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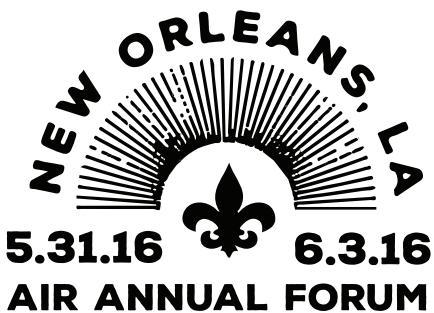
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Table of Contents

Welcome from the 2015-2016 Board of Directors	2
Keynotes and Plenaries	4
General Forum Information	6
2016 AIR Forum Sponsors	9
Session Topic Areas and Formats	10
Using the Forum Program Book and Icon Key	11
Daily Events	
Monday, May 30	13
Tuesday, May 31	17
Wednesday, June 1	27
Thursday, June 2	73
Friday, June 3	117
Affiliated Organization Meetings	127
Scholarly Paper Citations	130
AIR Award Recipients	131
AIR Affiliated Organization Travel Grant Participants and Recipients	134
Our Sponsors	135
Presenter Index	147
Maps and Floorplans	153
Notes Pages	159

Scholarly Papers	Awards	Sponsors	Presenter Index	Floor Plans and Maps	Notes Pages
Monday	Tuesday	Wednesday	Thursday	Friday	Affiliated Organizations



Welcome from the 2015-2016 Board of Directors

Dear Forum Participants,

On behalf of the AIR Board of Directors, I welcome you to the 56th Annual Forum! While in New Orleans, you will have the opportunity to network with nearly 2,000 of your colleagues, all of whom share a passion for institutional research, assessment, planning, effectiveness, and related fields within higher education. The Forum Program is filled with opportunities for learning, connecting, and sharing through workshops, keynotes, and concurrent sessions. The 2016 Forum gets started at 1:00 p.m. Tuesday with a series of invited Impact Sessions focused on a wide range of emerging and important topics and issues with impact for everyone in higher education fields. Also new this year are two plenary sessions on Thursday afternoon. These combined with more than 300 educational sessions peer reviewed by your colleagues make the 2016 Forum an unparalleled resource for professional development. You'll also have the opportunity to see the latest tools and technologies to improve and streamline practice by visiting our sponsors in the Exhibit Hall. The Forum has something for every IR professional—assessment, data analysis and research methods, decision support strategies, and creating efficient and transparent IR office operations.

I encourage you to take advantage of all the Forum has to offer. My hope is that you will return home feeling energized, having capitalized on this opportunity to learn, share, and network with friends and new colleagues, all of whom will likely become invaluable career and personal resources.

Enjoy the Forum!

Gary R. Pike
President, AIR Board of Directors



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Keynote Addresses



Higher Education in the New Normal of the 21st Century – An Era of Evidence Based Change

DAVID LONGANECKER

Wednesday, June 1 @ 8:00 AM Celestin Ballroom

Session ID: 2984 Learn more on page 30.

DAVID LONGANECKER has served as the president of the Western Interstate Commission for Higher Education in Boulder since 1999. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office, and has written extensively on a range of higher education issues. His areas of expertise in higher education include expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies. His focus is on sustaining the nation's strength in the world and increasing the quality of life for all Americans, particularly those who have traditionally been underrepresented. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.

Data-driven Behavioral Nudges: A Low-cost Strategy to Improve Postsecondary Education

BEN CASTLEMAN

Friday, June 3 @ 10:00 AM Celestin Ballroom

Session ID: 2985 Learn more on page 125.

BEN CASTLEMAN is an Assistant Professor of Education and Public Policy at the University of Virginia. He is also the Faculty Director of the University of Virginia-US Army Partnership on the Educational Trajectories of Soldiers and their Dependents. Castleman's research applies insights from behavioral economics and social psychology to improve college access and success for low-income and non-traditional students.

Castleman has authored or edited several books, including *Summer Melt: Supporting Low-Income Students Through the Transition to College* (with Lindsay Page); *Decision Making for Student Success: Behavioral Insights to Improve College Persistence and Success* (with Saul Schwartz and Sandy Baum); and the forthcoming *The 160-Character Solution: How Text Messages and Other Behavioral Strategies Can Improve Education*. His research has been generously supported by numerous philanthropic foundations and has received extensive media national coverage from *The New York Times*, *NPR*, *Time Magazine*, and the *Washington Post*.

Thursday Plenaries

This year, the Forum features two plenaries on Thursday afternoon from 1-2 p.m. The mid-day plenaries will focus on thought-provoking topics of interest to everyone in higher education. Mid-day plenaries will be the only sessions scheduled at this time.

USING DATA TO CHANGE THE WORLD

Thursday, June 2, 1:00 PM – 2:00 PM
Celestin Ballroom D

Philanthropic organizations have long viewed colleges and universities as a worthy cause for their support. But in recent years, many have stepped up their investments in trying to make colleges more accessible, affordable, accountable, and productive as a way to meet society's rapidly rising needs for an educated population. A particular focus of funders has been in trying to improve the use of data and information to help drive change. This plenary will feature program officers from three major philanthropies focusing on higher education – Bill & Melinda Gates Foundation, Access Group Center for Research and Policy Analysis, and Lumina Foundation – who will share their perspectives on the nation's postsecondary data infrastructure, what they have learned from investments they have made to date, and the role of data in helping to drive change that leads to better information and more student success. (Session ID: 2965)

PANELISTS:

COURTNEY BROWN
Lumina Foundation

JENNIFER ENGLE
Bill & Melinda Gates Foundation

ELISE MILLER
Access Group Center for Research & Policy Analysis

STUDENTS, DATA AND DECISIONS

Thursday, June 2, 1:00 PM – 2:00 PM
Celestin Ballroom E

College students today have more access to data and information to make educational decisions than ever before, whether they are looking to select an institution, choose a program of study, or to fill out a course schedule. In response, institutions, the government, the vendor community, and others are striving to meet these growing demands. What can we learn from students themselves about the kind of information that most matters to them, and how it is packaged and presented? In this plenary, Tom Allison of Young Invincibles, a nonprofit working to make the voices of college students heard in the national dialogue about access and success, will report on students' perspectives on how they use data, the design of data tools, and questions of privacy and data security. (Session ID: 2966)

SPEAKER:

TOM ALLISON
Deputy Policy & Research Director for the Young Invincibles

General Forum Information

Affiliated Organizations

Affiliated Organizations (AOs) are independent of AIR, but share a common mission of data use for the improvement of higher education. While AOs are not chapters of, or legally connected to, the Association, AIR values and invests in relationships with these organizations. Many AIR members purchase memberships from multiple AOs for the professional development and networking opportunities each group offers.

Crescent City Connection

Formatted like a digital scavenger hunt, the Crescent City Connection, AIR's badge earning game, is a new and exciting networking activity for 2016. 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 and interacting with sponsors.

Prizes will be awarded to those participants who earn the most badges. Winners will be announced during the dessert reception in the Exhibit Hall on Thursday, June 2 at 2:00 p.m. The leader board can be accessed from the MyForum App or from a monitor in the Exhibit Hall.

Rules for the game can be found in the MyForum 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.

Digital Pass

Sessions marked with  are part of AIR's Digital Pass. These sessions will be recorded and available for viewing after the Forum with the purchase of the Digital Pass. The Digital Pass includes both keynotes, both plenaries and 30+ highly rated sessions. For more information about the Digital Pass, see the information card in your attendee packet.

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 dinner group on Wednesday and Thursday. Select a dinner group and sign-up on MyForum and then meet near the registration desk to connect with the host. All restaurants are within walking distance. For more information, visit the MyForum App or Registration Desk.

Evaluations

Forum participants are invited to evaluate conference sessions via MyForum and the Forum Apps. After the Forum, you will receive an invitation to participate in the overall Forum evaluation; please take time to respond. Your feedback is used to inform plans for future Forums.

Exhibit Hall—The AIR Networking Hub

Visit the Exhibit Hall, AIR's networking hub, located in the Empire Ballroom, to meet sponsors and learn about the latest software, products, and services. This is also the place to meet with colleagues, visit the Cyber Café, and charge your device. The Exhibit Hall is the site of the Poster Presentations, coffee breaks, a gathering spot for lunch breaks, the Wednesday Welcome Reception hosted by the AIR Board of Directors, and the complimentary dessert break after the Thursday Plenaries. Be sure to check out the photo booth and caricature artist to create fun Forum mementos and visit sponsors to earn badges for the Crescent City Connection badge earning game.

Exhibit Hall Hours:

Wednesday, June 1	9:30 a.m. – 5:30 p.m.
Thursday, June 2	8:00 a.m. – 2:30 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 website, or inquire at the Registration Desk.

Local Information

The Hyatt Regency New Orleans is located in the heart of downtown, next to the Mercedes-Benz Superdome, Smoothie King Center, and Champions Square. Take a ride on the Loyola Avenue Streetcar, which passes directly in front of the hotel, or take a walk to the historic French Quarter, Arts District, Audubon Aquarium of the Americas, and the scenic Mississippi Riverfront – all located within one mile of the hotel.

Lunch and Breaks

Dedicated Lunch Time. The schedules for Wednesday and Thursday include dedicated lunch breaks, networking, and Poster Presentations (in the Exhibit Hall). Various grab-and-go lunch options are available in the Hyatt Regency and seating is located in the Exhibit Hall.

Savor some of the city's best cuisine at restaurants and dining options located in the Hyatt Regency – 8 Block Kitchen & Bar, Vitascope Hall, Q Smokery & Cafe, Pizza Conseagna, and Borgne by celebrity Chef John Besh. Enjoy the convenience of the onsite Starbucks Coffee™ and Lagniappe Exchange, a fresh market and gift shop.

Additional lunch options are just a few minutes away. See the local area map on page 157.

Coffee Break. Coffee will be served in the Exhibit Hall on Thursday, 10:00 a.m. – 10:45 a.m.

Dessert. Please join us for a complimentary dessert break to thank our sponsors and close the Exhibit Hall on Thursday, 2:00 p.m. – 2:45 p.m. We'll also announce the winners of the Crescent City Connection and distribute prizes.

MyForum Scheduler

Use the Forum App to search for specific sessions, build custom schedules, download presentation materials, play the badge earning game, access scholarly papers, take notes, evaluate sessions, and view maps. Learn more at myforum.airweb.org.

Registration and Information Desk

Forum Registration is located on the 2nd level in front of the Empire Ballroom.

General Registration Hours

Monday, May 30	7:00 a.m. – 5:00 p.m.
Tuesday, May 31	7:00 a.m. – 6:00 p.m.
Wednesday, June 1	6:00 a.m. – 4:30 p.m.
Thursday, June 2	7:00 a.m. – 5:00 p.m.
Friday, June 3	7:00 a.m. – 10:00 a.m.

Session Recordings—Digital Pass

Again this year, AIR will record select sessions at the Forum that will be available for purchase/download following the event. These sessions are noted in MyForum and may be accessed with purchase of the Forum Digital Pass. The Digital Pass includes over 35 hours of recorded Forum content available on-demand 24/7. The 2016 Forum Digital Pass allows users unlimited access from July 1, 2016 through January 31, 2017. Attendees may purchase the digital pass at the Information Desk at the Forum Registration counter.

Wireless Internet

Wireless Internet suitable for checking email and using the MyForum scheduler is available in the Hyatt Regency (in most Forum areas). Laptops with Internet access are available in the Cyber Café in the Exhibit Hall during Exhibit Hall hours.

Please visit the registration desk for the log in SSID and Password.

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 and view the extensive list of individuals who shared their talents with AIR.

www.airweb.org/GetInvolved

It Starts With a Conversation

The field of institutional research is experiencing rapid change. The demands for relevant and timely analyses of data have never been greater. These needs will continue to grow as capacity to collect data increases, the cost to store data decreases, and the number of data users expands. The shift to a more data-informed approach to decision making is increasingly common at individual institutions as well as state, regional, and federal agencies and organizations. Also, the expectations of students and families for relevant data are greater than ever before. This is all good news. IR has always championed the idea that higher education is more effective and impactful when data are used to shape decision making processes.

We share a passion for data and understand its tremendous value, but sometimes passion narrows our focus and obscures the larger tapestry. It can be easy to forget that data are not the products of IR. Rather, the stories the data tell are the products. The power of IR is in that storytelling. IR professionals weave together complex, nuanced information and offer narratives to explain data and provide context. At the heart of those data and stories are students, and the people and organizations that support the student experience. As such, higher education data tell some of the most inspiring stories. When we step back, we remember that institutional research products inform conversations, and those conversations lead to decisions that affect every aspect of the higher education enterprise.

I encourage you to use a conversational approach to enhance your Forum experience. The Forum educational content is enriched by thoughtful discussions about the work for which we have passion, the problems we face, and the solutions we discover. The Forum is where we reconnect with colleagues and form new connections based on shared experiences. At the Forum we learn from and with each other so that the field of institutional research continues its rich history of storytelling integral to the success of higher education.

I challenge each of you to enrich your Forum experience by:

- Speaking with a session presenter to further explore how the information shared is useful to you and your institution or organization.
- Engaging in conversations with exhibitors—they just might have a solution to a problem you face.
- Taking a break to have coffee with a new colleague.
- Returning to your institution or organization to initiate dialogue with colleagues in and out of IR about a new idea or new perspective you gained at the Forum.

The challenges we face are real, and the solutions are waiting to be discovered. Sometimes all it takes is a conversation.



Jason R. Lewis
Interim Executive Director

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Research Institute for Studies in Education • Ruffalo Noel Levitz • The College Board • ZogoTech

Non-Exhibiting Sponsors

Access Group Center for Research & Policy Analysis • Emsi • Insight Assessment

Sponsor descriptions can be found on pages 135-146

Session Topic Areas and Formats

Topic Areas

Sessions are organized by topic areas to help you design a schedule that meets your needs and interests. Topic areas are indicated in the abstracts with italicized descriptors—see Daily Events for details (pages 13–129).

Assessment: Accountability, Institutional Effectiveness, and Accreditation (*Assessment*) includes case studies, methods, theories of assessment of student learning, accreditation, and program review.

Data Analysis and Research Methods for IR (*Analysis*) presentations are scholarly, theoretical, and/or focused on broad understandings of higher education issues or research/analytical methods. Emphasis is on the tools, methods, or data sources used or national policy issues.

IR Operations (*Operations*) focuses on the organization and management of IR offices and functions. Topics include tracking requests, organizing/archiving past studies, reporting to various stakeholders, staffing, resources, relationships with other operational areas, and legal standards.

IR Studies for Campus Decision-Support (*Decision-Support*) include case presentations of IR studies conducted for institutional decision support at campus, district, or system offices. Presentations focus on methodology, data sources, analytics, or results that inform decision making or inspire similar efforts.

IR Technologies (*Technologies*) used in conducting IR studies are featured and may include demonstrations.

Reporting and Transparency (*Reporting*) focuses on reporting to external entities and includes case studies of designs that improve efficiencies or practices for producing and tracking mandated reports. Also included are consortia and other data-sharing initiatives.

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 9:30 a.m. to Thursday at 2:30 p.m. Presenters are available for questions and answers during the Poster Presentations on Wednesday (odd numbered posters) and Thursday (even numbered posters) from 11:45 a.m. to 12:45 p.m.

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

Special Recognition

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

Charles F. Elton Best Paper Award celebrates the scholarly papers presented at Forum that best exemplify the standards of excellence established by the award's namesake and that make significant contributions to the field of IR. A paper accepted for publication in any peer-reviewed journal will be named a 2016 Charles F. Elton Best Paper. The goal is to honor publishable papers and to acknowledge that the scholarship of IR is featured in a wide range of peer-reviewed journals. All scholarly papers uploaded to MyForum on the Web by June 27, 2016 are eligible for the award. Visit <http://www.airweb.org/Membership/Awards> for more detailed information.

PROFESSIONAL FILES

Maintain your excellence.

Share your expertise with the field. Publish your work in AIR Professional Files. Articles, grounded in relevant literature, synthesize current issues, present new processes or models, or share practical applications.

AIRWEB.ORG/PUBLICATIONS



Using the Forum Program Book

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

03:00 PM–03:45 PM Wednesday AIR

Assessing Written Communication: Is Motivation a Concern?
Speaker Session | Assessment | Strand 11A

As written communication has been identified as a critical skill for success in higher education, institutions increasingly demand that students' writing ability be assessed as a learning outcome. To address this concern, this presentation will describe a new written communication student learning outcome assessment that allows for authentic writing tasks, while balancing psychometric quality. Next, a discussion will be presented on the validity concerns (e.g., low examinee motivation) related to low-stakes writing assessments that employ constructed-response items. This will be followed by a review of how examinee motivation is typically identified, and the implications of motivation for performance on constructed-response items. A study evaluating the effects of motivation on essay scores from the new writing assessment will then be described. The presentation will conclude with a discussion on approaches to strengthen examinee motivation under low-stakes contexts. (Session ID: 2450)

Presenters(s)
Joseph Rios, Educational Testing Service

Building the Last Mile in Data Science Towards Evidence-Based Action
Sponsored Speaker Session | Analysis | Strand 4

S Civitas Learning has been engaged in building the Students Insights Platform leveraging the DIAL (Data to Insights to Actions to Learning) framework. In this session, we will demonstrate how predictive and course/pathway insights can be used for proactive, personalized actions. We then show how impact insights can be generated using micro impact analysis Web services that adhere to the guidelines of What Works Clearinghouse. In summary, we will explore together how the DIAL framework can be instrumental in creating a virtuous cycle of student success. (Session ID: 2982)

Presenters(s)
David Kil, Civitas Learning
Laura Malcolm, Civitas Learning

Creating Data Visualizations Using R: An Introduction for Non-Programmers
Speaker Session | Technologies | Celestin E

Creating graphs is a central part of the IR workload, but it can be frustrating. If you make graphs using Excel, you might spend hours mindlessly pointing-and-clicking, which then has to be repeated if updates to the graphs are required. The presenter will begin by arguing in favor of two points: First, IR professionals would be better off using R (a free and open-source programming language), and second, even those without any programming experience can learn R well enough to reap its majesty. A demonstration will be given on how to create a scatter plot using ggplot2, an R package for building highly customizable visualizations. The primary goal of the presentation is for audience members to leave feeling empowered to learn to use R to improve the consistency, quality, and reproducibility of their work. (Session ID: 2207)

Presenters(s)
Arie Spiegel, Nova Southeastern University

Data Driven Student Success and Enrollment: Real World Examples!
Sponsored Discussion Group | Decision-Support | Imperial 1

S This discussion will focus on experiences with using predictive analytics to help support enrollment and student success initiatives. It is open to both experienced IR professionals as well as those looking to learn more about how they can incorporate predictive modeling at their institution. The discussion will be facilitated by Lorilyn Taylor, Director of Analytics for University Student Success Initiatives at Ohio University. The discussion will focus around the following questions: Can you share a success you have had implementing predictive analytics for an initiative at your school (include any outcomes)? How did you get buy in from other stakeholders? What was the most challenging part of the project? Did the quality of your data become an issue at all? If so, how did you overcome it? Can you share any additional tips for those who are just getting started? What are your future plans for predictive analytics at your school? (Session ID: 2969)

Presenters(s)
Paul Kirsch, Rapid Insight Inc.
Lorilyn Taylor, Ohio University
Eric Derby, Rapid Insight Inc.

64 AO Best Presentation Featured Session Scholarly Paper Sponsor DigitalPass 2016 Forum

Session Type
— See previous page for detailed descriptions

Session Topic
— See previous page for detailed descriptions

Session Room Number

Icon Key

Icon Key



AO Best Presentation



Scholarly Paper
(Download Available)



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Featured Session

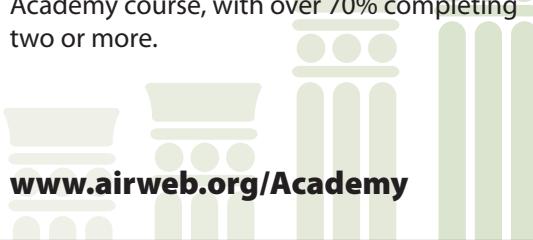
DEVELOP YOUR IR SKILLS



Data and Decisions Academy courses provide self-paced, online professional development for institutional researchers.

Hosted by the Association for Institutional Research, Academy courses build IR skills needed to support data-informed decision making.

Since the Academy opened in 2010, over 700 institutional research professionals have completed at least one Data and Decisions Academy course, with over 70% completing two or more.



www.airweb.org/Academy

ACCESS GROUP/AIR GRANTS

The Access Group/AIR Research and Dissertation Fellows Program is a partnership between the Access Group Center for Research & Policy AnalysisSM 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 Access Group/AIR Grants will present their research at the Access Group Legal Education Research Symposium, November 16-17, 2016, in Chicago, Illinois.

2016 Access Group/AIR Grant Recipients Presenting at the
Access Group Legal Education Research Symposium:

DISSERTATION GRANT PRESENTATION

Nayoung Rim, *University of Chicago*

RESEARCH GRANT PRESENTATIONS

Manuel Gonzalez Canche, *University of Georgia*
Stephen DesJardins, *University of Michigan - Ann Arbor*
Seth Gershenson, *American University*
Dennis Kramer, *University of Florida*
Karen Webber, *University of Georgia*
Yonghong Xu, *University of Memphis*

www.airweb.org/GrantsAndScholarships/



Program Highlights: Monday, May 30

7:00 AM – 5:00 PM Registration Open – Empire Foyer

8:00 AM – 4:00 PM Pre-Conference Workshops (additional fee required, NOT included in regular Forum registration)

08:00 AM–11:30 AM

Data Visualization for Institutional Research: SAS

Pre-Conference Workshop | Technologies | Strand 12B

This hands-on workshop will show how to use SAS® Visual Analytics to analyze complex data quickly and easily, with no coding required. This software is designed to be easy to use, so that anyone can benefit, from statisticians and data scientists to institutional researchers with limited technical skills. Sophisticated analytics, including decision trees, on-the-fly forecasting, and scenario analysis, are seamlessly integrated in SAS® Visual Analytics with ease-of-use features such as auto charting, “what does it mean?” pop-ups, and drag and-drop capabilities. Note: Participants are required to bring a laptop to this workshop. Pre-registration and additional fee required. (Session ID: 2696)

Presenter(s)

John Berry, *SAS Institute, Inc.*

Diane Marian, *University of North Carolina General Administration*

Developing Good Questions to Get Good Answers: Research Designs, Methods, and Ethics

Pre-Conference Workshop | Analysis | Strand 13B

Seemingly simple questions often generate complex answers. Providing quality answers requires a specific, measurable question. This workshop will provide an introduction to research design for new IR analysts and offer a refresher course for seasoned veterans. Topics covered include the importance of developing a good question, choosing the right design, applying proper methods, and ensuring ethical behavior. Participants can expect a mixture of lecture, discussion, and group work leading to an opportunity for networking, sharing ideas, and gaining a better understanding of the nuances of research. Note: Participants are not required to bring a laptop to this workshop. However, participants may find it useful to attend with a laptop that has Microsoft Excel, SAS, STATA, or SPSS available. Pre-registration and additional fee required. (Session ID: 2147)

Presenter(s)

Justin Shepherd, *Georgia Institute of Technology*

Leveraging Embedded Analytics to Leap from Good to Great IR Reporting

Pre-Conference Workshop | Technologies | Strand 11B

Embedded analytics can transform an institution's approach to reporting, giving decision makers access to data with which to inform policy and strategic decision making. However, most IR offices are struggling to keep up with new advances in analytics. In this workshop, attendees will be provided with hands-on analytics experience to leap from good to great IR reporting. At the end of the workshop, participants should have the confidence to create attractive, interactive analytics and dashboards that will enhance institutional assessment and regional/accreditation efforts. Note: AIR will provide participants with a link to download a trial version of Tableau in advance of the workshop. Participants are required to bring to the workshop a laptop that is loaded with either this trial version or with your own Tableau license (if you already have one). Pre-registration and additional fee required. (Session ID: 2204)

Presenter(s)

Oyebanjo Lajubutu, Missouri University of Science and Technology

Survey Research: Best Practices for Institutional Research

Pre-Conference Workshop | Analysis | Strand 13A

This workshop is designed to help newcomers to IR, or those who have only had minimal exposure to survey research get acquainted with the best practices in survey research methods. Participants will learn how to plan, design, launch, and manage effective surveys in a college or university environment. Critical decision points along the lifespan of the survey will be discussed, including how to choose a sample, how to maximize response rates, and what to do with incomplete surveys. Upon completion, participants will be able to approach survey projects equipped with strategies to gather appropriate, meaningful data for their institution. Note: Participants are not required to bring a laptop to this workshop. Pre-registration and additional fee required. (Session ID: 2345)

Presenter(s)

Lauren Conoscenti, Tufts University

08:00 AM–04:00 PM

A Step-by-Step Introduction to Building a Student-At-Risk Prediction Model

Pre-Conference Workshop | Decision-Support | Strand 10A

To improve student retention, and thus improve net tuition revenues, IR offices are asked to help identify which students are likely to drop out. The purpose of this workshop is to teach institutional research professionals how to effectively build and implement a predictive model for student dropout and retention, using standard regression methods with SPSS. Participants will follow on their laptops while instructors demonstrate step-by-step instructions (via overhead projection) on how to build a model with start-of-semester data that yield the relative dropout risk for each student. The workshop will highlight how dropout risk data are used by academic support services to tangibly improve student retention. Knowledge of statistical variance, correlation, and regression is recommended. Note: Participants are required to bring a laptop capable of running SPSS software. AIR will provide participants with a link to download a trial version of this software in advance of the workshop. Pre-registration and additional fee required. (Session ID: 2675)

Presenter(s)

Serge Herzog, University of Nevada, Reno
John Stanley, University of Hawaii - West Oahu

IPEDS Keyholder Training

Pre-Conference Workshop | Reporting | Strand 10B

This new Keyholder workshop is designed as base-level training and thorough introduction to the IPEDS data collection cycle and reporting requirements. Created specifically for new IPEDS Keyholders, this workshop outlines the roles and responsibilities of Keyholders, and the resources available to assist in the IPEDS planning and reporting processes. Participants will create an IPEDS planning calendar for the upcoming data collection cycle, and also engage in professional networking, valuable to institutional researchers in their new roles. This curriculum is intended for officially-designated IPEDS Keyholders, as well as individuals who serve in secondary roles (proxy Keyholders) and assist official IPEDS Keyholders with data collection and entry. Note: Participants attending this workshop are required to bring a laptop with Wi-Fi capability and Microsoft Excel installed. Pre-registration and additional fee required. (Session ID: 2878)

Presenter(s)

Kristina Powers, Bridgepoint Education
Yvonne Kirby, Central Connecticut State University

Leadership in IR and IE: Enhancing Personal and Professional Effectiveness*Pre-Conference Workshop | Decision-Support | Strand 11A*

Despite increasing demands for accountability and institutional improvement, there is evidence that IR and IE are not meeting their potential in leading and supporting evidence-based decision making. One reason is an emphasis on technical-analytical skills, rather than other aspects of organizational intelligence. This workshop provides real-world IR and IE examples, case studies, and other hands-on learning strategies to help participants enhance their skills in the areas of personal and social competency, successful navigation of campus politics and cultures, effective use of information, and career management. The workshop is based upon the presenter's new book and his experience in leadership within the Association for Higher Education Effectiveness. All materials and discussions are provided in the context of IR. Note: Participants are not required to bring a laptop to this workshop. Pre-registration and additional fee required. (Session ID: 2879)

Presenter(s)William Knight, *Ball State University***12:30 PM–04:00 PM****Designing The Dashboard For Information, Not Just Data***Pre-Conference Workshop | Technologies | Strand 13A*

It's difficult to know where to start when designing a dashboard that really works for your campus. Too often, researchers jump in and start building a format using the data at hand, rather than answering the question, "why do we need a dashboard?" This workshop will present the approach that Olin College of Engineering recently used to ditch its old dashboard, and conceptualize a new one that would not only present data but also integrate an assessment process to transform data into usable information for the campus community. Through interactive exercises, each participant will work through stakeholder analyses to come to an understanding of needs, then identify the allies and resources available on campus to address the needs, and design an iterative process to bring their ideas to fruition. This session will emphasize a mission-driven, collaborative approach to dashboard design. Note: Participants are not required to bring a laptop to this workshop. Pre-registration and additional fee required. (Session ID: 2236)

Presenter(s)Jeremy Goodman, *Franklin W Olin College of Engineering***IPEDS TRAINING****IPEDS**

AIR offers IPEDS training and information through face-to-face workshops and online resources. Two new online courses for IPEDS Keyholders will be available fall of 2016. Courses are mentor supported by national IPEDS Educators, include papers, videos, and exercises, and take approximately 10-12 hours to complete. Funding for this work comes from the National Center for Education Statistics (NCES).

www.airweb.org/IPEDS

Excel Macros Boot Camp: How To Create, Run, and Modify Macros

Pre-Conference Workshop | Technologies | Strand 11B

In this workshop, participants will learn how to set up, access, and design Excel macros, including recording, executing, and editing. This is a hands-on workshop; participants will build basic macros as they learn. Participants will work through some of the partial code example exercises and practice problems in a provided workbook. The workbook includes additional opportunities for further study, such as examples of macro functions and programming features that cannot be recorded, and answers to all of the practice exercises. Prior macro experience is not required, but participants should have a working knowledge of Excel. Note: Participants attending this workshop are required to bring a laptop with Excel 2010 or 2013 installed. This workshop is for Excel for Windows only as many of the macro features do not work properly on a Mac. Pre-registration and additional fee required. (Session ID: 2372)

Presenter(s)

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

Introduction to Institutional Research

Pre-Conference Workshop | Decision-Support | Strand 12A

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. Note: Participants are not required to bring a laptop to this workshop. Pre-registration and additional fee required. (Session ID: 2876)

Presenter(s)

Eric Atchison, *Mississippi Board of Trustees of State Institutions of Higher Learning*
Michelle Appel, *University of Maryland-College Park*

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

Pre-Conference Workshop | Analysis | Strand 12B

Institutional researchers often struggle to determine the appropriate statistic to use, even after successfully creating solid research designs and providing descriptive statistics. How does one move from research designs and descriptive statistics to inferential statistics that best answer the research question? This workshop will discuss the link between research design and statistics. More specifically, the session will explore common research questions from IR applications about group mean differences, and describe the link between these research questions and the appropriate use of inferential statistics such as t-tests and analysis of variance (ANOVA). In addition, the workshop will explore the application of independent groups and repeated measures designs. The presenter will discuss and explore the theory behind these statistics and the appropriate links to practical applications within the field of IR. The goal of this workshop is to empower participants to make informed decisions about group mean comparisons. Note: Participants are required to bring a laptop capable of running SPSS software. AIR will provide participants with a trial version of this software in advance of the workshop. Pre-registration and additional fee required. (Session ID: 2875)

Presenter(s)

Mary Ann Coughlin, *Springfield College*

Working with National Student Clearinghouse Data: Tips from the Source

Pre-Conference Workshop | Technologies | Strand 13B

Institutional researchers use the National Student Clearinghouse StudentTracker system to obtain subsequent enrollment and degree data for students who have graduated or transferred. The StudentTracker detail file provides comprehensive enrollment and degree history with one row per student, per term, per institution. New users will benefit from detailed explanations of the file layout and data elements included. Users of all levels will benefit from hands-on Excel exercises in transforming the “long” format detail file to “wide” format with calculated outcomes. This workshop is especially relevant to participants from institutions using NSC data for IPEDS Outcome Measures reporting. Note: Participants attending this workshop are required to bring a laptop with Microsoft Excel installed. Pre-registration and additional fee required. (Session ID: 2324)

Presenter(s)

Jason DeWitt, *National Student Clearinghouse*

Program Highlights: Tuesday, May 31

8:00 AM – 4:00 PM Pre-Conference Workshops (additional fee required, NOT included in regular Forum registration)

7:00 AM – 6:00 PM Registration Open (Empire Foyer)

CONFERENCE BEGINS

1:00 PM – 4:30 PM Impact Sessions - Open to all, included in your Forum registration

5:00 PM – 5:30 PM Networking/Find a Dinner Group

5:30 PM Depart for Restaurant

Notes

08:00 AM–11:30 AM**Excel Dashboards from Unit Record Data using PowerPivot***Pre-Conference Workshop | Technologies | Strand 11B*

In this workshop, participants will learn how to create dashboards in Excel using PowerPivot and unit record data. Using sample student, applicant, and HR data, participants will learn how to connect to different data sources, and to create calculated columns, fields, hierarchies, and customizable key performance indicators. Using slicers and filters, participants will learn how to create custom interactive views of data with graphs and tables. Layout and design which are important considerations, will also be covered. Note: Participants attending this workshop are required to bring a laptop with Microsoft Excel installed. PowerPivot comes installed in Excel 2013 and is an add-in for Excel 2010. Pre-registration and additional fee required. (Session ID: 2544)

Presenter(s)*Craig Abbey, University at Buffalo***Facilitating Institutional Change by Building Your Soft Skills***Pre-Conference Workshop | Analysis | Strand 12A*

In addition to technical skills, soft skills such as effective presentation methodologies and techniques (such as TED Talks) have become essential to being an integral part of the decision-making process. This workshop is designed to help IR professionals identify and develop important communication skills to facilitate the changing role of IR in many institutions. Topics include how information resonates with different groups, effective formats for communicating information to different audiences, and how to demonstrate knowledge of the topic, to be seen as a decision-making partner. Using institutional project examples, presenters will share experiences, practical strategies, and lessons learned regarding the necessity of soft skills in complex institutional projects. Note: Participants are not required to bring a laptop to this workshop. Pre-registration and additional fee required. (Session ID: 2877)

Presenter(s)*Kristina Powers, Bridgepoint Education
John Pryor, Pryor Education Insights***Tableau Bootcamp: Learn How to go from Raw Data to Polished Interactive Visualizations***Pre-Conference Workshop | Technologies | Strand 12B*

Tableau is a readily available data visualization tool that has become increasingly popular over the last few years. This workshop consists of hands-on experience using Tableau to build attractive, interactive data visualizations. Participants will receive instructions on how to install a special, extended-evaluation version of Tableau (offering 4 weeks access, instead of the usual 2), which they will install on the laptops they bring to the workshop. They will also receive a printed workbook, data and resource files, and sample Tableau workbooks that will include the visualizations created in the workshop. By the end of the day, participants will have created interactive visualizations using our example files, and will have the confidence to use Tableau to enhance their own reporting. This workshop is updated to the latest version of Tableau. Note: AIR will provide participants with a trial version of Tableau in advance of the workshop. Participants are required to bring to the workshop a laptop that is loaded with either this trial version or with your own Tableau license (if you already have one). Pre-registration and additional fee required. (Session ID: 2161)

Presenter(s)*Mark Leany, Utah Valley University
Tim Stanley, Utah Valley University***Using Community College Measures of Effectiveness for Institutional Improvement and Accountability***Pre-Conference Workshop | Assessment | Strand 13B*

Community colleges have developed the Voluntary Framework of Accountability (VFA), a data-reporting and accountability framework specific to measuring the sector's effectiveness and outcomes. Participants in this workshop will gain an understanding of the rationale and definition of the VFA's cohorts and measures, and get hands-on experience with reporting, viewing, and benchmarking VFA data. They will learn how to utilize the VFA's data, web-based collection, and reporting tool to do analysis and create reports for institutional improvement and accountability. Note: Participants attending this workshop are required to bring a laptop with Wi-Fi capability. Pre-registration and additional fee required. (Session ID: 2311)

Presenter(s)*Kent Phillippe, American Association of Community Colleges
Dawn Cullity, American Association of Community Colleges*

Using Unemployment Insurance (UI) Wage Data to Inform Various Stakeholders

Pre-Conference Workshop | Analysis | Strand 13A

What happens to students after they graduate? This workshop will share steps the University of Texas System took to develop a data sharing agreement with the state's workforce commission. Presenters will provide detailed information about unemployment insurance (UI) data cleaning, and the preparation process for analysis purposes. Additional analyses demonstrating the utility of wage data to inform students and parents, administrators, and legislators about student success and the value of higher education will be discussed. Note: Participants are not required to bring a laptop to this workshop. Pre-registration and additional fee required. (Session ID: 2880)

Presenter(s)

David Troutman, *The University of Texas System*

Cathy Delgado, *The University of Texas System*

08:00 AM–04:00 PM

Asking Good Questions: The Survey Design Process

Pre-Conference Workshop | Analysis | Strand 11A

This workshop is designed to provide participants with a solid practical foundation in survey design. The workshop will begin with a discussion of how to formulate good research questions, and the types of research questions that can be investigated through survey research. It will focus on how to develop, test, and revise survey items, and also consider the cognitive processes that affect how people respond to survey items, including a brief discussion of survey instrument organization and design, survey administration techniques, and pilot testing. Note: Participants are not required to bring a laptop to this workshop. Pre-registration and additional fee required. (Session ID: 2115)

Presenter(s)

Janel Sutkus, *Carnegie Mellon University*

Best Practices for Reporting and Using IPEDS Data to Improve Office Efficiencies

Pre-Conference Workshop | Reporting | Strand 10B

This workshop is an intermediate-level Keyholder training, designed for individuals who lead the IPEDS data submission cycles on their campuses and have done so for at least one full reporting cycle. Using IPEDS as a focus, participants will learn IR best practices and technical efficiencies in data management through Excel (e.g., pivot tables, merging data, custom formulas, and filters); examine multiple options for IPEDS submission (manual entry, .csv file upload, and XML); and learn how to use benchmarking data to address key institutional questions and needs. Participants should have experience using the IPEDS Data Center to retrieve data, and a working knowledge of Excel (e.g., how to create basic formulas and sort data). This workshop will not review IPEDS survey component submission instructions or cover basic benchmarking concepts (though intermediate topics are covered). This curriculum is intended for officially-designated IPEDS Keyholders as well as individuals who serve in secondary roles (proxy Keyholders) and assist official IPEDS Keyholders with the data collection and entry processes. Note: Participants are required to bring a laptop with Wi-Fi capability and Microsoft Excel installed. Pre-registration and additional fee required. (Session ID: 2881)

Presenter(s)

Braden Hosch, *Stony Brook University*

Mary Ann Coughlin, *Springfield College*

Introduction to Linear and Logistic Regression in SPSS

Pre-Conference Workshop | Analysis | Strand 10A

This workshop will focus on a basic understanding of ordinary least squares and binary logistic regression. Participants will learn the conceptual underpinnings of these two techniques, how to run the regressions in SPSS, and how to interpret the results. The workshop will provide a conceptual overview of the assumptions and principles of linear and logistic regression, as well as practical rules to consider when building regression models. Participants will be provided with a national survey dataset containing longitudinal information on college students with which to practice applying the concepts of linear and logistic regression through the use of SPSS. Note: Participants attending this workshop are required to bring a laptop capable of running SPSS software. AIR will provide participants with a trial version of this software in advance of the workshop. Pre-registration and additional fee required. (Session ID: 2427)

Presenter(s)

Kevin Eagan, *University of California, Los Angeles*

Jessica Sharkness, *Tufts University*

12:30 PM–04:00 PM**Assessing Student Learning Outcomes at the Program Level***Pre-Conference Workshop | Assessment | Strand 12A*

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 to close the loop. This session 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 for program-level student learning outcomes assessment. Note: Participants are not required to bring a laptop to this workshop. Pre-registration and additional fee required. (Session ID: 2664)

Presenter(s)*Yongmei Li, Converse College***Creating an Authentic Culture of Assessment: Building Institutional Capacity to do Assessment***Pre-Conference Workshop | Assessment | Strand 13A*

Responsibilities of IR professionals have expanded to include the coordination and completion of assessment activities. To be effective, IR professionals find themselves in the role of teaching others how to do assessment. This workshop is for IR professionals who may be asked to help prepare other campus stakeholders for upcoming accreditation visits, or to train others to in their department or in their college on assessment activities. This “train the trainer” session will provide participants with several strategies for teaching or training others about assessment techniques, and allow participants to develop at least one workshop or course they can implement on their campuses. Note: Participants are not required to bring a laptop to this workshop. Pre-registration and additional fee required. (Session ID: 2152)

Presenter(s)*Shari Ellertson, Boise State University**Ann Gansemer-Topf, Iowa State University**Lance Kennedy-Phillips, Pennsylvania State University***Enrollment Forecasting in Excel***Pre-Conference Workshop | Analysis | Strand 13B*

As institutions focus on enrollment management, the ability to understand and project patterns of change becomes imperative. Providing timely and accurate forecasts to campus stakeholders can assist in the planning and development of physical, academic, and human resources. During this workshop, a brief history of forecasting techniques will be provided, using previous studies and summative literature. Examples of curve-fitting and causal models of enrollment forecasting including trend lines, exponential smoothing, moving averages, and linear regression will be examined. Specific examples using supplementary information, such as data about live births, high school graduates, and unemployment will be provided to expand on the basic methodological techniques. Note: Participants attending this workshop are required to bring a laptop with Microsoft Excel installed. The Excel Data Analysis Toolpak will be utilized during this workshop. Pre-registration and additional fee required. (Session ID: 2198)

Presenter(s)*Eric Atchison, Mississippi Board of Trustees of State Institutions of Higher Learning**Wendy Kallina, Kennesaw State University***01:00 PM–02:30 PM****IPEDS Update***Speaker Session | Impact Session | Celestin D*

 This session provides a general update on the Integrated Postsecondary Education Data System (IPEDS). A review of the 2015-16 data collection year, information about changes for the 2016-17 collection, and an overview of IPEDS Research and Development are provided. (Session ID: 2887)

Presenter(s)*Gigi Jones, National Center for Education Statistics (NCES)*

It Started with One Conversation: A Practical Guide to the Statement of Aspirational Practice for IR

Speaker Session | Impact Session | Celestin E

 This session addresses ideas presented in the AIR *Statement of Aspirational Practice for Institutional Research*. Several of the panelists are from “early adopter” institutions that piloted this work and are at various stages of implementing the ideas addressed in the statement. They will share how it all started with one conversation. How did they begin the process? Who did they engage? What was the response? What lessons were learned? What challenges did they face? Panelists will also engage the audience in a discussion about the aspirational statement. How does this vision for data and decision support resonate with you? What opportunities and challenges do the ideas present for your institution or organization? Also, we will outline the next steps of this evolving process of reshaping the IR function. Join us for a conversation about this dynamic piece of work that is poised to grow with the field of institutional research. (Session ID: 2989)

Presenter(s)

Tim Stanley, *Utah Valley University*

Kristina Powers, *Bridgepoint Education*

Michele Hansen, *Indiana University-Purdue University Indianapolis*

Jeremy Goodman, *Franklin W Olin College of Engineering*

Sandi Bramblett, *Georgia Institute of Technology*

Patrick Perry, *California State University, Chancellor's Office*

Patrick Rossol-Allison, *Bill & Melinda Gates Foundation*

Moderator(s)

Leah Ross, *Association for Institutional Research (AIR)*

Jason Lewis, *Association for Institutional Research (AIR)*

NACE First Destination Surveys: Creating Standards and Reporting Results

Speaker Session | Impact Session | Bolden 5

The National Association of Colleges and Employers (NACE) has developed standards and protocols for collecting and reporting graduate outcomes data. This session will describe the process by which these standards were created; the standards themselves; and how one institution implemented the standards. The session will include preliminary graduate outcomes for the class of 2015 as gathered by NACE from its member institutions. (Session ID: 2885)

Presenter(s)

Matthew Brink, *National Association of Colleges and Employers*

Edwin Koc, *National Association of Colleges and Employers*

Putting Big Data to Work: Community College Perspectives on Economic Outcomes

Speaker Session | Impact Session | Celestin ABC

As community colleges receive growing scrutiny for the workforce outcomes they generate, some are turning to Big Data to help make strategic decisions that ensure they are delivering on their community’s needs. On the vanguard of such efforts is Monroe Community College (NY), which has received attention for its effectiveness at linking its offerings to local industry needs. Meanwhile, state system offices are equally keen to ensure that the array of programs across institutions efficiently meet statewide needs. This session will pair these two perspectives, starting with a spotlight on how MCC has defined a strategic direction and adjusted programmatic offerings based on data. It will also feature a statewide perspective from the State University of New York system administration, which works with much of the same data in engaging with individual two-year institutions under its jurisdiction. (Session ID: 2889)

Presenter(s)

Jonathan Gagliardi, *The State University of New York*

Todd Oldham, *Monroe Community College (NY)*

Moderator

Darlene Jones, *Association for Institutional Research (AIR)*

The Evolving Role of IR in Regional Accreditation

Panel Session | Impact Session | Celestin FGH

IR is taking on new roles in regional accreditation. At the institutional level, IR can help to translate accreditation criteria into a determination of what evidence is needed; for example, by helping to define what constitutes success and how such success might be measured. Accreditation decisions are increasingly data-based, and IR personnel are now needed as members of regional accreditation peer evaluator teams. Increasingly, the IR Director also acts as the institution’s accreditation liaison officer to the regional accreditor, a position that has the potential to help IR secure a seat at the table where and when institutional decisions are made. Representatives from several regional accreditation agencies will provide their perspectives about the roles of IR in accreditation, and will serve as critical friends in a discussion about how taking on these roles can elevate the status and stature of the IR function in higher education institutions. (Session ID: 2396)

Presenter(s)

Carol Anderson, *New England Association of Schools and College*

Elsa Buckley-Gossett, *Northwest Commission on Colleges and Universities*

Maureen Maloney, *WASC Senior College and University Commission*

Robert Pacheco, *MiraCosta College*

Moderator

Christopher Cullander, *UC-San Francisco (retired)*

03:00 PM–04:30 PM

Dollars and Datapoints: Collaboration Between IR and Business Officers

Panel Session | Impact Session | Celestin D

 This session will feature the highlights of two studies summarizing the professions of institutional researchers and business officers. In addition to the sharing of data, panelists from campuses with differing reporting structures will discuss how institutional research collaborates with business officers for institutional decision making.

