ideas to maximize your response rate for your career outcomes survey while helping to maintain a positive interaction between your graduates and the Career Services office will be presented. Suggestions for additional surveys to better understand the needs of your corporate partners and the internship options available to your current students will also be provided. Finally, examples of Tableau dashboards on career outcomes will be shown. (ID: 145432)

Presenter(s)Kyle McGuire, *Bentley University*
Kelly Giardullo, *Bentley University*

Creating a Public, Interactive Visualization of GW Student Outcomes

Speaker Session | Data | Sebastian L-1

Successful student outcomes are a key metric of the value of a college degree. However, this information often ends up on a “quick facts” page of the college website, or as a static infographic available as a handout during campus visits. At George Washington University (GW), we endeavored to make our rich outcomes information available to all interested parties—including current and prospective students and their parents, alumni, faculty, staff, and administrators—and to allow the audience to drill down for details by school or major. In this presentation you will learn how GW accomplished this, the time investment required, how intensely collaborative the process was, and the challenges we faced that you can avoid. The presentation will also include a live demo of our constantly evolving visualization. We used Tableau to create this visualization, but the session is designed to be tool-neutral, instead focusing on the data challenges, design process, and project management structure and timeline. (ID: 145703)

Presenter(s)

Jennifer Pattershall-Geide, *The George Washington University*

Data Empowerment: How to Educate Your Data Consumers

Discussion Group | Educate | Wekiwa 2

The end users of Institutional Research offices’ publications are as varied as the types of publications—from executives to staff members, from faculty to students. Their backgrounds are just as diverse; some have extensive experience with statistics, while others see a spreadsheet and run the other way. One of the biggest challenges of any Institutional Research office is to ensure data consumers of all backgrounds understand how to properly use and interpret the reports and dashboards the IR office generates. This discussion group will allow IR professionals to discuss methods utilized to empower their end users; share wins, failures, and lessons learned; and evaluate new ideas with one another. (ID: 145838)

Presenter(s)

Emily Shipley, *Xavier University*

Engaging Faculty in Research

Discussion Group | Educate | Wekiwa 8

One of the major challenges in Institutional Research is engaging faculty in the process of data-based decision-making. Faculty often overlook their own teaching as part of their ongoing research. This discussion forum will discuss best practices of engaging faculty in research that will inform student learning and ultimately assist them finalize program reviews. Participants will have the opportunity to develop a faculty professional plan with peer assistance. (ID: 141617)

Presenter(s)

George Still, *Danville Community College*

Factors Contributing to Faculty Satisfaction: A Campus Climate Study

Discussion Group | Data | Wekiwa 10

 This discussion group will focus on a study addressing the issue of faculty perceptions of campus climate at a predominantly white institution. Overall faculty perception of campus climate and the factors that impact faculty satisfaction will be discussed in detail. Understanding faculty perception of campus climate and faculty satisfaction is important to institutional research professionals. The findings of the study will inform the policy-making in the institutions, which will help retain effective faculty members and ultimately impact student learning and institutional functioning. The objectives of the discussion group include sharing research findings regarding campus climate. (ID: 160341)

Presenter(s)

Xumei Fan, *University of South Carolina*
Sabrina Andrews, *University of South Carolina*
Jonathan Poon, *University of South Carolina*
Kathryn Luchok, *University of South Carolina*



Fostering Enthusiasm: Student-Faculty Interactions and Graduate Aspirations

Speaker Session | Educate | Wekiwa 5

Within the context of an increasingly popular and potentially life-altering system of graduate education, it is imperative that we further our understanding of factors that influence student interest in graduate education. The purpose of this presentation is to examine the ways in which student-faculty interactions influence student's aspirations towards post-baccalaureate degree programs. Attendees will gain insights into institutional practices and characteristics that are effective in promoting student aspirations towards graduate school. (ID: 145829)

Presenter(s)

Edgar Romo, *University of California, Los Angeles*

Implementing Campus Survey Coordination: Process, Pitfalls, and Next Steps

Speaker Session | Stewardship | Sebastian I-3

 The proliferation of survey platforms and the perception that surveying is the best way to gather feedback have led to increases in campus surveying, creating the potential for decreased response rates on important institutional surveys. Additionally, many who survey have little experience with creating instruments and data analysis or familiarity with campus policies. Thus, in spring 2015, UC Merced formed a Survey Coordinating Committee.

Survey coordination goals speak to the importance of the IR field—we seek to cultivate a culture of evidence-informed planning and decision-making. We help stakeholders: (a) recognize that surveys are not the only way to collect information; (b) strategically deploy surveys; (c) consider the broader campus context; (d) adhere to policy; and (e) share data.

Attendees of this presentation will understand (1) UC Merced's survey coordination goals and (2) our process for implementation, including resources and reflection on successes, pitfalls, and future efforts. (ID: 145598)

Presenter(s)

Cinnamon Danube, *University of California, Merced*

Jenna Allen, *University of California, Merced*

Increased Retention Rates: A Profitable Impact for Institutions and Students

Speaker Session | Data | Panzacola H-2

This study is the result of a merger of business and Institutional Research mindsets to quantify the dollar value to institution of a 1% increase in retention rates. It is generally accepted that increasing retention rate is beneficial to the institution in terms of increased tuition and fees, state appropriations, reduced recruitment costs, etc. In this presentation, we dig deeper and quantify all the revenues and expenses associated with a 1% increase in retention/graduation rates in a sample four-year public academic institution in Texas, and calculate the net profit to the institution and student using the time value of money (TVM) concept. (ID: 145781)

Presenter(s)

Ankita Agarwal, *University of Texas System*

David Troutman, *University of Texas System*

Process Documentation: A Cross-Training Approach for IR Offices

Speaker Session | Leadership | Panzacola H-3

The modern workplace is more transient than in years past with new employees changing jobs numerous times in a career. In addition, the "learning curve" for an IR professional is about three years. This means that it will take up to three years for someone to be in a position where they can respond to various types of research and analysis, such as requests from senior leadership and federal- and state-mandated reporting with little or no supervision. Given the ever-evolving demand for data and the complexity involved, it can be a challenging task when bringing new employees up to speed with the right skills they need to be effective in the office. This session will present the development and use of a process documentation as an in-house method that accompanies cross-training staff members and quickly orients them to report like pros in a less intimidating and easy-to-follow process. This presentation also addresses how sufficient cross-training and appropriate documentation can act as a safety net. (ID: 145989)

Presenter(s)

Jacob Mayiani, *James Madison University*

Dave Chase, *James Madison University*

Christopher Orem, *James Madison University*



Repositioning IR as a Budgetary, Financial, and Strategic Decision Center

Speaker Session | Plan-Evaluate | Sebastian L-2

Ten years ago, institutional research was synonymous with reporting, assessment, and accreditation. Today, IR is becoming known for business intelligence and self-service dashboards. Yet both of these phases focus on IR as a provider of data rather than an interpreter and advisor. This presentation proposes that within the next 10 years, IR needs to position itself as an embedded think tank of internal consulting and decision support. Three empirical examples are provided to demonstrate how IR can be used in budgeting and financial decision-making to incorporate student, monetary, and human resources data into institution-level business modeling. These examples include partnerships with enrollment management for forecasting revenues; predictive analytics and simulations for financial aid awards; and program evaluation for student outcomes to link revenues, expenditures, and results into a seamless analysis of institutional operations. (ID: 145480)

Presenter(s)

Justin Shepherd, *Emory University*

Self-Care Strategies for Effective IR Practitioners

Discussion Group | Leadership | Wekiwa 1

Learning to balance professional and personal goals, as well as professional and personal tasks is an art that, when done well, leads to success, and when done poorly can lead to burnout, mistakes, or inefficiency. This panel of institutional research professionals from various backgrounds will lead a discussion on the importance of good self-care, defining what it means individually, how it fits within professional development, and how to recognize the need for improvement in self-care and make it a reality. The conversations will include the context of self-care within a variety of equity and diversity issues including availability of resources, access to support, and inclusion and advocacy. (ID: 159806)

Presenter(s)

Michelle Appel, *University of Maryland, College Park*

Claire Goverts, *The College at Brockport, State University of New York*

Tod Massa, *State Council of Higher Education for Virginia*

Strategic Planning for Institutional Research Offices

Discussion Group | Leadership | Wekiwa 9

Strategic planning can help IR leaders clearly articulate their goals, make the case for new resources and new directions, and improve communication and transparency between IR and the rest of campus. We are often so busy with the day-to-day of IR that we don't take time to plan for the future. During this discussion group session, attendees will learn about strategic planning for IR offices, including why IR leaders might want to do a strategic plan, what steps are involved, and how to do it successfully, no matter how big or how small an office is. Find out how to tailor the process to the unique characteristics of your office. Bring your questions and experiences around strategic planning in your office, and hear others talk about successes and lessons learned in their specific situations. We hope that as you share with and learn from others you'll be ready and motivated to do your own strategic planning for your office! (ID: 161380)

Presenter(s)

Rana Glasgal, *Northeastern University*

Linette Decarie, *Boston University*

Student Enrollment and Recession: Economic Factors Behind the Scenes

Speaker Session | Information-Needs | Panzacola F-3

This panel presentation will focus on a research study that examined the relationship between student enrollment and the Texas Leading Index, Texas Coincident Index, Texas Unemployment rate, and other economic variables in all Texas public two-year colleges. The results indicate an inverse relationship between economic activities and the two-year community college enrollment in Texas from 1993-2014. The results of this study offer several implications for college administrators, legislators, and others involved in higher education finance. (ID: 145687)

Presenter(s)

Anthony Sawyer, *Paris Junior College*

Johyun Kim, *Texas A&M University-Commerce*

Seung Won Yoon, *Texas A&M University-Commerce*



Swipe Right: Building IR Relationships Through Embedded Analysts

Speaker Session | Educate | Sebastian I-2

 We believe that decisions are better when they are contextualized with proper data and analysis. Don't we all? Data availability has never been greater, but simple access to the data is necessary but not sufficient for proper analysis. We have developed and built an embedded IR model that shares analysts across groups of colleges. They have the questions, and we have the data, definitions, and skills. In this presentation, learn from our successes, mistakes, and experience in trying a new innovative approach to IR's expanding structure. Attendees will leave this memorable session with fresh innovative ideas on expanding IR's role and function at their own institutions. (ID: 145593)

Presenter(s)

Mike Martineau, *University of Utah*

Mark Winter, *University of Utah*

Tuition Price Elasticity of International Undergraduates

Speaker Session | Information-Needs | Sebastian I-4

 The issue to be addressed by this presentation is the relationship between the change of out-of-state tuition and international undergraduate enrollment at U.S. four-year institutions. This research will provide statistical estimates of the tuition elasticity of international undergraduate students in the past decade. The results have important implications to institutional policy-making and higher education research in general. The two major objectives of this session are (1) to understand the effect of tuition change on international student enrollment and (2) to use institutional-level data and statistical analysis techniques to provide meaningful insights for campus administrative decision-making. (ID: 145431)

Presenter(s)

Jie Zhang, *Stevens Institute of Technology*

Using Python to Automate Data Preparation and Reporting

Speaker Session | Leadership | Panzacola F-2

This presentation will demonstrate how Python can be used to automate complex and recurring reporting and data preparation tasks in an institutional research office. Participants will see how the University of Denver improved efficiency and reduced error by using Python to create text files for upload to IPEDS, build census files for the Common Data Set, and generate reports to help complete large external surveys. Participants will also learn how to identify which tasks are best suited for automation in Python and how to plan for transition to an automated process. (ID: 145647)

Presenter(s)

Christopher Pena, *University of Denver*

Who Gets What? Data Governance and Stewardship at Liberal Arts Colleges

Speaker Session | Stewardship | Panzacola F-4

Data governance works best when it is integrated into larger institutional contexts and is collaborative. This presentation proposes to give the audience an opportunity to understand data governance and its evolution on two college campuses, while also highlighting the role of institutional research in leading efforts to ensure the appropriate use and sharing of data. This session will focus on strategies for identifying and addressing data governance issues as well as strategies for engaging others in the work of data governance and stewardship. (ID: 145808)

Presenter(s)

Bethany Miller, *Cornell College*

Ann Marie Russell, *Bates College*



04:00 PM–05:00 PM

Capturing Demographic Data on Queer-Spectrum and Trans-Spectrum Students

Panel Session | Data | Panzacola H-1

In the context of institutional research, survey instruments measuring student experience have historically omitted demographic variables measuring sexual identity and gender identity. In an increasingly data-driven culture, these omissions render queer-spectrum and trans-spectrum students invisible to university planners and policymakers. Simultaneously, capturing these data is fraught with challenges and complexities, complicated by diverse and ever-evolving notions about sexuality and gender. The language with which these measures are constructed must effectively elicit the desired information, while navigating familiarity with terminology, social stigma, and the politics of language across queer-spectrum and trans-spectrum communities. These measures must also contend with issues of privacy, confidentiality, relevance, campus context, and the study's primary audience. Presenters in this panel session will discuss the unique challenges they have encountered and strategies for effective practice. (ID: 145720)

Presenter(s)

Maren Greathouse, *Rutgers University*
 Allison BrckaLorenz, *Indiana University Bloomington*
 Ronald Huesman, Jr., *University of Minnesota*
 Susan Rankin, *Rankin & Associates Consulting*
 Ellen Stolzenberg, *University of California, Los Angeles*

Ranking Updates: What Institutional Researchers Should Know

Panel Session | Educate | Sebastian I-1

To help institutional researchers better address increasing ranking-related questions, a joint panel session is organized where representatives from all four major international rankings (USNWR, ARWU, QS, and Times Higher Education) will meet face-to-face with institutional researchers to discuss those rankings' foci, methodology, and recent changes. Led and designed by an institutional researcher, this panel session will address questions that are interesting, relevant, and helpful for IR professionals. (ID: 145591)

Presenter(s)

Yang Zhang, *University of Hawaii at Manoa*
 Robert Morse, *U.S. News & World Report*
 Ying Cheng, *Shanghai Jiao Tong University*
 Selina Griffin, *QS Intelligence*
 Duncan Ross, *Times Higher Education*

Student Satisfaction Data: Overcoming Barriers and Facilitating Use

Panel Session | Data | Panzacola F-1

Student satisfaction surveys are a key component in assessing the student experience. However, just collecting the satisfaction data is not enough. In this panel presentation, representatives from four-year and two-year public and private institutions will share how they have overcome barriers for administering satisfaction assessments and will provide examples of how student satisfaction data are being utilized for institutional change and dialogue. They will share how their IR offices are partnering with other college departments to actively use the data for planning and evaluation purposes. This session will combine the expert perspectives of the panelists with audience observations to identify how IR offices can effectively use student satisfaction survey results to improve their institutions. (ID: 145299)

Presenter(s)

Julie Bryant, *Ruffalo Noel Levitz*
 Raldy Laguilles, *Springfield College*
 Dianna Renz, *Western Wyoming Community College*
 Kevin Calkins, *Florida Polytechnic University*
 Jonathan Susman, *Liberty University*

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- *Fanny PF Yeung, Amber Fallucca. Systems for Documenting Student Experiences and Outcomes. Issue 175. DOI: 10.1002/ir.20233*
- *C. Ellen Peters, Michael Benitez. Leveraging a Community Participatory Framework To Move Climate Survey Data Into Action at a Small College. Issue 173. DOI: 10.1002/ir.20213*
- *Amber Fallucca. Student Affairs Assessment, Strategic Planning, and Accreditation. Issue 175. DOI: 10.1002/ir.20238*
- *Ashli A. Grabau, Ellen Baro Stolzenberg. Incorporating Emerging Voices Into the Assessment Process. Issue 175. DOI: 10.1002/ir.20234*
- *Hyun Kyung Ro, Tiffany Menard, Deno Kniess, Ashley Nickelsen. New(er) Methods and Tools in Student Affairs Assessment. Issue 175. DOI: 10.1002/ir.20235*
- *Rachel E. Friedensen, Byron P. McCrae, Ezekiel Kimball. Using Qualitative Research to Document Variations in Student Experience. Issue 174. DOI: 10.1002/ir.20220*

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Program Highlights: Friday, June 1

- 7:00 AM – 10:00 AM Registration Open (Sebastian Registration)
- 8:00 AM – 9:45 AM Concurrent Sessions
- 10:00 AM – 12:00 PM Farewell Brunch and Closing Keynote (Gatlin A/B)

New Contacts

Notes

08:00 AM–08:45 AM**An Analysis of Mathematics Pathways in Florida's Community Colleges***Speaker Session | Data | Panzacola H-1*

Passing math requirements is a significant hurdle for many community college students. Informed by national research studies and policy initiatives, this presentation highlights the efforts of the Florida College System to better understand the mathematics pathways of its students. The techniques of the analysis, findings, and efforts to share the information back to the system's 28 colleges are discussed. This presentation will provide participants with a forum to discuss mathematics and student-level data, as well as innovative techniques for pathway analyses. (ID: 145965)

Presenter(s)Eric Godin, *Florida College System*Keith Richard, *Florida College System***Beyond the "What": Scaling IR Capacity to Answer Complex Questions***Speaker Session | Data | Sebastian I-1*

Decision-makers often look to IR professionals to answer questions about students. We are adept at answering What questions, such as "What is the completion rate for engineering students?" Increasingly, however, decision-makers have complex questions that cannot be answered with traditional institutional markers. These questions often start with Why and How and inquire about a context or mechanism, such as "Why is degree completion in engineering programs lower for women than men?" To answer questions like these, staff need to develop a model of how the outcome of interest occurs, and institutional markers need to be paired with new data that allow for a richer understanding of the educational environment. This presentation describes how an IR office implemented research activities that are being used to improve understanding of the student experience. Participants will leave the session feeling empowered to implement activities that help answer complex questions at their own institutions. (ID: 145527)

Presenter(s)Allyson Flaster, *University of Michigan*Merle Feldbaum, *University of Michigan*John Gonzalez, *University of Michigan***Creating an Actionable and Informative Academic Advising Assessment***Speaker Session | Data | Panzacola H-3*

Most IR offices that administer universitywide assessments focus on individual student learning outcomes. While these are an important area to measure, it is just one type of assessment that can be used to understand and improve student experiences at the university. In this presentation, attendees will learn to design an academic advising assessment for their campus and how to design reports that give actionable information to multiple levels of campus leadership (Provost, Deans, Department Heads, and Individual Advisors). The cycle of assessment will be used as a framework to define program goals and outcomes, design an assessment instrument, report results across campus, and make improvements to student satisfaction over time. The presenter will share lessons learned after several years of conducting an advising assessment, pitfalls to avoid, and how improvements to the assessment instrument have allowed the university to improve students' relationships with their academic advisors. (ID: 141756)

Presenter(s)Matthew Hoolsema, *Carnegie Mellon University***Developing an Academic Information Portal***Speaker Session | Data | Panzacola H-4*

The ever-increasing demand for data places a strain on IR offices to be able to provide timely and accurate data. To assist in addressing this challenge at Taylor University, the Office of Institutional Research entered into a strategic partnership with Information Technology to develop the Academic Information Portal (AIP), a decision-support tool for departments, Deans, and the Provost. The AIP provides trend analysis as well as on-demand reporting. This presentation will provide the context and background that led to the development and implantation of the AIP, reviewing the project life cycle from needs analysis, vision casting, development of functional requirements through beta testing to deployment. (ID: 145718)

Presenter(s)R. Edwin Welch, *Taylor University*

Faculty Gender, Productivity, and Salary Equity: A Methodological Review

Discussion Group | Plan-Evaluate | Wekiwa 10

This study addresses the methodological issues in salary equity research with an emphasis on the gender pay gap. In addition, the study examines the concept of research productivity in these studies. A critical methodological review of gender pay gap studies can help institutional researchers develop an evidence-based, rigorous, and sustainable procedure to examine salary equity on a periodic basis. The discussion group will discuss the shared findings on the methodologies used in gender pay gap studies; the interpretations of the results and the conclusions; how research productivity was operationalized and utilized; and the relationship between methodology and conclusions on gender equity. (ID: 159810)

Presenter(s)

Wen Qi, *Indiana University*

Finding the Adjusted First-Time-In-College Cohort

Discussion Group | Educate | Wekiwa 1

First-Time-In-College (FTIC) Cohort adjustments naturally contribute to achieving institutional FTIC success goals by helping to minimize inflation of the base population associated with measured outcomes. Despite allowable cohort exclusions being an asset to Retention and Graduation Rate metrics, student information needed to establish an “Adjusted Cohort” may not always be readily available for reporters. Collection and retrieval of applicable student indicators is imperative in the ability to use this allowable consideration to its full capacity to ensure accurate reporting. This discussion group will explore FTIC cohort adjustments, identify allowable exclusions, and consider data governance of the student exclusions indicator for reporting on FTIC student success. (ID: 145760)

Presenter(s)

Glendalis Gonzalez, *University of South Florida*
Shabnam Mehra, *University of South Florida*

Mixed-Methods Study to Examine Dual Credit and Success in College

Speaker Session | Data | Sebastian I-2

The University of Texas System embarked on a mixed-methods research study to explore the relationship between dual credit and student success at UT System academic institutions. The goal of the study is to obtain a better understanding of the relationship between students' dual credit participation during high school and student outcomes once students matriculate to UT System academic institutions. Attendees of this presentation will learn about how dual credit impacts retention, GPA, student debt, time to degree, and graduation. The presentation will highlight students' motivations to take dual credit as well as advantages and disadvantages of taking dual credit from students' perspectives. (ID: 145712)

Presenter(s)

David Troutman, *University of Texas System*

Multiple Measures for Improved Math Placement

Speaker Session | Information-Needs | Panzacola H-2

St. Cloud State University has begun using multiple measures to determine math placement for incoming students. This was in response to a national movement and legislative mandates to allow students additional pathways to gain placement into mathematics courses. Traditionally, placement at SCSU has been done using the ACT Math score and the Accuplacer math placement tests. Recently, the institution's IR office has assisted with the development of a holistic measure of academic ability for new students based on their high school GPA, class percentage rank at graduation, and ACT Math score. This index, which we call QPP, has been useful in developing a multiple-measure math-placement procedure. In this presentation, we will describe the measures developed and the collaboration between the IR office and the Mathematics Department in implementing the new multiple-measure procedure. (ID: 145771)

Presenter(s)

David Robinson, *St. Cloud State University*
Sandra Johnson, *St. Cloud State University*



Predictive Analytics Methods With RapidMiner and R Using Institutional Data

Speaker Session | Data | Sebastian I-3

Predictive analytics is becoming more important in higher education. Institutions are increasingly being measured by rates (such as graduation and retention). Because of this, we need to improve our ability to predict student success using measures such as graduation, persistence, and retention. Whether or not your institution can afford a more expensive technology or consultant, it is still good to be able to run your own analysis on your data. This requires understanding the methods that are available and the tools you can use. This presentation will provide a brief overview of several data analytics methods (including Association Rules, Discriminant Analysis, Linear Regression, Logistic Regression, and Decision Trees). Using a sample of actual institutional data, we will demonstrate each method in RapidMiner and R. This will show how easy it is to get results in just a few steps, and at a low cost. We want you to leave the session saying, "I understand the basics, and I can do this." (ID: 145206)

Presenter(s)

Mark Leany, *Utah Valley University*

Evelyn Ho-Wisniewski, *Utah Valley University*

Strengthening Learning Support Through an Academic Initiative Review (AIR)

Speaker Session | Plan-Evaluate | Sebastian I-4

The Academic Initiative Review (AIR) is an evaluative review process (Grayson, 2012) focused on sustaining success and taking initiatives to scale. The process spans eight months and includes a literature review, the creation of a data team with collegewide representation of faculty members and administrators, multiple sources of data, and feedback from an external reviewer with a site visit. In 2017, the process focused on tutoring services. Data collection included a student survey ($n=3,040$); faculty, student, and tutor focus groups ($n=31$); center visitation data ($n=58,003$); and data related to the use of online tutoring ($n=5,506$). Presenters will provide samples of materials used in the process as they discuss what was learned related to learning support services along with the implementation of next steps. The AIR process draws on the "More to Most" report (2012), and examples of related activities will be provided to help participants to think strategically about scale. (ID: 145867)

Presenter(s)

Laura Blasi, *Valencia College*

Karen Reilly, *Valencia College*

The Sphere of Influence: How Can IR Promote Balanced Examination?