(Session ID: 2883)

Presenter(s)Serge Herzog, *University of Nevada, Reno*Kenneth Redd, *National Association of College and University Business Officers*Maria Drake, *Purdue University*Darlena Jones, *Association for Institutional Research (AIR)*Eric Lovik, *Radford University***Next Steps in Data Visualization: How Online Dashboards and Factbooks Change Interaction with Data Users**

Panel Session | Impact Session | Celestin E

 This panel session will explore the next phase of online dashboards and factbooks for sharing data with institutional stakeholders. Representatives from three institutions/systems that have shared data in this way for a number of years will share their data visualization sharing system and reflect on how it has changed the interactions between their office and data users. (Session ID: 2884)

Presenter(s)Marne Einerson, *Cornell University*Marin Clarkberg, *Cornell University*Jessica Shedd, *University of Texas System*Annette Royal, *University of Texas System*Mark Leany, *Utah Valley University*Robert Loveridge, *Utah Valley University***Moderator**Gina Johnson, *Association for Institutional Research (AIR)***Perspectives on the College Scorecard**

Speaker Session | Impact Session | Celestin ABC

When the U.S. Department of Education made the College Scorecard available this past fall, it also unleashed a trove of previously unavailable information about student outcomes. This outpouring has been met with a variety of reactions, but no one can deny that the data release has generated a great deal of interest among policymakers, researchers and policy analysts, and institutional leaders. Attendees will hear three perspectives on the College Scorecard and its underlying data, beginning with one from a former federal official who continues to do extensive work on federal data policy and data usage. Next will come an institutional voice, who will describe the responses from their leadership and the public, and how institutions can productively employ the data. Finally, these two will be followed by a member of the developer community to highlight some of possibilities they see in making the data available to students and other stakeholders. Ultimately, these perspectives will provide more information about what the College Scorecard means now and in the future for you and your institution.

(Session ID: 2888)

Presenter(s)Julie Carpenter-Hubin, *The Ohio State University-Main Campus*Annie Waldman, *ProPublica*David Bergeron, *Center for American Progress***Moderator**Mary Ann Coughlin, *Springfield College***Using and Improving the Carnegie Classification of Institutions of Higher Education: The 2015 Update and Beyond**

Speaker Session | Impact Session | Celestin FGH

Within this session, the CCIHE staff will first present to AIR colleagues a brief review of the history and context of the Classification, as well as the changes implemented in the 2015 update. Most of the session time will be used to engage colleagues in roundtable discussions about three issues: What features of CCIHE should be preserved? What is important to improve or change? What innovations would the IR community like to see added to the CCIHE system going forward? Finally, the CCIHE staff will describe existing ways for IR scholar-practitioners to provide ongoing feedback and remain updated about CCIHE developments. They will also ask for suggestions for more ways to keep the dialogue open and accessible. (Session ID: 2886)

Presenter(s)Victor Borden, *Indiana University Bloomington*Phoebe Wakhungu, *Indiana University Bloomington*Chris Stewart, *Indiana University Bloomington*



WORKFORCE SOLUTIONS

 Gainful Employment

- Graduate placement
- Employment and Income Verifications

 Graduate Outcomes

- Programmatic graduate employment and income
- Institutional research and analytics

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Discover New Sources of Data Insight



Achieving the Dream and AIR members are building a culture of evidence in postsecondary institutions. Together, we are seeking new ways to strengthen IR capacity to help increase student success and completion.

Deepen your own data understanding by exploring Achieving the Dream's Data Discovery, a comprehensive guide to student success through the lens of data, and our data-focused webinar series.

<http://achievingthedream.org/data-discovery>
<https://youtu.be/qWzRA72pfmU>

GRANTS

With support from the National Science Foundation (NSF) and the National Center for Education Statistics (NCES), the Association for Institutional Research (AIR) operates a grant program that supports research on a wide range of issues of critical importance to U.S. higher education. Recipients of AIR Grants present their research at the AIR Forum.

AIR Grant Recipients Presenting at the 2016 Forum:

DISSERTATION GRANT PRESENTATIONS

Dominique Baker, *Vanderbilt University*

Ashley Clayton, *North Carolina State University*

Kyung Min (Gloria) Lim, *University of California Los Angeles*

Yuen Ting Liu, *Columbia University*

RESEARCH GRANT PRESENTATIONS

Nick Hillman, *University of Wisconsin-Madison*

Karen Webber & Manuel Gonzalez Canche, *University of Georgia*



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Program Highlights: Wednesday, June 1

6:00 AM – 4:30 PM	Registration Open – Empire Foyer
7:00 AM – 8:00 AM	Forum Attendee Breakfast and @First Forum Networking Breakfast Buffet
8:00 AM – 9:30 AM	Wednesday Keynote
9:30 AM – 5:30 PM	Exhibit Hall and AIR Networking Hub Open
9:45 AM – 11:30 AM	Concurrent Sessions
11:30 AM – 1:00 PM	Lunch Break and Networking in Exhibit Hall
11:45 AM – 12:45 PM	Poster Presentations in Exhibit Hall
1:00 PM – 3:45 PM	Concurrent Sessions
2:00 PM – 2:45 PM	AIR Annual Business Meeting
4:00 PM – 5:00 PM	Welcome Reception Hosted by AIR Board of Directors in Exhibit Hall
5:00 PM – 6:00 PM	Affiliated Organization and Auxiliary Meetings
6:00 PM – 6:30 PM	Networking/Find a Dinner Group
6:30 PM	Dinner Groups

Notes

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 2016 Scholarship Recipients:

JULIA M. DUCKWALL SCHOLARSHIP

Marc LoGrasso, *Bryant & Stratton College-Amherst*
Johnson Mwangi, *Strathmore University*
Ronald Severtis, *Indiana University-Southeast*

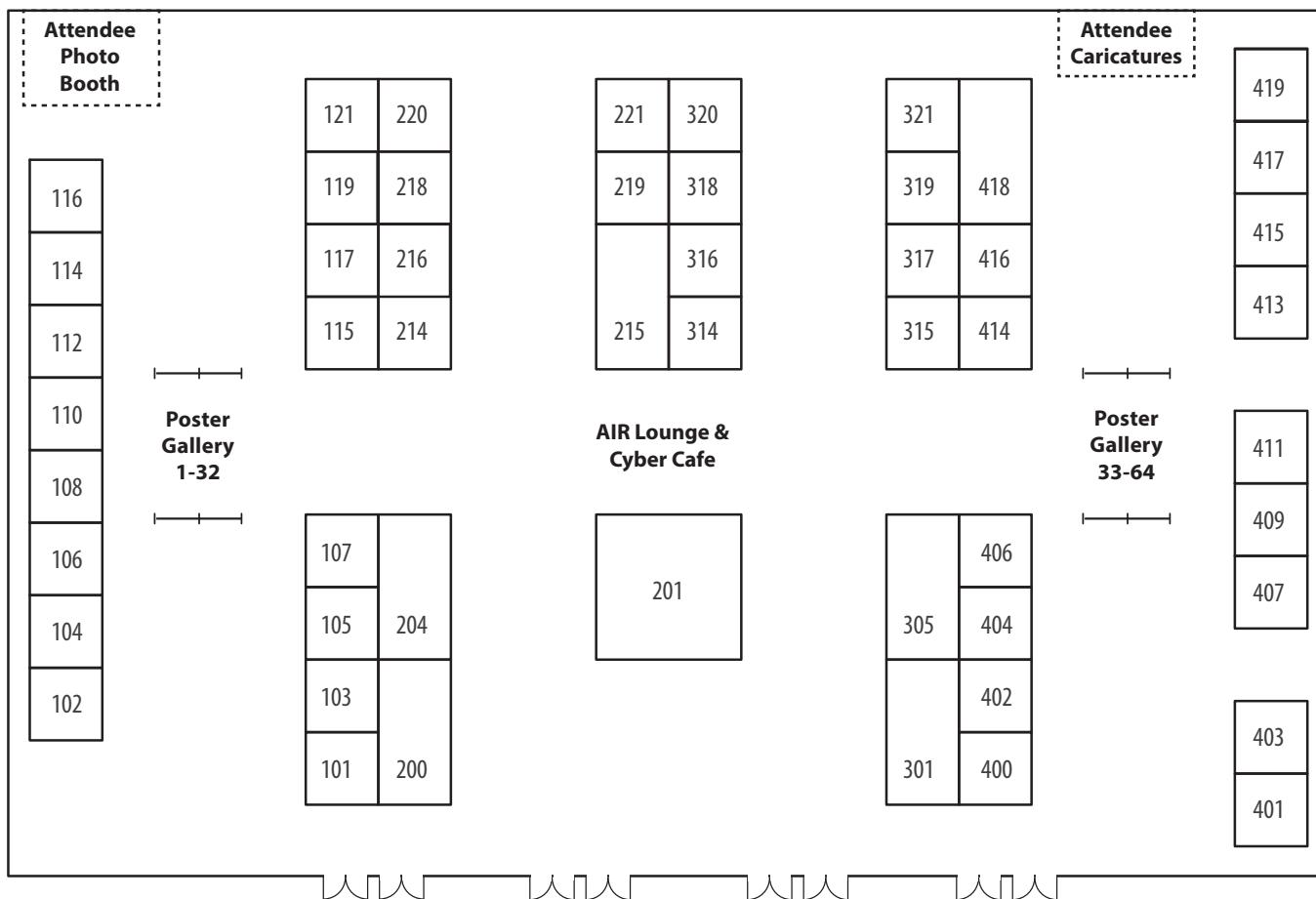
EDWARD DELANEY SCHOLARSHIP

Ross Conover, *St. Mary's College of Maryland*



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Exhibit Hall Floor Plan—Empire Ballroom



ENTRANCE

Academic Analytics, LLC	104	GradLeaders	407	Ruffalo Noel Levitz	417
ACAT	416	Gravic, Inc.- Remark Software	105	SAS Institute Inc..	215
ACT.	119	Higher Education Research Institute . . .	301	Scantron	414
Ad Astra Information Systems	103	IBM Business Analytics	218	SmartEvals (GAP Technologies, Inc.) . .	220
Blackboard	318	iDashboards.	319	Strategic Planning Online, LLC	315
Campus Labs	305	IData Incorporated.	411	SurveyGizmo	219
Civitas Learning	115	IDEA	404	Tableau.	204
CLA+	110	Incisive Analytics.	114	Taskstream	214
CollegeNET	112	Invoke Higher Education	106	The College Board	415
Collegis Education	402	IPEDS	419	Thomson Reuters.	216
Collibra	314	National Center for Science and Engineering Statistics.	116	Times Higher Education.	321
DATA180.	121	National Student Clearinghouse	409	U.S. News Academic Insights	200
Digital Measures	201	National Survey of Student Engagement. .	316	Xitracs. A Division of Concord USA, Inc. .	418
Digital Science	406	Nuventive, LLC	108	ZogoTech	403
Elsevier	117	Plum Analytics	221		
Equifax Verification Services	317	QS Intelligence Unit	107		
ETS.	400	Rapid Insight	102		
EvaluationKIT	320	Research Institute for Studies in Education.	413		
Evisions	401				
eXplorance	101				

07:00 AM–08:00 AM

First Forum: Newcomers to Forum Breakfast Gathering*Special Event | Celestin Ballroom*

First-time Forum participants are invited to join a special Newcomers gathering at the Welcome Breakfast and Wednesday Keynote. Each table will have a volunteer leader who will share tips about how to make the most of learning and networking opportunities at Forum. Look for specially marked tables to meet other newcomers and jump-start a successful Forum experience. Advance registration is not required, but arrive early for reserved seating.

Welcome Breakfast*Special Event | Celestin Ballroom*

All attendees are invited to enjoy breakfast in the Celestin Ballroom prior to the Opening Keynote. Breakfast Buffet will be set up in the Celestin Foyer beginning at 7:00 a.m. Breakfast and Keynote seating and Coffee Service is available in the Celestin Ballroom. Buffet line closes promptly at 8:00 AM.

08:00 AM–09:30 AM

Keynote Session**Wednesday Keynote with Speaker David Longanecker***Special Event | Celestin Ballroom***Higher Education in the New Normal of the 21st Century – An Era of Evidence Based Change**

 In recent years, higher education has attracted the attention of both policymakers and the public, and the searing focus is forcing institutions to be ever more entrepreneurial and innovative, cost-conscious, and outcomes-oriented. In this “new normal,” colleges and universities face tough questions about how best to serve a growing and diversifying body of students, even while their ability to raise revenue may be approaching its limits. Drawing on his long and distinguished career at the highest levels of postsecondary education policy, David Longanecker will reflect on how our industry has changed over the last 15 years and what the future holds. A central theme of his remarks will be how the effective use of data and information has been instrumental in building a case for change, how they have helped spur (or, in some cases, retard) innovation and effective practice, and how they will only grow more essential to effective higher education policy and practice. Longanecker will also take up what all these changes mean for the field of institutional research and what its practitioners can do individually and collectively to be positioned for success. (Session ID: 2984)

Presenter(s)

David Longanecker, *Western Interstate Commission for Higher Education*



09:45 AM–10:30 AM

A Difference of Two Years: College Pathways and Outcomes for Latino Students

Speaker Session | Analysis | Strand 1

National data have shown that Hispanic/Latino students are more likely to enroll in community colleges as their first postsecondary institution than any other racial/ethnic groups. The current study is conducted to examine patterns of transferring among Hispanic/Latino students who used community colleges as the entry point to their post-secondary education and how those patterns are related to degree attainment. The study looks at College Board data (student records on PSAT/NMSQT, AP, and SAT) and National Student Clearinghouse data. Participants will learn about the relationship between participation and performance on assessments and students' post-secondary education experiences and outcomes. (Session ID: 2434)

Presenter(s)

Sarah Leonard, *The College Board*
 Jing Feng, *The College Board*
 Ellen Sawtell, *The College Board*

A Framework for Addressing a Data Request with IPEDS Benchmarking Data

Speaker Session | Analysis | Strand 11A

Institutional benchmarking is a common activity for many colleges and universities. These requests are typically received by institutional research (IR) offices to determine the most relevant and comprehensive data sources to use and potentially replicate the analysis year after year. For this session, the presenters will provide a benchmark framework based on one institution's experience using the IPEDS Data Center. Topics will include explaining why IPEDS data are an appropriate benchmarking data source, summarizing the primary IPEDS Data Center features that were utilized, displaying the iterative analysis process to finalize the request, and illustrating process improvement enhancements. (Session ID: 2639)

Presenter(s)

Leslie Odom, *Boise State University*
 Jessica Lillegaard, *Boise State University*

An Integrated, Program-Level Approach to Enrollment Planning

Speaker Session | Analysis | Strand 12B

This session will highlight UCR's new comprehensive approach to long-term enrollment forecasting: a method that combines an integrated planning process with innovative statistical modeling. After program-level enrollment targets have been set through communication between central planners and academic departments, an interconnected network of statistical models evaluates how realistic those targets are, and exports the enrollment management strategies required for every academic program to hit its target over the period of time being forecasted. Attendees interested in developing a similar model will gain insight on where to begin that process. (Session ID: 2626)

Presenter(s)

Ryan Johnson, *Ivy Tech Community College-Central Office*

CUNY Best Presentation: Institutional Effectiveness in the City That Never Sleeps: The City University of New York (CUNY) Shares Its Strategies

Affiliated Organization Best Presentation | Assessment | Bolden 1

 Institutional effectiveness plans provide a framework for answering the question: How well are we collectively meeting our goals? Answering this question relies on institution-wide involvement in systematic and sustained assessment; analyzing the relationships among goals, practices, evidence, and improvements; and resourceful support by Institutional Research (IR) professionals. This session focuses on how IR offices manage institutional effectiveness with non-academic units and provides examples from four different settings: a community college, an honors college, a comprehensive college, and the central system office. Presenters share strategies for engaging non-academic units in institutional effectiveness practices and provide suggestions for overcoming challenges. (Session ID: 2922)

Presenter(s)

Elisa Hertz, *CUNY Guttman Community College*
 Biana Perelshteyn, *City University of New York Central Office*
 Sam Michalowski, *College of Staten Island / CUNY*
 Alison Weingarten, *CUNY Guttman Community College*
 Diane Phillips, *Macaulay Honors College at CUNY*
 Tammie Cumming, *City University of New York - NYCCT*



Decision-making with Analytics: Master the Complicated, Explore the Complex

Speaker Session | Analysis | Strand 2

This presentation will be valuable to attendees who are preparing to guide others through analysis using data visualization—in this case, Tableau. Support for user decision-making is critical, as highly sophisticated questions can be explored using Tableau’s tools. While it is tempting to ignore all but the most basic tables, rejecting anything complicated, and user expectations often drive the data design, these approaches sacrifice the ability to address complex issues. Presenters in this session will discuss key moments in the development of visualization techniques, analyze a case study of the integration and support for learners, outline related observations (from CCSSE N= 2,733); and adapt training materials that will be shared. (Session ID: 2619)

Presenter(s)

Daryl Davis, *Valencia College*
Laura Blasi, *Valencia College*

Defining Your Student Veterans and Assessing Their Outcomes

Speaker Session | Analysis | Bolden 2

The complex affiliations among students with military ties can be difficult to define, and challenging when assessing this student group’s outcomes. As demands increase to meet new federal requests specific to military students, respond to military student ranking surveys, and to conduct analyses, IR professionals need to be able to disaggregate military student data, to ensure consistency of the data and also accuracy in the tracking, reporting, and assessment of this student group. This session is designed to help IR professionals identify the varying affiliations within their military student population, in order to better define and disaggregate within this student group, for internal and external purposes. This session will also present the process and results of a research study involving two and three-year veteran student transfer cohorts and their retention, persistence, and graduation rates. (Session ID: 2325)

Presenter(s)

Rebecca Wood, *Bridgepoint Education*
Kristina Powers, *Bridgepoint Education*
Waddell Herron, *California State University, Office of the Chancellor*
Patrick O’Rourke, *California State University*

Designing, Validating, and Successfully Implementing a Satisfaction Survey

Speaker Session | Analysis | Bolden 4

The University of Oklahoma Office of Academic Assessment developed and administered a short student satisfaction survey in Spring, 2015. The case study to be discussed demonstrated the utility of in-house survey design to inform campus-wide decision-making. This session will explain the benefits of designing and administering an in-house student satisfaction survey, identify methods for designing and validating a home-grown survey, describe the use of survey results to inform institutional decision-making, and discuss methods for adapting an existing survey for use in their institutions. (Session ID: 2137)

Presenter(s)

Chih Ming (Ryan) Chung, *University of Oklahoma*
Felix Wao, *University of Oklahoma*
Lindsey Tate, *University of Oklahoma*

Going Test-optional: The Effect on Diversity, Admissions, and Rankings

Speaker Session | Analysis | Bolden 6

 An increasing number of institutions have gone “test-optional” in admissions, not requiring applicants to submit standardized test scores (SAT/ACT). The trend has garnered much attention in the media, but is the subject of surprisingly few analytical studies, and none directly assess the impact on an institution’s ranking. The objectives of this session are to explore how the impact of going test-optional varies across institutions in terms of admissions metrics and rankings, and how institutions do not necessarily experience the often-stated desired effect of increasing student diversity. The history and rationale behind the test-optional movement will also be discussed, as well as caveats and limitations to studying the impact of implementing a test-optional policy. This analysis should be important to AIR members, due to the increasing number of institutions across all Carnegie classifications that have recently chosen to go test optional, or are considering it. (Session ID: 2541)

Presenter(s)

Kyle Sweitzer, *Michigan State University*
Emiko Blalock, *Michigan State University*



Harnessing Data Without Getting Trampled by It: A Branch Campus Case Study

Speaker Session | Decision-Support | Strand 3

Attendees at this session will learn how one branch campus identified “at risk” students and built their capacity to solve retention problems at both the institution level and the local level. The results were the creation of a data warehouse at the institution level to organize and make accessible more useful data, the creation of sub-committees responsible for retention for each of the three campus locations, and the use of tools like Weka to analyze and visualize the local data and a website to communicate the information across the institution. This presentation will highlight how gathering and analyzing small data sets from the branch campus led to changes in academic services. (Session ID: 2384)

Presenter(s)

Deborah Kepple-Mamros, *Western Illinois University - Quad Cities*

Joseph Rives, *Western Illinois University - Quad Cities*

How to Succeed and/or Fail at Being a Scholar from One Who has Done a Lot of Both

Speaker Session | Operations | Strand 10B

In this session the recipient of the 2016 Sidney Suslow Scholar Award will share some basic principles of scholarship that have served him well over 40+ years of membership in the Association and 41 consecutive Forums. Those attending will learn such lessons as persistence and perspiration are often more important than being intelligent, that having smart friends is frequently just as necessary as being smart yourself, and that getting out of town can improve one's scholarship as well as one's personal relationships. The general conclusion is that if he can do it, just about anybody can do it. (Session ID: 2973)

Presenter(s)

John Muffo, *John A. Muffo and Associates, Inc.*



Institutional Course Evaluations: Smooth Sailing Amidst a Sea of Changing Campus Technology

Sponsored Speaker Session | Technologies | Strand 7

S Student feedback continues to be an irreplaceable component in managing quality and continuous improvement throughout higher education. However, this process can be challenging to maintain in today's ever-changing and evolving campus environments. In this session, learn how EvaluationKIT supports institutions in successfully administering their institutional course evaluation process as they adapt to a variety of campus technology changes (e.g., switching learning management systems and navigating major system upgrades). You'll have an opportunity to hear firsthand how Baylor University and Embry-Riddle Aeronautical University have partnered with EvaluationKIT to manage course evaluations at their institution for many years and through a variety of changes at their institutions, while continuing to streamline the administration of course evaluations, maximize student response rates, and improve access to and use of results by faculty and administration alike. (Session ID: 2951)

Presenter(s)

Peter Pravikoff, *EvaluationKIT*

Kimberly Brantley, *Embry-Riddle Aeronautical University*

Kathleen Morley, *Baylor University*

Meaghan Wheelis, *Baylor University*

It Started with One Conversation: A Practical Guide to the Statement of Aspirational Practice for IR

Speaker Session | Decision-Support | Strand 13A

This session addresses ideas presented in the AIR *Statement of Aspirational Practice for Institutional Research*. Several of the panelists are from “early adopter” institutions that piloted this work and are at various stages of implementing the ideas addressed in the statement. They will share how it all started with one conversation. How did they begin the process? Who did they engage? What was the response? What lessons were learned? What challenges did they face? Panelists will also engage the audience in a discussion about the aspirational statement. How does this vision for data and decision support resonate with you? What opportunities and challenges do the ideas present for your institution or organization? Also, we will outline the next steps of this evolving process of reshaping the IR function. Join us for a conversation about this dynamic piece of work that is poised to grow with the field of institutional research.

(Session ID: 2910)

Presenter(s)

Tim Stanley, *Utah Valley University*

Kristina Powers, *Bridgepoint Education*

Michele Hansen, *Indiana University-Purdue University Indianapolis*

Jeremy Goodman, *Franklin W Olin College of Engineering*

Leah Ross, *Association for Institutional Research (AIR)*

Jason Lewis, *Association for Institutional Research (AIR)*

Sandi Bramblett, *Georgia Institute of Technology*

Patrick Perry, *California State University, Chancellor's Office*

Patrick Rossol-Allison, *Bill & Melinda Gates Foundation*

Making the Most of the College Scorecard Data

Speaker Session | Analysis | Strand 13B

 The US Government recently released the College Scorecard data set, making huge waves in the world of Higher Education and IR. This presentation will show how New York University created insightful reports and dashboards to utilize that vast amount of data. This session will cover the structure of the data, available variables, data limitations, and data cleaning process used. The decisions that had to be made regarding data limitations will be addressed specifically. The speaker will then present two separate analytic tools developed using Tableau: a static report developed in the week after the release of the data, and an in-depth, interactive dashboard. Attendees will be able to see how NYU has utilized this data set to compare itself to its competitors in new ways, and how that process can be easily adapted to other institutions. Attendees will also hear stories from NYU about using this data.

(Session ID: 2272)

Presenter(s)

Wes Posson, *New York University*

Onboarding Institutions to a State-Wide Higher Education Data Warehouse

Discussion Group | Reporting | Imperial 5D

An obstruction in access to a centralized, system-level data warehouse produced a strong appeal from campus users for access, fueled a lack of confidence in the data integrity, and stopped an important feedback loop for data quality. The determined solution was to create an onboarding process similar to that of onboarding an organization into transactional enterprise resource planning software. Data warehouse access is a key step to creating intelligence out of data, along with integrity, analysis, and use. The onboarding project addresses both theoretical and practical aspects for creating a healthy data warehouse community. (Session ID: 2748)

Presenter(s)

Tan Tran, *University System of Georgia*

Greg Schutz, *University System of Georgia*

Presentation Matters: Creating Visually Appealing Graphs, Tables, and Text

Speaker Session | Technologies | Strand 12A

This interactive session provides tips from renowned experts (Edward Tufte, Stephen Few, Garr Reynolds of “Presentation Zen,” and others) on effective data presentation strategies for text-based, tabular/numerical and graphical information. Applying these tips and principles can make documents and formal presentations informative, clear, accessible, and thought-provoking, so that meaningful conversations are initiated, producing actions with results. As a result of participating in this session, participants will gain skills to improve their graphical, tabular and numerical, and text-based presentations and documents. (Session ID: 2497)

Presenter(s)

Anne Marie Karlberg, *Whatcom Community College*

Reporting Enhancement, Performance Benchmarking, and Data Exchange Services

Sponsored Discussion Group | Reporting | Imperial 1

 This discussion will address reporting enhancements, performance benchmarking, and data exchange services within the context of the National Student Clearinghouse StudentTracker service. In this discussion group participants will have the opportunity discuss enhancements currently being made to that system, and to discuss a new initiative to incorporate race/ethnicity data into Clearinghouse reports and services. (Session ID: 2953)

Presenter(s)

Jason DeWitt, *National Student Clearinghouse*



Retention Calculation Methods for Entities with Non-Traditional Enrollment

Discussion Group | Analysis | Imperial 5C

This session will offer a venue for IR and IE professionals and higher-education administrators at non-traditional institutions and traditional institutions offering programs with multiple starts throughout the year to discuss metrics for assessing student retention in settings that do not conform to the traditional calendar. These include accelerated programs, certificates, online education organizations, or schools offering start dates throughout the year. The facilitators will lead a discussion on alternative methods of reporting student progression that provide a richer understanding of student performance. (Session ID: 2739)

Presenter(s)

Lorraine Devos, *Ashford University*
Stephen Nettles, *Ashford University*

Retention Strategies: How to Identify and Retain Students at Risk

Discussion Group | Decision-Support | Imperial 5A

This discussion will cover how IR and IE offices can utilize their expertise in moving the retention conversation forward. Through the use of quantitative and qualitative data analysis, multiple departments can come together to identify, qualify, and intervene on behalf of students who are at risk. (Session ID: 2133)

Presenter(s)

Billy Evers, *Eckerd College*
Jacqueline MacNeil, *Eckerd College*
Jason Hanser, *Eckerd College*

Student Lifecycle: Predicting Enrollment, Retention, and Graduation

Speaker Session | Analysis | Strand 11B

Institutional researchers are asked the following questions by executive officers on a daily basis: How many first-time, first-year students are we going to have this fall? Can you predict how many students are at risk to drop out? How many students are going to graduate in four and six years? This presentation will provide attendees with the statistical framework needed to answer these questions. Using logistic regression and multinomial logistic regression, attendees will learn how to develop a student success model, construct a longitudinal data set, and identify student characteristics (gender, Pell Status, and SAT) and time-varying factors (financial aid by year) associated with matriculation, retention, and graduation. (Session ID: 2516)

Presenter(s)

David Troutman, *The University of Texas System*
Steven Wilkerson, *University of Texas at San Antonio*
Cathy Delgado, *The University of Texas System*

Supporting Academic Areas: One Size Does Not Fit All

Speaker Session | Operations | Bolden 5

 The fundamental element of IR is to provide service and data to the campus constituents. IR's most overlooked and underutilized data consumers are in the academic areas. Upon recognizing the diversity of aptitude and data capability across campus, it is evident that a one-size-fits-all approach will not do. This presentation will highlight reports, from static to dynamic, and include a demonstration of Indiana State University's new information gateway system. Presenters will discuss the various ways of providing data, communicating, and accommodating needs and expectations to support academic areas. (Session ID: 2180)

Presenter(s)

Linda Ferguson, *Indiana State University*
Margaret Dalrymple, *Indiana State University*



The Graduate Experience for IR Professionals

Discussion Group | Operations | Imperial 9

As demands for data analysis rise in our increasingly data-driven world, IR offices will require individuals who are highly educated and skilled. Graduate education is an excellent way to master new technical and analytical skills, increase issues intelligence and contextual intelligence, and receive a credential which may be needed for advancement. This discussion will address the topic of graduate education for IR professionals, including master's, doctoral, and IR certificate programs. Attendees will discuss the type of skills they want to learn, what type of education they may be interested in, and what type of graduate education can be beneficial for these goals. (Session ID: 2797)

Presenter(s)Samantha Nix, *Florida State University*Mark Umbricht, *The Pennsylvania State University***09:45 AM–10:45 AM****University Rankings: The Next Generation**

Sponsored Speaker Session | Assessment | Strand 4

S In this exclusive session, the team behind the prestigious Times Higher Education World University rankings, founded in 2004, will provide a detailed masterclass on the rankings methodology and results. The team will also outline THE's plans, following a major investment in data science, for a whole new generation of university performance metrics, benchmarking systems and rankings. (Session ID: 2994)

Presenter(s)Phil Baty, *Times Higher Education***Using Predictive Modeling to Assess Employability, Salary, and Satisfaction**

Speaker Session | Assessment | Strand 10A

This session will present results of predictive modeling of variables contributing to various post-graduation occupation outcomes for undergraduate students. Outcomes include employment, compensation, and satisfaction. In addition, results of more granular analyses conducted using groupings of majors constructed through cluster analysis will be presented. Analysis of predictive variables was conducted, using national data collected through The Outcomes Survey, a standardized survey instrument used at nearly 140 institutions across the country, with over 44,000 undergraduate students in the population who graduated during the 2014-2015 IPEDS year; the survey was as of 6-months post-graduation. Preliminary 2015-2016 IPEDS academic year data will also be discussed. Attendees will learn about the method of analysis, the findings, and prescriptive applications. (Session ID: 2537)

Presenter(s)Max Wartel, *GradLeaders, Inc.***10:45 AM–11:30 AM****A Closer Look at the Trillion: Default Trends at Iowa's Community Colleges**

Speaker Session | Analysis | Bolden 3

 Outstanding student loan debt totals more than \$1.18 trillion, but who defaults, and how can data be used to prevent this outcome? This session will provide attendees with an in-depth look at the findings and recommendations from a recent report published by the Association of Community College Trustees, which analyzed Department of Education and institutional data from all 16 community colleges in Iowa. The report's authors will review findings and discuss how IR professionals can analyze their institutions' data, how to use their findings to drive policy making, and how to integrate solutions across campus units. (Session ID: 2448)

Presenter(s)Colleen Campbell, *Association of Community College Trustees (ACCT)*Nick Hillman, *University of Wisconsin-Madison*

Argos Case Studies for Institutional Research

Sponsored Speaker Session | Technologies | Imperial 1

S Institutional Researchers are being asked to provide more and more meaningful information to key stakeholders, (and often with shorter timeframes in which to do so). Come see how Evisions' Argos Enterprise Reporting Tool is allowing IR professionals to provide further clarity to key stakeholders all through our client institutions. We will be sharing Argos client examples related to: Strategic Plan KPIs, IPEDS Data, Course Utilization/Course Capacity from a Planning/Program Review Perspective, Longitudinal trends for Enrollment, Retention, and Grad Rates, and more! Argos Dashboards, Interactive Charts, and OLAP Cubes allow folks in IR to provide the appropriate context, and meaningful data in a way that is easy for end consumers to use to make data driven decisions off of, while saving significant time for all involved. (Session ID: 2938)

Presenter(s)Brian Stevens, *Evisions***Assessment: Get the Faculty to Do It—Hey, They Like It!**

Speaker Session | Assessment | Bolden 4

The presenters of this session worked with faculty to find a way for faculty to enjoy engaging in discussions about educational goals and the need to change them. Revision of educational goals is generally met with a sigh and an eye roll, but given the pressure for higher education to justify our very existence, strong, well-understood educational goals are essential. At many institutions, assessment is carried out either by assigning the task to a committee, or through a top-down approach, and is politically fraught. The presenters will share how they engaged a large group of faculty in activity-based discussion groups to develop a revised set of education goals, and had fun doing it. (Session ID: 2319)

Presenter(s)Ellen Peters, *University of Puget Sound*Kate Cohn, *University of Puget Sound***Automating the Collection of Survey Data: Welcome to the 21st Century**

Speaker Session | Technologies | Bolden 1

This presentation will discuss how and why an IR office at a large university successfully implemented an automated mandatory graduation survey within each student's application to graduate, as well as an automated reporting tool to quickly put actionable data into the hands of senior leaders. Significant consideration will be given to navigating the institutional politics surrounding this proactive initiative, as well as the technological requirements necessary for implementation. Attendees will be encouraged to apply the lessons learned and techniques employed at their institutions. (Session ID: 2634)

Presenter(s)Michael Bolen, *University of South Florida*Jennifer McCarthy, *University of South Florida***Case Study: How Baylor University is Utilizing Faculty Activity Reporting to Help Measure Mission Statement Success**

Sponsored Speaker Session | Technologies | Strand 7

S With mission-critical, five-year goals defined, Baylor University is striving to inform evidence-based, institutional decision-making in support of its commitment to cultivating leadership and service among its faculty and students. Come learn how Baylor and Digital Measures have partnered to use faculty activity reporting software to more effectively and efficiently identify how key activities aligned with strategic initiatives to demonstrate progress toward meeting the university's objectives. (Session ID: 2978)

Presenter(s)Andrew Wiech, *Digital Measures*Michael Matier, *Baylor University***Challenges of Assessing Impacts of Community Engagement**

Discussion Group | Technologies | Imperial 9

This discussion will address the practice of collecting meaningful data about community engagement within the context of myriad factors, including the development of competency-based learning, students' motivations to strengthen their desirability on the job market, and institutional assessments of their public service missions, as well as student, faculty, and institutional goals to measure truly reciprocal learning experiences. (Session ID: 2592)

Presenter(s)Suchitra Gururaj, *The University of Texas at Austin*

Choosing and Implementing an Epic Accreditation Management System

Speaker Session | Technologies | Strand 11A

A feasible, practical, affordable planning, assessment, and accreditation management system can be developed using Microsoft SharePoint. This presentation will describe how Florida Gulf Coast University developed and implemented its own system using SharePoint to accommodate IE needs to satisfy accreditation and state reporting requirements. Presenters will discuss the criteria they used to choose between a customized in-house system and a plethora of commercial choices. SharePoint is a web application platform that provides lists, libraries, search tools, calendars, customizable pages, and integrates with Microsoft Office applications. (Session ID: 2166)

Presenter(s)

Lenore Benefield, *Florida Gulf Coast University*

Paul Snyder, *Florida Gulf Coast University*

Considering Assessment and Planning, to Ensure Effectiveness and Student Success

Discussion Group | Assessment | Imperial 5A

This presentation will address the link between assessment and strategic planning in measuring IE and institutional efficiency. Further, it will demonstrate how these variables impact resource allocation and student success. Assessment and planning are very important to the field of IR, and knowledge and understanding of these issues are critical to practitioners in assisting their institutions to attain not only continuous improvement, but also accreditation. This helps ensure public confidence in the quality educational programs delivered to students at the institution. (Session ID: 2731)

Presenter(s)

Shayla Moore Prince, *Temple University*

Sesime Adanu, *SUNY Broome Community College*

Data Governance at American Public University System

Speaker Session | Technologies | Bolden 6

 Consistency, integrity, transparency and cohesiveness are four philosophies that are integral to the culture of the office of IR at American Public University System (APUS), and are applicable to IR at any university. APUS implemented the Data Cookbook to support these four philosophies. By making data definitions easily accessible and incorporating them into systems and processes, institutional terms are better documented and understood throughout the organization. Data definitions may be searched through the school's intranet page, and specific definitions are embedded in reports and dashboards. An agile process has resulted in over 2,000 terms being defined, reviewed, and approved in the Data Cookbook. This presentation will provide attendees with a technical, interactive demonstration of how Tableau and the Data Cookbook have been integrated to provide consistent and clear documentation of dashboards. (Session ID: 2280)

Presenter(s)

Geoff Koch, *American Public University System*

Elizabeth Wallace, *American Public University System*

Dave Becher, *American Public University System*

FAIR Best Presentation: Suggested Applications of Exploratory Factor Analysis for Institutional Researchers

Affiliated Organization Best Presentation | Analysis | Bolden 2

 This paper provides empirically derived rational for the application of Ordinary Least Squares factor analysis to data conditions that institutional researchers encounter as they analyze increasingly complicated data sets. To derive this rationale, the study includes a Monte Carlo method to simulate data under 540 research conditions that varied in sample size, communality level, dichotomization, and the number of factors in the populations; factor loading matrices derived through three exploratory factor analytic techniques were compared to the known factor structure imbedded in the simulated population. In addition to the results of this methodological research, the paper includes descriptions of exploratory factor techniques and examples of their utility for institutional researchers. (Session ID: 2986)

(Session ID: 2986)

Presenter(s)

Kevin Coughlin, *Florida International University*



FERPA and its Role in IR: Best Practices*Speaker Session | Operations | Strand 3*

Often offices of IR focus their energy on research innovations but neglect important issues of compliance. The Family Education Rights and Privacy Act (FERPA) governs access to data by a student, but also plays a role in how those data are to be protected. IR departments receive many requests for data, and when those requests call for records of identifiable students, care needs to be taken that departments operate within the confines of the law. This presentation will provide an explanation of these rules coupled with applicable examples, and one department's strategies for avoiding problems. (Session ID: 2278)

Presenter(s)

Geoff Matthews, *Utah Valley University*
Tim Stanley, *Utah Valley University*

Graduate Student Surveys: Assessment Landscape, Challenges, and Solutions*Speaker Session | Assessment | Strand 13A*

Most assessments of the graduate student experience are institution-based, and largely focused on satisfaction exit surveys. Very few of these surveys touch on the experiences of graduate students as instructors or teaching assistants. Further lacking are trends from large-scale surveys or national data on the experiences of graduate students, which is especially concerning given the increasing number of graduate students entering the classroom to teach undergraduate students. Attendees will discuss how the assessment of graduate student experiences varies on different campuses, as well as examine the challenges and potential solutions associated with assessing these experiences. Finally, attendees will learn about one large-scale survey of graduate student experiences, see a selection of results gathered from two years of administration of this survey, and hear about how institutions have used these results for graduate student professional development purposes. (Session ID: 2247)

Presenter(s)

Bridget Yuhas, *Indiana University*
Allison BrckaLorenz, *National Survey of Student Engagement*
Thomas Nelson Laird, *Indiana University*

How to Visualize Flow Data*Discussion Group | Decision-Support | Imperial 5C*

Institutional researchers are asked to report higher education data to reflect diverse aspects of issues in a concise, accurate, and informative way. Aligned with this demand, visualization of college data becomes a useful tool, with its strength in summarizing and analyzing dynamics of higher education as reflected in data. Institutional researchers should acknowledge the wide range of tools available, and how these tools can be used differently and effectively, depending on what information they are requested to provide. This session will briefly introduce three selected tools to visualize flow data. (Session ID: 2720)

Presenter(s)

Hyejin Choi, *University of Georgia*
Julius Gant, *University of Georgia*
Meihua Zhai, *University of Georgia*
Manuel S Gonzalez Canche, *University of Georgia*

Instructional Productivity Standards by Discipline and Level, Finally*Speaker Session | Analysis | Strand 2*

 Producing student credit hours (SCHs) in a variety of disciplines and at different student class levels is the core higher education function, but there are no national normative standards for the amount of instructional FTE required to produce an amount of SCHs. Standards, if any other than past local practice, tend to be from funding formulas that are in turn based on past practice. In an effort to establish standards, this session will share the best fit solutions of instructional FTE to student credit hours by discipline and level for public research universities using data from the National Study of Instructional Costs and Productivity (Delaware Cost Study) restricted access database. The relationship between instructional FTE needed based on the solutions, and the actual instructional FTE used by institutions is an indication of instructional efficiency, funding, and faculty workload that can be used at the level of departments, colleges, and campuses. (Session ID: 2347)

Presenter(s)

S. P. Chatman, *University of California-Merced*



IR and PR: An Unlikely Partnership

Speaker Session | Operations | Strand 1

IR professionals must navigate the complicated relationship between their office and public relations (PR). Often, IR claims PR is too focused on perception; PR claims IR is too focused on facts. When the facts don't speak for themselves, however, what can those in IR learn from their PR colleagues? How can IR use a PR strategy to move analyses from background information to conversation starter? How can IR get agenda-changing discoveries in front of the people best positioned to appreciate their implications? This session will use real examples from IR and provide practical ideas for applying these techniques. (Session ID: 2190)

Presenter(s)Linda LeFauve, *Davidson College***IR Reporting for College Leadership: Show and Tell**

Discussion Group | Decision-Support | Imperial 5B

This show and tell discussion will address IR reporting tools used to help college trustees and executives make decisions. Attendees should come prepared to share examples of their latest unique or innovative reports, including the type, content, frequency, and data visualization used. Successes, lessons learned, and challenges will be discussed. This session will conclude with a summary of trends and best practices seen in the discussion. (Session ID: 2785)

Presenter(s)Lou Guthrie, *Johnson County Community College*John Clayton, *Johnson County Community College*Natalie Alleman Beyers, *Johnson County Community College***Prerequisites Alignment Analysis**

Discussion Group | Decision-Support | Imperial 5D

Adopting student success in the next class as one of the main outcomes will allow an institution of higher education to build a robust alignment of prerequisites. The research method developed at Pima Community College helped to reveal hot points in the prerequisites sequence, where courses were not perfectly aligned. This analysis is supported by the findings that, in general, for both developmental and college-level courses, the grade in the previous course is an important student success predictor factor. (Session ID: 2716)

Presenter(s)Maria Vasilieva, *Pima Community College***The American Freshman 1966-2015: Highlighting 50 Years of Data Collection**

Speaker Session | Analysis | Celestin E

  Technology, pedagogy, and state and federal policy have forced colleges and universities to evolve over the past five decades. Institutions have relied on technology to operate more efficiently, faculty have begun experimenting with new ways of teaching, and state and federal policies have forced more of the costs of attending college from society writ large to individual students and their families. Changes to the composition of students, however, have prompted some of the greatest responses from colleges and universities. This session unveils findings from 50 years of data collection on incoming college students conducted by the Cooperative Institutional Research Program (CIRP)'s Freshman Survey. CIRP will release its monograph describing five decades worth of change among incoming college students at AIR, and this session will highlight trends related to changes in student demographics, pre-college preparation and experiences, students' college choice process, and expectations for college. (Session ID: 2405)

Presenter(s)Kevin Eagan, *University of California, Los Angeles***The Role of Achievement and Interests: Who Will Declare a STEM Major?**

Speaker Session | Analysis | Strand 4

In light of new initiatives and programs being implemented to promote science, technology, engineering, and mathematics (STEM) interest and participation among students, this study examines a multidimensional model of STEM major choice, based on students' achievement levels, their high school coursework and grades, their expressed and measured interests in STEM, and student demographics. Study data consist of more than 90,000 students from more than 40 four-year institutions. Students' interests in STEM are measured using the ACT Interest Inventory and their expressed major preference. Study findings suggest that students who are better prepared academically in mathematics and science and have STEM-related interests are more likely to initially declare a STEM major. Differences in STEM major choice rates exist among STEM major clusters and student demographic groups. The implications of the findings for promoting interest in STEM fields among different student groups will be discussed. (Session ID: 2285)

Presenter(s)Krista Mattern, *ACT, Inc.*Justine Radunzel, *ACT, Inc.*

Using Latent Class Analysis in IR: Subgroups of Non-Proficient STEM Majors

Speaker Session | Analysis | Strand 12A

Latent class analysis (LCA) is a quantitative method used to determine the existence of latent (unobserved) groups of individuals based on observable indicators. Although this method has been widely used in other fields, it has not been applied in IR. This presentation will demonstrate how LCA results can guide data-driven IR decisions regarding campus programs, services, and policies. This presentation will walk through LCA by examining latent subgroups of first-time first-year students who entered with declared STEM majors, yet have not exhibited proficiency in math at matriculation. In this study, non-proficient STEM majors are classified into subgroups based on pre-matriculation indicators (i.e., standardized and placement test scores, high school GPA and college preparatory course taking), with sex, race, first-generation college status, and socio-economic status used as predictors of latent class. Implications of results for IR and practitioners will also be discussed. (Session ID: 2329)

Presenter(s)

Erika Baldwin, *California State University Office of the Chancellor*

Matthew Case, *California State University*

Hui-Jeong Woo, *California State University-Los Angeles*

Working for Pay and High-Impact Practice Participation

Speaker Session | Decision-Support | Bolden 5

 High-Impact Practices (HIPs), such as study abroad, research with faculty, and service-learning, have garnered the attention of educators and researcher alike. However, since the participation in these educational opportunities may be cost prohibitive, concerns regarding access exist. One behavioral factor of interest related to these concerns is student employment and how it is related to HIP participation. Using data from the 2015 administration of the National Survey of Student Engagement, the speakers of this session explored diverse patterns of engagement when considering the differing circumstances of part-time and full-time, first-year and senior students with regard to paid employment on campus, off campus, or both. The findings can help guide institutional practice with regard to promoting HIP participation for all students. (Session ID: 2460)

Presenter(s)

John Zilvinskis, *Indiana University-Bloomington*

Alexander McCormick, *Indiana University-Bloomington*

10:45 AM–11:45 AM

How IR Can Support the State Higher Education Policy Environment

Panel Session | Reporting | Strand 10A

As state funding for higher education continues to decline and higher education outcomes become an increasing part of the public dialogue, good data to inform policy have never been more important. IR professionals are essential to improving student outcomes at the institutional level, and as states focus on this issue, it's important for IR professionals to lend their voice to state-level policy conversations. Still, political decision making is different than institutional decision making, and both often are at odds with the research methods valued by researchers. This panel is designed to give insight to IR professionals about how state policy makers work together to use data in decision-making. Representatives from the State Higher Education Executive Officers, National Conference of State, and Complete College America will provide insight into the needs of their membership, and ways they are able to bridge research with the policy needs of their constituents. (Session ID: 2458)

Presenter(s)

Andy Carlson, *State Higher Education Executive Officers (SHEEO)*

Dustin Weeden, *National Conference of State Legislatures*

Kathleen Zaback, *Complete College America*

Wednesday

New Frontiers: Third Party Industry Certification Data Exchange Project

Panel Session | Reporting | Strand 10B

Accessing detailed student records about credentials that are not awarded by educational institutions—third party industry certifications—is outside established higher education data-sharing initiatives. However, it is a topic worthy of further investigation. According to the US Census Bureau (2014), one-quarter of adults in the US hold a non-degree credential, and those possessing industry credentials working full-time had higher median earnings than those without them. This session highlights current outcomes from a precedent-setting unit record data-sharing project between a consortium of states (CA, FL, IL, IA, OK and NC) and CompTIA—the leading third party, vendor-neutral, standards-based information technology industry certifier. Planned project expansion will also be discussed. (Session ID: 2480)

Presenter(s)

Scott Parke, *Collin College*

Gretchen Koch, *CompTIA*

Vladimir Bassis, *Iowa Department of Education*

Pradeep Kotamraju, *Iowa Department of Education*



Next-Level Learning Outcomes Assessment: Varying Perspectives, Common Goals

Panel Session | Assessment | Strand 12B

As student learning outcomes assessment has grown in both prevalence and importance, many institutions still struggle in several areas. Building an effective assessment process requires a great deal of skill, particularly when institutions (and IR offices) have limited resources. Perhaps more important, the field of assessment is shifting to a focus on improvement, rather than mere accountability. This requires a continuous process of assessment, rather than an episodic demonstration of institutional achievement. In this session, leading experts in the field will bring multiple perspectives to help attendees understand how institutional researchers can position themselves in this process. In addition, they will discuss best practices and cutting-edge advances in higher education assessment that attendees can take back to their institutions. (Session ID: 2612)

Presenter(s)

Ross Markle, *Educational Testing Service*
 Natasha Jankowski, *National Institute for Learning Outcomes Assessment*
 Javarro Russell, *Educational Testing Service*
 Charles Blaich, *Center of Inquiry and Higher Education Data Sharing Consortium*
 Keston Fulcher, *James Madison University*
 Kathleen Wise, *Center of Inquiry and Higher Education Data Sharing Consortium*

Washington Update: National Data Policy Conversations

Panel Session | Operations | Strand 11B

This session will feature data policy experts from the Institute for Higher Education Policy, Association of Public and Land-grant Universities, and American Association of Community Colleges, bringing participants an up-to-the-minute assessment of the climate in Congress and within the Department of Education with respect to higher education in general, proposed data privacy legislation, and the expected timetable and drivers for reauthorization of the Higher Education Act. The presenters are all seasoned data policy experts, and will engage in a panel conversation of the issues of the day with a particular focus on national policy as it applies to IR, IE, assessment, and accreditation. (Session ID: 2562)

Presenter(s)

Teri Hinds, *Association of Public and Land-grant Universities*
 Christine Keller, *Association of Public and Land-grant Universities*
 Jamey Rorison, *Institute for Higher Education Policy*
 Kent Phillippe, *American Association of Community Colleges*

What Every IR/IE Rookie Should Know: Class of 2016

Panel Session | Operations | Strand 13B

Three institutional researchers representing a public master's university, a public university system office, and a public research university will share experiences from working in IR and IE. The target audience is those who are newcomers to IR and/or the responsibility of coordinating, planning, assessment, and helping others use assessment results for continuous improvement/IE. This presentation will also allow time for a question and answer session with the panelists, as well as an opportunity for the audience to share lessons they learned during their initial experiences of working in IR and IE. (Session ID: 2174)

Presenter(s)

Eric Atchison, *Mississippi Board of Trustees of State Institutions of Higher Learning*
 Angel Jowers, *The University of West Alabama*
 Gordon Mills, *University of South Alabama*

11:45 AM–12:45 PM

An Assessment Tool Grounded in Pedagogy to Aid Student Learning

Poster Presentation | Assessment | Poster 7

The primary function of assessment is to ensure the quality of both course content and student learning across all instructional modalities. The need for better student engagement, student and academic support, and appropriate assessment of learning and performance remains at the forefront, as e-learning continues as the fastest-growing enrollment sector in higher education. More emphasis should be placed on constructing measurable assessments to evaluate cognitive, affective, and psychomotor domains for students in online and blended environments. This poster details a rubric developed to evaluate the structural elements of course design across all modalities, with emphasis on e-learning. (Session ID: 2216)

Presenter(s)

Dana Dalton, *Forsyth Technical Community College*



Analyzing User Engagement in a Private Social Media Educational Group

Poster Presentation | Decision-Support | Poster 47

Educators often adopt social media platforms, such as closed Facebook pages or Google+ private communities, to facilitate course engagement. IR professionals may be asked to determine if this strategy effectively engages students. This poster session offers a case study of the Google+ private community established for the Deaf STEM Community Alliance, to illustrate this question. Specifically, the poster session will describe the functions of the DHHVAC, share methods by which DHHVAC engagement is assessed, and discuss strategies for generating engagement in an educational forum supported by a social media platform. (Session ID: 2395)

Presenter(s)

Lisa Elliot, Rochester Institute of Technology

Assessing Science Literacy at the Course, Program and Institutional Level

Poster Presentation | Assessment | Poster 9

Science literacy is a common learning outcome for institutions and programs, but it can be challenging to assess. This poster describes a straight-forward approach for assessing science literacy and using results to inform meaningful change. To determine if graduates leave with adequate preparation in science for decision-making and civic affairs, Washington State University uses Science Literacy Concept Inventory (SLCI) in targeted courses to assess basic science literacy. As part of an associated interest group, faculty members discuss SLCI results and devise ways to target specific scientific misconceptions in the classroom. (Session ID: 2262)

Presenter(s)

Lindsey Kimble, Washington State University

Briana Keafer Morrison, Washington State University

Creating a Dashboard with Microsoft Access

Poster Presentation | Technologies | Poster 27

This poster will focus on how to spruce up a static dashboard with Microsoft (MS) Access. Using MS Access as the foundation of a static dashboard is very economical, primarily for institutions that have not been able to produce an interactive and dynamic dashboard. This poster will demonstrate how simple it is to use MS Access to develop a static dashboard. (Session ID: 2755)

Presenter(s)

Yenny Anderson, Lehigh University

Crowdsourcing: A Unique Approach In Creating Assessment Rubrics for GE

Poster Presentation | Assessment | Poster 29

This poster presentation illustrates how crowdsourcing was successfully used to create an assessment plan for a newly re-envisioned general education (GE) program. Through the involvement of individual stakeholders, one GE committee successfully launched a new CORE+ curriculum for GE program. Draft assessment rubrics were developed, utilizing stakeholder voices from beginning through implementation stages. In this poster presentation, presenters will provide the background of their initial processes of developing a new GE program and defining their newly adopted CORE+ curriculum learning outcomes. Presenters will share examples of draft assessment rubrics to gain further feedback on their effectiveness in assessing the CORE+ curriculum learning outcomes, and will seek input from other institutions about how they assess their GE programs. (Session ID: 2776)

Presenter(s)

Susan Brooks, The University of Findlay

Mary Jo Geise, The University of Findlay

Designing a Taxonomy for Data Reporting Across Institutions and Agencies

Poster Presentation | Reporting | Poster 41

This poster will show how to influence data collection and reporting standards across multiple stakeholders by outlining the creation of an academic public health taxonomy and discussing how to gain buy-in from accreditors and other agencies and organizations. This will be followed by an example of the practical application of the taxonomy by presenting a case study on conducting data reporting to the accreditor and the membership association in tandem. The case study will highlight how the taxonomy provides a framework leading to greater alignment during data collection and accuracy when reporting. (Session ID: 2721)

Presenter(s)

Christine Plepys, Association of Schools and Programs of Public Health

Emily Burke, Association of Schools and Programs of Public Health



Development and Implementation of Policy Statements for IR Offices

Poster Presentation | Operations | Poster 53

IR-specific policy statements can play an important role in managing workflow efficiency within offices of IR. Policy statements have potential to improve workflow efficiency, and help IR researchers balance the trade-off between responding promptly to incoming data requests from various parties within the university and conducting valuable internal projects that support data-informed decision-making. The poster centers on the recent launch of official Office of IR and Assessment policy statements at MCPHS University. The poster will offer information and tools that will aid AIR members in considering development of such policies in their own offices. (Session ID: 2728)

Presenter(s)

Elizabeth Beaulieu, *MCPHS University*

Raj Malhotra, *MCPHS University*

Do Student Characteristics Affect Course Evaluation Completion?

Poster Presentation | Analysis | Poster 19

Combining student social demographic information and the status of online course evaluation completion might sound like a big project. However, this can be done, as the completion status of the student course evaluation is generally available through the online course evaluation platform or system. This poster will detail a study that dovetails with Hatfield and Coyle's study (2013), and extends to a broader time frame and degree programs with a big dataset that combines student social demographics and course evaluation completion status in a complete academic year. Results of this study show the factors that affect the relationship between student course evaluation completion and a student's GPA, age, hours of credits taken, and degree program enrolled. A big dataset gives more power to determine if course evaluation completion is affected by student social demographics, which may potentially help reveal factors that might improve course evaluation response rate. (Session ID: 2400)

Presenter(s)

Lynn Chen, *The University of Maryland Baltimore, School of Nursing*

High Impact Learning Experiences, Academic Engagement, and Success

Poster Presentation | Assessment | Poster 23

This poster will focus on the effects of student participation in high impact learning and educational practices. Using course enrollment data from transcripts, high impact learning courses such as internships, undergraduate research, independent study, and education abroad will be analyzed for effects on academic engagement, success, and satisfaction with the undergraduate experience. Particular attention will be given to the net effects of such participation while controlling for entering student academic preparation variables. Findings are disaggregated by student demographic and socio-economic groupings. (Session ID: 2788)

Presenter(s)

William Armstrong, *University of California-San Diego*

High-Impact Practices, Learning Outcomes, Retention, and Graduation

Poster Presentation | Assessment | Poster 61

This poster examines the relationship between student participation in high-impact practices (HIPs) and student learning outcomes, satisfaction, retention, and graduation. The data presented were derived from institutional student information systems at a private liberal arts college and a public technology college, based on NSSE results related to HIPs. The poster will explore whether participation in HIPs in the first year is related to satisfaction with the overall educational experience, and to first- to second-year retention. There will be an exploration of whether service learning is related to perceived personal and social gains, and analysis on whether participation in HIPs is correlated with satisfaction and graduation for seniors. This poster will be of particular interest to AIR members from small to medium-sized or specialized 4-year institutions. (Session ID: 2203)

Presenter(s)

Juan Zhou, *Pennsylvania College of Technology*

Yanli Ma, *Elmhurst College*



Identifying Inclusive Cohorts in a Community College Setting

Poster Presentation | Analysis | Poster 39

This poster will investigate whether “full-time, first-time, fall” student cohorts are representative of broader student populations. To address this issue in context, the presentation will focus on the demographic composition of a community college student cohort, including students entering in the Spring Semester and at less than full-time status. The poster will also present the results of a binary logistic regression model, relating credential attainment to cohort inclusion criteria as well as transcription of prior learning credit (PLA) and registration for developmental education (DE), as the research was conducted in the context of evaluating TAACCCT grants effecting changes in PLA and DE policy at the presenter’s home institution. Significant interactions between cohort inclusion criteria and student academic history will be discussed. Discrepancies between College Scorecard graduation rates and actual institutional performance will be addressed. (Session ID: 2795)

Presenter(s)

Ian Burke, *University of Denver*

Improving Student Outcomes with Early Alert Technology: A Comparison Study

Poster Presentation | Decision-Support | Poster 59

Spurred by recent national education initiatives and the growing adoption of performance funding models, colleges are under more pressure than ever not only to improve student outcomes, but to document their progress along the way. Offering comparative study of performance data from the Mississippi statewide community college system, this poster will demonstrate the effectiveness of early alert technology in achieving better outcomes in terms of retention and graduation rates. In exploring the adoption of data-driven software technology at select schools within the system, effective strategies for leveraging data-driven technology to inform and improve student success initiatives, and effective strategies for collecting and using data points to measure student success program efficacy will be presented. (Session ID: 2742)

Presenter(s)

Larry Piegza, *SmartEvals*

Laura Damm, *East Mississippi Community College*

Incorporating Economic Data into the Examination of Alumni Outcomes

Poster Presentation | Assessment | Poster 35

Examining graduate outcomes is important both for institutional improvement and regulatory compliance. As the wider economic environment exerts a strong influence on graduates’ post-graduation outcomes, it is important to include macroeconomic information in any examination of post-degree outcomes. This presentation will demonstrate how macroeconomic information can be incorporated into alumni survey data to provide a more accurate picture of how an institution’s educational programs affect graduates’ outcomes. The poster will show how to obtain macroeconomic information, and how to add this information to predictive models to examine graduates’ income and other important outcomes. (Session ID: 2335)

Presenter(s)

Natalie Wright, *College for Financial Planning*

Insights from First-time Users of Tableau

Poster Presentation | Technologies | Poster 37

The demand for data from IR offices seems only to be increasing from both internal and external sources. However, it can take a great deal of time for staff to produce all of this data, which in turn reduces the efficiency of their office. This poster presentation will outline the presenters’ insights as first-time users of Tableau to not only increase office efficiency, but also produce more dynamic reports for stakeholders. (Session ID: 2704)

Presenter(s)

Daniel Regnier, *Walden University*

Nicole Holland, *Walden University*

Sun No, *Walden University*



International Students: Safe Environments and Cross-Cultural Interactions

Poster Presentation | Decision-Support | Poster 17

Summer bridge programs are one of the first steps toward creating safe environments and ensuring positive cross-cultural interactions. The primary purpose of the study to be presented was to examine whether an integrated or community-specific summer bridge program would best meet the academic and daily life adjustment needs of international students on a large urban campus. Presenters will describe the results of a multiple-methods investigation, the implications of the results, and ways IR offices can provide evidence-based decision support for campus leaders. (Session ID: 2764)

Presenter(s)

Michele Hansen, *Indiana University-Purdue University Indianapolis*
Rosemarie Lerma, *Indiana University-Bloomington*

Involving Online Students in High-Impact Practices

Poster Presentation | Assessment | Poster 3

Using a large-scale survey of student engagement, the study to be featured in this poster presentation examined the extent to which taking all online courses affects senior students' participation rates in high-impact practices (HIPs), such as internship and study abroad. Online students' perceived gains in knowledge, skills, and personal development were also examined by whether or not they participated in a HIP. Findings from the study will illustrate student gains in personal development related to HIP participation, and indicate which HIPs online students are more likely to engage with. (Session ID: 2367)

Presenter(s)

Rong Wang, *Indiana University*
John Zilvinskis, *Indiana University-Bloomington*
Amy Ribera, *Indiana University-Bloomington*

IR Certificate Program at Penn State University

Poster Presentation | Operations | Poster 1

With initial support from AIR, Penn State offers an on-line graduate program for IR. This poster will use Terenzini's (2013) revised tiers of IR intelligence as a framework to show how IR professionals, from current institutional researchers to graduate students interested in the field, can gain skills and knowledge to support institutional planning, analysis, and policy formation. Examples from current IR courses will be used to show how students can gain all three tiers of IR intelligence from the certificate program.

(Session ID: 2796)

Presenter(s)

Mark Umbrecht, *The Pennsylvania State University*

IR: Transition Pathway of Chinese Higher Education Research Institutions

Poster Presentation | Operations | Poster 45

Following a different developmental path, IR in China emerged as a sub-field of higher education research in the form of higher education research institutes (HERIs), rather than typical IR offices in American universities. In the past 40 years, many HERIs were built in Chinese universities, and they generally follow two different directions: an academic research approach, and an administrative affairs approach. As more and more Chinese university leaders are changing from experience-based management style to data-driven and evidence-based, HERIs are facing new challenges to accommodate new needs. This poster will display the development of HERIs in China, analyze their current situation and problems, and then further illustrate HERIs' new trend of organizational and role transformation as IR offices based on a national 4-year HEIs Survey.

(Session ID: 2767)

Presenter(s)

Junchao Zhang, *Huazhong University of Science & Technology,China*
Hongde Lei, *Huazhong University of Science and Technology*
Min Chen, *Huazhong University of Science and Technology*



Making the Most of Your Data: The IE Newsletter*Poster Presentation | Operations | Poster 21*

IE offices house a wealth of data used for a variety of purposes. Often, researchers respond to specific data requests, while other data goes unused. By creating a newsletter, data can be shared to highlight initiatives and surveys, while also providing increased visibility for IE projects. Creating a newsletter presents no extra cost, is a great way to show students and faculty that the data are used, and may even increase response rates on student surveys. This poster will demonstrate how campuses can benefit through customizing a newsletter to share data with campus stakeholders in a unique way. (Session ID: 2173)

Presenter(s)*Molly Isaacson, Hamline University***Mediation Effect of Collaborative Learning for Student-Faculty Interaction***Poster Presentation | Analysis | Poster 5*

Using NSSE data from senior students (n=95,491), this poster presentation will explore the interplay between two effective educational practices: collaborative learning and student-faculty interaction (SFI). Controlling for SAT/ACT score, results from a multi-group structural equation model shows collaborative learning has a positive mediation effect on SFI for self-reported gains in learning outcomes, but a negative mediation effect on SFI for college grades. The poster explores possible reasons for these results, and identifies strategies IR may use to share findings with units on campus to improve student learning and student-faculty interactions. (Session ID: 2306)

Presenter(s)*Lanlan Mu, Indiana University-Bloomington**Amy Ribera, Indiana University-Bloomington***Online Certificate in IR at Florida State University***Poster Presentation | Operations | Poster 13*

The focus of this poster is an online certificate program designed to provide academic and professional development opportunities for institutional researchers, administrators, doctoral students, and faculty from all higher education institutions. The program is designed to accommodate the working professional's schedule. The program goals are to enhance knowledge and understanding of the core principles of IR, to facilitate use of national databases, and to promote the use of IR to improve administrative and policy development processes. The 18-credit hour curriculum focuses on IR theory, institutional administration, quantitative research methods, utilization of national databases, and IR practice. (Session ID: 2408)

Presenter(s)*Samantha Nix, Florida State University***Predicting Admission Melt: A Way of Increasing Financial Aid Efficiency***Poster Presentation | Decision-Support | Poster 11*

At many institutions, a financial aid package is presented to each admitted applicant at the point of decision release. In order for each admitted applicant to receive a carefully reviewed and competitive financial aid package, financial aid offices must begin packaging admitted applicants well in advance of the decision release deadline. Utilizing key admission variables, this poster describes how Emory University predicted admission melt—the process by which an applicant's decision status was moved from admitted to non-admitted status before the decision release. Analyzing the applicants' admit status on key admission variables reduced the number of applicants who were unnecessarily packaged by the financial aid office by approximately 20%. Variables and methodologies for carrying out this project are discussed. (Session ID: 2123)

Presenter(s)*Robert Maddox, Emory University*

Predicting Doctoral Student Success: Challenges and Future Directions

Poster Presentation | Analysis | Poster 57

At The University of Texas at Austin, the Office of Institutional Reporting, Research, and Information Systems is creating a statistical model that can help accurately predict doctoral students' probability of success, defined as exiting with a PhD, based upon an assortment of variables. However, building this predictive model has not been without challenges, due to the homogeneity of graduate students and other unique features in data collection, categorization, and sourcing. This poster presentation will cover the statistical models used, the independent and dependent variables examined, the data sources leveraged, the progression of sophistication within the models, and the challenges and considerations faced. (Session ID: 2184)

Presenter(s)

William Dabney, *The University of Texas at Austin*

Predictive Analytics on Graduation Rate: An Institutional Case Study

Poster Presentation | Analysis | Poster 33

This poster will demonstrate the power of predictive analytic methods on a high research activity university by Carnegie classification 2010. The highly accurate results indicate the validity of the predictive model. Due to the unique characteristics of the student body, follow-up research could lead to a qualitative path. The research findings aim to provide an academic-oriented and replicable model. The findings identify at-risk individuals for intervention at an early stage in order to help those students succeed. (Session ID: 2804)

Presenter(s)

Eric Liu, *College of William and Mary*

SAS Codes Used in the Quadrant Analysis of Student Satisfaction Survey

Poster Presentation | Technologies | Poster 63

Quadrant analysis is one of the popular methodologies used in analyzing the student satisfaction survey. A quadrant chart is designed to help the audience understand relationships between two factors—satisfaction and importance—affecting an issue. Technically speaking, there are 4 steps in quadrant analysis. They are to obtain mean scores of importance and satisfaction for each question or issue, to obtain median scores of importance means and satisfaction means, to generate a quadrant chart, and to perform quadrant analysis based on the quadrant chart. This poster presentation will demonstrate SAS codes used in the first three steps, as well as the final quadrant analysis. (Session ID: 2186)

Presenter(s)

Robert Zhang, *Chatham University*

The Disconnect in Career and Major for Underrepresented Racial Minorities

Poster Presentation | Analysis | Poster 15

Research suggests underrepresented racial minority (URM) students are more decisive in their future careers than their majority peers. However, research also suggests that URMs tend to be undecided in their college major at higher rates, which presents an important opportunity for academic advisors on college campuses to help students find the best major for their intended career. This poster will display findings from national data about the factors that predict students' decision to pursue particular careers and majors. The visual display will also highlight the stability of these choices during a student's time in college. The presenters will engage the viewers in a discussion about the ability to assist URMs with career and major guidance, and help institutions track students' progression toward achieving their career goals. (Session ID: 2733)

Presenter(s)

Kevin Eagan, *University of California, Los Angeles*
Patrick Bourke, *University of California, Los Angeles*



The Impact of Invitation Wording on Web Survey Response Rates

Poster Presentation | Technologies | Poster 51

This poster presentation will focus on a large-scale survey that Utah Valley University conducts each semester. Building on existing literature, UVU took this opportunity to conduct a randomly-controlled experiment on the impact of various differences in wording between email invitations. Four variables were tested, creating an array of 16 groups representing each combination of wording differences. The tested variables included personalizing the salutation, personalizing the closing, varying the specificity of topics addressed by the survey, and focusing the application of the results on the future or past. Data on response was analyzed using simple multiple logistic regression. This allowed researchers to estimate the impact to response odds for each variable and the interactions between variables. The poster illustrates findings that may be valuable in improving response rates in future surveys. (Session ID: 2303)

Presenter(s)

Angela Ward, *Utah Valley University*
Tim Stanley, *Utah Valley University*

The Relationship Between General Education, Student Engagement, and Success

Poster Presentation | Decision-Support | Poster 49

This poster illustrates findings from one institution's analysis of the impact of first-year general education courses on student retention. The analysis examines the ways in which completion of general education courses within the first year affect the probability of student retention and provide a meaningful proxy for student engagement's impact on student retention. Findings presented will increase participants' understanding of how integrative learning and student engagement can be leveraged not only to enhance strategies to improve student retention, but also to synthesize information about which first-year courses are most important for student success. (Session ID: 2737)

Presenter(s)

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

Understanding Postsecondary Success: A P-16 Metropolitan Partnership

Poster Presentation | Decision-Support | Poster 55

Greater levels of collaboration and information sharing between secondary and postsecondary institutions is crucial in order to make appropriate, data-driven changes so that students can achieve greater levels of educational attainment, leading to meaningful credentials and careers. Many states are implementing state-wide longitudinal databases that make this type of data analysis feasible. This poster presents findings on analyses of students' records examine whether conduct, course performance, and certain types of coursework in high school influence a student's likelihood of persisting or experiencing success in college. (Session ID: 2486)

Presenter(s)

Katherine Rote, *University of Memphis*

Utilizing Course Evaluation Results to Assess First-Year Seminar Outcomes

Poster Presentation | Decision-Support | Poster 31

Course evaluations are administered to solicit feedback on course and teaching effectiveness. Some institutions also gather indirect evidence of student learning through their course evaluations. This poster presentation will recount the methods used to extract, analyze, and present longitudinal course evaluation data and to determine the extent to which first-year seminar learning outcomes were achieved, using indirect assessment methods. The poster will illustrate how the challenges faced during the analyses (e.g., low response rates, maintenance of confidentiality, and changes in items across time). Participants in this session will be able to use course evaluation results effectively to inform assessment and evaluation efforts. (Session ID: 2787)

Presenter(s)

Ada Kwanbunbumpen, *Tulane University of Louisiana*
Katie Busby, *Tulane University of Louisiana*



Visibility in Response Options: Considerations for Web Survey Design

Poster Presentation | Technologies | Poster 25

This poster presentation will highlight the importance of question format in web survey design. Presenters will show that radio buttons and drop boxes are not equivalent measurement tools, and that visible presentation of options has an effect on how respondents answer. As part of the study to be discussed, a brief survey of three groups of students will include two questions. For the first question in the study, one group will receive a radio button format; the second group, a drop box with part of the options are initially displayed; and the third group, a drop box with none of the items visible. The second question for each group will be in the same format, with the options randomized. This study is expected to replicate the primacy effects from previous studies and show that respondents are more likely to choose one of the visible options than an option that is initially hidden. (Session ID: 2238)

Presenter(s)

Elin Trollang, *Utah Valley University*
 Daniel Sturtevant, *Utah Valley University*
 Luanne Holden, *Utah Valley University*

01:00 PM–01:45 PM

A Regional University's Processes in Dealing with a State Tuition Reduction

Speaker Session | Decision-Support | Strand 11A

Washington State passed legislation in July 2015 that reduced student tuition by 5% in the Fall of 2015, and an additional 15% at the six state-funded baccalaureate institutions in the coming year. This presentation will address how this decision has affected a regional institution in terms of budget projections in the finance department, enrollment models in IR, and new advising requirements in student success. This multiple-department presentation will cover details on how funding was determined, state funding models were implemented, and payback was made to achieve budget reconciliation, and address additional unintended outcomes and institutional decisions. (Session ID: 2662)

Presenter(s)

Daniel Matthews, *Central Washington University*
 Sarah Swager, *Central Washington University*

Aligning Post-Graduation Outcomes: The Trifecta Approach

Speaker Session | Analysis | Bolden 5

 Demonstrating outcomes for college graduates is more important than ever. Where do your graduates get jobs? How much money do they make? Where do they go to graduate school? These are all questions asked by prospective students, parents, legislatures, and the federal government. This speaker session will highlight strategies being employed by a public research university to meet the National Association of Colleges and Employers (NACE) guidelines, including NACE's recommended three pronged data collection approach to obtain increased knowledge rates leading to a career outcomes rate. NACE understands the importance of collaborating with IR professionals. Accordingly, the Assistant Executive Director of NACE will discuss their First-Destination Survey and NACE's advocacy role in related key legislative issues. (Session ID: 2524)

Presenter(s)

Heather Kelly, *University of Delaware*
 Matthew Brink, *National Association of Colleges and Employers*

Analyzing Course Evaluation Data to Inform New Faculty Training

Speaker Session | Decision-Support | Celestin E

  At Bates College, the analysis of more than 130,000 course evaluations was a key part of a data-driven approach to enhance the training of new faculty. Multivariate analyses identified the characteristics of faculty and courses at risk of receiving weaker evaluations. Presenters will discuss the results of their research, and how it had an impact on academic decision-making on campus. Attendees of this session will gain a greater understanding of the factors that contribute to variation in evaluations of junior faculty, and will explore possibilities for conducting analyses of course evaluation data on their own campuses. (Session ID: 2459)

Presenter(s)

Ann Marie Russell, *Bates College*
 Thomas McGuinness, *Bates College*



Avoid IR Tunnel Vision: Discover New Insights with Data Visualization

Sponsored Speaker Session | Technologies | Strand 4

S What if you could spend more of your day in institutional research conducting actual research? Or you could provide insights about your students you never thought to investigate? Faculty, staff and administrators hungry for information about their students can bombard an IR office with data requests, leaving little time for research. This session will discuss how Western Kentucky University uses SAS Visual Analytics to provide campus decision makers with the self-service reports they need to visually identify student trends, even some they never expected to see, while freeing up IR staff to conduct in-depth policy analysis and research. (Session ID: 2946)

Presenter(s)

Tuesdi Helbig, *Western Kentucky University*
Gina Huff, *Western Kentucky University*

Beyond the Water Fountain: Dynamics of Internal Relationships in IR

Discussion Group | Operations | Imperial 5A

The IR Office relies on collaboration to collect information from data experts across campus, work with various constituent groups, and report back with meaningful information. Building and maintaining internal relationships is an essential part of getting the job done. This discussion group will focus on best practices in collaboration, remaining visible, and assessing the efficacy of the IR Office at the institution. (Session ID: 2559)

Presenter(s)

Donald Femino, *Endicott College*
Peter Hart, *Endicott College*

CAIR Best Presentation: Visual Analytics: Exposing the Past, Understanding the Present, and Looking to the Future

Affiliated Organization Best Presentation | Analysis | Celestin A

 Dan Ariely, founder of The Center for Advanced Hindsight once posted on Facebook, “Big data is like teenage sex: everyone talks about it, nobody really knows how to do it, everyone thinks everyone else is doing it, so everyone claims they are doing it...” This is especially true in Higher Education as much of the work being done to organize, connect, and analyze big data is happening in the for profit sector. This multimedia presentation (video, photos, and text) has three goals. (1) Discuss how the field visual analytics is tackling the problem of analyzing big data. (2) Explore when visual analytics is superior and inferior to typical statistics. (3) Present tactics and tools for Institutional Researchers to use in their everyday work to change data into actionable intelligence. (Session ID: 2900)

Presenter(s)

Michael Le, *Humboldt State University*

Creating and Building Demand for Data Visualizations and the Use of Tableau & Tableau Server

Sponsored Speaker Session | Strand 3

S Decisions must be made quickly and with the best data available. However, data analysis in a decentralized environment is about as easy as herding cats! At the University of Michigan, the Information Technology Services group, with the assistance of the Office of University Development, created a ground swell of interest and demand for data visualizations, Tableau and Tableau Server. From a few people with an interest in Tableau, now more than 125 users at over 25 units use Tableau Desktop and publish to Tableau Server. Learn how the University of Michigan did it—from teaching what visualizations are and demonstrating how they can turn data into strategic decisions, to the implantation of a single cross-campus solution. (Session ID: 2993)

Presenter(s)

Matthew Pickus, *University of Michigan-Ann Arbor*



Data Discovery: Using Smart Data to Find Key Insights in Data Chaos

Sponsored Discussion Group | Technologies | Imperial 1

S Higher education has tons of data – but the right kind of data is not always accessible. In this demo, Collegis Education will share Collegis Discover – a unique data engine that uncovers powerful insights that drive institutions forward. Collegis Discover, powered by ThoughtSpot, will help you answer key questions and easily search for critical data sets so that your analytics can tell a story, not just generate a spreadsheet and charts. Attendees will learn how to gather insights and analytics from a live, higher ed data set, identify smart data opportunities and insights, spend more time on insights and less time on reporting. (Session ID: 2972)

Presenter(s)

Dan Antonson, *Collegis Education*

Effects of College Counselors on College Access: An Inverse Probability Weighting Analysis

Research and Dissertation Grant Session | Analysis | Room Strand 2

This study examines the effect of having a college counselor in a public high school on three primary college access outcomes: college applications, Free Application for Federal Student Aid (FAFSA) completion, and postsecondary enrollment. This study used a nationally-representative sample of public high school students from the High School Longitudinal Study of 2009. Using inverse probability weighting combined with multilevel modeling, this study compared the postsecondary application and enrollment outcomes of students who attended public high schools with a college counselor to a comparison group of students who did not have this additional resource. (Session ID: 2936)

Presenter(s)

Ashley Clayton, *North Carolina State University*

Examining Individual and Campus-Level Engagement with Diversity Curriculum

Speaker Session | Analysis | Bolden 4

In light of today's diverse student population, institutions must consider how to best foster students' sense of belonging and a healthy campus climate, related outcomes linked to academic success. Diversity-related courses, now required by several schools, offer a potential means to those ends. While previous research has demonstrated the impact of curricular diversity experiences on individual students' development, less is known about the impact of these experiences in the aggregate, or about benefits that students perceive or receive from their peers participating in diversity programming. This session presents a study that examines the impact of diversity-related coursework on two related outcomes: students' sense of belonging and experiences with discrimination and bias. In addition to main effects, the study highlights how program impact may differ based on individual student characteristics as well as aggregated student measures and campus composition. (Session ID: 2518)

Presenter(s)

Hannah Whang Sayson, *University of California, Los Angeles*
Adriana Ruiz Alvarado, *University of California, Los Angeles*

If the Major Doesn't Fit, Will They Quit? Understanding Major Persistence

Discussion Group | Analysis | Imperial 5B

Although exploration of different courses of study is an important part of students' development during college, guiding entering students toward a well-fitting major, both in terms of their interests and academic preparation, can shorten their time to degree while increasing their chances of having a successful, rewarding academic experience. This presentation will provide an overview of a study that uses the theory of planned behavior and person-environment fit to examine the influence of factors such as major certainty, interest-major fit, and academic preparation on within-major persistence. Implications of the study findings for educational planning, taking the perspectives of both colleges and students, will be discussed. (Session ID: 2783)

Presenter(s)

Krista Mattern, *ACT, Inc.*
Ty Cruce, *ACT, Inc.*



Improving Learning Outcomes and Program Design Using Multi-modal Analytics

Speaker Session | Technologies | Strand 10A

With the relatively recent growth of online education programs within the US university system, it is essential for faculty, program administrators, student support staff, and analysts to assess student outcomes and program success. The University of Washington started its first fully online undergraduate program in the fall of 2013 and, as part of this effort, allocated resources towards developing a set of analytics that could improve student retention and assess program outcomes. This session will outline the different types of analytic data used, along with results and lessons learned along the way. Analytic data presented will include student survey data and online course metrics.

(Session ID: 2188)

Presenter(s)

Stephen Kerr, *University of Washington-Seattle Campus*

Catherine Mutti-Driscoll, *University of Washington-Seattle Campus*

Karen Matheson, *University of Washington, College of Education*

Institutional Data and Transgender Students: Adapting Existing Structures

Speaker Session | Operations | Strand 12B

In an effort to create an environment that values diversity and promotes the dignity of all people, Tulane University convened a task force to recommend how the institution should adapt existing structures and processes related to campus records and materials to meet the needs of transgender students. The Office of Assessment and IR played a key role in this process. This presentation addresses the challenges faced by the task force, as well as the obstacles encountered by transgender students as they strive to learn and live in an atmosphere that corresponds with their gender identity. The session objectives are to share the challenges related to adapting the existing structures and processes connected to campus records and materials to meet the needs of transgender students, and to foster discussion about the issues affecting transgender students, and how universities can incorporate changes to enhance their student experience.

(Session ID: 2419)

Presenter(s)

Red Tremmel, *Tulane University*

Shawn Potter, *Tulane University*

Measuring Programmatic Impact: Employment Commission and Licensure Databases

Speaker Session | Assessment | Celestin GH

This session will explain the use of a triangulated methodology whereby data are captured from a series of databases, the graduate exit application, and the graduate employment follow-up survey. By using these three methods, the institution receives a clear picture of employment of the recent graduating class. This methodology assists in answering critical questions for an institution: Are students getting jobs? For those eligible for licensure, are they receiving their license? Are graduates prepared by the education the institution has provided them?

(Session ID: 2413)

Presenter(s)

Bernnadette Knight, *Piedmont Virginia Community College*

Aris Bearse, *Virginia Community College System*

Jolene Hamm, *Piedmont Virginia Community College*

MidAIR Best Presentation: CTE Student Retention Beyond Year One: Using Predictive Modeling to Improve Retention

Affiliated Organization Best Presentation | Decision-Support | Bolden 2

 This session outlines ongoing efforts at St. Louis Community College to increase retention among a specific but substantial segment of the student body: career and technical education students beyond their first year in college. Utilizing decision tree predictive modeling and drawing from a close collaboration with the College's retention staff, these efforts have culminated in the development of an interactive report that helps retention staff members identify students at risk for term-to-term attrition as early as census date. Development of the model, implementation, and goals for future work are discussed.