Speaker Session | Leadership | Wekiwa 6

This session will present a theoretical model that identifies a sphere of influence where IR can promote balanced examination by managing conflicting data and stakeholder attitudes. Our conceptual framework analyzes four stakeholder attitudes (Rationalist, Activist, Critic, and Stubborn) based on their responses to empirical and anecdotal data, as well as the willingness to change. The presenters will apply the model in their case studies to illustrate how they led their decision group toward balanced examination. The topics include managing a comprehensive academic program review; exploring results of an external benchmarking survey; debating over a new financial aid option; and navigating sensitive political situations. (ID: 145543)

Presenter(s)

Hirosuke Honda, *University of Maine at Augusta*

William Knight, *Ball State University*

Heather Kelly, *University of Delaware*

Yash Morimoto, *Santa Fe Community College*

Mary Ann Coughlin, *Springfield College*

Using Data to Target Adult Learners: A Statewide Reclamation Project

Discussion Group | Stewardship | Wekiwa 9

With the help and expertise of institutional researchers, Mississippi has embarked on an adult reclamation initiative. As attention on degree-attainment goals has increased, a more direct approach was identified to enhance workforce education levels and improve the state's position within economic development. This discussion group session will cover this cross-sector approach to bringing adult learners back and helping them succeed. The presentation will provide an overview of the planning that went into this statewide initiative and discuss the roles of state system office and institutional representatives. (ID: 161366)

Presenter(s)

Eric Atchison, *Mississippi Board of Trustees of State Institutions of Higher Learning*



09:00 AM–09:45 AM

Assessing the Efficacy of an Institutional Effectiveness Office*Discussion Group | Plan-Evaluate | Wekiwa 9*

Offices engaged in the work of institutional effectiveness focus on supporting academic units, administrative units, and institutions as a whole to determine whether or not they are meeting their goals. In the 2014 text, *Leadership & Management in Institutional Research*, William Knight noted that “it seems ironic that the function within higher education that is charged with measuring and improving institutional effectiveness has had some degree of difficulty in defining and measuring its own effectiveness” (p. 23). Fortunately, Knight also shared some ideas for tools to measure the effectiveness of an institutional effectiveness office. During this discussion group, the presenter will lead a discussion aimed at helping participants to develop or revise goals and objectives for an institutional effectiveness (or similar) office; identify and describe possible tools to measure office performance; and make use of data gathered from established measurement tools used to track office performance. (ID: 161240)

Presenter(s)Marlene Clapp, *Massachusetts Maritime Academy***Avoid Surprises on Census Day—Track Retention Daily!***Speaker Session | Data | Sebastian I-3*

Retaining students to graduation is universally a focus of, and often a struggle faced by, colleges and universities. In the 2016-17 academic year, Loyola Marymount University (LMU) experienced a dip in the official first-year fall freshmen retention rate. In response, the Office of Institutional Research and Decision Support (IRDS) began tracking retention on a daily basis throughout the registration period. A collaborative effort between the Institutional Research (IR) and Decision Support (DS) teams, IR conceptualized the report, and DS operationalized it. The report—available to administrators as well as deans and associate deans—provides users with the retention rate and information on the students that have not yet registered. (ID: 145601)

Presenter(s)

Susan Burkhauser, *Loyola Marymount University*
 Nadeshda Balabanova, *Loyola Marymount University*
 Kelsey Heider, *Loyola Marymount University*

Building a Capacity for Decision Support: Development for IR Professionals*Speaker Session | Leadership | Panzacola H-4*

 Institutional research (IR) and decision support are the means by which leaders in higher education institutions make informed decisions about strategic directions for policies, operations, and planning. IR practitioners begin their development with degree programs in a variety of disciplines that teach analytical and technical skills. On-the-job experiences and professional development networks with others in the IR business are also crucial to building a capacity for institutional research. This interactive presentation will inventory current training opportunities for IR practitioners and leaders, including best practices; explore new avenues for education; and use case studies for the application of the Statement of Aspirational Practice for IR. (ID: 145801)

Presenter(s)Sandra Bramblett, *Georgia Institute of Technology*Karen Webber, *University of Georgia***Employing Socially Just Practices & Policies in Assessment***Discussion Group | Leadership | Wekiwa 10*

This discussion group discusses assessment practices and their potential to create and shape educational policy that is discriminatory and inequitable to marginalized students. Alternative approaches are provided urging educators to consider more equitable responses to the assessment of student learning and outcomes. As key individuals in the assessment process, institutional research and assessment practitioners can play a crucial role in serving as advocates for students in the overall assessment process. This session will engage participants in a discussion about using a social justice lens for assessment, potential inequitable outcomes of assessment activities, and ways to advocate for and be attentive to the impact of resulting policy on students, especially students of color. (ID: 145874)

Presenter(s)Marjorie Dorime-Williams, *University of Missouri*

Evaluating Outcomes of the First Cohort of the Tennessee Promise Program

Speaker Session | Information-Needs | Panzacola H-2

Tennessee Promise offers two years of tuition-free education in community and technical colleges. Given a growing interest in such policies, it is crucial to assess outcomes and share methodology for evaluating this revolutionary policy. This presentation analyzes outcomes of the first cohort of Promise students two and a half years after their first semesters. The comparison groups are two groups of non-Promise students. The outcomes include retention, credential attainment, time to graduation, transfer, and continued enrollment. The analysis is done by demographic and academic groups for the community college system and at the institutional level. The presentation discusses definitions of student success metrics. (ID: 145557)

Presenter(s)

Alexander Gorbunov, *Tennessee Board of Regents*

Chris Tingle, *Tennessee Board of Regents*

Melissa Hunter, *Tennessee Board of Regents*

Amy Moreland, *Tennessee Board of Regents*

Green Eggs & Data: How to Visualize and Tell Your Data Story

Speaker Session | Data | Panzacola H-3

A growing challenge for IR and other data professionals is the need to communicate complex data in a way that others will understand and take action upon. Effective data storytelling and visualization engage your audience and maximize the comprehension and retention of the information presented, a crucial component of data-driven decision-making and institutional success. In other words, your data are only as good as your audience's ability to understand and use them. You don't need to be a graphic designer, subscribe to expensive design or visualization software, or have a million views on your TED Talk in order to develop informative, aesthetically pleasing, and memorable presentations. Drawing upon the work of data design and communication experts, attendees will learn practical tips for crafting a data story and effectively visualizing, designing, and presenting information in a number of styles using Microsoft PowerPoint. (ID: 145507)

Presenter(s)

Kate McLaren-Poole, *Bridgewater State University*

Rebecca Mushet, *Bridgewater State University*

Morgan Hawes, *Bridgewater State University*

Instructional Cost Drivers 1992-2017: Insights From the Delaware Study

Speaker Session | Plan-Evaluate | Panzacola H-1

Since 1992, the Delaware Cost Study has annually surveyed approximately 200 four-year institutions to answer the question: "Who is teaching what, to whom, and at what cost?" The results feature workload and cost-benchmarking metrics focused at the academic discipline level. This unique longitudinal data source has been used in collaboration with academic researchers from the Education Policy Initiative at the University of Michigan and the University of North Carolina – Chapel Hill to understand the rising costs of instruction from 1998 through 2015. In this presentation, we will share the research team's findings about cost drivers from both a public policy and econometric modeling perspective. (ID: 145561)

Presenter(s)

Tom Eleuterio, *Higher Education Consortia - University of Delaware*

Ti Yan, *Higher Education Consortia - University of Delaware*

Pathways to Graduation: Designing and Implementing Four-Year Plans

Speaker Session | Data | Sebastian I-4

Four-Year Plans for each major are a critical key for students to understand how they are progressing towards graduation. But what if your institution does not have Four-Year Plans in place already? Come to this presentation to learn from Michigan State University's experience in initiating the Four-Year Plan efforts from scratch. We will focus on three developmental phases: (1) the creation and development of the Four-Year Plan database; (2) utilization of the plans to enable more efficient course scheduling and bottleneck courses; and (3) evaluation of student course enrollment according to the Four-Year Plan. (ID: 145447)

Presenter(s)

Susan Richter, *Michigan State University*

Bethan Cantwell, *Michigan State University*

Wendy Booth, *Michigan State University*



Strategic IR Survey Research at Utah Valley University*Discussion Group | Data | Wekiwa 1*

Higher Education institutions are continually looking for ways to improve their survey data collection process amid the ever-changing data needs of a university. Utah Valley University's (UVU) Institutional Research office engages in an active, year-round schedule of survey research. UVU utilizes both phone and web survey tools to provide consistent, ongoing data to decision-makers. The IR office developed a comprehensive survey strategy that includes policies for use of institutional data; defines how students receive surveys to ensure meaningful results; minimizes the redundancy of campus research efforts; and supports classroom, personal, and graduate/undergraduate research. This discussion group will address the following issues: How useful are the data from students being asked for the fourth, fifth, tenth, twelfth time for their opinion? Can the survey process be just as effective without collecting mountains of data? Should an IR office really coordinate ALL survey research on campus? (ID: 161415)

Presenter(s)Luanne Holden, *Utah Valley University*Taylor Lovell, *Utah Valley University*Tim Stanley, *Utah Valley University***The Next Frontier: The Untapped Potential of LMS Data and Learning Analytics***Speaker Session | Data | Sebastian I-2*

Learning Management System (LMS) data can tell us many things. We can incrementally track student progress one assessment at a time. We can also identify assessment practices, and link those back to learning outcomes. Yet for most IR professionals, this information lies dormant or is perhaps even inaccessible to us, so we rely instead on traditional measures of student performance. This presentation will examine how Red River College, a midsized polytechnical college in Canada, has been analytically leveraging LMS data. By examining several case studies, the presenter will demonstrate how LMS data are the next frontier, a largely untapped domain where we could truly begin to understand teaching and learning to guide data-driven improvements. (ID: 145729)

Presenter(s)Mike Krywy, *Red River College*

10:00 AM–12:00 PM

Weapons of Math Destruction*Keynote | Special Event | Gatlin A/B*

 In this talk, Cathy will expose the mathematical models that shape our future, both as individuals and as a society. These “weapons of math destruction” score teachers and students, sort résumés, grant (or deny) loans, evaluate workers, target voters, set parole, decide who gets a job, and monitor our health. (ID: 172304)

Presenter(s)Cathy O'Neil, *Data Scientist and NYT Bestselling Author*



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AIR | FORUM



Affiliated Organization Meetings

Association for Institutional Research in the Upper Midwest (AIRUM)

Wednesday, 5:15PM-6:15PM, Suwannee 21

Members of AIRUM and other interested AIR members are welcome to attend an informal gathering to visit with colleagues, discuss topics of interest, and learn about the upcoming fall 2018 AIRUM annual meeting. AIRUM consists of members from Iowa, Minnesota, Upper Peninsula of Michigan, North Dakota, South Dakota, and Wisconsin. Plan on joining your colleagues for dinner/social hour after the meeting.

California Association for Institutional Research (CAIR)

Wednesday, 5:15 PM–6:15 PM, Wekiwa 5

Please join us for CAIR's annual meeting where you can learn more about our upcoming 2018 conference in Anaheim (CA), current CAIR activities, and volunteer opportunities. This session will provide you with a chance to connect with your fellow CAIR colleagues and the CAIR Board.

North East Association for Institutional Research (NEAIR)

Wednesday, 5:15 PM–6:15 PM, Wekiwa 6

Join your NEAIR colleagues for conversation and comradery at the AIR Forum. Learn more about our upcoming professional development workshops on Friday, July 27th, at Temple University in Philadelphia, Pennsylvania, as well as exciting grant opportunities and membership benefits. The highlight will be the unveiling of more details about our 45th annual conference at the historic Omni William Penn Hotel in Pittsburgh, Pennsylvania. Our theme, "Creating the Bridge to Data-Informed Decision Making" invites members to share strategies, solutions, and ideas about IR's role in connecting people across campus to support decision making.

Pacific Association for Institutional Research (PacAIR)

Wednesday, 5:15 PM–6:15 PM, Wekiwa 3

A meeting of PacAIR members and all others with interest in the group. A short business meeting will be conducted, followed by dinner at a nearby restaurant.

Pacific North West Association for Institutional Research and Planning

Wednesday, 5:15 PM–6:15 PM, Wekiwa 7

An opportunity to network with colleagues from the PNAIRP region, learn about our upcoming annual conference in Portland (November 14-16, 2018), learn about ways to get engaged, and provide feedback on how we can better serve the needs of our members.

Rocky Mountain Association for Institutional Research (RMAIR)

Wednesday, 5:15 PM–6:15 PM, Wekiwa 4

The annual meeting for the Rocky Mountain Association for Institutional Research.

Southern University Group (SUG)

Wednesday, 5:15 PM–6:15 PM, Suwannee 20

SUG members will discuss items of interest from their institutions as well as provide updates to annual data exchange items.

Association of Institutional Research and Planning Officers (AIRPO)

Thursday, 5:15 PM–6:15 PM, Wekiwa 3

AIRPO seeks to foster supportive collegial relationships and cooperation among persons engaged in activities related to institutional research, policy analysis, planning, and information-based higher education management.

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

Thursday, 5:15 PM–6:15 PM, Wekiwa 4

The Georgia Association of Institutional Research, Planning, Assessment, and Quality (GAIRPAQ) is the professional organization assisting institutions of higher education throughout the state of Georgia. Whether you are a seasoned IR veteran or undergoing your first year within higher education, GAIRPAQ invites you to join us as we consider professional development opportunities, examine current trends in IR, and discuss how GAIRPAQ can most effectively serve Georgia institutions.

Illinois Association for Institutional Research (IAIR)

Thursday, 5:15 PM–6:15 PM, Wekiwa 5

Attendees are invited to meet, network, receive updates from IAIR leadership, and join a dinner group after the meeting. IAIR membership is not required to attend the event.

Indiana Association for Institutional Research (INAIR)

Thursday, 5:15 PM–6:15 PM, Wekiwa 6

INAIR members meet to discuss topics of interest to the Association.

Michigan Association for Institutional Research (MI/AIR)

Thursday, 5:15 PM–6:15 PM, Wekiwa 7

Details on the annual MI/AIR conference for 2018 will be provided. Also, details on the conference presentation proposal process will be shared. A sign-up and welcome for any new MI/AIR members will take place followed by networking and dinner groups afterwards.

Middle East and North Africa- Association for Institutional Researcher (MENA-AIR)

Thursday, 5:15 PM–6:15 PM, Sebastian I-1

A meeting to discuss the way forward as MENA-AIR has not convened for the past two years.

Mississippi Association for Institutional Research (MAIR)

Thursday, 5:15 PM–6:15 PM, Sebastian I-2

Attendees from Mississippi are invited to discuss the further development of the MAIR organization. Topics of discussion include, but are not limited to, strategic planning, providing continual content to members, and current data topics of interest.

Ohio Association for Institutional Research and Planning (OAIRP)

Thursday, 5:15 PM–6:15 PM, Sebastian L-1

The Ohio Association for Institutional Research and Planning (OAIRP) promotes higher education, institutional research, policy analysis, program planning, budgetary planning, and space planning as professional activities within the state of Ohio. OAIRP holds biannual meetings around the state which include guest experts on a range of related topics, panel discussions, and breakout presentations which offer members the opportunity to share latest research, project updates, and network. More information can be found at www.oairp.org or by contacting Joe Argiro, OAIRP President, at argiro.1@cotc.edu.

Overseas Chinese Association for Institutional Research (OCAIR)

Thursday, 5:15 PM–6:15 PM, Sebastian I-3

OCAIR Annual Meeting.

Scholarly Paper Citations

Anderson, R. & Rip, N. *How to Do IR Without Data*. **Session:** How to Do IR Without Data (160479) Thursday 12:00 PM, Poster 22.

Bradley, S. *Conducting Markov Chain Enrollment Projections at a Public Research University Using SAS – A Case Study*. **Session:** Predicting Student Enrollment Using Markov Chain Modeling in SAS (145442) Thursday 3:00 PM, Panzacola F-1.

Bramblett, S. & Broderick, M. *Professional Development for the Institutional Research (IR) Professional: Institutional Research and Decision Support in the United States and Canada*. **Session:** Building a Capacity for Decision Support: Development for IR Professionals (145801) Friday 9:00 AM, Panzacola H-4.

Chiteng Kot, F. *Bridge Program Participation and Undergraduate Academic Performance*. **Session:** Bridge Program Participation and Undergraduate Academic Performance (160958) Wednesday 12:30 PM, Poster 11.

Cornett, J. *Rethinking Completion Analytics: Six Big Ideas to Better Evaluate 1+3 Versus 2+2 Ecosystems*. **Session:** Rethinking Completion Analytics: 6 Big Ideas to Study 1+3 Versus 2+2 Ecosystems (145723) Thursday 9:45 AM, Panzacola F-1.

Dumford, A. & Rocconi, L. *How Often Is 'Often'? Examining the Meaning of Vague Quantifiers in Higher Education*. **Session:** How Often Is Often? Examining the Meaning of Vague Quantifiers (145636) Wednesday 10:15 AM, Panzacola H-4.

Fan, X., Andrews, S., Poon, J., & Luchok, K. *Factors Contributing to Faculty Satisfaction: A Campus Climate Study*. **Session:** Factors Contributing to Faculty Satisfaction: A Campus Climate Study (160341) Thursday 4:00 PM, Wekiwa 10.

Feng, Y., Fiorini, S., Shepard, L., & Groth, D. *Retention of Students in STEM Disciplines: A Closer Look at Gender and Academic Performance*. **Session:** Retention in STEM Fields: A Closer Look at Gender and Academic Performance (145700) Thursday 8:45 AM, Panzacola F-1.

Fotheringham, E., Tuchmayer, J., Dolbier, C., King, B. & McAuliffe-Raynor, S. *Designing an Assessment Method to Measure the Relationship Between Non-Cognitive Factors and Academic Outcomes of University Freshman*. **Session:** Non-Cognitive Factors and Academic Outcomes of University Freshmen (145542) Wednesday 10:15 AM, Panzacola F-3.

Herreid, C., Mehra, S. & Twachtman, C. *Sharing Early Career Outcomes: What's the Best Way?* **Session:** Sharing Early Career Outcomes: What's the Best Way? (145599) Thursday 9:45 AM, Panzacola F-2.

Jones, F. & Mardis, M. *Completion Rates: A Process for Tracking Upper-Division Students by Major and Semester*.

Session: Completion Rates: A Powerful Performance Metric and Strategizing Tool (145755) Thursday 10:45 AM, Sebastian I-2.

Kim, J. & Louden, C. *Institutional Outcome Analysis for Accreditation Purposes*. **Session:** Institutional Outcome Analysis for Accreditation Purposes (145511) Thursday 12:00 PM, Poster 50.

Kim, Y., Espinoza-Parra, O., Rennick, L., Franco, M., Dam, M. C. & Rensberger, M. *Racial Differences in the Effects of Campus Climate on Sense of Belonging at Public Research Universities*. **Session:** Campus Climate and Sense of Belonging at Research Universities (160588) Thursday 12:00 PM, Poster 20.

Lee, H. *Student Success Through Gatekeeper Course Success*. **Session:** Student Success Through Gatekeeper Course Success (159794) Thursday 12:00 PM, Poster 42.

Liu, O. L., Rios, J. & Bochenek, J. *Assessing Intercultural Competency in Higher Education*. **Session:** Assessing Intercultural Competency in Higher Education (140131) Thursday 10:45 AM, Panzacola F-3.

Peng, H., Chen, R., Wu, G.C. & Chen, M. *Using Data-Driven Decisions to Transform College Admissions*. **Session:** Using Data-Driven Decisions to Transform Prospective-Student Recruitment (145473) Wednesday 12:30 PM, Poster 51.

Sanchez, E. *Effects of Discrepant ACT and High School GPA on College Enrollment and Persistence*. **Session:** What Can We Learn When HSGPA and Test Scores Don't Agree (161531) Thursday 8:45 AM, Wekiwa 9.

Shihuei Ho, S. *The Research on Constructing Multi-Career Pathways and Promotion System for Academic Faculty of Higher Education Institutions in Taiwan*. **Session:** TWAIR Best Presentation: Multi-Career Pathways and Promotion System in Taiwan HEIs (169779) Thursday 9:45 AM, Wekiwa 5.

Umbricht, M. & Stange, K. *Perception Isn't Everything: The Reality of Class Size*. **Session:** Perception Isn't Everything: The Reality of Class Size (145739) Thursday 2:00 PM, Sebastian I-3.

Zhang, J. *Tuition Price Elasticity of International Undergraduates at U.S. Four-Year Institutions*. **Session:** Tuition Price Elasticity of International Undergraduates (145431) Thursday 4:00 PM, Sebastian I-4.

AIR Award Recipients

OUTSTANDING SERVICE AWARD

The Outstanding Service Award recognizes a member for professional leadership and exemplary service to AIR.

Julie Carpenter-Hubin

*Assistant Vice President for Institutional Research and Planning
The Ohio State University*

Julie is recognized for her years of “providing selfless, exemplary service and leadership to the Association including her term as President (2012-2013).” As one colleague said, “The Outstanding Service Award is not only about individual accomplishment and formal contributions to the field, but also about character, reputation, and impact. Julie is someone who never hesitates to give of her time and experience, to help a colleague in need, and to offer a kind word. She is known in our community as someone who cares deeply about advancing the field and supporting those in it. She can look back at her career and take pride in the many lives she has touched for the better.”

JOHN STECKLEIN DISTINGUISHED MEMBER AWARD

The John Stecklein Distinguished Member Award recognizes a member whose professional career has significantly advanced the field of institutional research through extraordinary scholarship, leadership, and service.

Mary Ann Coughlin

*Associate Vice-President for Academic Affairs
Springfield College*

Mary Ann’s contributions to the Association are highly regarded by her colleagues as having “consistently been a positive influence on the Association and its members.” Her colleagues highlighted her work across the Association by stating, “In both elected positions and her many volunteer activities, Dr. Coughlin’s service to the Association has been continuous and significant. Teaching in various professional development programs sponsored by the Association, Mary Ann has enhanced the professional practice of literally hundreds (if not thousands) of institutional research professionals.”

SIDNEY SUSLOW SCHOLAR AWARD

The Sidney Suslow Scholar Award recognizes an individual who, through scholarly work, has made significant contributions to the field of institutional research and advanced understanding of the profession in a meaningful way.

Karen Webber

*Associate Professor of Higher Education
University of Georgia*

Karen is recognized by her colleagues as “having advanced the field of institutional research significantly through her scholarship, research, teaching, and practice.” Once colleague noted, “Karen’s scholarship is a great contribution to the IR profession that leads to improvement in higher education and positively impacts student success. It is dedication like Karen’s that makes it possible to turn institutional research into scholarship.”

Charles F. Elton Best Paper Award

The Charles F. Elton Best Paper Award celebrates the scholarly papers presented at the AIR annual conference (Forum) that best exemplify the standards of excellence established by the award's namesake and that make significant contributions to the field of IR. The purpose of the award is to promote scholarship and to acknowledge that AIR members make a wide variety of scholarly contributions to the field, ranging from theory to practice. Understanding that acceptance of a paper for a scholarly journal can take time, AIR allows up to two years in order to provide proof of publication. Below are the articles selected for the Charles F. Elton Best Paper Award since the 2017 Forum.

Visualizing Rater Agreement: Beyond Single-Parameter Measures

David Allen Eubanks, Furman University

Student Engagement and Student Learning: Examining the Convergent and Discriminate Validity of the Revised National Survey of Student Engagement

John Zilvinskis, State University of New York at Binghamton

Anthony Masseria, Indiana University – Bloomington

Gary R. Pike, Indiana University – Purdue University Indianapolis

Understanding the Impacts of the Standardized Test Optional Admission Policy and Global Implications

Yuko Mulugetta, Ithaca College

Abraham Mulugetta, Ithaca College

Strategic Agenda-Setting of Institutional Research in Taiwan's Higher Education Institutions

Sophia Shihuei Ho, University of Taipei (Taiwan)

Michael Yao-Ping Peng, Hsuan Chuang University (Taiwan)

AIR 2017-2018 Emeritus and Distinguished Members

As a membership organization, the success of AIR is a celebration of the knowledge, skill, and dedication of its members. We are especially grateful for those who have supported the field through long-term engagement with the Association. The strength of the field of institutional research today is a direct result of these individuals' talents and contributions. We continue to honor the wisdom of the leaders of the field as we navigate the changing landscape of higher education.

Emeritus members are retired with 15 years or more of combined membership. Distinguished members are recipients of the John Stecklein Distinguished Member Award.

DISTINGUISHED MEMBERS

Charles Belanger	F. Craig Johnson	Marvin Peterson	John Smart
Ellen Chaffee	Gerald McLaughlin	Terrence Russell	Joan Stark
James Firnberg	Michael Middaugh	Joe Saupe	Deborah Teeter
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AIR Affiliated Organization Travel Grant Participants and Recipients

The AIR Affiliated Organization Travel Grant program was created to partner in a tangible and meaningful way with Affiliated Organizations and to serve the skills development needs of IR staff who might otherwise be unable to attend the Forum. Qualifying Affiliated Organizations that provided 2018 AIR Forum travel grants to their members received matching funds from AIR on a dollar-for-dollar basis, up to a total of \$1000.