(Session ID: 2979)

Presenter(s)

Eric Chambers, *St. Louis Community College*



Non-cognitive Skills and Predictive Modeling: Integration and Implementation

Speaker Session | Analysis | Bolden 6

 Both non-cognitive assessment and predictive analytics are popular topics in modern higher education. Most institutions understand that these are worth pursuing, but how can they be effectively implemented and used? In this session, presenters will provide structured guidance on the institutional implementation of both predictive modeling and non-cognitive assessment, as well as how to integrate the practices. By showing data from a multi-institutional field trial, they will also show similarities and differences in the predictive efficacy of non-cognitive factors. Participants can expect a research-based presentation with a focus on application and implementation, such that institutional researchers can use these tools to provide valuable data and inform institutional action. (Session ID: 2377)

Presenter(s)

Ross Markle, *Educational Testing Service*

Promoting Faculty Engagement with Assessment at a Large Research University

Discussion Group | Assessment | Imperial 5C

Most institutions have processes in place to gather program assessment reports. However, existence of a process may not equate to having a sincere culture of assessment. This discussion focuses on how a large research institution implemented initiatives to increase faculty ownership of and engagement with assessment by seeking information directly from faculty about their needs and interests, addressing those needs and interests and, most importantly, developing institution-wide activities aimed at cultivating a culture of assessment. (Session ID: 2725)

Presenter(s)

Chih Ming (Ryan) Chung, *University of Oklahoma*
Felix Wao, *University of Oklahoma*

Reporting on All Students: Examining the Progression of Transfer Students

Speaker Session | Decision-Support | Bolden 3

The number of transfer students is increasing, transforming the student population of many institutions. Yet most IR offices continue to collect retention and degree completion rates for first-year students only, ignoring how transfer students perform on these metrics. It is essential that institutional researchers develop a system for tracking the progression of transfer students, and examine their specificities relative to first-time students. Indeed, their efforts will give impetus to support initiatives tailored to these particular students. The presenters will discuss a study conducted at a large university. The study compared the progression of transfer students to that of entering first-year, first-time students with the same number of credits. Attendees will also learn about the role played by student characteristics, financial aid, and early performance in accounting for the differences in student progression. (Session ID: 2573)

Presenter(s)

Lorraine Devos, *Ashford University*
Stephen Nettles, *Ashford University*

Strategic Agenda-Setting of IR in Taiwan

Speaker Session | Operations | Strand 13B

 As higher education around the world faces challenging times in responding to increasing forms of accountability and competition, new stakeholder expectations, and rapidly changing technologies, IR will inevitably evolve to become a stronger force. This study is concerned with IR in Asia, and seeks to understand the establishment and development of the offices of IR in Taiwan, by comparing their function and practice in public and private HEIs. Based on detailed analysis of five well-known HEIs, speakers will show a growing level of planning and establishment of strategy in offices of IR. Implications for IR practitioners, contributions to IE, and institutional synergy will be discussed. (Session ID: 2388)

Presenter(s)

Tseng Wei-Li, *University of Taipei*
Sophia Shihuei Ho, *University of Taipei*
Yao-Ping Peng, *Hsuan Chuang University*
Yao-Wen Chang, *University of Taipei*



Students from Second Language Backgrounds: Engaging IR with Linguistics

Speaker Session | Analysis | Strand 13A

This session will address a new inquiry for IR: entering students from second language backgrounds for whom the orthography of their native language is not a Roman alphabet. Which languages do they speak, which geographic concentrations do they represent, and what specific linguistic challenges do they face? How can we improve understanding, instruction, guidance, and placement? These are increasingly powerful questions that IR can help answer.

(Session ID: 2131)

Presenter(s)

Clifford Adelman, *Institute for Higher Education Policy*

Summer Remediation and Student Outcome: a Regression Discontinuity Analysis

Speaker Session | Analysis | Strand 10B

This session will present a study that demonstrates how regression discontinuity design (RDD) can be utilized to examine whether participation in a summer remediation program had a positive effect on students' academic achievement in their first year. RDD infers causality in the absence of a randomized experiment. It is a pre-and post-test design, drawing causal effects of intervention by assigning a cut-off score. Students who scored below cut-off in math and participated in a summer remediation program are compared to those who scored above cut-off and were exempted from the program. Initial evidence suggests the summer remediation has a positive impact on students' GPAs. In this session, presenters will discuss how to adapt RDD to a higher education setting, when randomization is not plausible through a demonstration of using enrollment data with cut-off scores. Presenters will also discuss various research contexts in the field of IR in which RDD can be utilized in decision making. (Session ID: 2498)

Presenter(s)

Erika Baldwin, *California State University Office of the Chancellor*

Matthew Case, *California State University*

Hui-Jeong Woo, *California State University-Los Angeles*

TAIR Best Presentation: Using Predictive Models to Improve Student Success

Affiliated Organization Best Presentation | Decision-Support | Bolden 1

 As a predominantly first-generation, Hispanic Serving Institution (HSI), Our Lady of the Lake University (OLLU) actively promotes student success. One of the tools that OLLU uses to improve student success is a predictive model. At this session, the presenters will discuss the use of a logistic regression model to identify students who are at risk of earning a low first semester GPA. The presenters will discuss how the model was developed and how it is used by various departments on campus. One of the benefits of the model is its ease of use; the model was converted into a "Do-It-Yourself" (DIY) Excel spreadsheet, which allows individuals who are not statistically savvy to easily determine the "risk" score for a student. (Session ID: 2962)

Presenter(s)

Frances Frey, *Our Lady of the Lake University*

Michael Albert, *Our Lady of the Lake University*

Kara Larkan-Skinner, *Our Lady of the Lake University*

The Future of Higher Education: A Shared Literature Review

Discussion Group | Analysis | Imperial 5D

This session will address the future of higher education as presented in several recent publications. Attendees can share their thoughts about their favorite reads and learn from others at this AIR book discussion on the future of higher education. Discussion will focus on recent books about college affordability, the promise and perils of technology (MOOCs, adaptive learning, etc.), and practices to improve access for motivated students. (Session ID: 2726)

Presenter(s)

Daniel Suvak, *Walsh University*



The HERI Faculty Survey: Recent Findings and What's New for 2016-2017

Sponsored Speaker Session | Analysis | Strand 7

S The HERI Faculty Survey, administered triennially by the Higher Education Research Institute, is a national assessment of full- and part-time faculty at 2- and 4-year institutions. These data help institutions understand faculty perceptions of campus climate; identify sources of stress and satisfaction; and assess key aspects of faculty work, such as pedagogical, research, and service activities. Findings from the most recent HERI Faculty Survey will be presented with an emphasis on research and service activities. Changes to the upcoming 2016-17 administration will also be highlighted, including items addressing sexual orientation and transgender identity; collaborative scholarship; and mentoring relationships with undergraduate, graduate, and faculty mentees. The objective of this session is to foster dialogue about the importance of understanding faculty experiences and how gathering valid, comprehensive data can provide a foundation for institutions to effectively support faculty. (Session ID: 2941)

Presenter(s)

Ellen Stolzenberg, *University of California, Los Angeles*
Jennifer Berdan Lozano, *University of California, Los Angeles*

The Student Achievement Measure: More Outcomes for More Students

Speaker Session | Reporting | Strand 1

The federal graduation rate, the most common measure of student attainment, does not count students who transfer, often leading to the mistaken portrayal of those students as failures. The Student Achievement Measure (SAM) reports more outcomes for more students by tracking both full- and part-time student movement within and across postsecondary institutions. Now in its third year of implementation, SAM has been recognized by the Department of Education, which has committed to adding links to institutional SAM pages from the new College Scorecard. This session will share the characteristics of the two SAM models, and plans for future development. Planned features for 2016 include the ability to add to SAM outcomes additional institutionally defined cohorts, such as Pell recipients or students receiving veterans benefits, and the addition of an associate degree model that tracks student outcomes past transfer, or through additional education after receipt of an associate degree.

(Session ID: 2438)

Presenter(s)

Teri Hinds, *Association of Public and Land-grant Universities*
Christine Keller, *Association of Public and Land-grant Universities*

Transforming IR into Institutional Results

Speaker Session | Decision-Support | Strand 11B

With its first IE website, first scorecards for the college/divisions, and corresponding dashboards that use external benchmarks, presenters from Kankakee Community College will share how they are using data to help make critical decisions. Moving from producing IR data to using the data to drive change and produce results was not easy. Specific examples of how KCC's IR presents data to their administrators, faculty, and student services staff to inform decisions will be shared. KCC's leadership team has a scorecard for each area they lead, with KPIs that align with KCC's scorecard, with benchmark data added. The value of this approach is shown in impressive progress from 19.7% completion in 2014, to 26.9% completion in 2015.

This best practice is transferable to other community colleges (CCs). The objective of this session is to provide a template CCs can use to track internal and benchmark data, to help their CC improve and to set reasonable goals to increase student outcomes. (Session ID: 2343)

Presenter(s)

Purva DeVol, *Kankakee Community College*
Lou Guthrie, *Johnson County Community College*

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

Speaker Session | Analysis | Celestin D

This session will provide updates on all of the U.S. News education ranking projects, including Best Colleges, Best Graduate Schools and Best Online Programs. Presenters from U.S. News will discuss how the recently updated Carnegie Classifications will impact the upcoming Best Colleges rankings, to be published in 2016. They will explain methodology changes made to these projects in the past year, discuss existing project expansions (e.g., rankings of graduate nursing programs), talk about new ideas being considered for the upcoming edition of Best Colleges, and review other relatively new ranking projects, including Best Global Universities and Best Arab Region Universities. They will discuss why U.S. News gives data and unpublished rankings to the IR community, and how AIR members can obtain those data from U.S. News. (Session ID: 2154)

Presenter(s)

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



Using Student Satisfaction Data to Improve Institutional Metrics

Speaker Session | Analysis | Strand 12A

Institutions with higher student satisfaction also have higher graduation, lower loan-default rates, and higher alumni giving. What particular student experiences are correlated with these institutional metrics? Where should institutional researchers focus their analyses, if improving student completion and increasing financial resources are priorities for the institution? Results from a multi-year study will be shared and discussed, allowing participants to identify priorities for their own campuses. (Session ID: 2349)

Presenter(s)

Julie Bryant, Ruffalo Noel Levitz

02:00 PM–02:45 PM

AIR Annual Business Meeting

Strand 10A

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. (Session ID: 2939)

Presenter(s)

Gary Pike, Indiana University-Purdue University Indianapolis
Glenn James, Tennessee Tech University
Gayle Fink, Bowie State University
Clifford Adelman, Institute for Higher Education Policy
Debbie Dailey, Delaware Valley University
Dawn Kenney, Central New Mexico Community College
Kara Larkan-Skinner, Our Lady of the Lake University
F. Mauricio Saavedra, California Polytechnic State University
Meihua Zhai, University of Georgia
Michelle Hall, Southeastern Louisiana University
Jessica Shedd, University of Texas System

Can Business Intelligence and IR Teams Be Combined?

Speaker Session | Operations | Strand 10B

In the face of increased demand for information, the University of Arizona recently decided to combine its Business Intelligence (BI) and IR teams. This seems both an attractive and improbable proposition. This presentation will discuss possible reasons why this move was made, how it is working out, and what other institutions are doing in terms of coordinating or keeping separate their BI and IR teams. Recommendations for other institutions based on this experience will be discussed. (Session ID: 2210)

Presenter(s)

Henry Childers, University of Arizona

Career Outcome Results for Recent Graduates: a Multi-Disciplinary Approach

Speaker Session | Decision-Support | Strand 12A

The perceived return on investment of a college education is under increasing scrutiny as the cost of a college degree and student loan indebtedness rises. Prospective students and their families, alumni, accrediting bodies, and government agencies desire more data on post-graduation career outcomes from institutions of higher education in order to evaluate and compare institutions. Capturing reliable and accurate information on these outcomes is a difficult task, but one that IR is often called upon to complete. This presentation will explore one institution's adoption of a multi-disciplinary approach to the collection of post-graduation career outcome data, including the benefits, disadvantages, and lessons learned from utilizing this method. (Session ID: 2366)

Presenter(s)

Emily Shipley, Xavier University



Closing Higher Education's Equity Gaps

Speaker Session | Decision-Support | Strand 13A

In late 2015, the State Higher Education Executive Officers and Complete College America (CCA) released a brief utilizing CCA's multi-state data set to examine equity gaps across higher education. This session will present the results of a report that examines data researchers have never before had access to at this scale, and provides additional insight on some of the larger trends that face the higher education system as it seeks to improve outcomes. Large equity gaps exist in the current system, and those gaps look different across groups and states. Presenters will discuss existing literature that helps explain some of these trends, and new interventions that show promise in helping to address outcomes. This session will provide an overview of the results of this report and invite institutional researchers to consider how they might look at these data to help inform campus-level interventions. (Session ID: 2651)

Presenter(s)Andy Carlson, *State Higher Education Executive Officers (SHEEO)*Kathleen Zaback, *Complete College America*Sharmila Mann, *State Higher Education Executive Officers (SHEEO)***College Experiences that Influence Post-Baccalaureate STEM Pathways**

Speaker Session | Decision-Support | Celestin GH

Using longitudinal data gathered by the Higher Education Research Institute on a cohort of diverse STEM student graduates, the paper to be discussed in this session uses multilevel modeling techniques to identify how undergraduate experiences, perceptions of undergraduate training experiences, and institutional contexts predict two dichotomous outcomes among STEM bachelor's degree recipients 11 years after college entry: whether or not the student matriculated into a STEM graduate/professional program, and whether or not the student joined the STEM workforce. Implications from the findings can inform institutional policies and initiatives seeking to encourage students to pursue STEM post-college pathways, increase minority participation in advanced STEM programs, and provide a model that can be replicated by IR departments. (Session ID: 2661)

Presenter(s)Kevin Eagan, *University of California, Los Angeles*Tanya Figueroa, *University of California, Los Angeles*Sylvia Hurtado, *University of California, Los Angeles*Krystle Cobian, *University of California, Los Angeles*Damani White-Lewis, *University of California, Los Angeles***Developing a New Website for Data Transparency:****Vision to Implementation**

Speaker Session | Technologies | Strand 11A

This session is a case study of how one IE department at a large, urban community college implemented a new website for the purpose of data transparency, in order to positively inform and impact strategic decision-making among key stakeholders across the institution. The session will include an overview of each step, and the associated departmental consideration and thought process that was required for project completion from visioning through implementation, as well as details on the challenges that needed to be overcome for implementation. (Session ID: 2485)

Presenter(s)Jennifer Anderson, *Columbus State Community College***Evaluating AP Credit Policies with Placement Validity Research**

Speaker Session | Decision-Support | Strand 12B

Often, institutional researchers are asked for their support in determining the appropriateness of the AP placement and credit policies in place at an institution or system of institutions. This session, led by a researcher from The College Board, will discuss requirements, benefits, and procedures for conducting placement validity studies. Detail on data considerations, challenges, limitations, and presenting to various stakeholders will be discussed, with opportunity for attendees to ask questions and discuss concerns specific to their institutions. (Session ID: 2392)

Presenter(s)Kelly Godfrey, *The College Board*Cathy Brigham, *The College Board*

From QR codes to Integrated LMS: New Approaches for Higher Response Rates*Sponsored Discussion Group | Analysis | Imperial 1*

S In this interactive session, participants will discuss innovative strategies for increasing response rates on online surveys, including the use of QR codes and LMS integration for greater participation. Led by a former academic evaluations coordinator, the discussion will focus on strategies used to achieve response rates ranging from 82-86% over four consecutive semesters. Specifically, the discussion will be structured around the following questions: (1) What new techniques are colleges and universities using to increase survey participation? (2) How can response rate strategies be adapted to fit different institutions? and (3) What role can faculty engagement play in earning and maintaining high response rates? (Session ID: 2942)

Presenter(s)Larry Piegza, *SmartEvals***Generating Usable Data for General Education***Sponsored Speaker Session | Assessment | Strand 3*

S Join us to learn how Central Connecticut State University was able to quickly generate usable assessment data for their General Education program by applying the model piloted in the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC). In this session, we will provide an overview of the MSC and how it has empowered over 100 two- and four-year institutions to engage faculty in outcomes assessment. In addition, CCSU will share how they were able to collect student work from existing course assignments aligned to specific learning outcomes and obtain usable assessment data within the month using Aqua by Taskstream. (Session ID: 2949)

Presenter(s)Yvonne Kirby, *Central Connecticut State University***Getting a Handle on Employment Data: How Do We Use It to Tell Our Story?***Speaker Session | Decision-Support | Strand 13B*

Two private non-profit colleges will share information on how they acquired and used non-self-reported alumni employment data from the Employment Development Department. Presenters will compare the benefits and limitations of using this wage data along with other sources of information about alumni outcomes such as the College Scorecard, LinkedIn University pages, PayScale, and alumni surveys. Presenters will show how each data source contributes a unique element to telling the story of a graduate. The session will also review the impact of benchmark choice when interpreting salary information, and discuss suggested ways to use employment data within an institution. (Session ID: 2120)

Presenter(s)Brianna Moore-Trieu, *University of California, Office of the President*Chris Olson, *Azusa Pacific University***Higher Ed Production Function: Performance, Accountability, and Efficiency***Speaker Session | Assessment | Strand 2*

The changes in higher education during the last forty years require that existing organizational frameworks be re-examined to address the modern challenges of performance budgeting and funding. This session will incorporate previous production function models with contemporary literature on higher education organizations and finances, to develop a revised model that more appropriately fits the current situation of budget cuts, rising tuition, and accountability reforms. The framework of the paper to be presented posits that institutional performance is a function of its inputs, and funding reforms based on these performance outcomes may lead to changes in institutional behavior related to input acquisition rather than instructional processes. (Session ID: 2141)

Presenter(s)Justin Shepherd, *Georgia Institute of Technology*

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

Sponsored Speaker Session | Technologies | Strand 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. (Session ID: 2955)

Presenter(s)

Taylor Suggs, *U.S. News & World Report*

Evan Jones, *U.S. News & World Report*

Making the Most of NSSE: An Overview of Updates, Customization Options, Reports, and Applications

Sponsored Speaker Session | Assessment | Strand 7

S NSSE's updated survey, modules, new customization options, online reporting tools, and redesigned reports offer participating institutions more refined ways to assess educational quality. This session provides an opportunity to highlight new features, including the mobile optimized survey and LMS/portal promotion, 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! (Session ID: 2932)

Presenter(s)

Jillian Kinzie, *Indiana University-Bloomington*

Robert Gonyea, *Indiana University-Bloomington*

Alexander McCormick, *Indiana University-Bloomington*

PacAIR Best Presentation: Trends in Filipino Community College Choices, Where Are We Now? Where Can We Grow?

Affiliated Organization Best Presentation | Decision-Support | Bolden 2

 Asian Americans have the highest college rate of any racial minority group in the US. Filipinos, however, are different from other Asian ethnic groups because of the history of colonialism, the issues of medical careers in the Philippines, and ethnic educational inequality in Hawaii. This presentation examines the demographic and educational trends for Filipino College students at a rural community college in the Pacific. It will explore the way in which Filipino college students progress through community college while contextualizing these findings in distinct fields of critical Asian American studies and institutional research and discuss future research and policy implications. (Session ID: 2923)

Presenter(s)

Leighton Vila, *Kauai Community College*

Ready, Set...Wait! Navigating a Bumpy Ride to Online Course Evaluations

Speaker Session | Technologies | Strand 11B

Morehouse College took the leap into online course evaluations to reap some of their known benefits in the spring of 2014, charging a new IR office of one (eventually two) with developing an online course evaluation system, using existing campus resources. IR and assessment professionals will learn specific pros and cons of building a campus-wide course evaluation process around a common cloud-based enterprise survey tool, Qualtrics. This presentation will unpack three aspects of the presenters' experience with online course evaluations: the importance of institutional context, some specific system/process details, and the challenges—from technical to interpersonal—they encountered with implementation. Their current approach offers a low-cost, workable online course evaluation solution that is particularly well-suited for decentralized course evaluations and feasible for centralized evaluations in similarly resource-strapped environments. (Session ID: 2593)

Presenter(s)

Tafaya Ransom, *Morehouse College*

Lan Ma, *Morehouse College*



Research Metadata Analysis to Promote Interdisciplinary Collaboration*Discussion Group | Technologies | Imperial 5A*

This discussion will address tools and best practices used to analyze IR metadata to promote interdisciplinary research collaboration across programs, departments, campuses, disciplines, and institutions. (Session ID: 2713)

Presenter(s)*Heather Lent, Academic Analytics**Lydia Snover, Massachusetts Institute of Technology**Tynan Heller, Academic Analytics***RMAIR Best Presentation: Course Enrollments - Our Interactive Dashboard, from the Why to the How***Affiliated Organization Best Presentation | Technologies | Bolden 5*

 How do enrollments compare to last year? How full are course sections? How many waitlist students need the course versus just want a better time/teacher? These are some questions that decision-makers at our university need answered. And they need results weeks (or months) before every term. Over several years, we have worked on this process. This year, we finally created an interactive Tableau dashboard that delights the main stakeholders. In this session, we will show you how we did it. We will explain the history of the two prior variations. We will discuss some of the issues that we addressed along the way. And we will show you the final result and some of its features. It is not perfect, and we do not expect you to duplicate our dashboard. However, the information you will learn from this session will help create your own course enrollments tool.

(Session ID: 2901)

Presenter(s)*Mark Leany, Utah Valley University**Robert Loveridge, Utah Valley University***Ten-year Follow-up of Postsecondary Enrollment Delayers and Non-delayers***Speaker Session | Decision-Support | Strand 1*

Students who delay immediate postsecondary enrollment may forego individual benefits, or, by not persisting once enrolled, may represent misplaced resources for higher education institutions. This study revisits extensive P-20 state student-level data collected from the 2004 Texas high school graduating cohort and analyzed when graduates were six years out to predict persistence patterns for delayers and non-delayers. This ten-year follow-up study sheds light on these students' graduation outcomes, including their use of diverse institution types, to reveal the long-term effects of postsecondary enrollment delay. The goal of this session will be to identify moments of pause, redirection, and possible intervention through the education pipeline.

(Session ID: 2580)

Presenter(s)*Suchitra Gururaj, The University of Texas at Austin***These Are Not the [Data] You Are Looking For***Discussion Group | Assessment | Imperial 5B*

This session will focus on ways to assist decision makers to focus their attention on the data that make the most sense, fit their long-term goals, and support continuous improvement. Often IR officers and analysts are asked to assist decision makers without fully understanding the question they hope to answer, or even less, the strategic direction the data are intended to inform. The purpose of this discussion group is to explore ways that IR analysts can tactfully help guide decision makers into thinking about their data requests more strategically. (Session ID: 2589)

Presenter(s)*Tim Stanley, Utah Valley University**Laura Jimenez-Snelson, Utah Valley University*

Using Data to Assess and Support Interdisciplinary Research Initiatives

Discussion Group | Analysis | Imperial 5D

In this session, IR professionals from two universities will discuss metrics used to support and benchmark interdisciplinary research. Indiana University is implementing an approach to help faculty more easily find interdisciplinary collaborators on campus. Michigan State University has found a way to identify peer institutions to benchmark interdisciplinary units. The session is organized around the following three questions: What data can be used to facilitate potential interdisciplinary research collaborations on campus? What data can be used to measure an institution's interdisciplinary initiatives against similar initiatives at peer institutions? What role can IR professionals serve in measuring interdisciplinary research?

(Session ID: 2778)

Presenter(s)

Kyle Sweitzer, *Michigan State University*
 Bethan Cantwell, *Michigan State University*
 Patricia Goodall, *Indiana University-Bloomington*
 Hannah Garcia, *Academic Analytics, LLC*

Using Data Visualization Software to Develop an Interactive Factbook

Speaker Session | Technologies | Celestin E

  The field of IR promotes the use of institutional data in strategic planning and program development at higher education institutions. However, as the demand for institutional data increases, IR offices must find new and innovative ways to deliver complex information to diverse audiences. This session will focus on the presenters' experience using Tableau to transition their factbook from a collection of static PDF reports to an interactive self-service reporting tool with dynamic tables and engaging visualizations. Presenters will discuss the benefits of developing an interactive factbook, and how they leveraged growing institutional interest in analytics and data literacy to gain executive sponsorship for their project. Challenges encountered and how they were overcome will also be reviewed, such as balancing competing reporting and analytics needs in a public factbook, and adapting to unexpected system and data limitations. (Session ID: 2503)

Presenter(s)

Christopher Pena, *University of Denver*
 Ben Siebrase, *University of Denver*

Using Propensity Score Matching to Create Matched Groups for Analyses

Speaker Session | Analysis | Bolden 6

The propensity score matching (PSM) technique simulates an experimental design, controls for selection bias, and creates near-equivalent experimental and comparison groups. It is critical that researchers apply methodologies like PSM to control for selection bias and leverage PSM to create matched groups for outcomes analyses in IR studies. This technique enables researchers to meet the increasing demands of external and internal stakeholders, demonstrating a wise, appropriate use of resources, and facilitating the practice of informed decision making. (Session ID: 2496)

Presenter(s)

Bobbie Frye, *Central Piedmont Community College*

Using Statistics and Machine Learning to Predict Student Success

Speaker Session | Decision-Support | Bolden 3

Most higher education institutions have implemented student success initiatives towards helping students succeed through their college career. Higher education institutions also are faced with limited resources for implementing student success initiatives. Researchers at Purdue are using statistical modelling and machine learning techniques to predict student outcomes before they happen, allowing Purdue to target student success resources at students who are most likely to perform poorly. This presentation will focus on the methodology used for building models, the features of the data that were most important to student success, the ways researchers at Purdue plan to continue improving models, and finally how Purdue is operationalizing these learnings. (Session ID: 2309)

Presenter(s)

Monal Patel, *Purdue University*
 Xi Zhang, *Purdue University*
 Brent Drake, *Purdue University*
 Ian Pytlarz, *Purdue University*



Using Text Analytics to Understand Student Course Scheduling Preferences

Speaker Session | Decision-Support | Celestin A

The problem of course scheduling, particularly at large, complex institutions, has been examined (though not entirely solved) from differing perspectives ranging from qualitatively administrative to quantitatively mathematical/computational. This session will present new findings and actionable results obtained from a large case study at a prominent, four-year, multi-campus state college involving ($n = 5,024$) responses to comprehensive online Class Schedule Preference designed to capture both quantitative and qualitative (i.e., open text response) data directly from actively enrolled students. Open text data was extracted and mined using a widely recognized, commercially available text-mining application. The results of several models will be explored, compared, and applied to improve understanding of the course scheduling problem, with specific reference to existing and emerging empirical work in the areas of text mining and course scheduling research. (Session ID: 2359)

Presenter(s)

Greg Michalski, *Florida State College at Jacksonville*

Who's Going to Leave? A Multilevel Approach to Investigating Attrition

Speaker Session | Analysis | Bolden 4

 Students leaving before completing their postsecondary course of study result in a lost investment of personal and institutional resources as well as public expenditure. IR professionals are continuously challenged to assist in research endeavors to identify at-risk students and measure the impact of strategic initiatives designed to reduce student attrition. In this session, findings from a study investigating the relationship between selected student level factors (i.e. entry level qualifications, GPAs, age, student status, and sex) and student attrition using hierarchical logistic regression models will be presented. (Session ID: 2200)

Presenter(s)

Doodnath Persad, *College of Science Technology and Applied Arts of Trinidad and Tobago*

03:00 PM–03:45 PM

AIRUM Best Presentation: Maximizing IR's Data Impact: Best Practices and Lessons Learned Publishing with Tableau

Affiliated Organization Best Presentation | Technologies | Strand 12A

 With growing local and national expectations of public accountability and transparency from postsecondary institutions, institutional research offices are being challenged to expand their data reporting and communications capabilities. To help meet these expectations, IR offices are increasingly harnessing data visualization tools to promote data access and analysis for a range of stakeholders. This presentation discusses best practices in data visualizations design and provides lessons learned in implementing those practices utilizing Tableau Public for publishing data and analyses to the web. The presentation also addresses issues and adaptations for users with disabilities as well as responsive design and accessibility across mobile devices. (Session ID: 2917)

Presenter(s)

Lesley Lydell, *University of Minnesota*

Assessing Written Communication: Is Motivation a Concern?

Speaker Session | Assessment | Strand 11A

As written communication has been identified as a critical skill for success in higher education, institutions increasingly demand that students' writing ability be assessed as a learning outcome. To address this concern, this presentation will describe a new written communication student learning outcome assessment that allows for authentic writing tasks, while balancing psychometric quality. Next, a discussion will be presented on the validity concerns (e.g., low examinee motivation) related to low-stakes writing assessments that employ constructed-response items. This will be followed by a review of how examinee motivation is typically identified, and the implications of motivation for performance on constructed-response items. A study evaluating the effects of motivation on essay scores from the new writing assessment will then be described. The presentation will conclude with a discussion on approaches to strengthen examinee motivation under low-stakes contexts. (Session ID: 2450)

Presenter(s)

Joseph Rios, *Educational Testing Service*



Building the Last Mile in Data Science Towards Evidence-Based Action

Sponsored Speaker Session | Analysis | Strand 4

S Civitas Learning has been engaged in building the Students Insights Platform leveraging the DIAL (Data to Insights to Actions to Learning) framework. In this session, we will demonstrate how predictive and course/pathway insights can be used for proactive, personalized actions. We then show how impact insights can be generated using micro impact analysis Web services that adhere to the guidelines of What Works Clearinghouse. In summary, we will explore together how the DIAL framework can be instrumental in creating a virtuous cycle of student success. (Session ID: 2982)

Presenter(s)

David Kil, *Civitas Learning*
Laura Malcolm, *Civitas Learning*

Creating Data Visualizations Using R: An Introduction for Non-Programmers

Speaker Session | Technologies | Celestin E

 Creating graphs is a central part of the IR workload, but it can be frustrating. If you make graphs using Excel, you might spend hours mindlessly pointing-and-clicking, which then has to be repeated if updates to the graphs are required. The presenter will begin by arguing in favor of two points: First, IR professionals would be better off using R (a free and open-source programming language), and second, even those without any programming experience can learn R well enough to reap its majesty. A demonstration will be given on how to create and modify a scatter plot using ggplot2, an R package for building highly customizable visualizations. The primary goal of the presentation is for audience members to leave feeling empowered to learn to use R to improve the quantity, quality, and reproducibility of their work. (Session ID: 2207)

Presenter(s)

Arie Spirgel, *Nova Southeastern University*

Data Driven Student Success and Enrollment: Real World Examples

Sponsored Discussion Group | Decision-Support | Imperial 1

S This discussion will focus on experiences with using predictive analytics to help support enrollment and student success initiatives. It is open to both experienced IR professionals as well as those looking to learn more about how they can incorporate predictive modeling at their institution. The discussion will be facilitated by Loralyn Taylor, Director of Analytics for University Student Success Initiatives at Ohio University. The discussion will focus around the following questions: Can you share a success you have had implementing predictive analytics for an initiative at your school (include any outcomes)? How did you get buy in from other stakeholders? What was the most challenging part of the project? Did the quality of your data become an issue at all? If so, how did you overcome it? Can you share any additional tips for those who are just getting started? What are your future plans for predictive analytics at your school? (Session ID: 2969)

Presenter(s)

Paul Kirsch, *Rapid Insight Inc.*
Loralyn Taylor, *Ohio University*
Eric Derby, *Rapid Insight Inc.*

Deciding When to Triangulate Data

Discussion Group | Analysis | Imperial 5B

This discussion will attempt to spur discussion and collect wisdom on the topic of when and how IR professionals should triangulate the many data sets we possess in order to inform administrative actions. Two case studies from two IR offices in different universities will be shared as examples for triangulation. Discussion participants will have dialogues on key elements for effective triangulation, such as appropriate research questions, compatibility of data sets, and so on. Participants will also explore possibilities of data triangulation in future work. (Session ID: 2724)

Presenter(s)

Fang Du, *The New School*
Stephanie Stephens-Hargrave, *Gulford College*



Empowering Admissions & Improving Retention with IBM SPSS Predictive Analytics

Sponsored Speaker Session | Technologies | Strand 7

SIn order to strengthen the admissions process and empower admissions officers, schools are using predictive analytics to improve candidate selection and retention. With the help of IBM SPSS solutions, Wentworth Institute of Technology analyzed data on accepted students for the last 5 years to predict first year retention, first semester performance/GPA, and 1st year performance. High school GPA, high school academic, socio-economic ranks and major were among the most influential predictors. The admissions counselors are empowered to visualize the student information on a web page and run scenarios with major and/or highest math level changes in order to see new predictions. (Session ID: 2983)

Presenter(s)

Nicole Alioto, *IBM Corporation*

Alice Mello, *Wentworth Institute of Technology*

Examining Gaps in Aspiration, Access, and Completion by Parental Education

Speaker Session | Analysis | Bolden 2

Previous literature states that students whose parents have lower levels of education are less likely to aspire to, access, and complete a college credential. As these students, typically defined as first-generation students, are less likely to access and persist at higher education, they are of particular interest to many institutions. However, most of the literature on this student group uses outdated data, such the National Education Longitudinal Study of 1988. The study to be discussed in this session uses two more recent nationally representative NCES datasets, the Educational Longitudinal Study of 2002 and the High School Longitudinal Study of 2009, to examine changes in the first-generation population between 2002 and 2009, and identify gaps in aspirations, access, and completion by parental education.

(Session ID: 2610)

Presenter(s)

Mark Umbreit, *The Pennsylvania State University*

Faster Research: Data Cleaning in R

Speaker Session | Analysis | Bolden 6

Decision trees, K-means clustering, support vector machines? First things first, clean data. This presentation will show how R can be leveraged in order to automate and transform data so that researchers can get to modeling faster. Additionally, it will discuss how data cleaning fits in an overall data strategy alongside data governance. Several real world examples will be used. (Session ID: 2282)

Presenter(s)

Matthew Rysavy, *Colorado Community College Online*

Gender Identity and Sexual Orientation: Survey Challenges and Lessons Learned

Discussion Group | Assessment | Imperial 5A

Participants in this discussion will learn about and discuss the assessment of and conversations about gender identity and sexual orientation on campuses, and the challenges and potential solutions for writing more inclusive survey questions about complex identities. Challenges and potential strategies for surveying, disseminating results, and talking about difficult or sensitive topics on college campuses will also be discussed. Finally, participants will learn about the engagement, perceptions of campus support, and satisfaction, of students with varying gender identities and sexual orientations from a longitudinal, large-scale, multi-institution survey of students at four-year colleges and universities. (Session ID: 2707)

Presenter(s)

Sarah Hurtado, *Indiana University- Bloomington*

Allison BrckaLorenz, *National Survey of Student Engagement*

Jana Clark, *Indiana University-Bloomington*



Get Out of The Operational! Purpose Evaluation Data for Strategic Use

Sponsored Speaker Session | Assessment | Strand 3

S Institutions are leveraging a variety of summative and formative approaches to improve curriculum, teaching effectiveness, and student outcomes. The challenge is that without efficient tools researchers become more operationally focused and may neglect applying data for strategic purposes. This presentation will focus on 1) How to create one time integrations with SIS and LMS platforms 2) How to achieve full automation of course evaluations and clear accreditation processes 3) Easy applications of how data can support important institutional themes like student engagement, faculty development and improving student retention. (Session ID: 2947)

Presenter(s)

Francois Beneteau, *eXplorance*

Get Them to Click it! Increasing Online Survey Response Rate

Discussion Group | Analysis | Imperial 5C

In this interactive presentation, the presenters will be addressing challenges in administering online surveys and offering 20 strategies that may help attendees improve online survey response rates. At the end of this session, attendees should be able to identify several strategies to utilize in their own online survey data collection. (Session ID: 2712)

Presenter(s)

Chih Ming (Ryan) Chung, *University of Oklahoma*
Felix Wao, *University of Oklahoma*

Going Backward? The Academic and Employment Consequences of Four to Two-year Transfer

Research and Dissertation Grant Session | Analysis | Strand 13A

Facilitating student transfers from two-year to four-year institutions has been a focus of research and policy in recent years. Much less attention, however, has been given to the phenomenon of four-year to two-year (4-2) transfer: each year approximately 16% of four-year beginning students transfer to a two-year college. Using distance to the closest two-year college as an instrumental variable, this session will examine the effect of 4-2 transfer for struggling students who scored less than a 3.0 grade point average in the first term. Findings indicate that 4-2 transfer can improve college completion, at least for struggling students in four-year institutions. (Session ID: 2920)

Presenter(s)

Yuen Ting Liu, *Teachers College Columbia University*

Increasing the Overall Efficiency and Effectiveness of IR/IE Offices

Speaker Session | Operations | Celestin A

How can the overall efficiency and effectiveness of IR/IE offices be improved? This presentation provides the audience with a tool to help answer this very question. The presenters' four-quadrant framework analyzes routine and ad-hoc office projects for external accountability as well as internal improvement. The analysis can be used as a communication tool with office staff, supervisors, and other campus stakeholders for determining project priorities and changes in office operations. Four case studies will be discussed, representing a public baccalaureate university, a community college, and two public research universities. (Session ID: 2356)

Presenter(s)

Hirotsuke Honda, *University of Maine at Augusta*
Heather Kelly, *University of Delaware*
William Knight, *Ball State University*
Yasushi Morimoto, *Santa Fe Community College*

Institutional Rankings in the Health Sciences: Proliferation and Standards

Speaker Session | Analysis | Strand 1

A growing number of ranking platforms have been developed in an attempt to assess value, demonstrate success, and promote reputation in the health sciences. However, concerns about the quality and adequacy of these metrics inhibit many institutions from using rankings to affect strategic change. IR professionals in health sciences must be prepared to engage in conversations about rankings (e.g. evaluate methodologies, interpret findings, discuss relevance) and help shape the audits that assess the quality of these metrics. This presentation will examine current ranking systems in the health sciences and propose standards for auditing and interpreting rankings. (Session ID: 2323)

Presenter(s)

Jingjing Zhang, *University of North Carolina at Chapel Hill*
Jacqueline McLaughlin, *University of North Carolina*
Josetta McLaughlin, *Roosevelt University*
Gerald McLaughlin, *DePaul University, Retired*



MIAIR Best Presentation: Decision Tree Analysis of Transfer Student Performance at a Public 4 Year Institution

Affiliated Organization Best Presentation | Decision-Support | Bolden 3

 Logistic regression is typically used to identify factors that predict students at risk. However, the results are difficult to interpret which hinders open discussion. This session will show how a complex statistical analysis (decision tree analysis) is easily interpreted. The output is graphical in the form of trees that classify groups at risk. This session will demonstrate that presentations of this sort lead to high levels of discussion and buy-in by constituents across campus. Commonly collected factors such as transfer hours, transfer GPA, Pell, full/part time, and prior 2 year degree attainment are used in the analysis.

(Session ID: 2899)

Presenter(s)

Robert Roe, *Central Michigan University*

National Survey of Institutional Research Offices

Speaker Session | Decision-Support | Celestin GH

 This national survey establishes a baseline of IR office capacities. The inquiry seeks to document the characterizations of IR Offices as they exist in 2015, including scope of work, reporting lines, and staffing. Guiding questions include: How many people work in the IR Office? What tasks are assigned to the IR Office? What fiscal investments do institutions make in their IR Offices? Survey responses represent IR Offices at 1,575 unique institutions. This session provides an overview of the findings and opportunity for dialogue about the need for benchmarking in this arena. (Session ID: 2909)

Presenter(s)

Darlena Jones, *Association for Institutional Research (AIR)*
Jason Lewis, *Association for Institutional Research (AIR)*

**Predicting At-Risk Students in Teaching Preparation Programs**

Discussion Group | Decision-Support | Imperial 5D

This discussion will address the issue of how to proactively identify teacher certification candidates who may be at risk to fail. Many undergraduates enter higher education with the intent to become teachers, only to experience failure in the certification process. Developing a pro-active identification process and implementing programming for these students could enhance the pool of certified teachers. This session will demonstrate how entering student characteristics can be used to predict students who may be at risk in courses that are prerequisites to teacher certification, and demonstrate a model that other institutions can use to develop their own predictive ability. (Session ID: 2732)

Presenter(s)

Linda Clark, *Central Connecticut State University*

Putting the “Integrated” Back Into IPEDS: Improving an Established System

Speaker Session | Reporting | Bolden 4

IPEDS is a comprehensive and trusted data source. However, many institutional researchers find current IPEDS reporting requirements to be overly burdensome, while policymakers frequently criticize its inability to adapt to different student characteristics and behaviors and policy interests. IPEDS serves many purposes, most of which go beyond its original purpose of reporting national statistics on higher education. There are many ways in which IPEDS can be improved, and these improvements could greatly enhance data availability to policymakers and researchers. That said, institutional reporting burden must be commensurate with value. The most viable improvements would link IPEDS to other existing data systems, add key new elements, remove outdated data, and feed data back to institutions. This session will explore potential improvements to IPEDS, while giving participants an opportunity to share their perspectives on ways to generate better data while alleviating reporting burden. (Session ID: 2643)

Presenter(s)

Jamey Rorison, *Institute for Higher Education Policy*

Who Lands a Job First? Exploring Time to Employment Post-graduation

Speaker Session | Decision-Support | Bolden 5

The labor market outcomes of college graduates is of great interest to higher education administrators and researchers. In particular, how long it takes for students to find employment is becoming an important indicator of institutional performance. The research to be presented in this session examines how employment outcomes vary across students with respect to their postsecondary choices (type of institution attended, degree, major) and student characteristics (race, gender). Presenters conducted this research using a new state longitudinal data system (SLDS) from Georgia. This presentation will offer insight on how to work with an SLDS, as well as highlight trends in labor market outcomes for college graduates in Georgia.

(Session ID: 2251)

Presenter(s)

Rachana Bhatt, *Board of Regents of the University System of Georgia*
 Lori Haggard, *University of Georgia*
 Tan Tran, *University System of Georgia*
 Angela Bell, *University System of Georgia*

03:00 PM–04:00 PM

Data Governance and Business Intelligence: A Tale of Two Schools

Panel Session | Decision-Support | Strand 11B

The dramatic increase of data requirements in today's higher education landscape has led to the topic of BI reaching critical mass in the IR profession. As many institutions are finding out, even the best BI efforts can be thwarted by a weak or non-existent data governance infrastructure. In this session, two private institutions will share the journey they are taking to enhance data-driven decision-making by introducing the tenets of data governance and BI into their organizations. Both universities will explain what has worked and, more important, what has not.