Australasian Association for Institutional Research (AAIR)

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California Association for Institutional Research (CAIR)

Michael Le, Humboldt State University

Canadian Institutional Research & Planning Association (CIRPA)

Morgan Blair, Medicine Hat College

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

Marcus Brewer, University of North Georgia

Illinois Association for Institutional Research (IAIR)

Aaron Roe, Moraine Valley Community College

Nilkamal Shah, Moraine Valley Community College

Indiana Association for Institutional Research (INAIR)

Douglas Anderson, Indiana University-Bloomington

Catherine Madinger, Indiana University-Bloomington

Bridgett Milner, Indiana University-Bloomington

Kentucky Association for Institutional Research (KAIR)

Scott Secamiglio, Kentucky Center for Education & Workforce Statistics

Mid America Association for Institutional Research (MidAIR)

Lou Guthrie, Johnson County Community College

North Carolina Association for Institutional Research (NCAIR)

Chunmei Yao, University of North Carolina at Pembroke

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Southern Association for Institutional Research (SAIR)

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Marc Turner, Texas State University

Our Sponsors

Academic Analytics [Booth 411]

Academic Analytics is a provider of business intelligence solutions for higher education. The Academic Analytics database includes information on 225,000+ faculty, 9,700+ Ph.D. programs, and 11,000+ departments at 407 universities in the United States and abroad. All data are matched to individuals; the “person” is the unit of analysis. Through combining our data with university warehoused data, Academic Analytics has developed a suite of data discovery tools that enables university, corporate, or industry users to identify faculty experts in specific fields to further collaborative research interests, to create new research projects, and to identify sources of federal or private funding.



ACAT [Booth 510]

ACAT is a leading provider of exit exams for evaluating learning in the major. With over 30 years of experience, ACAT provides faculty with flexible content to ensure the best fit with departmental teaching and learning goals. ACAT is available in 12 disciplines and has been administered to students on over 500 campuses. Three formats are available: ACAT pencil and paper, ACAT Online, and ACAT-N for unproctored online administration.



AccessLex Institute [N/A]

AccessLex InstituteSM, in partnership with its nearly 200 nonprofit and state-affiliated ABA-approved member law schools, is committed to improving access to legal education and maximizing the affordability and value of a law degree. AccessLex Center for Legal Education ExcellenceSM advocates for policies that make legal education work better for students and society alike, and conducts research on the most critical issues facing legal education today. The AccessLex Center for Education and Financial CapabilitySM offers financial education programming and resources to help students confidently manage their finances on their way to achieving personal and professional success. Learn more at AccessLex.org.



Campus Labs [Booth 301]

Campus Labs empowers institutions to make valuable connections with their data. We offer a complete set of integrated solutions for areas such as assessment, retention, teaching and learning, student engagement, and institutional effectiveness. We're proud to serve more than 1,300 public and private colleges and universities. To learn more, visit campuslabs.com.



Chmura Economics & Analytics [Booth 108]

Chmura Economics & Analytics is an applied economics consulting firm and the developer of JobsEQ, the nationally recognized and preferred labor market platform. With JobsEQ, educators and researchers answer questions about labor availability, degrees and talent that employers need, and forecasts for education. Our services are backed by nationally recognized Ph.D. economists, Blue Chip forecasters, big data scientists, black-belt statisticians, a dedicated data governance team, and transformation strategists. As new demands for talent emerge and shift, educators must adapt and innovate from a foundation of reliable data and analysis. Let us be your research partner.



CITI PROGRAM, a division of BRANY [Booth 106]

CITI Program is a leading provider of research ethics and compliance education. Our web-based training materials serve millions of learners at academic institutions, government agencies, and commercial organizations in the U.S. and around the world. Learn more about our content offerings at www.citiprogram.org, 888.529.5929, or sales@citiprogram.org.



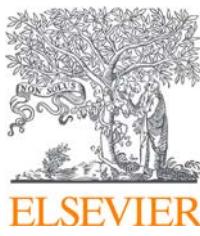
Digital Measures [Booth 203]

Digital Measures focuses exclusively on web-based data management, reporting, and digital workflows for higher education. Gain fast, accurate access into your faculty's teaching, research, and service accomplishments to streamline accreditation and fulfill your university's reporting requirements. Three out of five of the leading U.S. universities trust Activity Insight, its market-leading faculty management system. With Activity Insight, more than 400,000 faculty members in 15+ countries share stories of personal and institutional success. Founded in 1999, the company is based in Milwaukee, Wisconsin.



Elsevier [Booth 218]

Elsevier's Research Intelligence portfolio offers solutions to the most pressing challenges faced by researchers and research managers. We provide innovative services that improve your ability to establish, execute, and evaluate research strategy and performance via rich data assets and metrics from tools such as SciVal, Pure, and custom analytical services.



Emsi [Booth 508]

Emsi is a labor market analytics firm that helps higher education professionals articulate their regional economic impact, align programs with local industry, give students a career vision, and track alumni outcomes. Emsi data include traditional labor market data, job postings, and online profiles and résumés. It is frequently cited in prominent publications, including *Forbes*, *USA TODAY*, *The New York Times*, and *The Wall Street Journal*. Visit us at economicmodeling.com.



Engineerica Systems [Booth 103]

Engineerica specializes in academic software solutions, including student tracking, engagement, and retention systems that allow for easy reporting and analysis. Products include solutions for classroom and event attendance tracking, academic center and institution-wide management, and much more.



Equifax [Booth 214]

Solve your graduate outcome data dilemma. With Graduate Outcome Metrics, institutions can access the largest source of authentic, up-to-date employment and income information to glean insight on graduates and programs. Equifax helps alleviate the pain of traditional data collection methods – surveys, calls, etc. – offering stakeholders better output. Learn more by contacting GradOutcomes@equifax.com.



ETS [Booth 404]

At nonprofit ETS, we advance quality and equity in education for people worldwide by creating high-quality assessments based on rigorous research. Institutions of higher education rely on ETS to help them demonstrate student learning outcomes and promote student success and institutional effectiveness. Visit us at www.ets.org/highered.



EvaluationKIT [Booth 407]

EvaluationKIT is an affordable, fully-hosted



course evaluation and survey system with features to streamline course evaluation setup and drive response rates. EvaluationKIT provides all the functionality to manage these important institutional processes, including turnkey LMS integrations (Canvas, Blackboard, Brightspace, Moodle, etc.), survey authoring, customized communications, and automated reports for instructors and administrators. With hundreds of implementations throughout higher education, EvaluationKIT scales well for institutions of all types and sizes. There's no hardware to buy, set up, or maintain, so implementation is a snap. Visit www.evaluationkit.com and see for yourself why so many institutions have chosen EvaluationKIT.

Evisions [Booth 105]

Evisions helps higher education organizations work better. Our software eases your administrative load—so you can get back to the process of learning and discovery. Built and optimized for administrators, our solutions help you stay on top of your many tasks and responsibilities, reduce hassle and waste, and work more efficiently.

**eXplorance Inc.** [Booth 113]

At eXplorance, a Learning Experience Management (LEM) solutions provider, we empower organizations in making the right decisions with fact-based learning analytics. Our product Blue is powerful evaluation software that includes course evaluations, 360 reviews, institutional surveys, and more. Bluepulse is a social feedback tool that enables instructors and students to communicate confidentially to enhance teaching and learning. Our clients include the University of Pennsylvania, Northwestern University, University of Maryland-College Park, Indiana University Bloomington, Ohio State University, University of Michigan, University of Minnesota Twin Cities, and more. Founded in 2003, eXplorance is a privately held corporation headquartered in Montreal, Canada.

**Gravic, Inc. - Remark Software** [Booth 119]

Collect and analyze data from paper and web forms (surveys, tests, evaluations, and assessments).

**HelioCampus** [Booth 101]

HelioCampus helps colleges and universities increase enrollment, improve student success, ensure financial sustainability, and accelerate gift giving. We enable



institutions to ask and answer their most pressing questions through data analytics, data storytelling, and data science. Originated within the University System of Maryland, HelioCampus offers a unique perspective on the impact of data across the student lifecycle. By combining an extensible data platform with ongoing data science services, HelioCampus leverages enrollment, student success, and institutional financial and advancement data to facilitate meaningful conversations that fuel higher value analyses and spur action, leading to greater institutional performance and financial sustainability.

Higher Education Data Sharing Consortium
[Booth 405]

The Higher Education Data Sharing Consortium (HEDS) is an organization of colleges and universities committed to sharing data, knowledge, and expertise to advance undergraduate liberal arts education, inclusive excellence, and student success at member institutions.



Higher Education Research Institute [Booth 406]

The Higher Education Research Institute (HERI) is one of the premier educational research and policy organizations in the country. Housed at UCLA, the nonprofit institute is an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. HERI administers the Cooperative Institutional Research Program (CIRP), the nation's largest and oldest empirical study of higher education, with data collected from over 15 million students at more than 1,900 colleges and universities since 1966. CIRP consists of the Freshman Survey, Your First College Year Survey, Diverse Learning Environments Survey, College Senior Survey, and the triennial HERI Faculty Survey.



IBM [Booth 421]

IBM SPSS predictive analytics software offers advanced analytical techniques in an easy-to-use package with self-service analytics options. Get deeper, more meaningful insights from your data and predict what is likely to happen next so you can deliver the maximum amount of value to the end user for better decision making.



IData Inc [Booth 107]

IData is a leader in higher education data management with reporting services, data governance (Data Cookbook), system integration (IDataHub), and technology consulting.



Integrated Postsecondary Education Data System (IPEDS) [Booth 413]

IPEDS is the core postsecondary education data collection program for the National Center for Education Statistics (NCES). Data are collected from all primary providers of postsecondary education in the United States in areas including: enrollment, program completion, graduation rates, faculty, staff, finances, institutional prices, student financial aid, and academic libraries. These data are made available to students, researchers, and others through the IPEDS website: <http://nces.ed.gov/ipeds>.



Interfolio [Booth 400]

At Interfolio, we're dedicated to increasing transparency, equity, and efficiency around the academic decisions at the heart of the university mission. Interfolio's products address the complex shared-governance workflows of hiring, promotion, and tenure and provide advanced faculty activity reporting technology to help faculty harness the voluminous and varied activity data – from research publications to program evaluations – that must be reported regularly to administrators for internal reviews, compliance, and accreditation.



JMP. A division of SAS Institute INC [Booth 505]

JMP® data analysis software from SAS is the tool of choice for hundreds of thousands of scientists, engineers and other data explorers worldwide. JMP links dynamic data visualization with powerful statistics, in memory and on the desktop. The analytic capabilities of JMP reveal insights often hidden by raw tables of numbers or static graphs. JMP simplifies data access from various sources and accelerates data cleanup and processing with quick, reliable preparation tools. Sharing results and communicating discoveries is easy with the interactive visualization capabilities in JMP.



Microsoft [Booth 305]

Microsoft (Nasdaq “MSFT” @microsoft) is the leading platform and productivity company for the mobile-first, cloud-first world. Its mission is to empower every person and every organization on the planet to achieve more.



Microsoft

Minerva Metrics [N/A]

Minerva Metrics brings affordable data visualization to colleges. It is headed by a former media studies professor with a visual communication specialization and quantitative social science background. Areas that can benefit from data visualization include student recruitment, retention, course scheduling, alumni relations, assessment, and marketing. Minerva Metrics takes the existing data you have and mines it for insights, so your institution can make better decisions. Visualization has been described as being able to “think” with your eyes. Trends and relationships are easy to spot once visualized. Visit the website at www.minerva-metrics.com.

**ModernThink** [Booth 511]

Founded in 2004, ModernThink is a strategic organizational development and management consulting firm with particular expertise in workplace quality, organizational assessment, and stakeholder engagement. In partnership with *The Chronicle of Higher Education*, ModernThink co-founded The Great Colleges to Work For® program in 2008. As the survey, research, and analysis engine for that program, we have surveyed over 1,000 colleges and universities. In addition to working with participants in recognition programs, ModernThink has been engaged by individual organizations to conduct specific research and analysis and provide guidance to leadership on the path to improving their workplaces.



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National Center for Education Statistics

[Booth 415]

The National Center for Education Statistics (NCES)

is the primary federal agency for collecting and analyzing data related to education. NCES collects data on all levels of education, from preprimary education through graduate and professional education.

**National Center for Science and Engineering Statistics** [Booth 417]

The National Center for Science and Engineering Statistics (NCSES) provides high-quality information on

the science and engineering enterprise to policy makers and the public. NCSES is responsible for collecting and disseminating statistical data on Research and Development (R&D); the science and engineering workforce; U.S. competitiveness in science, engineering, technology, and R&D; and the condition and progress of STEM education in the United States. We conduct our work from the perspective of a federal statistical agency and strive to: address information needs of our constituents, improve our data collections, and disseminate our information broadly.



National Survey of Student Engagement

[Booth 319]

The National Survey of Student Engagement (NSSE), Beginning College Survey of Student Engagement (BCSSE), and Faculty Survey of Student Engagement (FSSE), help institutions assess quality in undergraduate education and strengthen the learning environment. NSSE is administered annually to first-year and senior students. Participating institutions receive diagnostic information about the extent to which students engage in educational practices related to learning and development, customizable comparison groups, and resources for interpreting and using results. NSSE's Annual Results highlights findings and documents institutional improvement efforts. Updated reports and online tools are available to improve visual display and facilitate campus decision making.



NORC at the University of Chicago [Booth 500]

NORC at the University of Chicago is a non-partisan and objective research

institution that delivers reliable data and rigorous analysis to guide critical programmatic, business, and policy decisions. Since 1941, NORC has conducted groundbreaking studies, created and applied innovative methods and tools, and advanced principles of scientific integrity and collaboration. Today, government, corporate, and nonprofit clients around the world partner with NORC to transform increasingly complex information into useful knowledge.



Presence [Booth 110]

Presence is the Campus Engagement Platform for institutions that insist on providing world-class opportunities for students to learn and succeed.



QS World University Rankings [Booth 212]

At QS we understand what drives institutional growth and success,



and we understand the myriad challenges they face. Both institutions and policy makers continue to utilize QS to develop, refine, and introduce practices in response to national and global demands. As the most trusted source of global intelligence regarding higher education, our mission is to enhance institutional impact by informing exceptional, evidence-based decision making. We facilitate this by providing high-quality competitive intelligence, distinctive evaluation tools, and transformational insight.

Qualtrics LLC [Booth 509]

More than 8,800 schools rely on Qualtrics for all their research needs. For

over a decade, we've been developing our Research Core platform to meet the needs of students, faculty, and administrators alike. Today, Qualtrics is taking disruptive steps in Advanced Statistical Analysis, Natural Language Processing, Course Evaluation, Predictive Modeling, and Student Experience management. Our XM platform is consistently delivering an average 674% ROI to institutions across the board.



Veera by Rapid Insight [Booth 503]

Veera, by Rapid Insight, is an affordable analytics platform.



It enables institutions to connect to data found in disparate systems, cleanse and blend that data, build automated predictive models to guide decision making (recruitment, enrollment, retention, fundraising, etc.), and empower end users with decentralized analytics.

Ruffalo Noel Levitz [Booth 317]

Ruffalo Noel Levitz (RNL) is the leading provider of higher education enrollment, student success, and fundraising solutions. More than 1,900 colleges, universities, and nonprofits rely on RNL for advanced analytics, personalized engagement, and industry-leading insights to achieve their missions. Our student success services help campuses assess students, analyze data, intervene early, and remove barriers to persistence. Assessments include the Student Satisfaction Inventory, the College Student Inventory, the College Employee Satisfaction Survey, plus surveys for other campus populations. RNL conferences, research reports, and resources help clients stay on top of current trends. Visit www.RuffaloNL.com.

**SAS** [Booth 200]

SAS helps you better serve your students and your institution by turning data into answers you can act on. More than 3,000 educational institutions rely on SAS' 44 years of experience as the worldwide leader in analytics to gain the fastest insight into critical areas like student performance, enrollment, retention, institutional advancement, and more. No matter how big your data is or how many users need to access self-service reporting to make lightning-quick decisions, SAS is unmatched in giving you THE POWER TO KNOW®. Find out more at www.sas.com/ir.

**Scantron** [Booth 412]

Do more with less! Scantron's solutions automate course evaluations and testing for high-quality student feedback and reliable assessment results.

**SmartEvals** [Booth 504]

SmartEvals is a flexible web-based platform designed to meet the diverse needs of colleges and universities.



Offering solutions for course evaluations, student retention, learning outcomes, academic advising, Title IX, and benchmarking, SmartEvals is a comprehensive resource to support strategic planning and data-driven decision making at your institution. With cutting edge survey and reporting tools, SmartEvals delivers valuable insight into the quality of academic curricula, the quality of instruction, and overall student achievement and satisfaction. Learn more at info.smartevals.com.

StataCorp LLC [Booth 418]

StataCorp is a leading developer in statistical software, primarily through its flagship product Stata. Used by professional researchers for more than 30 years, Stata provides everything for managing, graphing, and analyzing data. Professional researchers rely on Stata for a fully integrated, powerful, and intuitive set of tools for even the most demanding data management and statistical requirements. Headquartered in College Station, Texas, StataCorp distributes Stata software to users worldwide. For more information, visit www.stata.com.

**Strategic Planning Online** [Booth 409]

Strategic Planning Online (SPOL) helps institutions automate the strategic planning, budgeting, assessment, credentialing, and accreditation processes. We enable your institution to collaborate about institutional effectiveness while defining objectives, setting goals, conducting assessments, and measuring results. Bring the entire team together to work toward continuous improvement and institutional excellence with SPOL.



Tableau [Booth 115]

As higher education institutions evolve and transform,

institutional research

departments need to quickly analyze more data to help set priorities and inform strategic decisions across campuses. Explore how Tableau customers in institutional research are leading their institutions to better decisions and deeper insights faster than ever before at <https://www.tableau.com/resource/institutional-research>.



Times Higher Education [Booth 204]

Times Higher Education is the UK's

leading publication in its field, and provides

news analysis, insight, community, and a trusted list of the world's best universities – the World University Rankings. From our offices in London, Singapore, Melbourne, Chicago, and San Francisco, we offer a range of products and services designed to support institutions in their pursuit of excellence. These range from our analytical tools – underpinned by our rich data that enable planners to design partnerships and investment strategies – to our suite of brand-building products to raise your profile within the global higher education community.



U.S. News Academic Insights [Booth 315]

U.S. News Academic Insights is the top peer benchmarking and performance

assessment tool in higher education. Containing unpublished rankings and data, Academic Insights allows college, university, and graduate school administrators the ability to create custom peer groups and compare their relative performance to that of others.



Watermark [Booth 401]

Watermark's mission is to put better data into the hands of administrators, educators, and learners

everywhere. Our goal is to empower these groups to connect information and gain insights into learning to drive meaningful improvements. Through its innovative educational intelligence platform, Watermark supports institutions in developing an intentional approach to learning and development based on data they can trust. For more information, visit www.watermarkinsights.com.



XITRACS. A Division of Concord USA, Inc.

[Booth 100]

Xitracs™ for Assessment, Planning, and Compliance.

Xitracs™ is the simple to use, yet feature-rich solution for all levels of assessment reporting including program, course, and student outcomes. Additionally, Xitracs provides curriculum and outcome mapping, strategic plan reporting, credentials management and reports, as well as agency compliance reporting. Discover how Xitracs gives you more reports while taking less time for you and your faculty. Learn more about Xitracs and the Assessment and Data Extraction modules by visiting our website, www.xitracs.com.



Presenter Index

A

- Abbey, Craig 14, 21
 Acevedo, Marjorie 48
 Adkison, Missy 103
 Agarwal, Ankita 106
 Albers, Shelby 97
 Allen, Jenna 106
 Allen, Pany 75
 Anderson, Douglas 68
 Anderson, Rebekah 90
 Andrews, Sabrina 35, 105
 Anthony, Crystal 39
 Anuszkiewicz, Michael 39
 Appel, Michelle 107
 Arbeit, Caren 49
 Archie, Tim 45
 Asano, Shigeru 54
 Atchison, Eric . . 13, 15, 21, 36, 54, 115

B

- Babbin, Steven 32
 Babic, Merima 20
 Baker, Gianina 19
 Balabanova, Nadeshda 116
 Barbu, Diana 103
 Barillas, Joshua 96
 Barnshaw, John 33
 Bartolone, Jake 72
 Bell, Angela 60, 102
 Beneteau, Francois 70
 Benitez, Michael 30
 Benton, Stephen 45
 Berry, John 15
 Beyers, Natale Alleman 61
 Bhaktha, Nivedita 102
 Bharath, Deoraj 87
 Bhati, Divya 21
 Bhatt, Rachana 46
 Bixby, Katie 34
 Blair, Morgan 36
 Blake, Laura Palucki . . 24, 61, 71, 76
 Blasi, Laura 74, 86, 115

C

- Bolen, Michael 59
 Boon, Rachel 22
 Booth, Wendy 117
 Borden, Victor 30, 60, 73, 99
 Boyce, Koelle 59
 Bradley, Martin 72
 Bradley, Samantha 102
 Bradshaw, Boyd 101
 Brady, Andrew 83
 Brady, Anne Marie 103
 Bramblett, Sandra 116
 BrckaLorenz, Allison . . 40, 53, 73, 82, 109
 Brewer, Marcus 14
 Bringas, Anita 24
 Briscoe, Gretchen 85
 Brooks, Christopher 38
 Brooks, Susan 38, 88
 Bryant, Julie 22, 73, 109
 Burke, Emily 15
 Burkhauser, Susan 75, 116
 Burnette, Richard 83
 Burrack, Frederick 21
 Byars, James 60
 Byrd, Janice 91
- Calahan, John 33
 Calhoun, Albert 54
 Calkins, Kevin 109
 Cantwell, Bethan 69, 100, 117
 Caperton, Austin 54, 95
 Cardon, Denise 48
 Carollo, Tanner 88
 Carpenter-Hubin, Julie 23, 35
 Cervasio, Nancy 95
 Chase, Dave 106
 Chen, Jason 92
 Chen, Jyun-Hong 98
 Chen, Mei-Chun 49
 Chen, Ming-Yin 44
 Chen, Rongshun 49
 Cheng, P. C. Roger 43
- Cheng, Ying 109
 Chester, Timothy 22
 Childress, Janice 103
 Cho, Katherine 83
 Cintrón, René 81
 Clapp, Marlene 116
 Clasemann-Ryan, Cory 61
 Cole, James 43, 91
 Conoscenti, Lauren 32, 99
 Cornett, Jeffrey 78
 Couch, Victoria 49
 Coughlin, Mary Ann 86, 115
 Coy, Katherine 99
 Crisp, Gloria 78
 Crockett, Suzanne 34
 Crosser, Dave 39
 Cubarrubia, Archie 22, 24, 70, 82
 Cumming, Tammie 55

D

- Dai, Ting 43
 Dalrymple, Margaret 68
 Dam, Marie 88
 Danube, Cinnamon 106
 Davis, Glenn 30
 De, Tondra 40
 Decarie, Linette 107
 Delpish, Ayesha 79
 Deplazes, Svetlana 69
 DeSantis, Andrea 34
 Diab, Hany 92
 Diaz, Victoria 71
 Do, Thisie Schisler 85
 Doherty, Francis 16
 Dorime-Williams, Marjorie 36, 116
 Dugan, Brendan 20, 53, 93
 Dumford, Amber 33, 101
 Dunston, Garrya 97
 D'Aquisto, Sondra 33