(Session ID: 2494)

Presenter(s)

Dale Amburgey, *Embry-Riddle Aeronautical University*
 Tarji Kinsey, *Embry-Riddle Aeronautical University*
 Dominic Lombardi, *Florida Institute of Technology*
 Jessica Steinmann, *Embry-Riddle Aeronautical University*
 Leslie Savoie, *Florida Institute of Technology*

First-Destination and Other Post-Graduation Outcomes

Panel Session | Assessment | Strand 10B

In light of the recent focus on the College Scorecard, along with the national discussion of the cost of higher education and student loan debt, the post-graduation outcomes of college students are becoming even more important as indicators of IE. This panel will focus on the first-destination outcomes of college graduates, while also recognizing that other outcomes are also relevant across institutional settings. Panelists will discuss not only the importance of these outcomes, but also the nuances of collecting and reporting on these outcomes across different institutional settings. The goal of this panel is to create a session in which an IR practitioner can gain beneficial and practical information on this topic, regardless of institutional type. (Session ID: 2394)

Presenter(s)

Lou Guthrie, *Johnson County Community College*
 David Troutman, *The University of Texas System*
 Jerold Laguilles, *Springfield College*
 Kristina Powers, *Bridgepoint Education*
 Mary Ann Coughlin, *Springfield College*
 Jessica Shedd, *University of Texas System*

Graduate Student Gathering

Special Event | Strand 2

The Graduate Student Gathering is an event to help you learn more about the benefits of AIR scholarships, professional development institutes, and other funding and volunteer opportunities. There also will be discussion about the transition into the institutional research world and how AIR can help, as well as words of advice from members of AIR's Board of Directors. (Session ID: 1250)

Presenter(s)

Eric Atchison, *Mississippi Board of Trustees of State Institutions of Higher Learning*
 Kathleen Zaback, *Complete College America*
 Raj Malhotra, *MCPHS University*



International Rankings Go Deeper and Wider: More Subjects to Be Ranked

Panel Session | Reporting | Strand 10A

 Following their 2015 presentation on international university rankings in general, this year, this panel will shift attention to subject rankings. Different from overall university rankings, subject rankings position institutional performance in specific academic disciplines or fields, and provide valuable supplemental information to the university's overall rankings. Led by an institutional researcher, a few of the best-known international ranking organizations will introduce the purposes, methodologies, and trends behind their subject rankings, followed by a discussion on how to better utilize ranking data for campus decision-making support, from the perspectives of both IR and international rankings. (Session ID: 2254)

Presenter(s)

Baerbel Eckelmann, QS Quacquarelli Symonds Limited
 Yang Zhang, University of Hawaii at Manoa
 Robert Morse, U.S. News and World Report
 Yan Wu, Shanghai Jiao Tong University
 Gero Federkeil, CHE Centre for Higher Education
 Phil Baty, Times Higher Education

Repayment Rates: What IR Professionals Need to Know and Why It Matters

Panel Session | Analysis | Strand 13B

 This panel will explore various approaches to calculate student loan repayment rates, including the repayment rate published in College Scorecard, and discuss their implications for consumer information, institutional improvement, and accountability. Panelists will provide an overview of the policy landscape and the justification for examining student loan repayment rates after students exit higher education programs. Using institutional data from a statewide community college system and a public research university, the panel will show how repayment rates intersect credential completion, program type, and student and family characteristics. The panel offers advice for analytical approaches and collaboration on other campuses. (Session ID: 2322)

Presenter(s)

Amanda Janice, Institute for Higher Education Policy
 Braden Hosch, Stony Brook University
 Rachel Boon, Ivy Tech Community College

The Use of Visualization to Support a Data Culture for Student Success

Panel Session | Technologies | Strand 12B

Many institutions lack both the skills in data analysis and the tools that are required to leverage data as a strategic asset. Data visualization utilizes technology to contribute to data sense making, so that researchers can weave data they collect into the fabric of understanding. The panelists represent a network, a college, a system, and a technology solution provider, and will share insights on how to use a data-informed approach to improve student outcomes. Attendees will learn why it is important for colleges to consider an analytics solution, and how visual analytics moves beyond standard BI. Attendees will see a demo of the visual dashboard used by Valencia College to manage enrollment and student progression, and hear how requests for ad hoc data reports were reduced by 60%. A second demo will illustrate the visual dashboard used by the North Carolina Community College System for performance management. The panelists will share best practices, lessons learned, and tips for colleges just getting started. (Session ID: 2176)

Presenter(s)

Bill Schneider, North Carolina Community College System
 Daryl Davis, Valencia College
 Laurie Heacock, Achieving the Dream
 Emily Baranello, SAS Institute Inc.

Wednesday

04:00 PM–05:00 PM

Welcome Reception Hosted by AIR Board of Directors

Special Event | Empire Ballroom

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 Crescent 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.



05:00 PM–06:00 PM

Association for Institutional Research in the Upper Midwest (AIRUM)

Affiliated Organization Meeting | Bolden 1

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 2016 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. (Session ID: 1100)

Convener(s)

Nicole Holland, *Walden University*

Global Gathering: Trends in Assessment of the Student Experience

Panel Session | Assessment | Celestin A

This session features student success from a global perspective. Panelists will share approaches to assessment of the student experience from a variety of regions. There will be time for group discussion to explore the ideas presented and to ask questions of the panelists. A reception will follow this session. All are welcome to attend. (Session ID: 2990)

Presenter(s)

Karen Webber, *University of Georgia*
 Clifford Adelman, *Institute for Higher Education Policy*
 Victor Borden, *Indiana University-Bloomington*
 Phil Baty, *Times Higher Education*
 David Carroll, *Monash University*
 Charles Mathies, *University of Jyväskylä*

Mid-America Association for Institutional Research (MidAIR)

Affiliated Organization Meeting | Bolden 2

A chance for MidAIR members to meet and discuss the upcoming conference in November as well as voice ideas, concerns, and questions as well as network with other IR professionals in their area. (Session ID: 1101)

Convener(s)

Shonda Ireland, *Columbia College*

Northeast Association for Institutional Research (NEAIR)

Affiliated Organization Meeting | Bolden 3

Meet with other top IR leaders to hear what's happening at NEAIR – grants, professional development workshops, and our annual conference at the Hyatt Regency on the Inner Harbor, Baltimore, Maryland. Referencing Baltimore's master storyteller Edgar Allan Poe, the 2016 conference theme is Tell-Tale Data: IR at the Heart of Institutional Success, and the conference program will focus on how visual design and storytelling with our data is crucial for institutional researchers today given information overload. New hires? Hear about ways to connect your new staff professionally through our introductory membership to NEAIR and Newcomers workshop. (Session ID: 1102)

Convener(s)

Betsy Carroll, *The Culinary Institute of America*

Overseas Chinese Association for Institutional Research (OCAIR)

Affiliated Organization Meeting | Bolden 4

Current members and all those interested in learning more about the Oversea Chinese Association of Institutional Research are invited to attend this informal session for the exchange of ideas and discussion of current IR issues. (Session ID: 1103)

Convener(s)

Yan Wang, *Milwaukee Area Technical College*

Pacific Association for Institutional Research (PacAIR)

Affiliated Organization Meeting | Bolden 5

Join fellow PacAIR members for a brief meeting and “talk-story” time. Anyone interested may attend. We will be gathering a dinner group right after our meeting and you are welcome to join us. (Session ID: 1104)

Convener(s)

John Stanley, *University of Hawaii - West Oahu*

Pacific North West Association for Institutional Research and Planning (PNAIRP)*Affiliated Organization Meeting | Bolden 6*

PNAIRP cordially invites members attending the 2015 AIR conference to a brief meeting. We invite all PNAIRP attendees to join us to congratulate our PNAIRP best paper presenters, share their presentation topics, and connect with colleagues, before heading out for the PNAIRP group dinner. (Session ID: 1105)

Convener(s)*Summer Kenesson, Olympic College***Rocky Mountain Association for Institutional Research (RMAIR)***Affiliated Organization Meeting | Strand 1*

The Rocky Mountain Association for Institutional Research (RMAIR) includes higher education research professionals from Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Texas, Utah, Wyoming, and Canadian provinces, Alberta and Saskatchewan. This meeting will be a great opportunity to network with fellow Rocky Mountain IR professionals while we conduct RMAIR business and showcase the upcoming RMAIR annual conference locations. All interested parties from both member and non-member states are invited to attend. (Session ID: 1106)

Convener(s)*Joseph Curtin, Utah System of Higher Education***Southeastern Association for Community College Research (SACCR)***Affiliated Organization Meeting | Strand 2*

We will be discussing the fall conference which will be held in Atlanta, Georgia on September 10th-12th. We will also be addressing issues related to institutional effectiveness in community colleges. (Session ID: 1107)

Convener(s)*Edith Carter, Barber-Scotia College***Southern Association for Institutional Research (SAIR)***Affiliated Organization Meeting | Strand 3*

SAIR will hold an informal meeting for those interested in institutional research and assessment throughout the Southeastern Region. Fall conference arrangements will be discussed. (Session ID: 1108)

Convener(s)*Cara Mia Braswell, Auburn University at Montgomery***06:00 PM–07:00 PM****Global Gathering Reception***Special Event | Celestin BC*

Professionals interested in the global perspective are invited to join colleagues for this reception at the conclusion of the Global Gathering. All are welcome. (Session ID: 2991)

Sponsored by*Times Higher Education*

NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH

CALL FOR CONTRIBUTORS

NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH (NDIR)

is a non-peer reviewed thematic and practitioner-oriented edited publication from Jossey-Bass, A Wiley Brand. Quarterly issues of *NDIR* focus on specific topics related to institutional research, planning, or higher education management. The editors are interested in receiving proposals from potential issue editors who identify and work with chapter contributors.

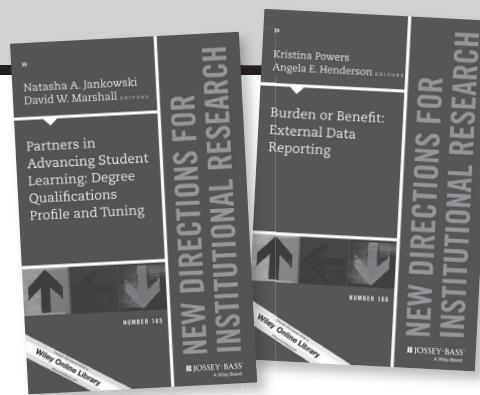
Example topics (with focus on the IR audience and implications for IR) include:

- Post-9/11 GI Bill
- ACA – Institutional Impacts and Responses
- Budget Systems and Models
- Data Warehousing/Data Marts
- Measuring Faculty Scholarly Productivity
- TT vs. Non-TT Faculty: Trends and Impacts
- Accountability (such as the White House Scorecard)

Potential issue editors are encouraged to review recent issues and articles online at:

www.wileyonlinelibrary.com/journal/ndir

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- Academic Search Elite (EBSCO Publishing)
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- ERA: Educational Research Abstracts Online (T&F)
- ERIC: Educational Resources Information Center (CSC)
- Higher Education Abstracts (Claremont Graduate University)
- Professional Development Collection (EBSCO Publishing)

The timeframe from accepted proposals to print is approximately nine months. Those interested in exploring opportunities to publish in *NDIR* are encouraged to contact Gloria Crisp at Gloria.Crisp@utsa.edu.

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Program Highlights: Thursday, June 2

- 7:00 AM – 5:00 PM Registration Open – Empire Foyer
- 8:00 AM – 2:30 PM Exhibit Hall and AIR Networking Hub Open
- 8:15 AM – 10:00 AM Concurrent Sessions
- 10:00 AM – 10:45 AM Coffee Break and Networking
- 10:45 AM – 11:30 AM Concurrent Sessions
- 11:30 AM – 1:00 PM Lunch Break and Networking in Exhibit Hall
- 11:45 AM – 12:45 PM Poster Presentations in Exhibit Hall
- 1:00 PM – 2:00 PM Thursday Plenaries – NEW for 2016
- 2:00 PM – 2:45 PM Dessert Reception and Networking Exhibit Hall
- 2:45 PM – 4:45 PM Concurrent Sessions
- 5:00 PM – 6:00 PM Affiliated Organization/Auxiliary Meetings
- 6:00 PM Affiliated Organization Dinner Groups

Notes

Thursday

A dark gray rectangular advertisement with a white diagonal banner across the top left containing the text "NOW AVAILABLE". The main title "Summary Report of the AIR National Survey of IR Offices" is centered in large white font. Below it, the subtitle "IMPROVING & TRANSFORMING INSTITUTIONAL RESEARCH IN POSTSECONDARY EDUCATION" is written in smaller white capital letters. At the bottom, the text "Learn More at airweb.org/NationalSurvey" is displayed in white.

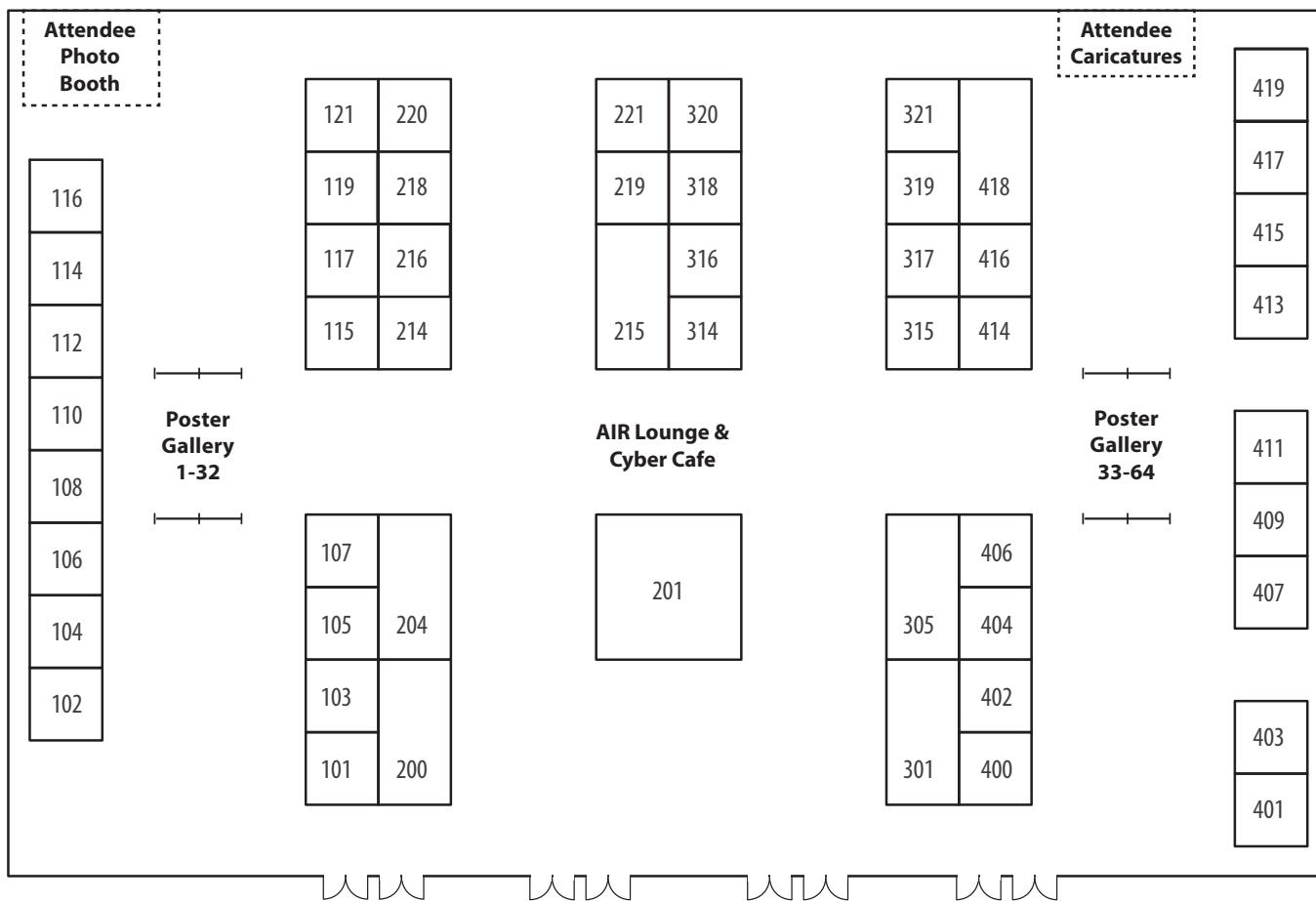
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Exhibit Hall Floor Plan—Empire Ballroom



ENTRANCE

Academic Analytics, LLC	104	GradLeaders	407	Ruffalo Noel Levitz	417
ACAT	416	Gravic, Inc.- Remark Software	105	SAS Institute Inc..	215
ACT.	119	Higher Education Research Institute . . .	301	Scantron	414
Ad Astra Information Systems	103	IBM Business Analytics	218	SmartEvals (GAP Technologies, Inc.) . .	220
Blackboard	318	iDashboards.	319	Strategic Planning Online, LLC	315
Campus Labs	305	IData Incorporated.	411	SurveyGizmo	219
Civitas Learning	115	IDEA	404	Tableau.	204
CLA+	110	Incisive Analytics.	114	Taskstream	214
CollegeNET	112	Invoke Higher Education	106	The College Board	415
Collegis Education	402	IPEDS	419	Thomson Rueters.	216
Collibra	314	National Center for Science and Engineering Statistics.	116	Times Higher Education.	321
DATA180.	121	National Student Clearinghouse	409	U.S. News Academic Insights	200
Digital Measures	201	National Survey of Student Engagement .	316	Xitracs. A Division of Concord USA, Inc. .	418
Digital Science	406	Nuventive, LLC	108	ZogoTech	403
Elsevier	117	Plum Analytics	221		
Equifax Verification Services	317	QS Intelligence Unit	107		
ETS.	400	Rapid Insight	102		
EvaluationKIT	320	Research Institute for Studies in Education.	413		
Evisions	401				
eXplorance	101				

08:15 AM–09:00 AM

AAIR Best Presentation: A technology solution for the HE sector on benchmarking for quality improvement purposes*Affiliated Organization Best Presentation | Technologies | Bolden 3*

 The Australian Government recently endorsed a revised Higher Education Standards Framework which places peer review and benchmarking as highly important in the comparability and assurance of academic standards in higher education. Key challenges include significant resource implications, data security, reporting requirements and alignment to accreditation. The aim of this presentation is to provide an overview of a proof-of-concept trial of an online peer review tool with 17 universities, 6 private providers and 3 Deans Councils in Australia. The trial looked for technology solutions that provide streamlined, sustainable and cost effective solutions for the quality of program outcomes and assessment. (Session ID: 2915)

Presenter(s)Sara Booth, *University of Tasmania***Assessing Student Success Initiatives: Challenges And Results***Speaker Session | Decision-Support | Strand 1*

 Higher education institutions are always interested in understanding what type of impact new implementations and initiatives are making on students, and this is especially true when those initiatives relate to student success. The development of evaluation plans and tracking of key performance measures can be a big challenge when there are many initiatives but few human resources available for that assessment. This case study highlights the decision making and processes followed by one institution to create an effective assessment strategy for a large number of simultaneous student success initiatives. (Session ID: 2466)

Presenter(s)Julio E. Moreno, *Columbus State Community College*
Paul Rusinko, *Columbus State Community College***Camouflage to the Classroom: Understanding the Student Veteran Experience***Speaker Session | Decision-Support | Strand 11B*

Despite billions of dollars spent on hundreds of thousands of student veterans, there remains a lack of understanding of the student veteran experience and how it differs from that of traditional students. This session is targeted toward participants who intend to better understand how veterans are using academic services, their habits of mind, and how these behaviors are related to overall performance in terms of GPA. In this session, presenters will highlight findings from a multi-institutional study on student veterans' use of campus services, development of habits of mind for lifelong learning, and predictors of academic performance. Recommendations for tailoring of transition programs to meet the specific needs of student veterans will be discussed. (Session ID: 2403)

Presenter(s)Travis Tilman, *University of California, Los Angeles*Kevin Eagan, *University of California, Los Angeles***Collecting, Analyzing, and Reporting on Data from Small Populations***Speaker Session | Assessment | Strand 13A*

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 session will discuss common issues and solutions associated with assessing small populations of college students and instructors, with considerations for special subpopulations (gender variant, multiracial, etc.) as well as considerations for small institutions. Participants will also learn about and discuss administration issues related to small populations, such as increasing response rates and identifying special subpopulations; strategies for analyzing and communicating about results from small populations; and approaches for communicating validity and data quality from small sample sizes. (Session ID: 2289)

Presenter(s)Sarah Hurtado, *Indiana University- Bloomington*Allison BrckaLorenz, *National Survey of Student Engagement*Thomas Nelson Laird, *Indiana University*

Continuous Academic Improvement Cycle for Competency-Based Education

Discussion Group | Assessment | Imperial 5D

This discussion will address competency-based education within the context of academic program review and improvement. Examples will be provided from Western Governors University, where internal program assessments are defined, compiled, and used for program assessment as delineated in the structures of competency-based assessments. These topics will be used as a primer for group discussion. A list will be compiled of other methods competency-education institutions are able to perform to manage program reviews. (Session ID: 2595)

Presenter(s)

Kurt Gunnell, *Western Governors University*
Kayla Maxwell, *Western Governors University*

Debunking the Online Quality Myth: Using Data to Evaluate Online Education

Speaker Session | Decision-Support | Bolden 5

This session will present a variety of methods that Indiana University utilizes to assess the effectiveness of online education, as compared to traditional campuses classes. The session will provide an overview of standard success metrics such as GPA, retention, and graduation rates for students involved at various levels of online education, from taking a single online course to a completely online program. Speakers will present exploratory analyses of student outcomes, such as performance in sequential courses, as well as an analysis of the types of students most likely to take advantage of online education. (Session ID: 2209)

Presenter(s)

Sharon Wavle, *Indiana University*
Christopher Foley, *Indiana University*



Degree Qualifications Profile and Tuning: Student Learning Impact and IR

Speaker Session | Assessment | Bolden 4

Pulling from a “New Directions for Institutional Research” issue on degree qualifications profile DQP and tuning, along with findings from a national impact study on institutional involvement with DQP, this presentation will provide an overview of the work of IR, and serve as a foundation for future discussions by outlining what DQP and tuning are, how IR has been involved, and what the future might hold for IR in these efforts. Examples from the field will be supported by evidence from an impact study on DQP efforts. Further, presenters will outline the different roles IR has assumed and might take on to participate in institutional initiatives around assessment of student learning. (Session ID: 2482)

Presenter(s)

Natasha Jankowski, *National Institute for Learning Outcomes Assessment*
Jillian Kinzie, *Indiana University Bloomington*
David Marshall, *California State University, San Bernardino*

Documenting Faculty Credentials

Sponsored Speaker Session | Technologies | Strand 7

S Documenting faculty credentials is becoming a more prominent issue, with many regional accreditation bodies requiring faculty rosters that describe the how each faculty member is credentialed to teach in a given discipline or course of study. Preparing these reports manually can be a monumental effort. Many institutions have streamlined this process with software solutions that are specifically designed to document, approve, and track faculty credentials, while creating a roster of faculty, teaching assignments, and qualifying credentials. In this session we will take an in-depth look at the Faculty Credentials Module of SPOL and learn how to manage this process efficiently. (Session ID: 2826)

Presenter(s)

Erin Bell, *Strategic Planning Online*

Engaging Marketing Techniques to Improve Data-informed Decision-making

Discussion Group | Decision-Support | Imperial 5C

Increasing awareness and understanding of the role of IR is paramount. Although this task is challenging, there are methods that can be employed to better brand an IR office and engage IR constituents. This panel session will present processes including producing “Data’s Anatomy” (a TV-style data series), disseminating branded data facts emails to educate constituents while showcasing IR, and creating a Presidents’ report. These processes were specifically structured around stakeholders’ self-stated data needs. (Session ID: 2374)

Presenter(s)

Holly Stovall, *Tarrant County College District*
Colin Jenney, *Tarrant County College District*

Excel Dashboards and Data Visualization

Speaker Session | Technologies | Celestin E

 Data extraction, transformation, and presentation are essential factors in how IR departments function. Data visualization, which allows users to identify patterns and anomalies and understand the big picture, is especially important. This presentation will introduce and discuss how the visualization process affects data and its perception, the main benefits of data visualization to IR offices, and overall effectiveness in data management and reporting. The discussion will be guided by a demonstration of how to create Excel dashboards, and will discuss what is important when mining unstructured data to use in these dashboards. Example reports will be presented, along with time-saving tips and tricks in Excel. Presenters will also discuss how the use of dashboards has significantly improved reporting practices and met end users' expectations. (Session ID: 2165)

Presenter(s)

Ozlem Kacira, *Pima Community College*
David Purkiss, *Pima Community College*

Graduate Outcome Data Provide Insights at the University of Louisville

Sponsored Speaker Session | Assessment | Strand 4

 As cost and student loan debt reach historical levels, universities face increasing pressure to provide evidence that higher education is worth the investment. While career progression is not the only measure to be considered, income/employment outcomes of graduates is of growing interest to parents and students. The University of Louisville (UofL) has teamed with Equifax to provide an analysis of their graduate outcomes. Current and trended income data, supplied by employers across the country, were used to understand career progression for graduates of different programs and degrees. These analyses have prompted further institutional research on topics ranging from the earnings impact of not completing a degree to academic program admission criteria. This session will review UofL and Equifax methodology, provide examples of key findings and discuss how the data can guide policy, facilitate communication with stakeholders and set benchmarks for future performance. (Session ID: 2940)

Presenter(s)

Robert Goldstein, *University of Louisville*
Jim Powers, *Equifax Verification Services*

How a Psychological Research Approach Can Advance the Effectiveness of IR

Discussion Group | Analysis | Imperial 5A

Academic research psychologists who choose a career in IR enter the field with extensive training in research design, statistics, interpreting and reporting results, and knowledge of human decision making and behavior. This expertise can advance the capacity of IR offices to pursue more rigorous research endeavors, and shift the function of IR from reporting to providing essential decision support. The discussion will be led by IR professionals who represent diverse experience levels and institution types, and will invite IR professionals from all backgrounds to discuss the opportunities, challenges, and solutions for IR professionals trained in psychological research methods. (Session ID: 2747)

Presenter(s)

Sarah Hailey, *Carnegie Mellon University*
Joe Montgomery, *Columbia Basin College*
Elizabeth Lee, *University of Portland*
Mark Freeman, *Drexel University*



How and Why IR Can and Should Build a Data Warehouse

Speaker Session | Technologies | Celestin D

  IR offices can and should be the primary business owners of data warehouses containing institutional data, but the skills required can make this a challenge. This session will outline the staffing and skill level changes one IR office had to make as it initiated and oversaw the development of a dimensionally modeled data warehouse. Emphasis will be placed on the roles and skills needed to sustain a data warehouse when IR is the primary business owner and plays the key data governance role.

(Session ID: 2531)

Presenter(s)

Libby Barlow, Syracuse University

Seth Ovadia, Syracuse University

Timothy Wasserman, Syracuse University

Tim Lally, Syracuse University

Learning Communities' Student Impacts: A Multi-method Study

Speaker Session | Decision-Support | Bolden 1

The study to be presented in this session provides an assessment of living-learning programs at a large Midwestern university and examines their impact on student retention, graduation, and academic performance in the first and second years. These programs can enhance student involvement and progression towards degree by enhancing the academic and social interactions of students in higher education. However, assessment can be biased, due to student self-selectivity. This study provides multiple techniques to address this issue, and gives special attention to the most successful approaches. (Session ID: 2346)

Presenter(s)

Tao Liu, Indiana University Bloomington

Stefano Fiorini, Indiana University Bloomington

Linda Shepard, Indiana University Bloomington



Measuring Strategic Improvement: A Benchmarking Approach

Discussion Group | Analysis | Imperial 5B

Most universities have strategic goals, but how can progress towards these goals be measured? Looking at internal historical trends is a traditional approach to measure scholarly work; however, this may not provide a full picture of progress. Likewise, looking only at program or institutional rankings can leave institutions without information they may need for improvement. A unique approach of using external benchmarks to chart progress annually may help give a broader prospective. One method to be discussed in this session compares the market share of scholarly work from year to year. Discussion will focus on ways that institutions measure progress towards their strategic goals, and the strengths and weaknesses of those approaches. (Session ID: 2259)

Presenter(s)

Karen Battye, Auburn University

Tynan Heller, Academic Analytics

Predicting Persistence and Degree Completion from Transfer Student Behavior

Speaker Session | Analysis | Bolden 2

 According to recent IPEDS data, about 40% of first-time, degree-seeking students enroll at two-year colleges. Many of these students (79% of ACT-tested high school graduates who initially enroll at a two-year college) express plans to obtain at least a bachelor's degree. Because it has become increasingly important to examine alternative pathways to baccalaureate degree completion, this study examines the persistence and timely degree completion of a sample of ACT-tested two- to four-year transfer students tracked for 7 years using National Student Clearinghouse data. Weighted hierarchical logistic regression was used to explore the effects of stop-out, length of time taken to transfer, completion of an associate's degree before transferring, and pre-college achievement on retention and timely degree completion for a sample of over 2,800 students. This presentation will discuss study findings, implications for practice, and benefits of locally developing and applying similar models. (Session ID: 2435)

Presenter(s)

Edgar Sanchez, ACT, Inc.

Ready or not? Generating Data-driven Insights About First-year Readiness

Speaker Session | Analysis | Strand 12A

Identifying characteristics that underlie student readiness for college is key for success in admissions, advising, placement, and many other areas of higher education. Assessment and IR professionals have access to readiness data in the form of standardized tests and high school GPA that yield more useful information if used in combination. Data collected through surveys of students before they arrive on campus also yield data that can help us predict student success and target limited resources. Processes described in this session could be extended and/or generalized to facilitate comparative analyses of segments within any student population. (Session ID: 2603)

Presenter(s)

Steve Wygant, Brigham Young University-Provo

Scholarly Writing: Advice from Editors

Speaker Session | Decision-Support | Strand 13B

This session is for individuals interested in learning more about writing for scholarly publications. A panel of journal editors will share insight, advice, and suggestions about writing for higher education journals in general, and institutional research-related journals specifically. Information about a variety of journals, their requirements, and related review and selection processes will be shared, including *AIR Professional File*, *Journal of the First Year Experience and Students in Transition*, *New Directions for Institutional Research*, and *Review of Higher Education*. (Session ID: 2959)

Presenter(s)

Angela Henderson, Stetson University

Kristina Powers, Bridgepoint Education

Ann Gansemer-Topf, Iowa State University

Gary Pike, Indiana University-Purdue University Indianapolis

Sharron Ronco, Marquette University

Simplicity vs. Accuracy: A Comparison of Trees and Random Forest Methods

Speaker Session | Analysis | Celestin A

Classification and regression trees can perform as well as regression models while providing several advantages, such as ease of interpretation and the ability to handle qualitative predictors without dummy variables (James et al., 2013). One disadvantage is that changes in the sample of data can result in different trees, potentially limiting their usefulness. An extension of tree-based methods called “random forest” fixes this problem by creating a large number of trees, then averaging them statistically. This method can vastly improve the error rates, and reduce variability of tree-based models at the expense of some interpretability. This presentation will provide an introduction to tree-based models and random forest models. Then, using a student-level university dataset, the presenters will walk through examples of each model to predict the likelihood of graduation. (Session ID: 2512)

Presenter(s)

Mark Umbrecht, The Pennsylvania State University

Student Satisfaction Data: Its Value, and How to Use It

Speaker Session | Assessment | Strand 3

Hundreds of colleges currently collect student satisfaction data, and utilize those data in outcomes assessment programs, strategic planning initiatives, and other key institutional operations. Especially at institutions at which local recruiting is essential, it is important to facilitate positive word-of-mouth support. Satisfied students are the foundation of such support. This session will describe intensified activities and accomplishments toward increasing the quality and quantity of stakeholders' actions in response to student satisfaction data, over an academic year at Mid Michigan Community College (MMCC). Such responses include complex and resource-demanding improvement efforts, but also relatively simple and inexpensive communication campaigns addressing students' misperceptions revealed by the data. The session will highlight discussions among MMCC faculty and staff on the importance, value, and limitations of satisfaction data in facilitating improvement efforts. (Session ID: 2201)

Presenter(s)

Kim Oren, Mid Michigan Community College



The Effect of Undergraduate Student Loan Debt on Postbaccalaureate Decision-making

Research and Dissertation Grant Session | Analysis | Strand 11A

Undergraduate debt is an area of higher education policy which has drawn intensive scholarly and practical interest. I analyzed Beginning Postsecondary Students: 04/09 and Baccalaureate and Beyond: 08/12 in order to investigate to what extent undergraduate student loan debt affects postbaccalaureate educational aspirations, educational enrollment, and early-career occupational choice. Using instrumental variables to obtain causal estimates, I found that an increase in undergraduate debt causes a decrease in graduate school enrollment and an increase in early-career occupation salary. (Session ID: 2916)

Presenter(s)

Dominique Baker, *Vanderbilt University*

The Role of IR in Developing Processes for Evidence-based Decision Making

Speaker Session | Decision-Support | Strand 10A

To foster deep reflection on data that result in meaningful change, institutional researchers must provide leadership in developing processes for reviewing and acting upon data. Collaboration between the offices of IR and Career and Workforce Education revitalized Valencia College's academic review process. The offices jointly determined program data needs, and developed a tool to visualize program and student success data. Academic programs now receive their data in advance of individual program reviews facilitated by career and workforce staff. The new process has both made program data more accessible, and generated college-wide interest in using data for improvement initiatives. This effort will be presented in this session as a case study, demonstrating why and how IR offices should co-create data analysis and decision-making processes with stakeholders. Participants will share their own experiences in co-creating evidence based decision-making processes. (Session ID: 2609)

Presenter(s)

Daryl Davis, *Valencia College*
 Susan Ledlow, *Valencia College*
 Nasser Hedayat, *Valencia College*

Time-to-Degree: A Multilevel Model of Health Sciences Using National Data

Speaker Session | Analysis | Bolden 6

Graduate education has garnered significant attention in recent years amid conversations concerning access, affordability, and global competitiveness. Specifically, advocates have encouraged capacity building in the health sciences, as disciplines in this area are seen by many as critical to serving society's needs and addressing many national and global challenges. This session will detail a study in which data from the NSF's Survey of the Earned Doctorate and from IPEDS were used to identify student and institutional characteristics associated with time-to-degree for graduate students in the health sciences. Multilevel models were used to examine trends from 2002-2012 for 20,003 respondents at 278 higher education institutions. (Session ID: 2220)

Presenter(s)

Jingjing Zhang, *University of North Carolina at Chapel Hill*
 Jacqueline McLaughlin, *University of North Carolina at Chapel Hill*
 Audrey Jaeger, *North Carolina State University at Raleigh*

Uses of the Carnegie Classification of Institutions in Higher Education

Speaker Session | Analysis | Strand 2

The session examines the use of the Carnegie Classification of Institutions of Higher Education among institutional researchers, other college and university administrators, faculty and staff, and interested media outlets. Data will be drawn from a survey of IR practitioners, an internal tracking system used by the Classification staff, published articles, and the media. This presentation will be followed by a discussion as to how the session participants are using the classification. Participants will also be asked for input as to how the Classification staff can provide avenues for input into future revisions. (Session ID: 2385)

Presenter(s)

Chris Stewart, *Indiana University Bloomington*
 Phoebe Wakhungu, *Indiana University Bloomington*
 Victor Borden, *Indiana University Bloomington*



Using Advanced Analytics to Align Resources and Advance Student Completions

Sponsored Discussion Group | Decision-Support | Imperial 1

S College and universities own a wealth of academic and operational data that can be analyzed to bring transformational outcomes to campus efficiencies and advance student success. Many institutions already have some of the resources needed to increase student completions: student planners, advising, degree audits, and historical data. Partnering with Institutional Research leaders, Ad Astra Information Systems takes it a step further. This patented approach synthesizes data into critical business intelligence, allowing campus leaders to make informed decisions about enrollment management, classroom and faculty capacity, and course offerings. Partnering with Ad Astra, Stark State College IR leaders have received greater visibility through data analytics, and are maximizing efficient allocation of resources and saving instructional dollars. (Session ID: 2945)

Presenter(s)

Peter Trumpower, *Stark State College*

Sarah Collins, *Ad Astra Information Systems*

09:15 AM–10:00 AM

Academic Program Planning: Bringing Data to the Conversation

Speaker Session | Decision-Support | Bolden 1

One of the most important tasks of a university is to prioritize prospective program offerings in a systematic way. This presentation will explain how IR collaborated with Academic Affairs to develop a new program feasibility process at the presenters' university. The presenters will review how they assembled labor market, employer demand, student interest, and comparative peer institution datasets, and then used this information to assist Academic Affairs to identify and evaluate potential program offerings. There will be a discussion of the challenges and benefits of this collaborative process and the ways IR professionals can critically inform programmatic decision making on campus. (Session ID: 2332)

Presenter(s)

Shannen Robson, *Utah Valley University*

Tim Stanley, *Utah Valley University*

Academic Social Norming: Using IR to Promote Successful Academic Behaviors

Speaker Session | Decision-Support | Bolden 2

 Student behaviors are an important piece of the college completion puzzle, and IR offices are steadily being called upon to play a more active role in data-driven campus collaborations to improve student outcomes. The social norms approach provides a way to have an active, direct, and data-driven impact on student academic behaviors and attitudes linked with academic success. Session objectives are to explain the social norms approach, highlight strategies for academic norming data collection and analysis, and explain how to translate results into an effective academic norms messaging campaign. (Session ID: 2351)

Presenter(s)

Mark Hanson, *North Dakota State University*

Sidney Fisk, *North Dakota State University-Main Campus*

Assessing the Assessments: Using Analytics to Support an Early Alert Model

Speaker Session | Analysis | Strand 12A

Red River College's Strategic Enrollment Management (SEM) plan includes an Early Alert initiative designed to identify and support at-risk students early in their program. Student triage is based on using grades digitally recorded in the Desire 2 LEARN Gradebook, along with observations by instructors to identify at-risk students and triage them to supports. This presentation will focus on the analytic techniques used to support and evaluate the initiative, including assessing correlations between early assignments/tests relative to performance on high stakes exams, identifying "killer courses" and their characteristics, and determining the extent to which "assess early, assess often" practices are being used. (Session ID: 2187)

Presenter(s)

Mike Krywy, *Red River College*



Beyond Grading: Assessing Analytical and Reflective Skills of Students

Speaker Session | Assessment | Bolden 3

In today's innovative economy, employers consider student competencies in some critical skills more important than their college majors. Embedding assessment of student learning outcomes in graded examinations enables faculty to reconcile the pitfall of separating grading from assessment. This presentation will discuss a study that measured students' performances in an accounting course over two semesters. Questions pertaining to two learning outcomes, analytical and reflective thinking skills, were embedded in examinations given during each semester. The students' mastery of analytical skill remarkably improved, but the rate was gradual in the reflective thinking outcome. The presenters will discuss how an action plan with more practice assignments might accentuate improvement in these outcomes. (Session ID: 2270)

Presenter(s)

Felix Amenkhienan, Radford University
Ebenezer Kolajo, Radford University

Challenges of International Students from China in American Institutions

Discussion Group | Decision-Support | Imperial 5A

This session will discuss challenges facing Chinese and other international students in American institutions. This discussion will help IR professionals and administrators understand the fundamental causes of the challenges international students face. The objectives of this session are twofold: introducing and analyzing major issues facing international students studying in American institutions, and developing recommendations for faculty, researchers, administrators, and students to deal with their challenges. (Session ID: 2723)

Presenter(s)

Tongshan Chang, University of California System Administration Central Office
Xiaobing Cao, University of the Pacific
Qingwen Dong, University of the Pacific

Data Governance: Approaches and Challenges

Sponsored Discussion Group | Reporting | Imperial 1

S This discussion will address the approaches and challenges to establishing data governance within higher education. Join Scott Flory from IDATA in this discussion group. IDATA believes successful institutional reporting is based on good reporting processes and data governance. In this discussion group, we will share our perspective on the best practices of data management and how the Data Cookbook can provide a foundation for that. Some leading questions to start the discussion: (1) How are you implementing a data governance program? (2) Is it grass roots or led top-down? (3) Has one failed in the past? (Session ID: 2952)

Presenter(s)

Scott Flory, IDATA, Inc

Determining the Social Value of Occupations and Related Academic Programs

Discussion Group | Analysis | Imperial 5C

How to understand the economic value of a college credential is a question asked by many researchers and policymakers. Preparing for a growing and/or in-demand occupation can make students more employable and contribute to higher earnings. However, exclusive reliance on wage and demand data in evaluating occupational outcomes may miss the critical role some jobs play in their communities. This session will discuss the social value of occupations. The discussion will include defining social value, how it can be measured, and how it can aid our understanding of educational outcomes. (Session ID: 2791)

Presenter(s)

Elizabeth Riesser, Kentucky Community and Technical College System
Brian Perry, Kentucky Community and Technical College System



Different Questions, Different Views: A Guide to Selecting a Visualization

Speaker Session | Technologies | Strand 1

 Effective data visualization, a key tool in any institutional researcher's toolbox, depends on a match between the questions asked and the types of visualizations produced. The right match makes data highlights leap off the page, but the wrong visualization can obscure key points. This presentation will outline the main types of questions asked of institutional researchers, identify the best visualizations for each type, and explain the aspects of each visualization that make it the right tool for a particular job. (Session ID: 2543)

Presenter(s)

Lauren Young, *University at Buffalo*
Craig Abbey, *University at Buffalo*

Digital Science: A New Frontier in Institutional Research Reporting

Sponsored Speaker Session | Technologies | Strand 7

 The challenges of gathering institutional evidence of research activity, impact and engagement are part of the new frontier in Institutional Research. What motivates an institution and its researchers to keep information on research impact up to date? What new sources are available? How can research institutions create and explore research engagement profiles with altmetrics? How can research institutions compare and benchmark themselves by grant funding - extending faculty reporting data to new use cases that inform research investments? This presentation will explore strategies that help answer these questions, and in the process present an overview of how Digital Science products intersect with Institutional Research. (Session ID: 2975)

Presenter(s)

Simon Porter, *Digital Science*

Engaging Faculty in the Scholarship of Student Success

Speaker Session | Operations | Strand 11B

Traditionally, research on student success has been conducted by the IR office, which then informs administrators and faculty alike of their findings. The purpose of this presentation is to present and discuss specific processes for involving faculty more directly in the scholarship of student success. The rich, naturally-occurring inquiry expertise and varied interdisciplinary backgrounds of faculty make them a universally ideal partner. The numerous outcomes have been positive, with all involved benefiting. Two institutions have begun investing in these partnerships and will share their techniques and experiences from the first year of implementation. (Session ID: 2268)

Presenter(s)

Margaret Dalrymple, *Indiana State University*
Linda Shepard, *Indiana University Bloomington*

How Good is Your Retention Rate?

Speaker Session | Decision-Support | Bolden 5

The institution analyzed for this presentation has a strong first-to-second year retention rate. Their goal was to determine if the observed rate matched the predicted rate of retention, in order to facilitate conversations around institutional programming and resources. Participants will learn about the statistical method applied, the challenges faced, and considerations for undertaking a similar project at their own institutions. (Session ID: 2189)

Presenter(s)

Natalie Solverson, *University of Wisconsin-La Crosse*



How Not to Rely on Student Self-Reports: Estimating Classroom Diversity Effects

Speaker Session | Analysis | Strand 10A

To estimate the effect of the classroom environment on academic outcomes, the study to be discussed in this session uses direct measures of peer attributes (such as academic preparation, gender composition, and ethnic/racial diversity), class size, and instructor type based on institutional matriculation records at a public research university. Estimated effects on first-year student academic performance (grades, credits completed) and enrollment persistence control for students' socio-demographic profile, pre-college preparation, academic motivation, educational goal, and financial aid profile (type and amount of stipends received, amount of unmet need). Findings were based on weighted-sample regression models and compared to results from studies using student self-reported data. (Session ID: 2348)

Presenter(s)

Serge Herzog, *University of Nevada, Reno*

Navigating the Path to Aligning Performance Metrics to Assessment

Speaker Session | Assessment | Strand 13B

 Institutions are challenged to develop creative ways to meet not only university-level goals related to graduation and retention, but also state mandates, if they want to be able to compete in a global society. As such, institutions are now being mandated to achieve surmountable goals that are now being tied to performance metrics and possibly funding. This presentation will provide an overview of how one institution revamped its assessment process to align programmatic assessment to state-mandated performance metrics, in order to improve performance on key indicators by which institutions are evaluated.