E

- Eagan, Kevin 39, 87

Earl, Elijah	59	Gansemmer-Topf, Ann	14	Hashizume, Takao	54																																						
Earnest, Kurt	80	Garcia, Julian	42	Hawes, Morgan	117																																						
Eckert, Erica	41	Gavin, Susan	48	Hawley, Tamela	37																																						
Edens, David	44, 48	Gazda, Matthew	41	Heady, Cole	103																																						
Einaudi, Peter	49	Geise, Mary Jo	38, 88	Heckman, Doug	33																																						
Eleuterio, Tom	104, 117	Gerber, Sue	42, 59	Heider, Kelsey	31, 51, 116																																						
Ellertson, Shari	76	Giannoulis, Christos	86	Helbig, Tuesdi	15																																						
Espinoza-Parra, Oscar	48, 88	Giardullo, Kelly	54, 104	Henderson, Angela	51																																						
Evans, Nicole	35	Gibson, Shonda	44, 86	Hernandez, Adrea	15, 33, 71, 77																																						
Evergreen, Stephanie	30	Giese, Melissa	61	Hernandez, Henry	37																																						
F																																											
Fan, Xumei	105	Glasgal, Rana	107	Herreid, Charlene	79																																						
Fassett, Kyle	40, 82	Godin, Eric	113	Herzog, Serge	37, 53																																						
Fath, Kimberly	79	Goel, Meeta	69	Hetherington, Richard	20																																						
Fatima, Nasrin	75	Gonyea, Robert	38, 43	Hill, Erika	32, 87																																						
Fears, Nicholas	82	Gonzalez, Glendalis	114	Hines, Resche	51																																						
Feit, Christopher	95	Gonzalez, John	113	Ho-Wisniewski, Evelyn	115																																						
Feldbaum, Merle	113	Goodman, Jeremy	23	Holden, Luanne	118																																						
Feng, Jing	31	Gorbunov, Alexander	117	Holland, Nicole	36																																						
Feng, Yanan	72	Gordon, Jonathan	49	Holmes, Erica	98																																						
Ferguson, Linda	68	Gorny, Laura	84	Honda, Hirosuke	115																																						
Ferry, Jacob	86	Gosnell, Cale	59	Hoolsema, Matthew	84, 113																																						
Fewell, Norma	69, 101	Goverts, Claire	82, 107	Horan, Erin	89																																						
Fey, Melba	84	Graunke, Steven	41, 69, 85, 101	Horissian, Kevork	39, 93																																						
Fields, Bamby	99	Greaney, KC	23, 101	Hosch, Braden	14, 20, 30																																						
Figueroa, Tanya	45	Greathouse, Maren	109	Hovland, Michael	42																																						
Filep, Krisztina	84	Griffin, Selina	52, 109	Hser, May	36																																						
Fingerson, Laura	24, 72	Groth, Dennis	72	Hsieh, Bi-Jen	44																																						
Fiorini, Stefano	72	Grutzik, Cynthia	41	Hubin, Don	23																																						
Flaster, Allyson	113	Guthrie, Lou	61, 80	Huesman, Ronald	109																																						
Fosnacht, Kevin	93	Gwebu, Kabongwe	80	Hughes, Rodney	56																																						
Foster, Anne	53	H																																									
Fotheringham, Eric	34	Hagood, Lori	46, 71	Fregoso, Julio	39, 83	Haller, John	79	Frye, Bobbie	52	Haney, Mick	46, 74	Fu, Hongxia	81	Hansel, Bettina	55	Fujiwara, Koji	54	Hansen, Michele	23, 41, 61, 101	G						Gagliardi, Jonathan	22, 35, 61	Hanzsek-Brill, Melissa	30	Gallimore, Sarah	55	Hao, Lu	89	I						Iakovou, Judy	57	Jackson, Nichole	74, 86
Fregoso, Julio	39, 83	Haller, John	79																																								
Frye, Bobbie	52	Haney, Mick	46, 74																																								
Fu, Hongxia	81	Hansel, Bettina	55																																								
Fujiwara, Koji	54	Hansen, Michele	23, 41, 61, 101																																								
G																																											
Gagliardi, Jonathan	22, 35, 61	Hanzsek-Brill, Melissa	30																																								
Gallimore, Sarah	55	Hao, Lu	89																																								
I																																											
Iakovou, Judy	57	Jackson, Nichole	74, 86																																								
Jackson, Nichole	74, 86																																										

Jankowski, Natasha	19
Jarsocrak, Hanna	100
Jayaraman, J.D.	42
Jiang, Hong	91
Johnson, Gina	22, 24, 61, 71
Johnson, Sandra	114
Jones, Darlena	14, 19, 38, 99
Jones, Faye	83
Jones, Gigi	23, 96
Jones, Lorans	48
Jost, Muktha	50
Jung, Jimmy	59
K	
Kailiponi, Paul	96
Kallina, Wendy	13, 21
Kanatsu, Akira	88
Kato, Hiroshi	48
Kelderman, Eric	23
Keller, Christine	61
Kelly, Heather	115
Killacky, William	95
Kim, Jiyoон	90
Kim, Johyun	107
Kim, Young	44, 48, 88
Kinney, Sandra	22
Kinzie, Jillian	38
Kirkland, Willie	97
Knight, William	30, 76, 103, 115
Kobzyev, Kyrylo	45
Kokinova, Margarita	48
Kolajo, Ebenezer	72
Kollasch, Aurelia	80
Kondo, Nobuhiko	48
Kosinski, Lindsey	54
Kot, Felly Chiteng	43
Krist, Paula	102
Krotseng, Marsha	61
Krywy, Mike	118
Kumar, Thulasi	32
Kwenda, Maxwell	77
Kwon, Jihye	60

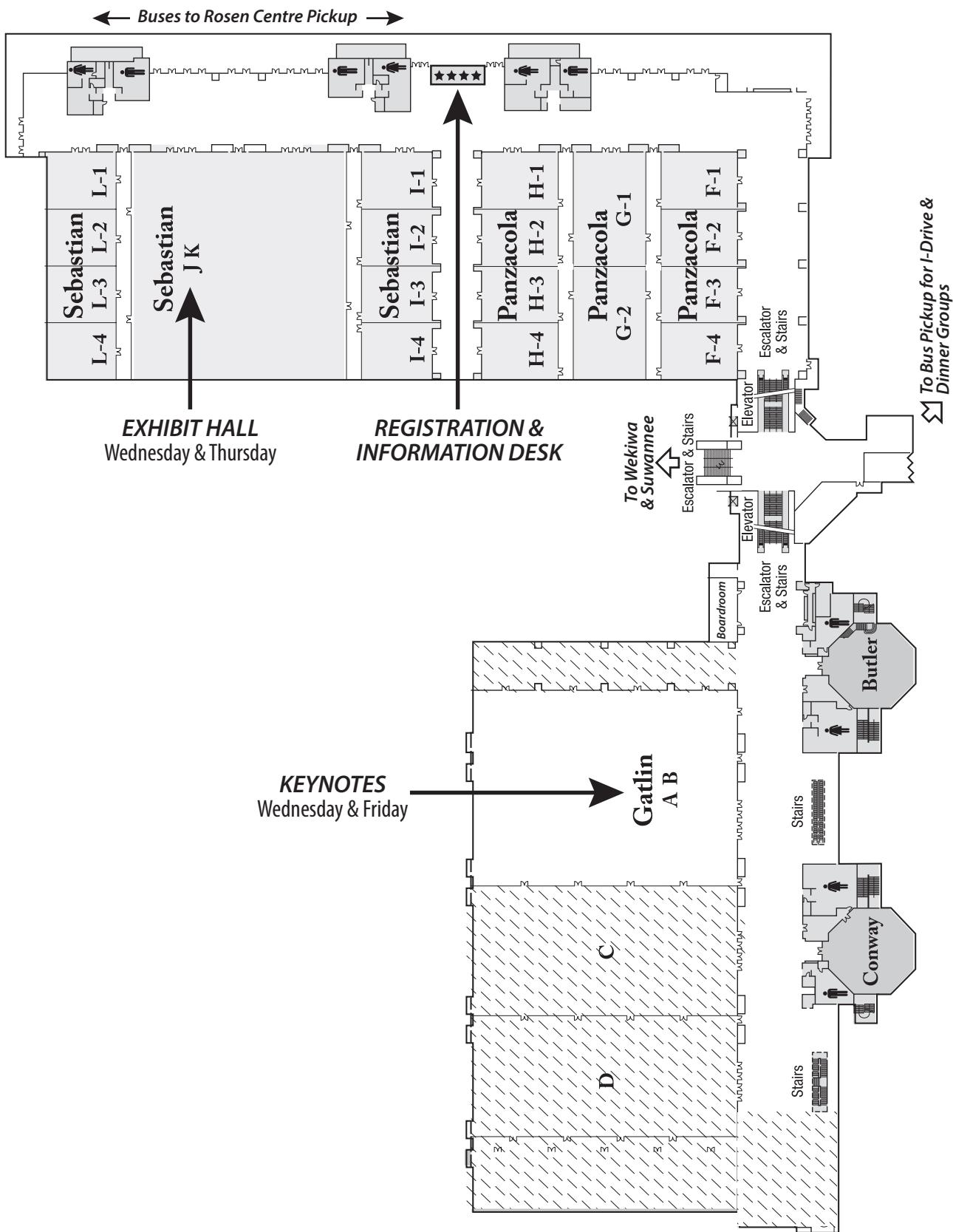
L	
Laguilles, Raldy	86, 109
Lahaie, Ute	31, 81
Lahr, Hana	42
Laird, Thomas Nelson	40
Lancey, Patrice	85
Lane, Forrest	78
Le, Michael	24, 94
Le-Nguyen, Janice	46
Leany, Mark	70, 97, 115
Lee, Hyekyung	92
Lerma, Rosemarie	46
Letukas, Lynn	79
Lewis, Jason	23
Lewton, Andrea	34
Li, Dai	37
Li, Dan	45
Li, Yongmei	13, 20
Lin, Ching-Hui	98
Lin, John J. H.	43
Lin, Wendy	69
Lindwarm, Craig	23
Ling, Jizhi	57
Link, Rachel	74, 94
Liou, Pey-Yan	43
Liu, Rita Xiaoyan	39
Liu, Yuxiang	19
Lonn, Steve	37
Lovell, Taylor	118
Lovik, Eric	93
Loyer, Deborah	48
Lozano, Jon	56
Lu, Elissa	51
Luchok, Kathryn	105
Luczyk, Sarah	101
Lydell, Lesley	84
Lydia Liu, Ou	82
M	
Ma, Lin	50
Madinger, Catherine	68
Maher, Jason	80

Mantchev, Ivaylo	33, 69
Mardis, Marcia	83
Markle, Ross	19
Martineau, Mike	108
Martinez, Carlos	85
Martinez, Danielle	34
Massa, Tod	107
Mastrorilli, Tara	55
Matsuda, Takeshi	48
Mayiani, Jacob	106
McCay, Michael	59
McClendon, Richard	100
McConnell, Kate	89
McGuire, Kyle	104
McKinley, Kristin	24
McLaren-Poole, Kate	117
McLennan, Destiny	87
Means, Brian	103
Mechler, Heather	103
Mehra, Shabnam	79, 114
Mercier, Pierre	71
Merckle, Ryan	43, 93
Mesa, Hidahis	41
Michaud, Kristy	41
Milakovic, Anastasia	37
Miller, Angie	46, 101
Miller, Bethany	23, 108
Miller, Darlene	92
Miller, Will	31
Mills, Gordon	36
Milner, Bridgett	68
Mintz, Katrina	23
Mitchell, Anne	41
Moletsane, Moletsane	99
Monge, Mariela	47, 76
Mongold, David	21, 86
Montgomery, Andrew	47, 76
Moore, Joann	42
Moore, Lisa	83
Moreland, Amy	117
Moreno, Julio	37
Morgan, Emma	86, 99
Mori, Masao	91