(Session ID: 2608)

Presenter(s)

Sundra Kincey, *Florida Agricultural and Mechanical University*

Franz Reneau, *Florida Agricultural and Mechanical University*

Mark Howse, *Florida Agricultural and Mechanical University*



Opportunities for Improving Assessment for Placement

Speaker Session | Analysis | Strand 11A

The Multiple Measures Assessment Project research team used decision trees to predict the success of college students across 112 California community colleges. The decision trees incorporated high school performance data, including cumulative high school GPA, completion of AP and college preparatory courses, highest math and English course completed, grade in most recent high school course in English or Math, and California Standards Test scores. Decision rules resulting from this research are being piloted by 28 colleges across California. This presentation will include comparison of predictive validity and content validity, and approaches to maximizing accuracy of placement using available information. (Session ID: 2420)

Presenter(s)

Craig Hayward, *Irvine Valley College*

Terrence Willett, *Cabrillo College*

PNAIRP Best Presentation: A Model of Undergraduate Student Progression through Majors

Affiliated Organization Best Presentation | Technologies | Strand 3

  This session will present a data model that supports explorations of undergraduate students' academic pathways, from application through graduation. The session will also examine a Tableau visualization that allows users to easily understand enrollment patterns of cohorts of interest. This visualization can answer questions such as the following: How many of the students who first enroll in a science pre-major actually graduate with a degree in science? If students attempt to apply to a competitive major (business/engineering) and are denied, which alternatives do they pursue? At what point in their undergraduate studies do most students shift from pre-major to major? (Session ID: 2918)

Presenter(s)

Erin Guthrie, *University of Washington*

Uma Ganesh Raghavan, *University of Washington*

Predictions of Persistence: Building a Model of Student Success

Speaker Session | Decision-Support | Strand 2

Many academic institutions face problems with declining undergraduate enrollment and retention. This session will describe a project to improve understanding of persistence and retention characteristics, by using data from several years of graduating student surveys and other variables such as test scores, GPA, average course load, and demographics. This presentation will show how these data were used to build a predictive model to help researchers understand how data points taken much earlier in a student's career might predict outcomes, including degree attainment and student satisfaction. Recommendations for using these results in decision support and potential interventions will also be discussed. (Session ID: 2517)

Presenter(s)

Ann Boudinot-Amin, *Marymount University*

Cheryl Harris, *Decisive Analytics LLC*

Reality Check: Driving Academic Unit Planning Through Performance Data

Speaker Session | Decision-Support | Celestin D

  Planners frequently struggle to match meaningful performance data with decisions of consequence. This presentation focuses on a scenario in which, the culmination of a strategic planning process, departments were asked to develop plans responding to specific campus-wide objectives, with performance data in six areas. Dissatisfied with the extent of alignment, the campus-wide planning committee developed a rubric based on the performance data for a third-party assessment of plans, and also compared plans with performance data. These analyses allowed assessment of departmental plans in terms of both what they said, and what the available evidence suggested they ought to have said. This session will present the process, outcomes, and lessons learned. (Session ID: 2421)

Presenter(s)

Bryan Beck, *University of Massachusetts Amherst*

Bryan Harvey, *University of Massachusetts Amherst*

Redefining the National Data Framework: Discussing Best Practices in Data

Speaker Session | Analysis | Bolden 6

This session presents the findings of the Institute for Higher Education Policy (IHEP)'s and the Bill & Melinda Gates Foundation's project to develop a postsecondary metrics framework based on best practice in the field. Presenters will share the research and vetting process to construct a framework, present the final metrics framework recommendations, and provide insights into the best practices for measuring students' access, progression, completion, cost, and outcomes of higher education. (Session ID: 2197)

Presenter(s)

Amanda Janice, *Institute for Higher Education Policy*

Jennifer Engle, *Bill & Melinda Gates Foundation*

Self-claimed Ability Vs. Tested Ability of Students: A Case Study in Japan

Speaker Session | Analysis | Strand 13A

Is there actually some correlation between subjective and objective assessments of student learning outcomes? Quite a few researchers in the US have tried to answer this eternal question. This session will yield a partial answer from outside of the US: a comparison between self-claimed abilities and test-based abilities of Japanese college students. Based on directly linked surveys of students' subjective ability and time usage, and their objective ability in mathematical reasoning and reading comprehension, presenters found that students' estimates of their reading ability reasonably correlated with their tested ability. However, time spent on independent study did not correlate with students' overall generic abilities. More precisely: the number of hours that students spent reading was not statistically associated with their reading ability in either Japanese or English. These findings will affect the future design of student surveys and national policy on the credit-hour system. (Session ID: 2267)

Presenter(s)

Yuji Shirakawa, *Chiba University*

Rie Mori, *NIAD-QE*

Reiko Yamada, *Doshisha University*

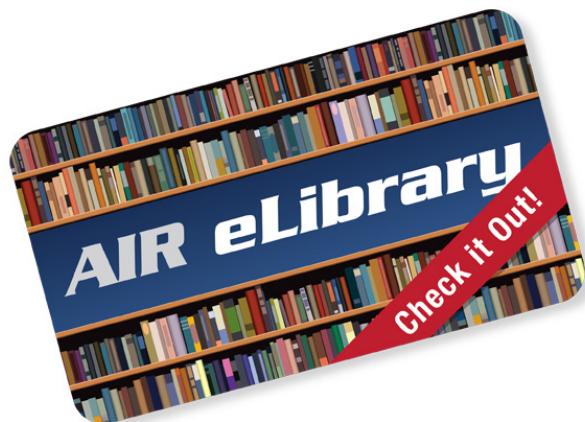


The IE Paradigm: From Assessment to Improvement*Discussion Group | Assessment | Imperial 5B*

IE is important to institutional researchers because data-based decision making is at the core of it. This discussion will apprise attendees of reasons higher education has been challenged by IE, provide tips from IE implementation at a different institution, and allow attendees to express their IE challenges and successes. (Session ID: 2746)

Presenter(s)*Benji Djeukeng, Bon Secours Memorial College of Nursing***The Role of Partnerships in Achieving the Vision***Speaker Session | Operations | Bolden 4*

Strategic partnerships across institutions of higher education are critical to achieve the vision outlined in the AIR *Statement of Aspirational Practice for IR*. This presentation will highlight the role of partnerships in recognizing an expanded definition of “decision makers,” grounding efforts in a student-focused paradigm, and enhancing coordination of institutional studies. Using Virginia Commonwealth University as a case study, this presentation will highlight the role of internal partnerships in the development of enterprise data systems to track and assess the university’s engagement with and impact on our communities. Participants will learn strategies to identify, develop and maintain strategic partnerships within their institutions. (Session ID: 2477)

Presenter(s)*Valerie Holton, Virginia Commonwealth University
Kathleen Shaw, Virginia Commonwealth University***U.S. News: Insights and Analysis from the Best Global Universities Rankings***Speaker Session | Analysis | Strand 12B*

Global university rankings are becoming more important each year to both U.S. and international IR communities. Many IR offices now track the global rankings and need to understand them because of how much they impact various constituencies on their campus. This session on the U.S. News Best Global Universities rankings published in October 2015 provides updates and methodology details on both the top 750 overall rankings and the 22 important subject rankings. Presenters will release unpublished results and analysis from the latest global rankings. Presenters will explain methodology changes made to the global rankings project in the past year, discuss existing project expansions, and talk about new ideas being considered for the upcoming edition of Best Global rankings. This session will also review another relatively new regional ranking project, the Best Arab Region Universities rankings, and provide a brief overview of the latest results and methodology. (Session ID: 2155)

Presenter(s)*Robert Morse, U.S. News and World Report***Use Planning and Assessment to Measure Effectiveness and Learning***Discussion Group | Assessment | Imperial 5D*

This group discussion is aimed at helping IE and IR professionals identify strategies to keep their campus engaged in continuous improvement activities, even after their accreditation visit. Specifically, this session will discuss how to keep faculty and administrators engaged in assessment after the accreditation visit. Institutions can use a strategic plan as a roadmap to guide institutional decision making. Attendees will learn how to employ strategies to keep campus constituents engaged in assessment after the accreditation visit, and how to implement an assessment process based on the strategic plan. (Session ID: 2398)

Presenter(s)*Shayla Moore Prince, Temple University
Sesime Adanu, SUNY Broome Community College*

Visualizing Student Migration

Speaker Session | Technologies | Celestin A

Tracking and communicating student migration patterns among and between institutions, colleges, departments, and majors has long been a challenging conundrum for institutional researchers. Detailed tables documenting flow as students switch majors and institutions are more likely to obfuscate than to enlighten. Taking a lesson from demographers, the speakers at this session will demonstrate how to use a lively “circular migration flow diagram” to communicate complex student relationships and movements through organizations. Attendees will learn how to create a visualization that managers, leaders, and executives will love. (Session ID: 2229)

Presenter(s)

Benjamin Brandon, *Georgia State University*
 Doug Moore, *Georgia College & State University*
 Erik Lauffer, *Georgia State University*

West Chester University is Making Things Interesting (with Boring Data)

Sponsored Speaker Session | Technologies | Strand 4

S WCU started implementing their dashboards in early 2015. Complex data from PeopleSoft CS and an eclectic audience provided the IR office with challenges that most institutions face. Through their use of drill downs, pivots and easy navigation techniques, they've published internal and external dashboards that satisfy a large amount of their ad-hoc data requests. The session will showcase some of WCU's impactful dashboards and the data process behind it, along with some other institutions use of iDashboards software. (Session ID: 2828)

Presenter(s)

Nilima Inamdar, *West Chester University of Pennsylvania*
 Jon Salmon, *iDashboards*

10:00 AM–10:45 AM**Complimentary Coffee Break and Networking**

Special Event | Empire Ballroom

Please join us for a complimentary coffee break in the Exhibit Hall. Network with colleagues, play the Crescent 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.

10:45 AM–11:30 AM**Actionable Intelligence: Big Data For Student Success**

Speaker Session | Technologies | Bolden 5

Even before students enter the classroom, they provide institutions with data on a daily basis. Typically, institutions collect the data and use small portions of data to assist with academic success. By changing the use of daily data, one campus provided faculty with early indicators on student success and a communication system to assist with students' success. Utilizing these methods to communicate and facilitate strategies can not only increase retention and graduation, but also offer students an opportunity at a better life. The presenter will review techniques and technologies to give students a higher chance of success. (Session ID: 2611)

Presenter(s)

Barrie Fitzgerald, *Valdosta State University*

Actual Campus Involvement, Self-reported Engagement, and First-year Outcome

Speaker Session | Assessment | Celestin D

  This study combines institutional data with self-reported survey data from Mapworks and NSSE to examine the relationship between actual participation in campus activities, student engagement, and academic performance and retention among first-year college students. Dividing the freshman cohort into three groups based on their actual participation in campus events and student organizations, this study examines group differences in the survey completion status, self-reported engagement behaviors, change in self-reported behaviors at the beginning and the end of the first year, and the relationship between self-reported engagement data and first-year cumulative GPA and retention. The presentation will illustrate an empirical example of how researchers can utilize institutional records and self-reported survey data to understand first-year college student engagement and its relationship to academic success and retention. (Session ID: 2625)

Presenter(s)

Wen Qi, *Ball State University*



An IR Faculty Success Toolkit*Speaker Session | Decision-Support | Strand 1*

 The employment of tenured faculty members is the largest long-term investment most institutions make. IR offices can provide decision support concerning faculty success in a variety of ways including faculty satisfaction, retention, promotion and tenure rates, workload, and salaries. This presentation will provide information in all of these areas, including copies of institutional surveys, interview questions, analyses, and the Ball State University Faculty Retention Task Force Report. (Session ID: 2135)

Presenter(s)*William Knight, Ball State University***At the President's Table: Institutional Leadership for IR Professionals***Speaker Session | Operations | Bolden 1*

As college presidents increasingly expand the scope and membership of their senior leadership teams, there is a greater presence of institutional researchers at the president's table. Yet the expectations for the contributions of IR professionals at the table are more undefined than traditional senior leadership roles. Additionally, IR professionals sometimes lack the training to expand their contributions from research and institutional intelligence to vision setting, strategy formulation, and execution. This session focuses on explaining the key skills and strategies that IR professionals can use to help set and drive the presidential agenda. Using concrete examples, participants will gain an understanding of the primary areas of focus for college presidents, and how they can use their IR skillset to meaningfully advise the president. (Session ID: 2645)

Presenter(s)*Maya Evans, Oakton Community College***CIRPA Best Presentation: The Art & Science of Factor Analysis***Affiliated Organization Best Presentation | Analysis | Bolden 6*

 How can we usefully summarize thousands of responses to more than 200 survey questions?

Thompson Rivers University (TRU) analyzed results from the CUSC 2014 Survey of Middle Years Students and CUSC 2015 Survey of Graduating Students using factor analysis. Our exploratory factor model combined responses from 75 questions into 17 components. The statistical science was supplemented by the art of synthesizing input from a variety of sources, including committee discussion, practitioner knowledge, external IR studies, etc. The combination of art and science yielded a practically useful and statistically robust set of factors that allowed comparisons between various groups within TRU and across Canada. This session will demonstrate how these methods can be applied to any similar, large survey data set. (Session ID: 2912)

Presenter(s)*Kristen Hamilton, Thompson Rivers University***Data To Promote Student Success: Reporting and Predictive Analytics***Sponsored Speaker Session | Technologies | Strand 7*

 Blackboard's data solutions help institutions harness information from across systems to enable effective data-driven decision making. We hear from our customers that they have challenges: assembling data for better insights into student risk, motivating their institutions to take action on the data that are made available, and identifying actions to take based on the data. This session will show how Blackboard clients and solutions address these challenges. For example, our predictive early alert tool helps faculty and student success teams reach out to help at-risk students before it's too late. (Session ID: 2963)

Presenter(s)*Mike Sharkey, Blackboard*

Exploring Opportunities for Collaboration Between IR, Faculty, and Students

Discussion Group | Operations | Imperial 5B

As the demand for IR and data to inform decision makers continues to increase, offices of IR must rely on collaboration with people outside of their departments to help meet the demand. Faculty and students provide rich resources for innovation, energy, and enthusiasm around topics of interest to IR. Researchers at Utah Valley University have found many opportunities for these collaborations to advance the goals of the IR office, faculty, and students simultaneously. Discussion will revolve around examples of successful experiences, benefits, strategies, and other tips for leveraging collaboration between IR staff, faculty, and students. (Session ID: 2774)

Presenter(s)

Tim Stanley, *Utah Valley University*

Ron Hammond, *Utah Valley University*

Traci Wennerholm, *Utah Valley University*

Improving the Value of Data for Internal and External Stakeholders

Discussion Group | Reporting | Imperial 5A

This session will start by reviewing the national, political, and regulatory landscape regarding expectations for higher education data on quality and student progress. In addition, the session will explore the current state of data on quality and student learning available to the public from higher education institutions. Finally, participants will discuss and formulate practical and effective strategies that institutional researchers can use to ensure that student achievement information provided by their schools meets stakeholder expectations. (Session ID: 2500)

Presenter(s)

Godfrey Noe, *SACSCOC*

Improving Web Survey Response Rates in Higher Education

Speaker Session | Analysis | Strand 13A

 Online surveys are a common way for higher education institutions to evaluate student satisfaction and perceptions. However, these online surveys often have low response rates, reducing the value of the results. Presenters of this session will discuss two experiments showing that response rates of web-based surveys can be significantly improved through the use of a few targeted treatments. Personalization of survey invitations, the schedule of survey reminders, and knowledge of the response deadline were manipulated in a controlled experiment, leading to significant improvement in response rates. Implications for best practices in IR survey design and administration will also be presented and discussed.

(Session ID: 2338)

Presenter(s)

Shannon Acton, *University of Maryland University College*

Denise Nadasen, *University of Maryland University College*

Is Bigger Better? Effects of Text Box Size on Responses in Online Surveys

Speaker Session | Analysis | Bolden 3

It is well established that a survey's visual elements can cue respondents and thus influence responses, yet most of this research has focused on closed-ended items. What do respondents think when they encounter open-ended items such as, "What is your favorite part of Dining Services?" Do first-year students perceive a need to fill the space, as in their college application essays? Are older students disheartened when they see only apparently small spaces in which to share their unique and highly specific opinions? The project to be discussed in this session explored how and to what extent text box size influences various qualities of responses to open-ended items, with an eye toward recommendations for designing open-ended items in IR surveys.

(Session ID: 2339)

Presenter(s)

Jennifer May, *Tufts University*

Lauren Conoscenti, *Tufts University*



KAIR Best Presentation: The Overwhelming Influence of Unmet Financial Need on Student Success

Affiliated Organization Best Presentation | Decision-Support | Bolden 4

 Researchers from University of Kentucky used FAFSA data to explore the influence on student success of a number of financial variables. Their analyses indicated that of these, unmet need has by far the strongest association with student success. In fact, unmet need is the single best pre-college variable in the data for predicting retention, explaining more variance than high school GPA and ACT combined. The presenter will show how unmet need affects both the rate and timing of attrition, finding that it is the dominant factor associated with 1st-Spring attrition, but plays less of an impact on the attrition of upper-division students. Over the past several years, there has been observed a large increase in the number of students attending UK with high unmet need. The presenter will use predictive models to estimate the impact on the retention rate of this increased unmet need burden, and create simulations which optimize the distribution of need-based financial aid to affect retention. (Session ID: 2629)

Presenter(s)

Craig Rudick, *University of Kentucky*

Making Sense of Data Governance: The Evolution of a Campus Plan

Speaker Session | Technologies | Strand 10B

Data governance (DG) is a topic of great interest to the IR community in recent years. This session will provide practical approaches to implementing a DG program by addressing critical questions: how can IR engage others to move DG efforts forward? How can IR negotiate tensions and political complexities that may surface during DG implementation? What DG principles are essential for developing sustainable and adaptable DG programs? Presenters will share the evolution of their DG efforts, provide examples of strategies they have used, and elicit examples from participants to build community around this topic. (Session ID: 2653)

Presenter(s)

Leslie Odom, *Boise State University*
Shari Ellertson, *Boise State University*

Managing your Assessment, Accreditation & Planning Activities

Sponsored Discussion Group | Assessment | Imperial 1

 This session will demonstrate how the Xitracs system can help IR and IE departments gather data and manage their assessment, accreditation, and planning processes more effectively. The presentation will include a live demonstration of the software. (Session ID: 2981)

Presenter(s)

Martin Bradley, *Concord USA Inc*

Mining Big Data: Survey Factors as an Arsenal to Solve the Retention Puzzle

Speaker Session | Decision-Support | Strand 12A

Tinto's seminal model spawned decades of empirical research and influenced higher education practitioners who embraced their role as intentional actors in the student departure process. This session will focus on how a large research institution used a comprehensive longitudinal data base to mine for actionable findings to proactively support strategies to increase retention rates. Results will be shown for Entering Student Survey variables, correlated with FTIC first-year retention rates and a specific GPA score range described as the "murky middle." Participants will understand the power of data mining capacity to identify and impact students at risk for attrition at their institution. (Session ID: 2532)

Presenter(s)

Patrice Lancey, *University of Central Florida*
Uday Nair, *University of Central Florida*
Rachel Straney, *University of Central Florida*

Predictive Analytics: Techniques and Applications

Discussion Group | Analysis | Imperial 5C

This discussion will explore the practical application of predictive analytics techniques to institutional data. This is an important area, given the continual collection, yet under-utilization of massive amounts of institutional data that could be used to support decision-making processes and improve IE. The objectives of this session will be to describe briefly the predictive modeling techniques, identify practical applications of the techniques in higher education, and examine a practical example using institutional data. (Session ID: 2719)

Presenter(s)

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



Student Academic and Civic Engagement: Does It Matter to Career Success?

Speaker Session | Assessment | Bolden 2

 This session will focus on a study using the University of California undergraduate experience survey and alumni salary data to examine relationships between student academic and civic engagement, and employment outcomes after graduation. The study is important because very limited research has been done to explore the effect of student engagement in various activities on career success. The session will provide information to help improve theories and enhance institutional practices in this field. The presenters hope the findings presented will help institutions to create rigorous programs and provide opportunities for students to improve learning mindsets and develop personal qualities required for career success. (Session ID: 2467)

Presenter(s)

Xiaohui Zheng, *University of California Office of the President*
Susannah McCormick, *University of California Office of the President*

The Gendered Path to Academic Tenure

Research and Dissertation Grant Session | Analysis | Strand 11A

Today's uneven distribution of faculty by gender prompts the need for further analysis and understanding of why equity still elude us. Using data from the 1999-2013 Survey of Doctorate Recipients (SDR) and relying on multi-state, multi-risk transition probability models, this presentation presents a study which examines individual, institutional, and early employment factors that contribute to career paths of women for a decade or more after degree completion. Results show disparate numbers and career paths for doctoral recipients who enter postsecondary education. Implications for organizational policy and possible effects on diverse student populations, especially in STEM fields, will be discussed. (Session ID: 2904)

Presenter(s)

Karen Webber, *University of Georgia*

The Role of Student Satisfaction in Academic Engagement

Discussion Group | Decision-Support | Imperial 5D

This discussion will focus on research, which empirically demonstrates that student engagement is linked to satisfaction through various channels. Although research favors the benefits of engagement, little is known about the mechanisms through which satisfaction influences engagement, given previously applied models are inadequate. Hence the role of satisfaction in engagement remains imperfectly understood. The paper to be discussed fills this research void by testing whether these relationships are sensitive to choice of estimation method and particularly the use of panel data structural simultaneous equation models. The analysis finds that there is a positive and significant bidirectional relationship between satisfaction and engagement even when the model specifications are altered. (Session ID: 2729)

Presenter(s)

Osundwa Wanjera, *University of Connecticut*

Using IR Data to Identify Students At Risk of Leaving Before Year Two

Speaker Session | Decision-Support | Strand 3

With the nation currently not on track to meet its goal of greater college degree attainment by 2025, Lumina Foundation has stressed that more attention be given to student pathways through postsecondary education. At the institution level, knowing which students are less likely to persist to the second year of college can help faculty and administrators target more resources toward improving these students' chances of success. Early identification of students who are at risk of leaving the institution is an important task often conducted by IR offices, and this session will demonstrate how institutional researchers can analyze data available at the time that students are applying to college to predict students' chances of departure. (Session ID: 2556)

Presenter(s)

Edgar Sanchez, *ACT, Inc.*
Ty Cruce, *ACT, Inc.*



Want Better Outcomes? Focus on Progress, Not Process

Sponsored Speaker Session | Assessment | Strand 4

S Your institution invests significant resources on data collection, often to fulfill accreditation reporting requirements. By focusing on the data-gathering process, however, you often miss opportunities for sustained improvement. Why not go beyond process and documentation and aim instead for reflection and transformation? Whether it's through the data collected or the structure of your outcome statements, powerful analytics can reveal valuable insights to help your faculty enhance their teaching effectiveness. This session will share the benefits of our Campus Labs Outcomes toolset. This fluid, holistic network of information will connect your classroom learning assessments, feedback on quality of instruction, co-curricular opportunities, and enrollment data to ensure the quality of your outcomes and strengthen your institutional effectiveness. (Session ID: 2937)

Presenter(s)Shannon LaCount, *Campus Labs***10:45 AM–11:45 AM****Benefit or Burden: External Data Reporting**

Panel Session | Reporting | Strand 11B

There is little to no debate from institutional researchers that the scope of reporting to external agencies has increased in volume, quantity, and complexity. However, there is some contention as to whether external reporting represents benefit, burden, or both. This panel brings together authors of “Benefit or Burden: External Data Reporting in New Directions for Institutional Research” (to be released Spring 2016). Panelists will discuss key issues in external reporting, including transparency, relationships, optional reporting and surveys, benchmarking, and the future of reporting. Audience members will have an opportunity to ask questions of the panelists. (Session ID: 2143)

Presenter(s)

Eric Atchison, *Mississippi Board of Trustees of State Institutions of Higher Learning*
 Yanli Ma, *Elmhurst College*
 Kristina Powers, *Bridgepoint Education*
 Yvonne Kirby, *Central Connecticut State University*
 Julie Carpenter-Hubin, *The Ohio State University-Main Campus*

CDS: Annual Update, Use in Rankings, and Proposed New Outcomes Measures

Panel Session | Reporting | Celestin GH

Every year, hundreds of IR offices fill out the Common Data Set (CDS) and the U.S. News Best Colleges, College Board, and Peterson's surveys. For the first time at an AIR Forum, U.S. News will explain in detail how the CDS is used in the Best Colleges rankings. This session will describe how the U.S. News, College Board, Peterson's, and CDS surveys overlap, and how IR offices can most efficiently fulfill these important data requests and reduce their survey burden. The Association of Public and Land-grant Universities will explain why the Student Achievement Measure is a comprehensive measure of completion, and why the CDS should add it in order to go beyond the traditional student six-year graduation rate the CDS is collecting now. The session will also discuss the basics of the CDS and what changes are being considered for future CDS editions. (Session ID: 2430)

Presenter(s)

Teri Hinds, *Association of Public and Land-grant Universities*
 Stephen Sauermelch, *Peterson's, a Nelnet Company*
 Robert Morse, *U.S. News and World Report*
 Matthew Gazda, *Peterson's, a Nelnet Company*

Improving Data Collection to Better Assess Graduate Enrollment and Funding Patterns Using the GSS

Panel Session | Analysis | Strand 10A

The Survey of Graduate Students and Postdocs in Science and Engineering (GSS) is an annual census of all U.S. academic institutions granting research-based master's degrees or doctorates in science, engineering, and selected health fields. The survey results are used to assess shifts in graduate enrollment as well as trends in financial support. The panelists will discuss current data uses and needs, strategies for reducing reporting burden, and how proposed changes can improve the utility, quality, and timeliness of the GSS data. Attendees will have the opportunity to learn about the GSS data uses and comment on the feasibility of implementing potential changes to the survey. (Session ID: 2891)

Presenter(s)

Tim Lally, *Syracuse University*
 Patricia Green, *RTI International*
 Kelly Kang, *National Science Foundation / National Center for Science & Engineering Statistics*
 Shannon Monahan, *Stanford University*
 Joseph Perez, *North Carolina State University*



Student Satisfaction Data: Overcoming Barriers and Facilitating Use

Panel Session | Assessment | Strand 13B

 Student satisfaction surveys are a key component in assessing the student experience. However, just collecting the satisfaction data is not enough. Representatives from four-year and two-year institutions, online and on-ground, 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. (Session ID: 2341)

Presenter(s)

Laura Fingerson, *Capella University*

Katherine Coy, *Harper College*

Julie Bryant, *Ruffalo Noel Levitz*

Stacy Vlahakis, *National Louis University*

Marcia Finch, *Neumann University*

Rhonda Crocker, *Eastern New Mexico University-Roswell*

Using NSSE as a Catalyst for Improvement: Lessons from the Field

Panel Session | Assessment | Strand 12B

One of the more challenging phases of assessment is taking action on results. This session will explore the latest field-tested lessons from nearly two dozen institutions that have successfully used the National Survey of Student Engagement (NSSE) to improve undergraduate education. Representatives from two institutions will discuss their use of data to improve the first-year experience, and to engage departments in enhancing student learning by creating dashboard displays, infographics, and customized reports. The session will provide an opportunity to learn about approaches employed by institutions that have made effective use of results, and to discuss proven strategies for taking action. (Session ID: 2443)

Presenter(s)

Fang Du, *The New School*

Jillian Kinzie, *Indiana University Bloomington*

Carol Drechsel, *University of North Dakota*

Sarah Owens, *University of North Dakota*

11:45 AM–12:45 PM

A Data-driven Approach to Dropout Prevention in Japan

Poster Presentation | Analysis | Poster 44

In Japan, the rate of post-secondary dropout has increased recently. Nearly 3 percent of all undergraduate students, about 79,000 students out of 3 million, dropped out in the 2014-2015 academic year. This number is much lower than that in the United States. However, since most Japanese people see dropouts as failures, the number is not low for Japan. While researchers in the United States have accumulated theory and practice using a data-driven approach to dropout prevention, Japan has insufficient theory and practice in this area. However, it is difficult to apply knowledge of the topic by comparing the United States and Japan, because the educational systems and environments in the two countries are considerably different. The objective of this poster presentation is to show how to apply the wealth of theory and practice of a data-driven approach to dropout prevention in the United States to a country like Japan, which seeks to accumulate knowledge on the topic. (Session ID: 2391)

Presenter(s)

Tomoya Hashimoto, *Kyoto Koka Women's University*

A Framework to Assess and Promote IR Capabilities

Poster Presentation | Operations | Poster 54

IR has evolved from its early role of producing descriptive data reports, to actively participating in organizational decision-making (Swing, 2009), driving research endeavors for the timely identification of challenges and opportunities (Delaney, 2009), and leading a culture of knowledge management (Huynh, Gibbons, & Vera, 2009). This poster describes an alternative view to previously proposed models (Bichsel, 2012; Taylor, Hanlon, & Yorke, 2013) that distinguishes activities from functions, areas of interest, and resources, to facilitate the assessment of maturity levels and to identify opportunities for development. Practical implications of adopting this framework for IR directors include increased ability to strategically propose capability areas for further development, improved IR promotion via the potential managerial and reputational benefits for the organization, and more accurate assessments of required resources. (Session ID: 2772)

Presenter(s)

Pierre Mercier, *University of Ottawa*

Victoria Diaz, *Diaz Pinsent Mercier Research*

Celine Pinsent, *Diaz Pinsent Mercier Research Inc.*



A Path Analysis of the Impact of College Environment on Learning Outcomes

Poster Presentation | Assessment | Poster 14

The college impact study is particularly important to IR professionals and campus decision makers in undergraduate educational reform today. This poster will illustrate a conceptual framework based on Astin's I-E-O (Input-Environment-Output) model and Tinto's four conditions (high expectations, support, assessment and feedback, and involvement) for student success, and put Tinto's four conditions for student success into the "Environment" part of the I-E-O model. The poster will show how, using the new framework, a campus wide survey of all undergraduates in one research university in China was conducted. A SEM-oriented path analysis will be conducted to answer how Tinto's four conditions influence student learning outcomes with the mediator of student involvement. (Session ID: 2766)

Presenter(s)

Min Chen, *Huazhong University of Science and Technology*

Academic Advising: Using CAS & NACADA Concepts to Drive Assessment

Poster Presentation | Assessment | Poster 58

Assessment of advising, and the impact the advising process has on retention and persistence continue to be major concerns within higher education. In addition, practitioners are embracing the notion of advisement as both a pedagogical process and a developmental learning experience for students. These paradigm shifts have several implications for IR and assessment specialists. This poster presentation will examine the efforts of one 4-year institution in developing an assessment plan for its centralized assessment unit that utilizes the Council for the Advancement of Standards in Higher Education, and the principles of academic advising set forth by the National Academic Advising Association. (Session ID: 2757)

Presenter(s)

Felisha Shepard-White, *Clayton State University, Office of Academic Affairs*
Karin Carlton, *Clayton State University*



Academic Reputation Dataset, Using the Tableau Online Analytics Platform

Sponsored Poster Presentation | Reporting | Poster 30

S A strong Academic Reputation is undoubtedly a key asset for knowledge-based organizations. The Academic Reputation indicator is the most distinctive component of our global and regional rankings projects and it is fed by the annual QS Global Academic Survey. In order to gain more insight into this important component, we have created the Academic Reputation Dataset, a benchmarking tool designed to further analyze the institutions' academic performance and institutional brand perception. We deliver the dataset utilizing the Tableau online platform which provides a simple but sophisticated way to access the underlying data and generate insightful visualizations. The poster will introduce the dataset, showing the recent improvements, and demonstrate how the report, with its strong data visualizations and its high level of flexibility, can help serve an institution to identify strengths and areas of deficiencies – and compare them with its peers. (Session ID: 2967)

Presenter(s)

Baerbel Eckelmann, *QS Quacquarelli Symonds Limited*

Martin Juno, *QS Intelligence Unit*

Danae Banette, *QS Quacquarelli Symonds Limited*

Alignment of Global Outcomes for Assessment and Accreditation

Poster Presentation | Assessment | Poster 32

Widespread agreement exists among influential higher education organizations in global student outcomes deemed critical to successful learning. Systems are needed for gathering student data that provide evidence of student achievement of those outcomes. IDEA student ratings of instruction (SRI) offer a valid, reliable, and improved means for collecting indirect evidence of such achievement. Viewers of this poster presentation will learn which global student learning outcomes are assessed in IDEA SRI learning objectives, and which instructor behaviors are most highly correlated with student self-reported progress on those objectives. (Session ID: 2738)

Presenter(s)

Stephen Benton, *IDEA*

Ken Ryalls, *IDEA*

Applying Item Response Theory to Examine Extreme Survey Response Style

Poster Presentation | Analysis | Poster 12

Response style effect is a well-known limitation of surveys. By applying a two-parameter, logistic item response theory model on extreme response style (ERS) to the National Survey of Student Engagement, this poster intends to reveal how demographic factors are related to the ERS tendency in the survey, to enable wiser interpretations of the survey results. (Session ID: 2780)

Presenter(s)

Amy Ribera, *Indiana University Bloomington*
Xiaolin Wang, *Indiana University-Bloomington*

Cost of Completing a Master's of Public Health

Poster Presentation | Analysis | Poster 20

Very minimal data are available on the cost of completing a master's degree in Public Health (MPH). The Association of Schools and Programs of Public Health (ASPPH) devised a methodology to answer this question that compares apples-to-apples among ASPPH's membership to inform internal member benchmarking and decision-making efforts. This issue is important to AIR members, as the federal government, internal administrators, parents, and society at large seek solutions to the rising costs of higher education. Viewers of this poster presentation will learn about a methodology used to provide comparison cost of degree data, and learn the cost of the MPH degree and how it compares across different types of institutions. (Session ID: 2199)

Presenter(s)

Christine Plepy, *Association of Schools and Programs of Public Health*
Grace Sun, *Association of Schools and Programs of Public Health*

Data Verification by Visualization: Promoting Staff's Data Literacy

Poster Presentation | Operations | Poster 6

Data accuracy and consistency is the tacit requirement for IR. However, during the data collection process, it often occurs that data collectors can hardly tell the accuracy and consistency of the submitted data, due in part to indifference to the data definition or description, and largely to lack of awareness of data value and data literacy. This common phenomenon suggests the need to promote data literacy among the staff to improve data quality for IR. This poster will first propose the use of data visualization to address the data verification issue during the data collection process. A set of real-world examples will be illustrated to show the effectiveness of this approach. The poster will also elaborate on the concept of data literacy (a set of skills, knowledge, and attitudes about the data) and promotion of awareness of data literacy to potentially solve the data accuracy and consistency issue. (Session ID: 2743)

Presenter(s)

Yuen-Hsien Tseng, *National Taiwan Normal University*

Direct and Indirect Effects of Engagement on Grades

Poster Presentation | Assessment | Poster 42

Grades are perhaps the best predictor of attaining a college diploma. Using NSSE data and matched year-end grades from nearly 20,000 first-year and senior students enrolled at 42 institutions, the authors tested path models to determine the interrelationships among student background, engagement, and campus environment. This poster will show how total effects on GPA show that time spent studying, the use of learning strategies, and experiencing faculty using effecting teaching strategies had positive overall effects on grades, while coursework involving quantitative reasoning had a negative effect. (Session ID: 2751)

Presenter(s)

Robert Gonyea, *Indiana University Bloomington*
James Cole, *National Survey of Student Engagement*
Louis Rocconi, *Indiana University Bloomington*



Emotional Intelligence Assessment and Induction for First Year Teachers

Poster Presentation | Analysis | Poster 34

In higher education and research on teacher education, specifically first year teaching, little is known about emotional stressors and how to significantly decrease teachers' stress levels. As demands increase, teachers need specific skills to help them cope with those demands. This poster will show how a one-year emotional intelligence induction curriculum and support was offered to first year teachers to align with an emotional intelligence assessment called the Six Seconds Assessment. Quantitative and qualitative analyses measured the effect of this induction on emotional intelligence and stress. (Session ID: 2483)

Presenter(s)

Carrie Lloyd, *Arizona State University*

Exploring Admission Strategies and Resource Allocations on Graduation Rates

Poster Presentation | Decision-Support | Poster 18

Graduation rate is an important performance indicator for better accountability. By analyzing the high school GPA percentile and institutional expenditure from Carnegie doctoral institutions, the study to be presented via this poster discloses significant relationships that will assist decision makers in adjusting admission strategies and college resource allocations. (Session ID: 2803)

Presenter(s)

Eric Yang, *University of South Carolina*

Exploring Relationships Among SRI Survey Items to Overall Effectiveness

Poster Presentation | Assessment | Poster 10

Student survey data about teaching effectiveness continues to play a major role in promotion and tenure decisions on many campuses, despite skepticism over its relevance and appropriateness. Contributors to this poster analyzed relationships among survey items to overall course and instructor effectiveness. Statistical regression showed items about instructor ability to communicate and engage as the best predictors of overall teaching effectiveness. Overall course effectiveness was best predicted by items such as how well activities and assignments facilitated learning, and how well coursework evaluated learning. An exploratory factor analysis was also conducted. For all models, student effort items created separate factors from teacher- and course-related items. Student preparation was independent of these factors. Future exploration of course survey data, and implications for use in faculty development, policy, and decision making will be discussed. (Session ID: 2740)

Presenter(s)

Joseph Ludlum, *Georgia Institute of Technology*

Tris Utschig, *Georgia Institute of Technology*

Karin DeAmicis, *Kennesaw State University*

How Emerson College Increased Participation Rates in Course Evaluations and NSSE

Poster Presentation | Decision-Support | Poster 52

IR professionals at Emerson College worked with Marketing, Student Affairs, and Academic Affairs to develop and implement a plan to increase participation rates in NSSE. Their rates increased from 25% to more than 40%. This poster presentation will provide information on the contact plan and incentives used. A new course evaluation system was implemented, with a participation rate of about 94%, compared with 78% for the prior system. IR at Emerson worked closely with IT and the registrar to come up with a plan to increase participation. Presenters will discuss how they utilized a grade hold in the Fall Semester with a resulting boost in responses. (Session ID: 2703)

Presenter(s)

Michael Duggan, *Emerson College*

Angela Carlson-Bancroft, *Emerson College*



Interaction Between IR and IT to Enhance Organizational Effectiveness

Poster Presentation | Operations | Poster 24

Drawing on lessons learned from the long US history of IR practices, this poster considers how a country developing IR at this point in history might quickly assimilate those lessons into an international context. The Taiwan Ministry of Education has encouraged the development of IR practices in its country, and participating institutions have learned quickly how to adopt IR models to their local circumstances (Webber & Calderon, 2015). Although every country has a unique culture that shapes IR operations, similar foundational principles and collaborations span across borders. Responses to unique cultural contexts enrich understanding of how to tailor IR to meet institutional needs, locally and globally. (Session ID: 2779)

Presenter(s)

Victor Borden, *Indiana University Bloomington*

Ching-Hui Lin, *Asia University*

Wei-Cheng Chien, *Providence University*

Cheng-Hsing Hsu, *Asia University, Taiwan*

Mapping and Assessing Institutional Outcomes for Graduate Health Professions

Poster Presentation | Assessment | Poster 16

This poster presentation will address the issue of assessing institutional outcomes in an effort to improve student learning outcomes and make data-driven decisions regarding program and curriculum review, which in turn fulfills accreditation assessment requirements. The objectives of the poster presentation are to present a process for incorporation of core professional attributes (CPAs) across the graduate curriculum, describe mapping of CPAs in the curriculum, and describe the impact of assessing CPAs on student learning outcomes. (Session ID: 2321)

Presenter(s)

Melanie Davis, *A.T. Still University of Health Sciences*

Jane Hawthorne, *A.T. Still University of Health Sciences*

Maximize Gains from NSSE: From Survey Administration to Results Sharing

Poster Presentation | Assessment | Poster 28

Two salient issues are associated with the NSSE survey: the national problem of declining survey response rates, and the challenge of turning NSSE survey results into actionable initiatives. Through this poster presentation, institutional researchers at a large flagship research university will share their experience of how they achieved a significant increase in the NSSE response rate, from 16% to 32%, through executing a comprehensive survey marketing plan. They will demonstrate strategies used to integrate NSSE results into the university's strategic plan and to efficiently engage units at different levels during that process. (Session ID: 2744)

Presenter(s)

Yang Zhang, *University of Hawaii at Manoa*

Sonya Smyk, *University of Hawaii at Manoa*

Kelly Jung-ts Lin, *University of Hawaii at Manoa*

Pell Grant Recipients: Financial Challenges and College Expectations

Poster Presentation | Analysis | Poster 46

Using data from the 50th CIRP Freshman Survey, this poster highlights Pell Grant recipients' challenges in meeting the full cost of their college education. With the maximum grant covering less than two-thirds of the average published tuition at public four-year colleges, Pell recipients need to draw upon other sources of aid, including loans, to attend college. This poster focuses on constructing a more comprehensive and detailed understanding of current Pell students' financial pressures and challenges. In addition, presenters will address how Pell Grant status relates to students' college choice processes and college expectations, including initial intentions to stop-out and transfer. The visual display will encourage researchers to utilize similar analysis to understand Pell Grant students, and to improve inclusion and support for this important student population. (Session ID: 2763)

Presenter(s)

Ellen Stolzenberg, *University of California, Los Angeles*

Joseph Ramirez, *University of California, Los Angeles*



Performance Based Funding: Impacts on Student Success

Poster Presentation | Assessment | Poster 48

With the recent release of the College Scorecard, colleges are under increased scrutiny and being held accountable for student loan default rates, graduation rates, and other student success-related metrics. Various Performance Based Funding (PBF) models have been implemented in several states, with more states to follow. This presentation details how Completion by Design grant-funded work was leveraged to address the student success factors used in the Ohio PBF model. Comprehensive changes to college practices and policies resulted in improved course persistence, redesign of placement practices and the developmental curriculum, and a record number of credentials awarded, despite declining degree-seeking student enrollment. (Session ID: 2754)

Presenter(s)

Peter Trumpower, Stark State College

Predicting Academic Achievement and Persistence from a New Student Survey

Poster Presentation | Decision-Support | Poster 4

IR professionals must identify risk factors for poor academic achievement and attrition. In fall 2014, campus stakeholders collaborated with IR to create a New Student Survey (NSS). The goal was to determine whether midterm grades and survey responses were related to first-term academic achievement and persistence into the spring, after accounting for background factors. Models accounted for 54% and 16% of the variance in academic achievement and persistence, respectively. Poor academic achievement predictors included receiving a poor midterm grade, having visited the campus Students First Center (indicative of registration/financial aid issues), not having prepared for and/or attended class, and not feeling adequately prepared for college. Attrition predictors included receiving a poor midterm grade, having low academic self-efficacy, having plans to leave, and not engaging in extracurricular activities. Strategies for developing and interpreting data from NSS will be described in this presentation. (Session ID: 2771)

Presenter(s)

Cinnamon Danube, University of California, Merced

Providing What Students Need to Know: A Student Dashboard System

Poster Presentation | Technologies | Poster 26

This poster session will address an online dashboard system for students in Japanese universities. The focus of this system is data-driven support for academic success in students' selection of subjects. Among students' criteria for selecting classes, the degree of difficulty to get credits contains complicated elements. This dashboard, therefore, indicates three determining factors in the difficulties: difficulty level of learning contents, learning activities and the readiness required in the class, and tendency for the teacher in charge to over- or under-mark. After confirming figures and facts, a student can decide whether he or she would like to apply for that class or another, when given additional information. (Session ID: 2383)

Presenter(s)

Hiroshi Kato, *The Open University of Japan*

Yuki Watanabe, *Tokyo Institute of Technology*

Takeshi Matsuda, *Tokyo Metropolitan University*

Katsusuke Shigeta, *Hokkaido University*

Seniors' Perspectives about Advising Inform Student Support Decisions

Poster Presentation | Decision-Support | Poster 50

While the importance of students' perspectives about academic advising to the campus community when making evidence-based decisions about academic advising programs is commonly recognized, senior students' experiences have not been empirically studied. Drawing on data of 293 senior students who participated in the 2015 National Survey of Student Engagement, this presentation will address three research questions: What are the senior students' experiences with academic advising? How are senior students' experiences with academic advising related to perceived gains? How are senior students' experiences with academic advising related to satisfaction with the quality of campus relationships? (Session ID: 2471)

Presenter(s)

Sandip Thanki, *Nevada State College*

Qingmin Shi, *Nevada State College*

Janice Le, *Nevada State College*

Mick Haney, *Nevada State College*



STEM Exemplar Institutions: Talent Development and Faculty Teaching Practices

Poster Presentation | Decision-Support | Poster 38

Targeting six diverse institutions identified as exemplars in producing STEM bachelor degrees among underrepresented racial minority (URM) students, this poster presentation will demonstrate how the teaching practices of STEM faculty are influenced by their perceptions of student talent and/or achievement. Presenters will investigate whether institutional context influences the way faculty view talent and ability at their respective institutions. Attendees will gain an understanding of how the collection of qualitative data by institutional researchers can help institutions better leverage faculty and instruction to become more productive in conferring STEM bachelor degrees among URM students. Insightful ways to scale up or strengthen innovations in the classroom for the expansion of talent development will be offered. (Session ID: 2775)

Presenter(s)

Tanya Figueroa, *University of California, Los Angeles*
 Sylvia Hurtado, *University of California, Los Angeles*
 Ashlee Wilkins, *University of California, Los Angeles*

Taking Your Campus's Pulse: Effective Strategies for Assessing Campus Climate

Poster Presentation | Assessment | Poster 36

With the recent publicity and focus on campus climate assessments, many institutions are wondering if they should be conducting one. Campus climate studies are often a challenge, so understanding the issues prior to starting one is an important process. This poster presentation will illustrate strategies to lay the ground work for a successful campus climate study, covering such topics as planning for and conducting the study, avoiding pitfalls, framing results, and other key considerations for assessing campus climate. (Session ID: 2316)

Presenter(s)

Sherry Woosley, *Skyfactor*
 Annette Miller, *Skyfactor*

The High School Remediation Effect on College Outcomes

Poster Presentation | Analysis | Poster 8

There is evidence to suggest that developmental education (DE) in high school may improve college readiness (Tierney & Garcia, 2008) and avoid under-placement of students in college DE courses, which can consequently raise overall student and institutional costs. This poster session will address a study that uses propensity score matching on a nationally representative sample of 2,927,935 (weighted) students to identify the impact of students' participation in high school DE or remedial coursework on college outcomes. This study address three research questions: Does high school DE enrollment predict students' college DE enrollment? Does high school DE enrollment predict students' college persistence? Does high school DE enrollment explain differences in college degree attainment? This study has implications for earlier assessment of student preparedness and intervention as an effective method in reducing college DE costs while promoting IE and college student readiness and success. (Session ID: 2770)

Presenter(s)

Yen To, *Missouri Western State University*
 Forrest Lane, *Sam Houston State University*

The National Faculty Data Pool: Methods, Challenges and Perspectives

Poster Presentation | Reporting | Poster 56

The National Faculty Data Pool (NFDP) collects salary and demographic data on individual faculty members from over 60 institutions across Canada in order to aid in institutional planning and salary negotiations. The collection and comparison of faculty salaries is of the utmost importance to faculty bargaining and university financial and budget planning. In the course of collecting national level data, the NFDP has created numerous tools and processes to ensure data integrity and privacy, and to aid member institutions in determining who their comparator universities are. This poster will show national-level data collection, including processes and challenges, maintenance of data integrity and confidentiality, and tools and aids that can be developed to facilitate large-scale data collection. (Session ID: 2769)

Presenter(s)

Meghan Edwards, *The University of Western Ontario*
 James MacLean, *The University of Western Ontario*



Undeclared: Does 15 Always Finish?

Poster Presentation | Decision-Support | Poster 22

Universities nationwide are constantly looking for ways to improve retention and graduation rates. At Western Washington University, administrators have shown interest in the “15 to Finish” initiative, but because students at WWU are not required to declare a major until their junior year, researchers wanted to know what impact this may have on both retention and graduation. To help University administration understand factors affecting student success, the Office of IR looked at several cohorts of incoming first-year students to see if increased credit load, time of major declaration, pre-college academic preparation levels, and demographic characteristics were correlated with retention and graduation. This poster outlines methodology, results, and how the office plans to present these findings to the university community. (Session ID: 2782)

Presenter(s)Dana Weigel, *Western Washington University***Using Dual Enrollment Programs to Increase Accessibility**

Poster Presentation | Assessment | Poster 2

Many four-year institutions explore ways to increase enrollment numbers while still attracting “college ready” students. Seeking to do so, and also to eliminate accessibility barriers, Buffalo State SUNY implemented a dual enrollment program, specifically targeting students from cohorts that have been known to struggle on the collegiate level, and working with them for the entirety of their high school career. While this program is only in its second year, the preliminary data not only suggest an increased level of access for an underserved population, but also indicate improved classroom performance, as well as the decision by the majority of these students to attend Buffalo State SUNY upon completion of their high school program. This poster will present three main talking points: a brief overview of the program, a description of the accessibility data collected, and the plan for future program evaluation. (Session ID: 2368)

Presenter(s)Misty Rodeheaver, *SUNY Buffalo State***Using Information from the National Survey of IR Offices**

Poster Presentation | Decision-Support | Poster 40

This national survey establishes a baseline of IR office capacities. In this poster session, we demonstrate how the information can be used to make comparisons across institutions. Metrics like staff size and tasks are benchmarked to highlight how this information could be used to leverage for additional resources. (Session ID: 2988)

Presenter(s)Darlena Jones, *Association for Institutional Research*Laura Jakiel, *Association for Institutional Research & Florida State University***Variations in the Instructional Behaviors of Graduate Student Instructors**

Poster Presentation | Assessment | Poster 60

Graduate students who teach, or graduate student instructors (GSIs), play a significant role in influencing undergraduate students’ learning experiences and outcomes. Using multi-institution data from a large-scale survey of graduate student teaching practices, the project to be discussed aims to explore the extent to which instructional behaviors vary across GSIs’ demographic background and the types of courses they teach. The extent to which GSIs employed effective teaching practices, and relationships between setting clear course goals and employing effective teaching practices among GSIs will also be examined. This poster presentation will be important to institutional researchers because the findings of this study will not only help graduate schools to ensure the quality of the classes taught by GSIs, but also provide useful information to graduate faculty advisors and academic support staff for preparing future faculty members. Recommendations for ways GSIs may enhance their teaching practices will be provided. (Session ID: 2241)

Presenter(s)Rong Wang, *Indiana University*Allison BrckaLorenz, *National Survey of Student Engagement*Thomas Nelson Laird, *Indiana University*

01:00 PM–02:00 PM

Plenary Session

Students, Data and Decisions

Special Event | Celestin E

 College students today have more access to data and information to make educational decisions than ever before, whether they are looking to select an institution, choose a program of study, or to fill out a course schedule. In response, institutions, the government, the vendor community, and others are striving to meet these growing demands. What can we learn from students themselves about the kind of information that most matters to them, and how it is packaged and presented? In this plenary, Tom Allison of Young Invincibles, a nonprofit working to make the voices of college students heard in the national dialogue about access and success, will report on students' perspectives on how they use data, the design of data tools, and questions of privacy and data security. (Session ID: 2966)

Presenter(s)

Tom Allison, *Young Invincibles*

Plenary Session

Using Data to Change the World

Special Event | Celestin D

 Philanthropic organizations have long viewed colleges and universities as a worthy cause for their support. But in recent years, many have stepped up their investments in trying to make colleges more accessible, affordable, accountable, and productive as a way to meet society's rapidly rising needs for an educated population. A particular focus of funders has been in trying to improve the use of data and information to help drive change. This plenary will feature program officers from three major philanthropies focusing on higher education – Bill & Melinda Gates Foundation, Access Group Center for Research and Policy Analysis, and Lumina Foundation – who will share their perspectives on the nation's postsecondary data infrastructure, what they have learned from investments they have made to date, and the role of data in helping to drive change that leads to better information and more student success. (Session ID: 2965)

Presenter(s)

Jennifer Engle, *Bill & Melinda Gates Foundation*

Courtney Brown, *Lumina Foundation*

Elise Miller, *Access Group Center for Research and Policy Analysis*

02:00 PM–02:45 PM

Dessert Break - Thank You to Our Sponsors

Special Event | Empire Ballroom

Please join us for a complimentary dessert break to close the Exhibit Hall and thank our 2016 Sponsors. Prizes will be awarded to the participants that earned the most badges playing the Crescent City Connection.

02:45 PM–03:30 PM

A Critical Test for Critical Courses

Speaker Session | Decision-Support | Strand 1

 This session offers two useful outcomes. First, participants interested in research outcomes and results will learn how strong (or weak) the link is between particular undergraduate courses and on-time graduation as much as seven semesters later. These results shed a different light on academic progress than the more common assessment using DFW rates. Second, participants interested in research design and assessment follow-through will enjoy the narrative of the presenter's efforts to use assessment to modify and improve a recently adopted policy at their university. (Session ID: 2648)

Presenter(s)

Andrew Zehner, *Purdue University*



Apples to Apples? Comparing ECORE and Face-to-Face Course Performance

Speaker Session | Decision-Support | Strand 11B

While the explosion of online learning is indisputable, consensus on student performance is far from certain. According to Allen and Seaman in "Changing Course: Ten Years of Tracking Online Education in the United States," "a minority of academic leaders continue to believe the learning outcomes for online education are inferior to those of face-to-face instruction." This session will focus on a study that aims to address this concern by comparing the grades of online students against traditional ones in subsequent face-to-face coursework. The authors utilized a regression model and data on approximately 8,000 students within seven University System of Georgia institutions. By including demographic variables in their analysis, the authors assessed whether the difference in learning outcomes was due to the format (online versus face-to-face) of the course, or if the differences were due to the characteristics of students who elected to take the online version of the course instead of the face-to-face one. (Session ID: 2473)

Presenter(s)

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

Susan Donoff, *St. Thomas University*

Tan Tran, *University System of Georgia*

Future Plans for the Voluntary System of Accountability (VSA): Products, Services, & Education

Speaker Session | Reporting | Strand 2

As a result of 18 month strategic planning process, the VSA Oversight Board set a new vision and established a two-year plan for the VSA program at their May 23rd meeting. This session will describe the refocusing of the VSA to provide additional products, services, and educational opportunities to our institutional members, including a review of changes to existing products and services included within the VSA (including the future of the College Portrait web-based reporting tool) and explanation of the revised business and institutional dues model. We invite current VSA participants as well as any others who may be interested in learning more about the national data and benchmarking products to be released, new education and training opportunities being developed, and opportunities for national recognition of campuses engaged in campus-level learning outcomes assessment. (Session ID: 2432)

Presenter(s)

Teri Hinds, *Association of Public and Land-grant Universities*

Christine Keller, *Association of Public and Land-grant Universities*

Data and Visual Design: Improving Our Data Visualizations

Speaker Session | Assessment | Bolden 3

Because 65% of people are visual learners, improving our data visualizations could have a significant impact on our ability to affect decision making. In addition to traditional definitions and approaches, this presentation will take an unusual approach by drawing on art and design traditions. We will discuss specific art principles and design elements as well as their applicability to data visualizations. Using these tools, we will take a concrete data example through various iterations to improve its impact. (Session ID: 2312)

Presenter(s)

Sherry Woosley, *Skyfactor, formerly known as EBI MAP-Works*

Developing a Peer Comparison Database to Support Strategic Planning

Speaker Session | Technologies | Strand 13B

 This presentation will discuss how and why an IR office at a large university successfully developed a comprehensive database of data about peer institutions, for quickly reporting actionable data to university leaders. Significant consideration will be given to navigating the unforeseen problems surrounding this proactive initiative, as well as the technological requirements necessary for implementation. Attendees will be encouraged to apply the lessons learned and techniques employed at their institutions. (Session ID: 2655)

Presenter(s)

Michael Bolen, *University of South Florida*

Jennifer McCarthy, *University of South Florida*

Karina Pineda, *University of South Florida*



Do Common Performance Metrics Reflect IE?*Speaker Session | Assessment | Bolden 5*

Several raw performance metrics have been proposed to evaluate IE in promoting degree completion, such as the six-year graduation rate and total degrees awarded. However, it remains unclear whether raw metrics can be used to accurately identify institutions that actually add value to the student experience. The study to be discussed uses a value-added measure to examine the frequency of misclassifying institutions as effective or ineffective when using nine unadjusted performance metrics. Longitudinal data were obtained from IPEDS for public four-year institutions ($n=558$) to create a trinomial classification of effectiveness for each performance metric based on the deviation from mean performance: below average, average, and above average. The results revealed a relatively high percentage of institutions with effectiveness classifications that differed between the value-added metric and an unadjusted metric (25% to 49% misclassified). (Session ID: 2399)

Presenter(s)

Giljae Lee, Chungbuk National University
 Aaron Horn, Midwestern Higher Education Compact
 Darwin Hendel, University of Minnesota

Educating and Training Stakeholders Toward a “Self-Serve” Data Model*Discussion Group | Operations | Imperial 5A*

Increasing work load can be a huge issue for IR offices, regardless of staff size and institution type. This discussion group will consider ways of helping campus communities to become more self-reliant with resources already available to them. Whether it's better utilizing a survey software tool or being better informed about what data is in the university Fact Book, educating the campus community can help reduce ad hoc requests and other projects to allow IR staff the time to dedicate to required reporting and other long-term projects. (Session ID: 2195)

Presenter(s)

Dana Weigel, Western Washington University
 Lauren Conoscenti, Tufts University

Effective Online Assessments: Maintaining Academic Integrity in the Digital World*Sponsored Speaker Session | Technologies | Strand 7*

S Getting student feedback is an essential part of increasing engagement and improving the learning experience. But how do you make sure that students complete their assessments? By using online survey software. SurveyGizmo's Melissa Langworthy, Ph.D., will walk attendees through best practices for distributing assessments to students and share educator success stories. She will demonstrate how to use SurveyGizmo to prepopulate the assessment with known student data, limit the amount of time students may access the exam, automatically score and integrate results with learning management software, report on results in aggregate, and perform a linear analysis to track results over time. SurveyGizmo offers a do-it-yourself tool that is used by educators, administrative staff, and student researchers in more than 600 colleges and universities. Using SurveyGizmo, these institutions ensure that they meet academic standards, increase student engagement, and enhance the classroom experience. (Session ID: 2961)

Presenter(s)

Melissa Langworthy, SurveyGizmo

I'm Here to Chew Bubblegum and [Talk Data], and I'm All Out of Bubblegum*Discussion Group | Operations | Imperial 5D*

Analysts frustrated by decision makers who don't use (or even seem interested in) the data they produce could benefit from a more assertive delivery of information. Passively publishing good research to the web has often been insufficient. Utah Valley University's IR office has used more aggressive tactics in an attempt to stimulate demand for data. Presenters at this session will share methods that worked for them at UVU, including inviting themselves to committees across campus, deploying information on digital signs, scheduling regular check-ins with campus leaders, and more. This discussion group will also seek to gather best practices from others. (Session ID: 2302)

Presenter(s)

Taylor Lovell, Utah Valley University
 Tim Stanley, Utah Valley University



IR and BI Collaboration: Can We Really Make It Happen?*Speaker Session | Operations | Strand 13A*

The offices of IR and BI at the University of Northern Iowa have a unique relationship not often seen at other institutions. Where other institutions have typically found conflict, the teams at UNI have been able to work collaboratively to enhance the BI analytics capability on campus. The presenters will discuss the path taken to reach this arrangement and will discuss strategies for collaboration at other institutions. (Session ID: 2310)

Presenter(s)

Malissa Martin, *University of Northern Iowa*
Kristin Moser, *University of Northern Iowa*

Measuring the Success of Transfer Students: A New Metric Evaluated*Speaker Session | Assessment | Strand 12B*

Institutions are assessed based on the success of their students. A growing number of concerns have been raised, however, about student success being typically measured as the graduation rate of a first-time, full-time, degree-seeking cohort. While the Student Achievement Measure has been proposed as an alternative, this research looks at another definition of transfers: those with one year of credit from a community college. These data were reported to CSRDE by 117 senior institutions for cohorts detailed by gender and by ethnicity. These data were investigated for reliability and validity for use in describing institutional outcomes. Next steps will be discussed. (Session ID: 2492)

Presenter(s)

Jacqueline McLaughlin, *University of North Carolina*
Josetta McLaughlin, *Roosevelt University*
Gerald McLaughlin, *DePaul University, Retired*
Richard Howard, *University of Minnesota, Retired*
Sandra Whalen, *University of Oklahoma Norman Campus*

NEAIR Best Presentation: Understanding the Impact of Test-Optional Policy*Affiliated Organization Best Presentation | Decision-Support | Strand 10B*

  Over 850 institutions have adopted a “test-optional admission policy” (TOP), hoping to promote campus diversity by removing the barriers against various minority groups often presented by standardized testing. The TOP and diversity causal relationship, however, is not well researched. Using the data of six cohorts from Ithaca College, this study employs a quasi-experimental design and reveals that the treatment group (non-test submitters) did indeed increase the probability of a student being a minority, controlling for non-TOP related changes observed in the two comparison groups (test submitters) before and after TOP implementation. The study concludes that TOP positively affected diversity at each stage of the enrollment funnel: application, admission, enrollment and retention. (Session ID: 2449)

Presenter(s)

Yuko Mulugetta, *Ithaca College*

Practical Inter-Rater Agreement*Speaker Session | Analysis | Celestin E*

   This session gives a practical demonstration of a way to calculate and visualize inter-rater agreement to assess the reliability of ordinal or categorical data. These types of data are common from learning outcomes assessment such as rubric ratings of student work, but also include admissions ratings of applicants, and even course evaluations that students fill out. By the end of the session, attendees will be able to read a graph of rater agreement and be able to judge performance against a more random process. Code in R will be made available so that attendees can use these methods themselves. (Session ID: 2534)

Presenter(s)

David Eubanks, *Furman University*



Promoting Effective Documentation: Tools and Resources

Discussion Group | Operations | Imperial 5C

Documentation plays an important role in IR offices by explaining the history of the data and outlining the processes the office has used to complete tasks. It also helps offices provide consistent and accurate data and helps with on-boarding of new employees. Unfortunately, documentation might not be comprehensive, might have multiple versions, might not be updated on a regular basis, and in some cases, documentation may not exist at all. Over the past five years, the mid-size IR office at the University of Utah has experienced challenges and successes with their documentation processes. This discussion session will cover lessons learned, tools and resources, and provide a chance for attendees to share their own experiences.

(Session ID: 2668)

Presenter(s)

Erika Hill, *University of Utah*

Recent Patterns of Graduate Student Debt: 2008 to 2012

Speaker Session | Decision-Support | Bolden 4

This presentation will identify factors that contribute to graduate student debt, and examine changes in recent student borrowing. Analyses use data from the 2008 and 2012 National Postsecondary Student Aid Studies and data from the Delta Cost Study to find continuing trends in borrowing, particularly for students in certain degree programs. Results show that more graduate students borrowed, and average borrowing in 2012 was approximately 50% higher than similar averages in 2008. Presenters will discuss findings and implications for policy and practice. (Session ID: 2318)

Presenter(s)

Rachel Burns, *University of Georgia*
Karen Webber, *University of Georgia*

Reframing Reporting: from Information Access to Engaged Communication

Speaker Session | Reporting | Celestin D

  This session will present a re-conceptualizing of reporting efforts, from meeting disclosure requirements and providing comparable data to effectively communicating audience-specific and contextualized information to multiple stakeholders. This approach of focusing on communication allows colleges and universities to meet accountability requirements while crafting an evidence-based story about their priorities and outcomes. The session will provide resources to help institutional researchers think about communication strategies that can meet audience-specific needs. The objective of the session is to move from compliance reporting towards effective communication, and to provide resources that can help improve communication of institutional data.

(Session ID: 2441)

Presenter(s)

Natasha Jankowski, *National Institute for Learning Outcomes Assessment*

RMAIR Best Presentation: Combining Qualitative and Quantitative Methods to Identify Modifiable Factors for Retaining First-Time Freshmen

Affiliated Organization Best Presentation | Analysis | Strand 12A

  The goal of this research project was to develop a retention model comprised of modifiable factors with a sufficient level of specificity to facilitate institutional planning. This was accomplished by combining the strength of both qualitative and quantitative research methods. The emerging themes from the qualitative data were integrated into a student-centered retention model for first-year, first-time freshmen. This model served as a conceptual framework for the development of a predictive structural equation model using MAP-WORKS Survey items. Attendees will learn how the integration of qualitative and quantitative methods can deepen our understanding of factors that lead to student retention and attrition, a primary concern of universities.

(Session ID: 2903)

Presenter(s)

Renate Otterbach, *University of San Francisco*



The Critical Role of IR Teams in Enhancing Business Intelligence Capability

Speaker Session | Technologies | Bolden 1

There is a growing interest in business intelligence (BI) in higher education to support strategic planning, performance and IR. While the focus in the early phases of developing a BI program of work is primarily on the selection and use of BI software, promoting engagement in BI by staff across the organization is critical to ensure that the information is actively sought and easily interrogated to support decision making. This session will present a case study of how the University of Newcastle, Australia, enhanced its BI maturity, particularly using visual and predictive analytics. The session will also highlight the value of a BI benchmarking exercise conducted among 28 Australian and New Zealand universities that enabled institutions to assess their current BI capability compared with their peers, and develop their BI roadmap. The role of IR teams in building capability across the institution in using BI tools and developing outputs will also be discussed. (Session ID: 2515)

Presenter(s)

Anne Young, *University of Newcastle, Australia*

The Institutional Jigsaw Puzzle

Sponsored Speaker Session | Technologies | Strand 4

S In this presentation, learn how Rice University implemented Converis from Thomson Reuters as their central Faculty Information System to streamline institutional data management and faculty activity reporting to meet their growing data needs, while allowing them to maintain data integrity through robust roles and rights. Rice took an out-of-the-box offering and, with Thomson Reuters' help, pulled data in from existing systems and further configured the system to meet their data needs, while using the flexible workflow engine to streamline Annual Reviews. Rice will expand their use of Converis to highlight their faculty accomplishments and implement Tenure & Promotion workflows. (Session ID: 2813)

Presenter(s)

Steve Revucky, *Thomson Reuters*
Celeste Boudreaux, *Rice University*

Transforming IR Practice Guided by the Statement of Aspirational Practice

Speaker Session | Operations | Strand 10A

 Indiana University-Purdue University Indianapolis was selected as a one of ten founding institutions for the *Statement of Aspirational Practice for IR*. IR functions were reorganized around the four major themes: an expanded definition of decision makers, structures and leadership for IR, leadership for the IR function, and a student-focused paradigm. Presenters will describe how IR functions and practices were transformed to ensure that timely and actionable information about student learning, success, and IE was available to all key decision makers across campus. This presentation will also focus on how enabled business intelligence technology such as Tableau was optimized to put data in the hands of decision makers and to allow users to explore, interact with, and analyze information tailored to specific decisions. Presenters will also explain some IR leadership functions such as managing data and being effective data narrators. (Session ID: 2502)

Presenter(s)

Michele Hansen, *Indiana University-Purdue University Indianapolis*
Robert Janik, *Indiana University-Purdue University Indianapolis*
Norma Fewell, *Indiana University-Purdue University Indianapolis*

Truth or Trust: The Great Data Debate

Sponsored Speaker Session | Operations | Strand 3

S Colleges and universities are embracing data as a way to address the increasing pressures to improve outcomes, control costs, and prove value. But transforming to a data-driven institution isn't easy. The reality is that institutional data is distributed, and often lacks the governance and stewardship required to make data-driven decision making a reality. In this session, we'll explore the what, how, and why of a framework for process-driven data governance and stewardship that helps fosters collaboration and establishes data trust across the institution. We'll also share use cases from leading institutions such as Stanford University and George Washington University. (Session ID: 2960)

Presenter(s)

Claire-Voe Ocampo, *Collibra*
Pieter De Leenheer, *Collibra*



Two Decades of Debt: How has the Profile of Student Loan Borrowers Changed from 1992 to 2012?

Research and Dissertation Grant Session | Analysis | Bolden 6

Few topics in higher education finance receive as much public attention today as student loan debt. While journalists, politicians, and policy advocates routinely report on the topic, academic research has been comparatively uneven. As a result, much of what we know about student loan debt has not been vetted through peer review and it has painted an inconsistent (and in some cases inaccurate) description of the student loan “crisis.” This study uses multiple waves of NPSAS data to paint a comprehensive portrait of who borrows, how much, and how this has changed over time. (Session ID: 2905)

Presenter(s)

Nick Hillman, *University of Wisconsin-Madison*

Using a Multi-Factorial Dashboard Tool to Track Success in Writing Classes

Discussion Group | Decision-Support | Imperial 5B

To track the changes in student success after reducing class size, a multi-factorial dashboard (MFD) was developed using Excel, producing a low cost, in-house development project to ensure that improved success was the result of reduced cap-size and not ancillary factors. Many variables were included to ensure that the reduced cap-size did not have any unforeseen negative consequences. During the evolution of the MFD, several changes were made to improve data presentation and understanding. Modification to the Excel document as this MFD was developed allowed for a single-stop, student success-tracking tool. (Session ID: 2717)

Presenter(s)

Maria Vasilieva, *Pima Community College*

Using Educational Data Mining (EDM) to Evaluate the Correlation of Behavioral Indicators and Community College Student Outcomes

Speaker Session | Analysis | Strand 11A

 In the study of factors that influence community college student outcomes, administrative records can play a vital role in uncovering inherent behavioral patterns. The extent to which present-day Educational Data Mining (EDM) allows investigators to explore the effect of student behaviors on academic outcomes in community colleges has yet to be documented thoroughly. While studies have explored the relationship of individual behaviors to student outcomes, investigators have not focused on the temporal tipping-points that distinguish at-risk behavior from otherwise benign behavior. This session will focus on a study that begins to address this gap by examining the timing and frequency of various student behaviors, specifically late course registration, schedule changes, and actual development of peer networks. It shows that student-level behavioral indicators can be derived from a community colleges administrative and transactional data systems, and that information can be updated regularly. It further evaluates the correlation between behavior indicators and student success. (Session ID: 2574)

Presenter(s)

Erez Lenchner, *CUNY LaGuardia Community College*

Using Excel Dashboards to Monitor, Manage, and Report on Strategy Execution

Speaker Session | Technologies | Bolden 2

Monitoring a strategic plan, assessing its impact, and communicating results to stakeholders remain some of the most important, but also vexing, challenges institutions face while executing their strategy. This session will review an Excel-based project dashboard that on one page communicates a university's key initiatives, completion timelines, and budget metrics, and also summarizes accomplishments, and outlines next steps. Besides reviewing the components of this dashboard home page, attendees will learn how this tool drills down into mirrorlike tactical work plans for each initiative that describe tasks and assignment leads, target completion dates, detail key performance measures, and include standardized progress status report templates. (Session ID: 2569)

Presenter(s)

John Hofmann, *Notre Dame de Namur University*



03:45 PM–04:30 PM**10 New IPEDS Insights as Revealed from a CAT-Scan Perspective***Speaker Session | Analysis | Strand 1*

 IPEDS has broadened its performance tracking to monitor four separate cohorts over an 8-year horizon. These improvements are important, but other insights can be gained by studying the student experience in greater depth. CAT-scan graphs display all student outcomes at all cohort points in time. Ivy Tech of Central Indiana (a 1+3 college) and Seminole State College of Florida (a 2+2 college) have developed CAT-scans and dashboard comparisons that track performance across all 4 new IPEDS cohorts. They will present their findings in relation to 10 proposed IPEDS insights, some of which will become apparent as a result of the new IPEDS approach, and others that require further research beyond IPEDS requirements. (Session ID: 2293)

Presenter(s)

Brittany Resmann, *Seminole State College of Florida*
Jeffrey Cornett, *Ivy Tech Community College - Central Region*

A Model For Assessing Program Success Across Delivery Modalities*Speaker Session | Assessment | Bolden 3*

The presenters will offer a model for comparing student learning outcomes in degree programs across delivery modalities. The model uses a combination of assessment of student learning and program evaluation techniques. As higher education moves away from traditional delivery modalities to embrace new ways to reach students, state, and federal oversight of higher education has increased expectations of accountability, and one of those expectations is that consistent student learning can be demonstrated across modalities. Participants in this session will be provided with a model for structuring a program assessment process across delivery modalities based on program evaluation techniques. They will also be provided examples of how to clarify program goals and how to translate these into program-level learning outcomes, sample assignments for gaining data on student learning, sample rubrics for measuring student learning, and methods for comparing the results across modalities. (Session ID: 2624)

Presenter(s)

Bob Blankenberger, *University of Illinois at Springfield*
Doug Franklin, *University of Illinois at Springfield*

A Non-cognitive Roadmap to College Success*Speaker Session | Decision-Support | Strand 2*

A multidimensional set of achievement, psychosocial, and education and career planning factors predict college retention, satisfaction, and graduation, yet the non-cognitive factors receive far less attention in many colleges than cognitive ones. It is important for colleges to understand which psychosocial and education and career planning factors have high potential for promoting specific outcomes. This understanding would allow colleges to focus more efficiently and cost-effectively on these non-cognitive factors. In this presentation, the author identifies psychosocial and education and career planning constructs that are likely to contribute to positive outcomes for critical transitions during college. Implications of this research for institutional assessment, reporting, and intervention will also be discussed. (Session ID: 2555)

Presenter(s)

Becky Bobek, *ACT, Inc.*

An Analysis of Factors Related to First-Time, First-Year Persistence*Speaker Session | Decision-Support | Bolden 6*

Student persistence is one of the most common strategic metrics at post-secondary institutions, but administrators struggle to understand the factors that lead students to persist or depart. This session will describe how IR staff at the University of Denver responded to an institutional need to understand and promote student access and success by studying and analyzing factors related to student persistence. Speakers will summarize current persistence reporting practices at the University of Denver and present the results of a logistic regression analysis exploring potential associations between one-year persistence and student characteristics identified in prior research studies. Specifically, the presenters will outline salient variables identified in the literature, report the results of their analysis, and discuss how their findings are being implemented in advising, financial aid, and student support service offices. (Session ID: 2658)

Presenter(s)

Christopher Pena, *University of Denver*



Assessing Student Co-Curricular Involvement Using Rubrics and Focus Groups

Speaker Session | Assessment | Bolden 4

As part of the most recent reaffirmation of its Southern Association of Colleges and Schools' Commission on Colleges' Accreditation, Texas State University implemented a Quality Enhancement Plan (QEP) that involved re-conceptualizing and reorganizing the entry of new freshmen into a unified orientation, advising, registration, mentoring, and learning experience to foster a close integration of major and career planning through a single center. This presentation will share the tools and processes developed to assess one outcome specified in the QEP: A rubric to evaluate student involvement as recorded on a co-curricular transcript, and focus groups conducted to determine student opinions on how their involvement in organizations and co-curricular activities enhanced their educational and career goals. (Session ID: 2279)

Presenter(s)

Susan Thompson, *Texas State University*

Beyond IPEDS: National Data for IE Insights

Speaker Session | Assessment | Strand 3

IR and assessment professionals are increasingly called upon to provide evidence of their institutions' outcomes and achievements relative to their organizations' missions. This presentation will provide an overview of two distinct national data sources, the National Science Foundation's WebCASPAR database and the National Student Clearinghouse's StudentTracker Service. Examples of how these data sources can be used to generate institutional outcomes insights will be discussed, especially where institutions are interested in understanding their role in broader contexts (i.e., regionally, nationally, across particular institution types, or within student subgroups). By providing an overview of these national data systems and sharing our experiences leveraging them, this session will offer participants practical knowledge and tools for enhancing their institutional effectiveness (IE) repertoire. (Session ID: 2633)

Presenter(s)

Tafaya Ransom, *Morehouse College*
Lan Ma, *Morehouse College*

Cui Bono? How Employee Fringe Benefits Contribute to College Costs

Speaker Session | Analysis | Strand 12A

This session will illustrate how the costs of employee fringe benefits contribute to costs of higher education institutions and play a part in rising costs for students. Using data from the IPEDS Finance Survey and drawing upon methodology from the Delta Cost Project, this study investigates employee fringe benefits costs within the core educational mission (the education and related cost components) and shows how much these costs represent per student. Participants will see how these costs vary by state, sector, and over time, and will learn how to examine these costs at their own institutions. (Session ID: 2642)

Presenter(s)

Braden Hosch, *Stony Brook University*

Data Mining Demystified: Techniques and Information for Model Improvement

Speaker Session | Technologies | Bolden 5

This presentation will focus on various data mining techniques to improve modeling results. An understanding of the diagnostic output is key to the modeling process. Therefore, this session will present and define examples of the various graphic and statistical output important to comparing modeling results, such as receiver operating characteristic curves, lift, Gini, gain, and captured response. Since data mining accommodates large numbers of predictors, variable selection methods such as LASSO and clustering will be discussed. For model improvement, bagging and boosting are explained, along with how to avoid over fitting the model. The methods will be accompanied by examples, using actual higher education data to demonstrate their correct use. The presentation will conclude with a discussion of a data mining model that incorporates a wide range of measures, including transaction data, like course management system logins, and advising visits, utilizing the presented techniques. (Session ID: 2363)

Presenter(s)

Nora Galambos, *Stony Brook University*



Designing Assessment Data Collection Systems with the End in Mind

Discussion Group | Assessment | Imperial 5B

How do IR professionals create a data collection system that balances accreditation requirements with faculty needs for data to help with continuous improvement in their programs? This discussion will address using institutional objectives to design an assessment plan which will measure value added to student learning in the context of an outcomes-based general education program. Implementation of such a plan will include reporting capabilities to illustrate student growth and provide for continuous improvement. (Session ID: 2225)

Presenter(s)

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

Do Macroeconomic and Financial Aid Indicators Impact Graduate Enrollments?

Speaker Session | Decision-Support | Bolden 2

Many studies examine the impact of macroeconomic indicators on individuals' decisions in regards to graduate school enrollments. This study focuses on institutional-level data, and examines how institutions (public, private, for-profit, and not-for-profit) are impacted by the variations in macroeconomic and financial aid indicators in terms of graduate student enrollments. The macroeconomic indicators used in the study are unemployment rates, income, gross domestic product, and population at the state and national level, and the financial aid indicators are undergraduate and graduate loans and graduate grants. Preliminary results show that graduate enrollments in public and private institutions are impacted by financial aid and macroeconomic factors. These findings can assist administrators and IR professionals with revenue prediction, planning, and strategic decision making. (Session ID: 2495)

Presenter(s)

Diana Barbu, *State University System of Florida*
Adrian Barbu, *Florida State University*

Effective Data Communication Strategies for IR

Speaker Session | Operations | Celestin D

  Effective communication between institutions, researchers, and data users is key to successful and efficient data-informed decision making. In this session, data users, communication scholars, and institutional researchers will help IR professionals advance their knowledge and capacity in effective data communication strategies. Presenters will first introduce Weick's Organizational Information Theory (1995), which provides a theoretical framework to explain how organizations make sense of the vast amount of information that is available to decision making. Drawing from communication theories and our university's examples, presenters showcase how effective data communication strategies can be achieved in dynamic and information-rich university settings. (Session ID: 2264)

Presenter(s)

Yang Zhang, *University of Hawaii at Manoa*

Evaluation of Instruction and Analytics

Sponsored Speaker Session | Technologies | Strand 7

 Scantron will present our market leading course evaluation solution, Class Climate, outlining our stakeholder centric approach to gain buy-in from those influences impacted and effected in this process. Our approach will help: increase participation with quality feedback and provide results in a manner that focuses on areas of success and opportunity. We will also provide an introduction and thought leadership on the emerging and evolving topic of predictive analytics in Higher Education. (Session ID: 2987)

Presenter(s)

Tony Bell, *Scantron*
O'Neal Hampton, *Scantron*



Leveraging Early Alert Technology for Efficient Intrusive Advising

Discussion Group | Decision-Support | Imperial 5C

As enrollment at the nation's two-year colleges continues to rise, schools must be on the lookout for ways to support student success while making the most of available resources. This discussion will explore efficient methods for routing academic support services to at-risk students within the particular context of community colleges. Centering on a model early alert strategy implemented at Trenholm State Community College, the discussion will address a variety of relevant issues, including practical applications of intrusive advising principles, the use of risk modelling for early intervention, tactics for efficient deployment of support resources, and techniques for measuring the effectiveness of student support strategies. (Session ID: 2773)

Presenter(s)

Larry Piezga, *SmartEvals*

Damon Blythe, *Trenholm State Community College*

MDAir Best Presentation:Using Institutional DAta to Design Pathways to Student Success

Affiliated Organization Best Presentation | Assessment | Strand 4

 Student success is often measured by terms such as progression, retention, persistence, gap analysis, graduation rates “whatever the term” a basic measure of effectiveness is the percentage of students who begin and subsequently graduate. When one understands the unique input variables students bring to an institution and understands and track their specific paths, intervention plans based on sound institutional and assessment data that lead to real improvements, can be developed. This session will review basic theoretical models for student success and provide examples of student pathways that are identified with data, and discuss the design of interventions along students unique paths to graduation. (Session ID: 2914)

Presenter(s)

Catherine Andersen, *University of Baltimore*

New Data on Academic Surveys from the National Science Foundation

Speaker Session | Assessment | Strand 11A

The National Science Foundation has a legislative mandate to “provide a central clearinghouse for the collection, interpretation and analysis of data on scientific and engineering resources and to provide a source of information for policy formulation...” To carry out this mandate, NSF’s National Center for Science and Engineering Statistics (NCSES) conducts a variety of surveys of the academic sector as well as workforce surveys of college graduates. During the past several years and continuing into the future, NSF has engaged in survey redesign and new survey design efforts. The speakers will report on the new recently fielded Early Career Doctorate Survey (ECDS) Pilot, redesign issues considered for the Survey of Graduate Students and Postdoctorates (GSS), and the latest data from the Survey of Earned Doctorates (SED), the Higher Education R&D (HERD) Survey and Research Facilities Survey, and the status of the Nonprofit Research Activities Survey that will be pilot-tested this summer. (Session ID: 2890)

Presenter(s)

Emilda Rivers, *National Science Foundation*

Lynn Milan, *National Science Foundation*

John Jankowski, *National Science Foundation*

Ronda Britt, *National Center for Science and Engineering Statistics*

On-site Visit 101: What They Didn't Teach You in Graduate School

Discussion Group | Assessment | Imperial 5A

This discussion will address preparing for a successful on-site accreditation visit. A successful on-site accreditation visit depends upon months of preparation, and requires that numerous details be considered, from the welcome session to the exit interview. This topic is important because many administrators find themselves leading the on-site visit preparation process with little previous experience. The objective of this session is for participants to recognize the elements for planning an on-site visit. Participants will be members of a discussion regarding on-site visits and will be encouraged to share their experiences. (Session ID: 2706)

Presenter(s)

Alexandra Henchy, *Asbury Theological Seminary*



Students' Experiences with Advising Inform First-Year Program Decisions

Discussion Group | Decision-Support | Imperial 5D

Drawing on 177 first-year students' data from NSSE 2015 and institutional records, this discussion examines first-year students' experiences with academic advising, including how they perceive interactions with academic advisors, and how it affects their retention and overall first-year experiences. The results indicate first-year students have overall positive perceptions regarding their experiences within their first year and with their advisors. Students who have used academic advising services were retained at a significantly higher rate for one year than their peer counterparts. Using the data and results, campus administrators and academic advisors have made evidence-based decisions to enrich students' first-year experiences. (Session ID: 2792)

Presenter(s)

Sandip Thanki, Nevada State College
Qingmin Shi, Nevada State College
Tony Scinta, Nevada State College
Janice Le, Nevada State College
Mick Haney, Nevada State College

Survey Technologies: Dealing with Mobile Device Impacts on Assessment Data

Speaker Session | Technologies | Strand 13A

Use of mobile devices (especially smartphones) to complete assessment surveys has significant and largely negative impacts on both the quantity and quality of survey data collected. Given the popularity of mobile devices, IR professionals can be sure that some percentage of students will respond by smartphone to any survey sent to them, whether intended to or not. Considering these trends, it behooves IR professionals to make assessment surveys more amenable to smartphone usage. This presentation details some differences between data collected via desktop/laptop computers, tablets, and smart-phones, and presents several strategies for making surveys more mobile-friendly. (Session ID: 2596)

Presenter(s)

Steve Wygant, Brigham Young University
Danny Olsen, Brigham Young University

Using Growth Models to Investigate Student Course Performance

Speaker Session | Analysis | Bolden 1

Examining student engagement and performance in online courses is important for retention and program improvement efforts. This presentation demonstrates how growth models can be applied to the student data available in online learning platforms, to investigate student engagement and performance across courses. Participants will learn the basics of growth modeling, be provided with a step-by-step illustration of using growth models on learning platform data, and consider kinds of IR questions that can be addressed with growth modeling. (Session ID: 2146)

Presenter(s)

Natalie Wright, College for Financial Planning

03:45 PM–04:45 PM

Calculating Post-collegiate Earnings: FL, NY, & TX Explore Wage Record Data

Panel Session | Analysis | Strand 13B

Over the past several years, institutional researchers have been struggling to identify possible data sources and establish methods to measure students' annual earnings following their college experience. At the same time, an increasing number of data sources have become available, ranging from self-reported salaries in Payscale to unemployment insurance wage records from state labor departments, to income tax returns from the IRS via the College Scorecard. Researchers from public systems in Texas, New York, and Florida will discuss how student earnings vary by source, best practices for calculating earnings, and the benefits and limitations of each source. (Session ID: 2563)

Presenter(s)

David Troutman, The University of Texas System
Colin Chellman, City University of New York Central Office
Christy England Siegert, State University System of Florida



Diverse Approaches to Collecting and Responding to Sexual Assault Data

Panel Session | Decision-Support | Strand 10B

Particular attention is currently being paid to campus climate regarding sexual assault. The U.S. Department of Education and Congress along with student activists are pressuring colleges and universities to purposefully address the issues of sexual assault and student safety. One way IR professionals can assist in meeting demands and providing decision support on the topic is to collect data from students on their experiences with and perceptions of sexual assault on their campus. This panel presentation will provide multiple perspectives on the development, collection, and use of surveys related to sexual assault, including campus-specific and collaboratively developed survey models.

(Session ID: 2908)

Presenter(s)

Kirsten Skillrud, *Higher Education Data Sharing Consortium*

Marne Einarson, *Cornell University*

Laura Palucki Blake, *Harvey Mudd College*

Erika Farfan, *Kenyon College*

Michael Le, *Humboldt State University*

Measuring and Researching Reverse Transfer to Inform Policy

Panel Session | Analysis | Strand 10A

 This panel features researchers and policymakers from states participating in the national Credit When It's Due (CWID) initiative. The CWID initiative supports states to develop and implement reverse transfer programs and policies to confer associate's degrees to community college transfer students when students meet the requirements for the degree. Panelists will discuss reverse transfer metrics and how their states are collecting data on reverse transfer, as well as how data are being used to inform ongoing policy development and improvement. (Session ID: 2623)

Presenter(s)

Jason Taylor, *University of Utah*

Jeremy Kintzel, *Missouri Department of Higher Education*

OCAIR Best Presentation: What Indicates STEM Major Degree Completion for First-time, First-year Students?