Morimoto, Yash	24, 115	Phillippe, Kent	23, 42	Roeder, Leah	96
Morn, Jillian	52, 73	Pineda, Karina	59	Rogers, Cassandra	55
Morreale, Cathleen	77	Pleyps, Christine	15	Rogers, Gregory	76
Morse, Robert	41, 80, 109	Poon, Jonathan	105	Rollins, Cheryl	97
Morton, Craig	57	Pope, Andrea	19	Romo, Edgar	39, 87, 106
Moser, Gary	38	Potcner, Kevin	51, 75	Rorison, Jamey	61
Mu, Lanlan	91	Powers, Kristina	78	Rosen, Andrew	84
Mulugetta, Yuko	59	Pretlow, Joshua	95	Ross, Duncan	78, 109
Munday, Kristen	96	Pride, Bryce	45	Ross, Leah	23, 78
Mushet, Rebecca	117	Priest, DeLaine	38	Rosser, Vicki	77
Mwangi, Johnson	42			Rossol-Allison, Patrick	22
Myers, Macanda	77, 88			Russell, Ann Marie	108
N				Russell, Emily	41
Nauffal, Diane	79				
Navarro, Ana	100				
Neill, Jack	59				
Nevill, Stephanie	95				
Norman, Naomi	57				
O					
Ochieng, Bernard	42				
Olsen, Danny	100				
Opoczynski, Renata	69				
Orem, Christopher	106, 16				
Owens, Ryan Chase	95				
Oxendine, Joanna	44				
O'Neil, Cathy	118				
P					
Palmer, Iris	23				
Parnell, Amelia	35, 38				
Partin, Katie	34				
Pattershall-Geide, Jennifer	105				
Paulsen, Justin	47, 73				
Pearson, RaeAnne	58				
Pena, Christopher	108, 50				
Peng, Hsinyi	49				
Perlberg, Laurisa	57				
Peters, Ellen	30, 50, 76				
Petillo, Alice	39				
Phillippe, Kent	23, 42				
Pineda, Karina	59				
Pleyps, Christine	15				
Poon, Jonathan	105				
Pope, Andrea	19				
Potcner, Kevin	51, 75				
Powers, Kristina	78				
Pretlow, Joshua	95				
Pride, Bryce	45				
Priest, DeLaine	38				
Q					
Qi, Wen	114				
R					
Radunzel, Justine	57, 102				
Ralston, Ekaterina	42				
Ramirez, Daniela	33				
Ramsey, Patricia	52				
Randall, Michael	74, 94				
Rankin, Susan	109				
Ransom, Tafaya	72				
Reilly, Karen	115				
Reindahl, Cissy	74				
Reiss, Elayne	56				
Remaly, Alicia	56				
Rensberger, Melody	88				
Renz, Dianna	109				
Rhodes, Terry	89				
Ribera, Amy	53				
Richard, Keith	113				
Richter, Susan	100, 117				
Riley, Lydia	32				
Rip, Nichole	90				
Rivers, Carlos	44, 92				
Ro, Jeng-Jong	44				
Roberson, Amanda	61				
Roberson, Amanda Janice	23				
Robinson, David	30, 114				
Robinson, Georgeanna	80, 102				
Rocconi, Louis	33				
Roe, Aaron	50				

Shoulders, PJ	52
Silva, Ben	103
Siwiec, Azra Karajic	31
Skillrud, Kirsten.	15, 33, 69, 88
Skinkle, Lee	56
Sklar, Lisa	38
Skulte-Ouaiss, Jennifer.	79
Smith, Darren.	95
Smith, Erica	56
Smith, Kelly D.	52
Smith, Meredith.	82
Solverson, Natalie.	89
Spengler, Gregory.	60
Spirgel, Arie	71, 81
Stafford, Linnea	41
Stankovich, Joseph	14
Stanley, John.	37, 53
Stanley, Tim	23, 32, 97, 118
Stassen, Martha	56, 84
Stewart, Chris	99
Stiles, Randy.	80
Still, George	105
Stolzenberg, Ellen.	49, 87, 109
Straney, Rachel	85
Stripling, Roy	41
Su, Dan.	86
Sullivan, Ed	45
Sullivan, Linda	23
Sullivan, Melanie	15
Sullivan, Pat	45
Susman, Jonathan.	109
 T	
Tabulda, Galiya	83
Tamargo, Elaine.	83
Tang, Zun	55
Tanner, David	60
Taylor, Jeff.	40
Taylor, Michelle	61
Terkla, Dawn	86
Ternes, Reuben	68
Thanki, Sandip	46, 74
Thomas, Donna.	58
Thomas, Joseph.	84
Thuringer, Christopher	97
Tibbetts, Yoi	71
Tingle, Chris	117
Torii, Tomoko.	91
Torrens, Michael	91
Trainer, James	79
Tran, Tan.	102
Troke, Teresa	69
Troutman, David	24, 32, 78, 106, 114
Trumpower, Peter.	53
Tuchmayer, Jeremy	34
Tuthill, Kaitlyn	47, 89
Twachtman, Caroline.	79
 U	
Uhl, Carolyn.	90
Ulin, Brenda.	34
Umbricht, Mark.	97
Urban, Christopher.	21
 V	
Velasco, Laura Hardesty	98
Venaas, Matthew	48, 57
Veyisoglu, Mete.	90
 W	
Wakhungu, Phoebe.	73, 99
Wallace, Andrew	55
Wallace, Qiana	88
Walsh, Thomas	55
Wao, Felix	35
Watanabe, Yuki	48, 91
Watts, Andre	104
Webber, Karen	73, 116
Welch, R. Edwin	113
Whitfield, Christina	23
Whitford, Melinda	74, 94
Wick, Michael.	103
Wilcox, Kaitlin	80
Willcox, Abby.	100
Williams, Elizabeth.	56, 84
Williams, Joe	41
Williams, Michael	36
Williams, Tracy	36
Willkomm, Sara.	55
Winger, Laura.	93
Winter, Mark	108
Won Yoon, Seung.	107
Woo, Hui-Jeong.	45
Woosley, Sherry.	48, 90
Wygant, Steve	98
Wynne, Patrick	55
 X	
Xie, Yan	58, 92
 Y	
Yamaner, Michael.	49
Yan, Ti	104, 117
Yang, Eric	37
Yang, Faxian.	35
Yang, Sinji	53
Yang, Yang.	80
Yao, Chunmei.	94
Yavitz, Laura.	77
Yin, Carol	60
Yuhas, Bridget.	40
Yumukoglu, Mehmet.	90
 Z	
Zentner, Brad	71
Zhai, Meihua	57
Zhang, Jie	108
Zhang, Robert.	47
Zhang, Yang.	70, 109
Zhou, Ying.	84

Convention Level 1



Convention Level 2

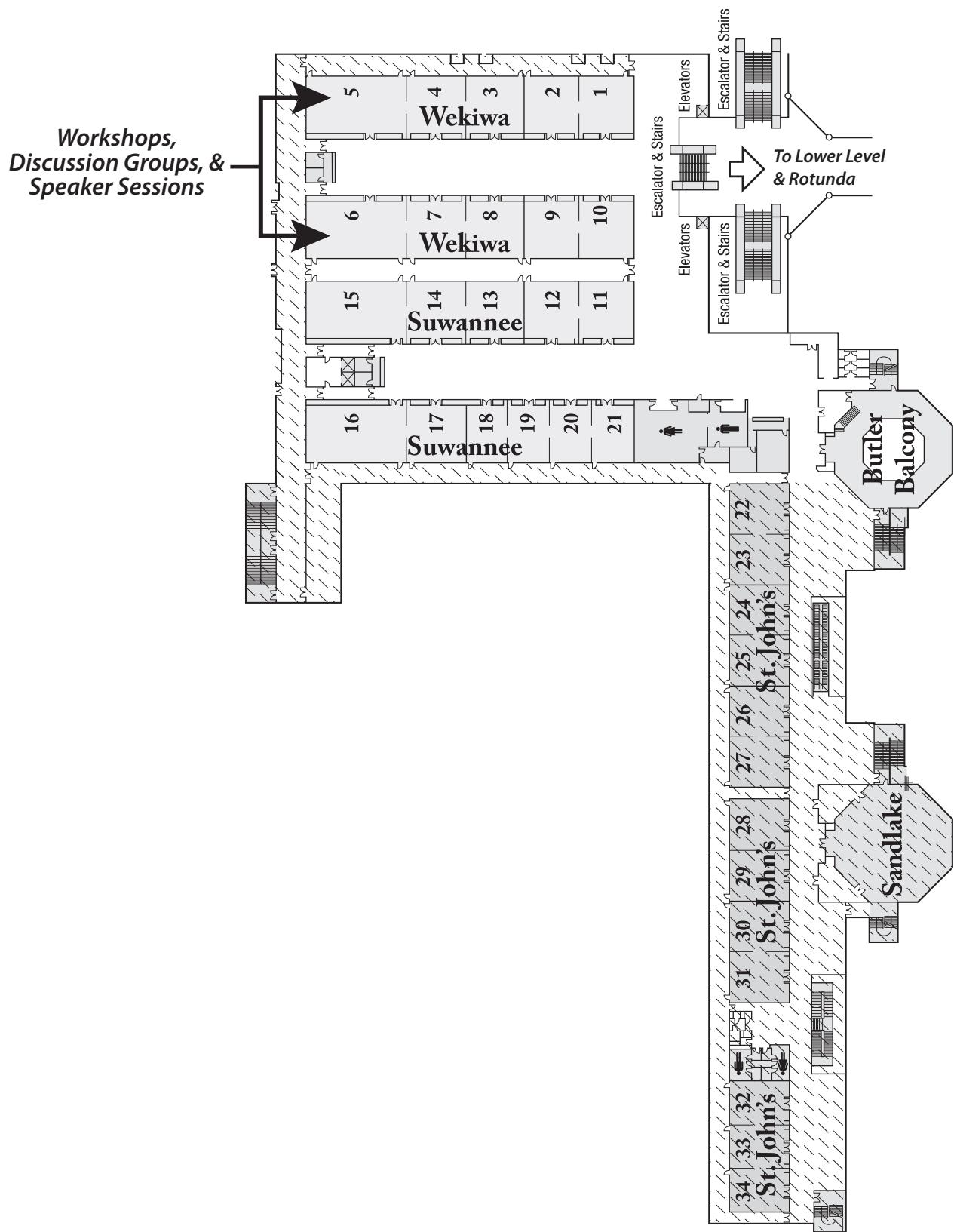
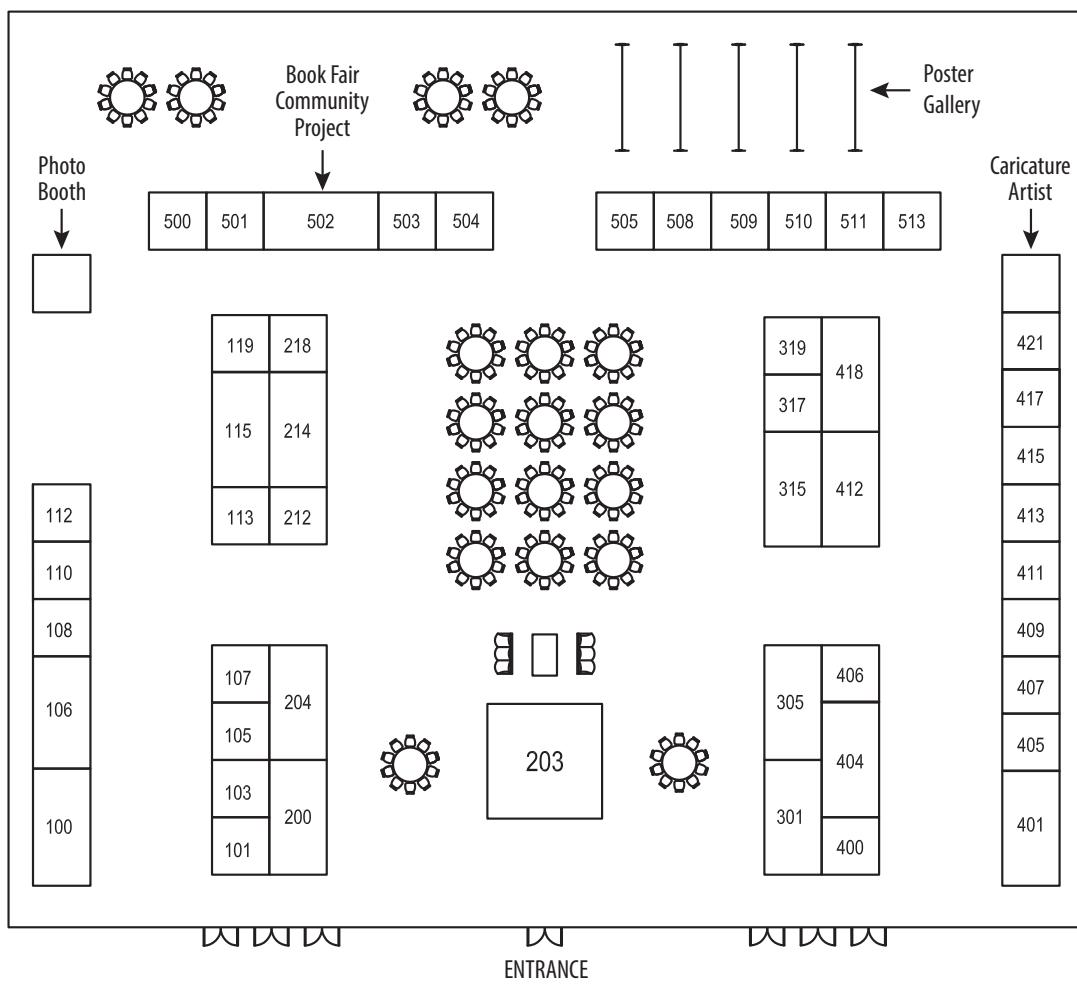


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