Affiliated Organization Best Presentation | Analysis | Strand 11B

 Recent research on college STEM majors showed that the percentage of first-year college students who declare a STEM major is substantially low. Furthermore, in the cohort of students declaring a STEM major, many leave the STEM pipeline at various transition points along their education career, and only 37% of first-year STEM majors earn a STEM degree or certificate within six years. This study will address the academic and financial aid factors that predict first-time, first-year students declaring STEM majors who will persist and ultimately complete STEM degrees. The findings will help university administrators, instructors and policy-makers to provide targeted services to meet the needs of STEM students, as well as to construct early indicators for successful STEM degree completion. (Session ID: 2250)

Presenter(s)

Yi Cao, *Oregon Health & Science University*

Lina Lu, *Portland State University*

University Innovation Alliance Members Discuss Predictive Analytics

Panel Session | Technologies | Strand 12B

Corporations have long mined data to predict and influence customer decisions. Universities are now adapting this technology to gather data on students and use the data to keep students on track to graduation. The University Innovation Alliance (UIA) is a consortium of 11 large public research universities committed to making high-quality college degrees accessible to a diverse body of students. UIA institutions with established predictive analytics initiatives are serving as mentors to the remaining members, who are in various stages of implementation. Representatives from several UIA institutions will serve as panel members with the goal of bringing our experiences, results, and recommendations to the broader higher education community. Topics will include selection of a predictive analytics software solution, start-up time and resources, data preparation, necessary campus culture changes, and the successes, challenges, and lessons learned along the way. (Session ID: 2292)

Presenter(s)

Sandra Archer, *Archer Analytics, LLC*

Brent Drake, *Purdue University*

Julie Carpenter-Hubin, *The Ohio State University*

Bethan Cantwell, *Michigan State University*

M. Paige Borden, *University of Central Florida*

Salvador Castillo, *Oregon State University*



05:00 PM–06:00 PM

Association for Institutional Research and Planning Officers (AIRPO)

Affiliated Organization Meeting | Bolden 6

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 in New York State by providing a forum for information exchange and professional development. This session will cover topics of interest and give AIRPO members a chance to meet up. (Session ID: 1109)

Convener(s)

Craig Abbey, *University at Buffalo*

California Association for Institutional Research (CAIR)

Affiliated Organization Meeting | Strand 1

Please join us for CAIR's annual meeting. Come learn more about the upcoming 2016 conference in Los Angeles, current CAIR activities, and opportunities for volunteering. This is a great opportunity to connect with your fellow CAIR colleagues and the CAIR Board. (Session ID: 1110)

Convener(s)

Kristina Powers, *Bridgepoint Education*

Waddell Herron, *California State University, Office of the Chancellor*

Ryan Cherland, *University of California-Irvine*

Canadian Institutional Researchers & Planning Association (CIRPA)

Affiliated Organization Meeting | Strand 2

Canadian attendees: Come join us for a meet and greet! We can talk about the conference, discuss what's going on within CIRPA, and muse about our joint conference with PNAIRP in November 2016 (in Kelowna, BC). This is a great opportunity to network and get to know each other. Non-Canadians also welcome! (Session ID: 1111)

Convener(s)

Mike Krywy, *Red River College*

Indiana Association for Institutional Research (INAIR)

Affiliated Organization Meeting | Strand 3

An informal meeting for INAIR members and those interested in connecting with institutional researchers in Indiana. We will discuss recent happenings, our 2017 annual conference, and other important and noteworthy topics in this casual atmosphere. (Session ID: 1112)

Convener(s)

Barbara Dobbs, *Indiana University-Purdue University-Indianapolis*

Louisiana Association for Institutional Research (LAIR)

Affiliated Organization Meeting | Strand 4

An informal meeting to gather Louisiana's AIR Forum attendees. Here we will meet current and potential LAIR members. This will be a chance to discuss current events on your campus and the impact of this year's legislative activity. We will also discuss this year's LAIR conference. All are welcome to attend and learn about our organization. (Session ID: 1113)

Convener(s)

Kristy Neal, *Louisiana State University and Agricultural & Mechanical College*

Maryland Association for Institutional Research (MdAIR)

Affiliated Organization Meeting | Strand 10A

Please join the Maryland Association for Institutional Research (MdAIR) for a meeting, with dinner to follow. MdAIR is a Maryland-based organization of institutional research and assessment professionals who work at the public and private two- and four-year institutions of higher education. We are the local affiliate of the Northeast Association for Institutional Research, Southern Association for Institutional Research, and the national Association for Institutional Research, and have registered members across Maryland, Virginia, Pennsylvania, Delaware, and the District of Columbia. Please join us for an organizational update and networking opportunity to discuss current issues in Maryland. (Session ID: 1114)

Convener(s)

Betsy Carroll, *The Culinary Institute of America*

Ross Conover, *St. Mary's College of Maryland*



Michigan Association for Institutional Research (MI/AIR)

Affiliated Organization Meeting | Strand 12A

Join fellow attendees from Michigan to network and learn more about MI/AIR, its activities, and the annual MI/AIR Conference. (Session ID: 1116)

Convener(s)

Robert Roe, *Central Michigan University*

Middle East and North Africa- Association for Institutional Research (MENA-AIR)

Affiliated Organization Meeting | Strand 11A

MENA-AIR is a professional organization operating in the Middle East and North Africa that aims to assist individuals serving post-secondary education in the institutional research profession in their pursuit to both share and to learn best practices in the profession by providing support for the professional development of its members. Since its establishment in 2009, MENA-AIR has welcomed more than 100 members from over 45 institutions in seven MENA countries. (Session ID: 1115)

Convener(s)

Diane Nauffal, *Lebanese American University*

Texas Association for Institutional Research (TAIR)

Affiliated Organization Meeting | Strand 13A

TAIR invites you to join us in exchanging ideas, discussing current events, planning for future activities, and learning about the great professional development opportunities available through TAIR. (Session ID: 1117)

Convener(s)

Soon Merz, *Austin Community College*

The banner features the IN-SIGHT ASSESSMENT logo at the top right, followed by a grid of 12 smaller images representing various assessment tools: CCTST-N, HSRT-N, TER-N, BCTST-N, CM3 II+, CCTST M25, CCTST MIB, CM3 IB, CCTDI, LSRP, QUANT-Q, and MDCTI. Below the grid is a circular graphic with the words "IN-SIGHT ASSESSMENT" around the perimeter and "Interpretation, Inference, Self-reflection, No prescriptive reflection, Explanation, Analysis" in the center. To the right of the grid, a vertical column lists "Student Academic Success", "Admissions and Retention", "Quality Enhancement", "Professional Preparation", and "Accreditation Self-Study". At the bottom, the website address www.insightassessment.com and phone number 650-697-5628 are provided.

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Program Highlights: Friday, June 3

7:00 AM – 10:00 AM Registration Open – Empire Foyer

8:00 AM – 9:45 AM Concurrent Sessions

10:00 AM – 12:00 PM Closing Brunch and Keynote

CONFERENCE ENDS

Notes

Friday

08:00 AM–08:45 AM

CIRP Users' Group, Survey Administration & Research, Longitudinal Data*Discussion Group | Analysis | Imperial 5C*

This discussion will address survey administration and informing institutional decision-making within the context of the CIRP suite of student and faculty surveys. Given the highly variable nature of institutional research and assessment, the Higher Education Research Institute offers customizable surveys so that institutions can make the most of their survey administration and subsequent use of data. The AIR Forum allows CIRP users (or those interested in using CIRP surveys in the future) to gather and discuss their successes and struggles in collecting and using survey data in their short- and long-term assessment plans. The central theme of this discussion will be best practices in survey administration and informing institutional decision-making. (Session ID: 2301)

Presenter(s)

Dominique Harrison, *Higher Education Research Institute*
 Ellen Stolzenberg, *University of California, Los Angeles*

Examining Faculty Satisfaction and Students' Academic Outcomes*Speaker Session | Decision-Support | Strand 12B*

Faculty are inarguably a key aspect of the college experience and contribute to student learning through their work both in and out of the classroom. As colleges and universities continue to “unbundle” faculty’s teaching, research, and service roles, rely on non-tenure-track faculty, or otherwise reduce the availability of faculty resources, it is incumbent upon institutions to ensure that these shifts do not adversely affect students. This presentation highlights one institution’s use of multiple data sources to explore the relationships between faculty attitudes and student outcomes. By examining faculty’s job satisfaction and beliefs about their value to their institution, the present study sheds light on how institutions might better support their students by better supporting their faculty. (Session ID: 2508)

Presenter(s)

Hannah Whang Sayson, *University of California, Los Angeles*
 Casey Shapiro, *University of California, Los Angeles*
 Marc Levis-Fitzgerald, *University of California, Los Angeles*

INAIR Best Presentation: Business Intelligence A Tale of Two Universities*Affiliated Organization Best Presentation | Operations | Bolden 2*

 It was the best of times, it was the worst of times, Business Intelligence (BI), analytics, big data, all of these terms are widely used at institutions but don’t necessarily mean the same thing. Everyone wants their institution to excel at any or all of these. With the greater calls for accountability in higher education how do we make progress towards true analytic intelligence with all the other work to be done? Purdue University and Indiana University will share the status of their BI efforts at each institution and their ongoing journeys. (Session ID: 2906)

Presenter(s)

Brent Drake, *Purdue University*
 Todd Schmitz, *Indiana University*
 Sarah Bauer, *Purdue University-Main Campus*

Informing Academic Program Decisions with Labor Market Information*Speaker Session | Technologies | Bolden 4*

Preparing students to enter the workforce is an important aspect of higher education. As administrators seek to make decisions about the best ways to educate and prepare their students, labor market data can provide valuable information on academic program viability. Data points such as employment growth, median wages, and job openings are all indicators of whether an occupation is growing and in demand in the region. This presentation will demonstrate an online program alignment tool developed by a community college system that connects academic programs to labor market information. (Session ID: 2539)

Presenter(s)

Elizabeth Riesser, *Kentucky Community and Technical College System*
 Brian Perry, *Kentucky Community and Technical College System*
 Alicia Crouch, *Kentucky Community and Technical College System*



Instant Comparison: IPEDS Survey Files Working for You

Speaker Session | Technologies | Strand 10A

 IPEDS provides useful longitudinal and peer comparison data, but it can be time consuming to sift through all of the available data to select institutions and variables of interest. This session will describe how one IR office used R to automatically shape and merge full IPEDS survey files into a usable format that both provides peer and longitudinal comparison data and is compatible with Tableau. While some code will be shown for demonstration, attendees are not expected to have prior exposure to R.

(Session ID: 2526)

Presenter(s)

Emma Morgan, Tufts University

Major Matters: Exploration of the Gender Wage Gap among STEM Graduates

Research and Dissertation Grant Session | Analysis | Strand 11A

College graduates with STEM majors are reported to enjoy high employment rates and salaries, but the earnings of STEM graduates vary by gender and major. This study probes the gender wage disparity among STEM graduates, with particular attention to the role of gender-based segregation across majors. To do so, it explores individuals, human capital characteristics as predictors of earnings among STEM graduates and how those factors differently contribute to the gender wage gap. The findings from this study will uncover the prominent contributors to the gender wage gap among STEM graduates along with the impact of gender segregation of major. (Session ID: 2902)

Presenter(s)

Gloria Lim, University of California, Los Angeles

Friday

Moving from STEM Readiness to STEM Success

Discussion Group | Analysis | Imperial 5B

This discussion will focus on the role of student and institutional effects for helping students succeed in fields related to science, technology, engineering, and mathematics (STEM). Illustrations from a recent multi-institutional study will be provided. Session participants will share their perspectives on the following questions: What information helps to identify students who are likely to need additional academic and social supports to succeed in STEM? How are student vocational interests measured and used for STEM majors? What institutional programs help move students from STEM readiness to STEM success? How might data collection strategies be expanded to include additional measures that help inform retention strategies for STEM majors? (Session ID: 2760)

Presenter(s)

Krista Mattern, ACT, Inc.

Justine Radunzel, ACT, Inc.

The Personal and Social Responsibility Inventory: A Measurement Model

Speaker Session | Analysis | Bolden 1

The Personal and Social Responsibility Inventory (PSRI) is an Association of American Colleges and Universities sponsored campus climate survey used in higher education assessment and research. The PSRI assesses campus climate on five dimensions: striving for excellence, cultivating academic integrity, contributing to a larger community, taking seriously the perspectives of others, and developing competence in ethical and moral reasoning and action. This session examines the concept of campus climate and discusses the results of a confirmatory factor analysis to identify useful factors within each dimension. These factors may be used by IR professionals or other higher education professionals for institutional assessment and improvement. (Session ID: 2194)

Presenter(s)

Kevin Hemer, Iowa State University

Robert Reason, Iowa State University



Tips from the Retrenchment Road: IR's Role in Institutional Review

Speaker Session | Assessment | Strand 12A

Like many campuses, Loyola has engaged in a large-scale institutional review to identify areas of competitive advantage, efficiency, and potential new revenue. This review and IR's role in it will be described. Key decisions related to the review's organization and process (e.g. use of consultants, setting financial targets, and use of governance) and the impact of those decisions on IR will be highlighted. Advantages and challenges for IR's involvement in the process will be shared as will thoughts with the benefit of hindsight. That is: if we could do it over again, would we make the same decisions? (Session ID: 2125)

Presenter(s)

Terra Schehr, Loyola University Maryland

Transferring Up Vs. Down, in Retention Models for Intervention

Discussion Group | Decision-Support | Imperial 5A

 The emergence of the National Student Clearinghouse allowed for differentiation in discontinuing students to account for transfer-outs in retention modeling. This session will present a further expansion of the outcomes, using the Carnegie classification system to discriminate between transfers to lower, versus upper-tier programs. Including variable transfer institute levels allows for additional freedom in the relationship with predictors, which in turn offers new interpretations to transfer-out motivations. Additionally, the inclusion of transcript requests may be considered an indicator variable, in order to facilitate the application of the model in directing campus interventions for improved institutional retention. (Session ID: 2759)

Presenter(s)

Benjamin Silva, Florida Atlantic University
Jeff Hoyt, Florida Atlantic University

Understanding the Results of the NACUBO Tuition Discounting Study

Speaker Session | Analysis | Bolden 5

 This session will help IR professionals answer several key questions about tuition discounting on their campuses. The session will begin with a demonstration of the survey instrument and formulas NACUBO uses to calculate the institutional and the student tuition discount rates. Second, the session will discuss the results of the most recent TDS study, with a focus on trends in institutional and student discount rates over the past ten years. The session will conclude with new data that show the effects of discount rates on schools' net tuition revenue, trends in funded institutional grants, and need- versus non-need grants. (Session ID: 2181)

Presenter(s)

Kenneth Redd, National Association of College and University Business Officers

Lesley McBain, National Association of College and University Business Officers

Using a Technical Position in IR to Improve IE

Speaker Session | Operations | Strand 11B

This presentation will address how a technical position normally found in IT can be brought into an IR office and be used to create solutions that improve program effectiveness across the institution. In addition, the session will address creating a permanent position from a contract position by creatively using the technical ability of IR staff. Participants will learn how to think outside normal IR positions to use their expertise to address problems around campus, while also building the goodwill and trust necessary to grow the IR department. (Session ID: 2436)

Presenter(s)

Willie Hepworth, Community College of Aurora
Catherine Trout, Community College of Aurora



Using Predictive Analytics to Guide Retention Interventions

Speaker Session | Decision-Support | Strand 13A

In this session, University of Washington staff will share how historical student data are being used to identify the likelihood of current students leaving the university within a specific period of time. Using a wide range of risk factors that correlate with students stopping out, the university can pinpoint students likely to leave and design, time, and deploy proactive interventions that are responsive to, and customized for, the most influential factors that put individual students at risk; not simply low scholarship. By combining predictive data with customized advising interventions, the university has improved its understanding of persistence, and anticipates notable improvements in retention rates. Presenters will review the logic and data underlying the predictive model, and attendees will discuss the ethical and practical implications of using predictive data, as well as the opportunities for outreach, student interventions, and cross-campus IR collaborations. (Session ID: 2134)

Presenter(s)

Dev Nambi, *University of Washington-Seattle Campus*
Max Savishinsky, *University of Washington-Seattle Campus*

What Impact Do Student Services Have on Student Outcomes?

Speaker Session | Decision-Support | Strand 10B

How do student services (SS) costs impact student outcomes? For example, does spending more on co-curricular activities increase persistence levels? In this session, speakers will attempt to answer questions like these by sharing the results of the Maximizing Resources study. It was completed in September 2015, and covered the following SS: admissions, recruitment, advising, counseling, career services, financial aid, registrar/student records, tutoring, testing services, co-curricular activities, and others. Costs were examined internally as percentages of the SS budget devoted to each function, an excellent way to see if a college's costs align with priorities. Costs were compared to other CCs in the study as dollars per FTE student and dollars per student users of the services. Finally, costs were examined in relationship to student outcomes, including graduation/completion rates, transfer rates, credit college-level retention and success, and persistence rates. (Session ID: 2572)

Presenter(s)

Lou Guthrie, *Johnson County Community College*
Michelle Taylor, *Johnson County Community College*

09:00 AM–09:45 AM

Actionable Data for Free: Transforming Public Data into Useful Information

Speaker Session | Analysis | Strand 10A

 Dashboards made with publicly available education data allow institutional researchers to assess the higher education landscape, and their own institution's position within it. It takes just a little effort to create useful and informative displays. The presenters will share their dashboards, discuss their creation and use, and provide participants with useful takeaways. They will also discuss how they have linked their own institutional data to some of the publicly available data to produce even more informative displays. (Session ID: 2164)

Presenter(s)

Bridgett Milner, *Indiana University Bloomington*
Douglas Anderson, *Indiana University Bloomington*

Assessing Co-Curricular Student Learning Outcomes

Discussion Group | Assessment | Imperial 5A

This discussion will address assessing student learning outcomes within the context of co-curricular and experiential learning environments. This arena provides rich data with regard to how students apply the information they learn in the classroom. The discussion will focus on how institutional researchers, and student and academic affairs staff can collaborate to assess student learning outcomes in these settings. Those attending will have an opportunity to share what their institutions are doing in this area, as well as tactics for assessing more elusive constructs. In addition, methods for collecting and analyzing data will be shared, as will the relative merits of qualitative and quantitative research as it pertains to this topic. (Session ID: 2291)

Presenter(s)

Brandi Gilbert, *Indiana University-Purdue University Indianapolis*
Matthew Pistilli, *Indiana University-Purdue University Indianapolis*



Coordinated Surveys for Assessment of Undergraduate Research Outcomes

Speaker Session | Assessment | Strand 13B

Undergraduate research has been identified as a high-impact educational practice to improve student success, learning, and retention. Assessment professionals are increasingly being asked to demonstrate the success of these programs. Participants will discover how institutional surveys can be coordinated and merged with institutional data to understand student success in undergraduate research programs, and explore how assessment data could be used for improvement from the perspectives of different campus partners. This session will focus on how assessment professionals can partner with other campus entities to support more effective use of assessment data.

(Session ID: 2149)

Presenter(s)

Stephanie Hazel, *George Mason University*

Creating Tableau Dashboards with IPEDS Data: How To, Tips, and Tricks

Speaker Session | Technologies | Strand 13A

 The IPEDS Data Center offers a wealth of institutional metrics for benchmarking. Tableau simplifies data visualization and presentation. Together, these tools allow for the quick and simple creation of benchmarking dashboards that can be used in both policy analysis and planning, and also deployed for self-service utilization. This session will demonstrate how data in the IPEDS Data Center can be used to build comparative dashboards in Tableau. The session will include a step-by-step walk-through of a basic dashboard, as well as examples of how to use more advanced techniques such as calculated fields, parameters, and dashboard actions to enhance benchmarking visualization. (Session ID: 2253)

Presenter(s)

Sean Hoffman, *Stony Brook University*

Engaging Campus Constituents with Infographics and Streamlined Reports

Speaker Session | Technologies | Strand 12B

In order to provide useful data for audiences who increasingly expect immediate access to talking points in lieu of comprehensive data reports, IR must embrace new technologies and data designs. To be effective in this endeavor, IR needs to provide administrators with easily digestible data ready for distribution to broader audiences. To achieve this goal, IR must function as data analyst, interpreter, and translator, ingesting extensive datasets and distilling them into concise infographics and reports. This session will discuss one institution's experience with implementing infographics and simplified visual reports as a means to foster data engagement across campus.

(Session ID: 2128)

Presenter(s)

Patti Sanders, *Stetson University*

Resche Hines, *Stetson University*

Angela Henderson, *Stetson University*

Going Digital: Building an Accountability Dashboard at a University System

Speaker Session | Technologies | Strand 11A

After more than two decades of print-based accountability reports, the University of Wisconsin System transitioned reporting of key performance indicators into the digital age with an online, interactive accountability dashboard. Attendees of this session will learn how this team responded to several opportunities and challenges during dashboard development and updates, including balancing stakeholder needs and expectations, getting consensus on accountability measures, adapting to changing external requirements, building skills and capacity in dashboard technology (Tableau), maximizing available resources, and altering workflows to efficiently and accurately create and update content. A brief demonstration of the dashboard will be included, along with statistics on web traffic. Presenters will share lessons learned and tips for others developing public-facing dashboards. (Session ID: 2475)

Presenter(s)

Heather Kim, *Education Policy Analytics*

David Blough, *University of Wisconsin System*

Todd Bailey, *University of Wisconsin System*



Maximizing the Effectiveness of IE*Discussion Group | Operations | Imperial 5B*

This discussion will address how small IR departments can maximize their impact within the context of developing team members, without adversely affecting their workload. Specifically, we will share our experience helping new IR analysts develop and expand beyond analysis to collaborate cross-departmentally and disseminate results. Participants will discuss best practices and pitfalls in mentoring team members, as well as in resolving dilemmas in expanding teams. (Session ID: 2781)

Presenter(s)

Amy Garczynski, *Ashford University*
Stephen Nettles, *Ashford University*

SAIR Best Presentation: The Propensity to Complete College Level Math in North Carolina Community Colleges*Affiliated Organization Best Presentation | Analysis | Strand 11B*

 Propensity score matching was used to create two equivalent student groups, matched on the propensity to complete developmental math and pass college-level math with a grade of C or better. After matching, the average means differed between the groups on key progress indicators. The study group fared better overall than the comparison group, completing 25 more community college credits on average. Completers of college-level math earned significantly more associate degrees than non-completers. Transfers to four-year and two-year institutions were common in both groups. PSM is a useful tool for the novice and experienced institutional researcher. Attendees should expect to gain an understanding of the use of PSM in creating matched groups for comparative analyses. (Session ID: 2894)

Presenter(s)

Bobbie Frye, *Central Piedmont Community College*

Friday

Strategic Enrollment Management and In-house Predictive Analytics*Speaker Session | Analysis | Strand 12A*

Data-driven decision making has emerged as a fundamental and integral piece of the culture of higher education. More recently, enrollment prediction models have become an increasingly popular tool adopted by admissions offices to target specific individuals who have a high probability of enrolling. Enrollment prediction models provide admissions counselors with valuable information to use during the recruitment process. This session will illustrate the process by which a 4-year college, starting from scratch, formed an analytic skunk team to build predictive modeling work. The session will present this process step-by-step, from building the team and conceptualizing the work to evaluating and deploying the results. (Session ID: 2520)

Presenter(s)

Yun Xiang, *Becker College*
Vera Mauk, *Becker College*

Title IX, Survey Design, Campus Sexual Assault, and Reporting*Discussion Group | Decision-Support | Imperial 5C*

Anticipating that reporting on issues surrounding sexual assault on campus will become mandatory in the future, this discussion group will focus on how to design an effective survey that will yield actionable data. The facilitator will provide examples of the University of Denver survey, pointing out both the successes and challenges of their first survey, conducted in 2015, and will briefly discuss changes made to the 2016 survey, before opening up the group to questions and discussion. (Session ID: 2290)

Presenter(s)

Kathleen Chaballa, *University of Denver*



Using R to Create a Random Forest Model to Predict NCLEX Exam Performance

Speaker Session | Analysis | Strand 10B

The national licensing exam for nursing (NCLEX) is a high-stakes exam that assesses if our students have received sufficient training, and determines if they will be able to practice as a practical or registered nurse. The outcome of this national exam has extensive ramifications, including maintenance and attainment of accreditation, so it is critical to be able to predict which students are likely to fail the NCLEX on the first attempt. Towards this end, a random forest model was created, using the R statistical programming language, to identify those individuals most likely to fail the NCLEX on the first attempt. This presentation will share the results of the modeling analysis, providing R code where applicable. The presentation will also discuss how the College intends to utilize this prediction data in order to improve outcomes for graduates. Model and parameter selection will also be discussed, including benefits and limitations of those decisions. (Session ID: 2476)

Presenter(s)

Sarah Berg, *Galen College of Nursing*

Using Tableau Mapping Features to Build a Variety of Interactive Dashboards

Speaker Session | Technologies | Bolden 5

 Tableau has built-in mapping functionality that allows for creation of dashboards and interactive visualizations based on common geographic elements such as country, state, city, or ZIP code, so that researchers can build maps without having to geocode data. IR professionals can take advantage of this mapping whether they own a Tableau license, or are considering the free, public version. In a step-by-step format, presenters will demonstrate quick and easy creation of a basic map of institutional data; different fields used to map coordinates; different ways to display mapped information; correction of non-standard or unrecognized geographic names; coloring methods (including using categories vs. sums); creation of time-lapse maps; and some other unique variations that facilitate the creation of a more complete result. No Tableau experience is necessary to appreciate this session, but interest in dashboards and mapping is required. (Session ID: 2124)

Presenter(s)

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

09:45 AM–10:45 AM

Closing Brunch

Speaker Event | *Celestin Ballroom*

All attendees are invited to enjoy brunch in the Celestin Ballroom in conjunction with the Closing Keynote. Brunch Buffet will be set up in the Celestin Foyer. Seating and Coffee Service is available in the Celestin Ballroom. Buffet line closes promptly at 10:45 AM.

10:45 AM–12:00 PM

Keynote Session

Friday Keynote with Speaker Ben Castleman

Special Event | *Celestin Ballroom*

Data-driven Behavioral Nudges: A Low-Cost Strategy to Improve Postsecondary Education

Students face a complex set of decisions and complicated processes as they navigate the road to and through college. Leveraging insights from the burgeoning field of behavioral science, researchers have developed a variety of innovative, low-cost strategies to help students make more active and informed decisions about the postsecondary pathways they pursue. Many of these strategies rely on access to administrative student-level data and publicly-available information about higher education opportunities and requirements to make information personalized, salient, and actionable for students. This talk will explore the key role that institutional researchers can play in helping to develop and evaluate data-driven nudge strategies to improve student outcomes at their institutions. (Session ID: 2985)

Presenter(s)

Ben Castleman, *University of Virginia*



MAY 29 – JUNE 2, 2017

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Affiliated Organization Meetings

Association for Institutional Research and Planning Officers (AIRPO)

Thursday, 05:00 PM–06:00 PM, Room Bolden 6

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 in New York State by providing a forum for information exchange and professional development. This session will cover topics of interest and give AIRPO members a chance to meet up.

(Session ID: 1109)

Convener(s)

Craig Abbey, *University at Buffalo*

Association for Institutional Research in the Upper Midwest (AIRUM)

Wednesday, 05:00 PM–06:00 PM, Room Bolden 1

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 2016 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. (Session ID: 1100)

Convener(s)

Nicole Holland, *Walden University*

California Association for Institutional Research (CAIR)

Thursday, 05:00 PM–06:00 PM, Room Strand 1

Please join us for CAIR's annual meeting. Come learn more about the upcoming 2016 conference in Los Angeles, current CAIR activities, and opportunities for volunteering. This is a great opportunity to connect with your fellow CAIR colleagues and the CAIR Board. (Session ID: 1110)

Convener(s)

Kristina Powers, *Bridgepoint Education*

Waddell Herron, *California State University, Office of the Chancellor*

Ryan Cherland, *University of California-Irvine*

Canadian Institutional Researchers & Planning Association (CIRPA)

Thursday, 05:00 PM–06:00 PM, Room Strand 2

Canadian attendees: Come join us for a meet and greet! We can talk about the conference, discuss what's going on within CIRPA, and muse about our joint conference with PNAIRP in November 2016 (in Kelowna, BC). This is a great opportunity to network and get to know each other. Non-Canadians also welcome! (Session ID: 1111)

Convener(s)

Mike Krywy, *Red River College*

Indiana Association for Institutional Research (INAIR)

Thursday, 05:00 PM–06:00 PM, Room Strand 3

An informal meeting for INAIR members and those interested in connecting with institutional researchers in Indiana. We will discuss recent happenings, our 2017 annual conference, and other important and noteworthy topics in this casual atmosphere. (Session ID: 1112)

Convener(s)

Barbara Dobbs, *Indiana University-Purdue University-Indianapolis*

Louisiana Association for Institutional Research (LAIR)

Thursday, 05:00 PM–06:00 PM, Room Strand 4

An informal meeting to gather Louisiana's AIR Forum attendees. Here we will meet current and potential LAIR members. This will be a chance to discuss current events on your campus and the impact of this year's legislative activity. We will also discuss this year's LAIR conference. All are welcome to attend and learn about our organization. (Session ID: 1113)

Convener(s)

Kristy Neal, *Louisiana State University and Agricultural & Mechanical College*

Maryland Association for Institutional Research (MdAIR)

Thursday, 05:00 PM–06:00 PM, Room Strand 10A

Please join the Maryland Association for Institutional Research (MdAIR) for a meeting, with dinner to follow. MdAIR is a Maryland-based organization of institutional research and assessment professionals who work at the public and private two- and four-year institutions of higher education. We are the local affiliate of the Northeast Association for Institutional Research, Southern Association for Institutional Research, and the national Association for Institutional Research, and have registered members across Maryland, Virginia, Pennsylvania, Delaware, and the District of Columbia. Please join us for an organizational update and networking opportunity to discuss current issues in Maryland. (Session ID: 1114)

Convener(s)

Betsy Carroll, *The Culinary Institute of America*

Ross Conover, *St. Mary's College of Maryland*

Michigan Association for Institutional Research (MI/AIR)

Thursday, 05:00 PM–06:00 PM, Room Strand 12A

Join fellow attendees from Michigan to network and learn more about MI/AIR, its activities, and the annual MI/AIR Conference. (Session ID: 1116)

Convener(s)

Robert Roe, *Central Michigan University*

Mid-America Association for Institutional Research (MidAIR)

Wednesday, 05:00 PM–06:00 PM, Room Bolden 2

A chance for MidAIR members to meet and discuss the upcoming conference in November as well as voice ideas, concerns, and questions as well as network with other IR professionals in their area. (Session ID: 1101)

Convener(s)

Shonda Ireland, *Columbia College*

Middle East and North Africa- Association for Institutional Research (MENA-AIR)

Thursday, 05:00 PM–06:00 PM, Room Strand 11A

MENA-AIR is a professional organization operating in the Middle East and North Africa that aims to assist individuals serving post-secondary education in the institutional research profession in their pursuit to both share and to learn best practices in the profession by providing support for the professional development of its members. Since its establishment in 2009, MENA-AIR has welcomed more than 100 members from over 45 institutions in seven MENA countries. (Session ID: 1115)

Convener(s)

Diane Nauffal, *Lebanese American University*

Northeast Association for Institutional Research (NEAIR)

Wednesday, 05:00 PM–06:00 PM, Room Bolden 3

Meet with other top IR leaders to hear what's happening at NEAIR – grants, professional development workshops, and our annual conference at the Hyatt Regency on the Inner Harbor, Baltimore, Maryland. Referencing Baltimore's master storyteller Edgar Allan Poe, the 2016 conference theme is Tell-Tale Data: IR at the Heart of Institutional Success, and the conference program will focus on how visual design and storytelling with our data is crucial for institutional researchers today given information overload. New hires? Hear about ways to connect your new staff professionally through our introductory membership to NEAIR and Newcomers workshop. (Session ID: 1102)

Convener(s)

Betsy Carroll, *The Culinary Institute of America*

Overseas Chinese Association for Institutional Research (OCAIR)

Wednesday, 05:00 PM–06:00 PM, Room Bolden 4

Current members and all those interested in learning more about the Overseas Chinese Association of Institutional Research are invited to attend this informal session for the exchange of ideas and discussion of current IR issues. (Session ID: 1103)

Convener(s)

Yan Wang, *Milwaukee Area Technical College*

Pacific Association for Institutional Research (PacAIR)

Wednesday, 05:00 PM–06:00 PM, Room Bolden 5

Join fellow PacAIR members for a brief meeting and “talk-story” time. Anyone interested may attend. We will be gathering a dinner group right after our meeting and you are welcome to join us. (Session ID: 1104)

Convener(s)

John Stanley, *University of Hawaii - West Oahu*

Pacific North West Association for Institutional Research and Planning (PNAIRP)

Wednesday, 05:00 PM–06:00 PM, Room Bolden 6

PNAIRP cordially invites members attending the 2015 AIR conference to a brief meeting. We invite all PNAIRP attendees to join us to congratulate our PNAIRP best paper presenters, share their presentation topics, and connect with colleagues, before heading out for the PNAIRP group dinner. (Session ID: 1105)

Convener(s)

Summer Kenesson, *Olympic College*

Rocky Mountain Association for Institutional Research (RMAIR)

Wednesday, 05:00 PM–06:00 PM, Room Strand 1

The Rocky Mountain Association for Institutional Research (RMAIR) includes higher education research professionals from Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Texas, Utah, Wyoming, and Canadian provinces, Alberta and Saskatchewan. This meeting will be a great opportunity to network with fellow Rocky Mountain IR professionals while we conduct RMAIR business and showcase the upcoming RMAIR annual conference locations. All interested parties from both member and non-member states are invited to attend. (Session ID: 1106)

Convener(s)

Joseph Curtin, *Utah System of Higher Education*

Southeastern Association for Community College Research (SACCR)

Wednesday, 05:00 PM–06:00 PM, Room Strand 2

We will be discussing the fall conference which will be held in Atlanta, Georgia on September 10th-12th. We will also be addressing issues related to institutional effectiveness in community colleges. (Session ID: 1107)

Convener(s)

Edith Carter, *Barber-Scotia College*

Southern Association for Institutional Research (SAIR)

Wednesday, 05:00 PM–06:00 PM, Room Strand 3

SAIR will hold an informal meeting for those interested in institutional research and assessment throughout the Southeastern Region. Fall conference arrangements will be discussed. (Session ID: 1108)

Convener(s)

Cara Mia Braswell, *Auburn University at Montgomery*

Texas Association for Institutional Research (TAIR)

Thursday, 05:00 PM–06:00 PM, Room Strand 13A

TAIR invites you to join us in exchanging ideas, discussing current events, planning for future activities, and learning about the great professional development opportunities available through TAIR. (Session ID: 1117)

Convener(s)

Soon Merz, *Austin Community College*

Scholarly Paper Citations

- Acton, S. & Nadasen, D. *Improving Web Survey Response Rates in Higher Education*. **Session:** Improving Online Survey Response Rates (2338) Wednesday 10:45 AM, Strand 13A.
- Campbell, C. & Hillman, N. *A Closer Look at the Trillion: Borrowing, Repayment, and Default at Iowa's Community Colleges*. **Session:** A Closer Look at the Trillion: Default Trends at Iowa's Community Colleges (2448) Wednesday 10:45 AM, Bolden 3.
- Chatman, S.P. *Normative Instructional Productivity Standards by Discipline and Course Level*. **Session:** Instructional Productivity Standards by Discipline and Level, Finally (2347) Wednesday 10:45 AM, Strand 2.
- Eubanks, D. *A Geometric Approach to Conditional Inter-rater Agreement*. **Session:** Practical Inter-Rater Agreement (2534) Thursday 2:45 PM, Celestin E.
- Ho, S. S. & Peng, Y-P. *Strategic Agenda-Setting of Institutional Research in Taiwanese Higher Education Institutions*. **Session:** Strategic Agenda-Setting of IR in Taiwan (2388) Wednesday 1:45 PM, Strand 13B.
- Lenchner, E. *Using Educational Data Mining (EDM) to Evaluate the Correlation of Behavioral Indicators and Community College Student Outcomes*. **Session:** Using EDM in the Evaluation of Behavioral Indicators on CC Student Outcomes (2574) Thursday 2:45 PM, Strand 11A.
- Lin, C-H., Chien, W-C., Hsu, C-H., & Borden, V. *Interactions Between IR and IT to Enhance Organizational Effectiveness*. **Session:** Interaction Between IR and IT to Enhance Organizational Effectiveness (2779) Thursday 11:45 AM, Poster 24.
- Mulugetta, Y. *Understanding the Impacts of the Test Optional Admission Policy*. **Session:** NEAIR Best Presentation: Understanding the Impact of Test-Optional Policy on Campus Diversity (2449) Thursday 2:45 PM, Strand 10B.
- Otterbach, R. *Combining Qualitative and Quantitative Methods to Identify Modifiable Factors for Retaining First-Time Freshmen*. **Session:** RMAIR Best Presentation: Combining Qualitative and Quantitative Methods to Identify Modifiable Factors for Retaining First-Time Freshmen (2903) Thursday 2:45 PM, Strand 12A.
- Persad, D. *Who's Going to Leave? A Multilevel Approach to Investigating Attrition*. **Session:** Who's Going to Leave? A Multilevel Approach to Investigating Attrition (2200) Wednesday 2:00 PM, Bolden 4.
- Silva, B., Hoyt, J. E., & Ma, Z. *Discriminating Between Transferring Down Versus Up in Retention Modeling*. **Session:** Transferring Up Vs. Down, in Retention Models for Intervention (2759) Friday 8:00 AM, Imperial 5A.
- Spirgel, A. *Summarizing Data and Creating Visualizations Using R: Examples for Institutional Researchers*. **Session:** Creating Data Visualizations Using R: An Introduction for Non-Programmers (2207) Wednesday 3:00 PM, Celestin E.

AIR Award Recipients

2016 AIR Outstanding Service Award

The Outstanding Service Award recognizes a member for professional leadership and exemplary service to AIR. Ms. Bramblett's remarkable commitment to AIR is demonstrated by the myriad roles she assumed in service to the Association, including her term as President (2013-2014). Several of her colleagues highlighted her support of professional development through AIR Institutes. One colleague observed, "Her devotion to move the IR profession forward is enhanced by her personal style and encouragement of others. In my opinion, there is not a finer candidate for this award."



Sandi Bramblett, Executive Director, Institutional Research and Planning/ Decision Support Services, Georgia Institute of Technology-Main Campus

2016 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. Dr. Saupe's colleagues laud his vision for higher education—a vision that has served as the foundation for his impactful career in institutional research. He also served as one of AIR's earliest presidents. One colleague asserted, "I urge strong consideration be given to this official association recognition of Joe Saupe for all he has given with no thought of repayment during his lifetime IR career."



Joe Saupe, Emeritus Professor of Education, University of Missouri, Retired

2016 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. Dr. Muffo's scholarship touches a variety of aspects of the field of institutional research, including the first AIR Primer, Assessment in the Disciplines, and work on the *Handbook for Institutional Research*. One colleague remarked, "I believe his contributions have been significant to institutional research and higher education, and merit the recognition conveyed by the Sidney Suslow Award."



John Muffo, President, John A. Muffo and Associates, Inc.

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 now 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 2015 Forum.

One article was selected as a 2014 Charles F. Elton Best Paper.

Predicting Successful Remediation among Latina/o Students

Gloria Crisp, University of Texas-San Antonio

Erin Doran, University of Texas-San Antonio

Nicole Reyes, University of Texas-San Antonio

Six articles were selected as 2015 Charles F. Elton Best Papers.

A House Divided? Examining Persistence for On-Campus STEM and Non-STEM Students

Ann Gansemer-Topf, Iowa State University

Aurelia Kollasch, Iowa State University

Jie Sun, Southern Methodist University

Are Student Loan Default Rates Linked to Institutional Effectiveness?

Terry Ishitani, University of Tennessee

Sean McKittrick, Middle States Commission on Higher Education

Course-Taking Patterns of Community College Students Beginning in STEM: Using Data Mining Techniques to Reveal Viable STEM Transfer Pathways

Xueli Wang, University of Wisconsin-Madison

Does Taking Developmental Courses Improve Two-Year College Student Success?

Julie Noble, ACT, Inc.

Healthy University Work Culture, Decision-Making and Communication Leadership Skill

Afolakemi Oredein, Lead City University

Managing Resources and Relations in Higher Education Institutions: A Framework for

Understanding Performance Improvement

Yao-Ping Peng, Hsuan Chuang University

Shihuei Ho, University of Taipei

*In effect beginning with the 2014 AIR Forum.

AIR 2016 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
Mary Corcoran	Gerald McLaughlin	Terrence Russell	Joan Stark
James Firnberg	Michael Middaugh	Joe Saupe	Deborah Teeter
Adrian Harris	James Montgomery	Jeffrey Seybert	Patrick Terenzini
Richard Howard	John Muffo	Bernard Sheehan	J. Fredericks Volkwein

EMERITUS MEMBERS

W. Sam Adams	Gary Graff	Bruce Mallette	Edwin Smith
Stanley Adelman	Martha Gray	Richard Mawditt	Donna Smith
Lawrence Baldwin	Susan Griffith	Jeffrey McLachlan	Denise Sokol
Trudy Bers	Ross Griffith	Virginia McMillan	Elizabeth Stanley
Kathleen Bissonnette	Phyllis Grummon	Mark Meredith	Robert Starkey
Marilyn Blaustein	Antonio Gutierrez-Marquez	Thomas Mortenson	Jacquelyn Stirn
C. Anthony Broh	Joan Harms	Diane Muntal	Kalmer Stordahl
Jennifer Brown	Sally Hart	Julie Noble	Douglas Stuart
Susan Broyles	Mary Ann Heverly	Richard Perry	Alan Sturtz
Melodie Christal	Richard Jacobs	Peter Plenge	William Tetlow
Kari Coburn	John Jacobsen	David Preston	William Todd
Margaret Cohen	Cel Johnson	Donald Reichard	Norman Uhl
Robert Daly	Gordon Jones	Gary Rice	Michael Valiga
Edward Delaney	John Kalb	Mary Ricks	Charles Van Middlesworth
Hannelore Delbridge	Marsha Kelman	Dana Rosenberg	Piet Veugelers
Ann Dickey	Paul Kunkel	Jack Rosmann	Robert Wallhaus
Franklin Duff	Kenneth Kutina	Mary Sapp	Timothy Walsh
Jeffrey Dutton	Ira Langston	Laura Saunders	Risdon Westen
William Fenstemacher	William Lasher	Frank Schmidlein	Prudence Widlak
Jonathan Fife	Oscar Lenning	John Schott	Kenneth Wilson
A. Lawrence Fincher	Fred Lillibridge	Albert Searway	Patricia Windham
Thomas Flaherty	Sarah Lindquist	Raj Sharma	Marjorie Wiseman
Carol Fuller	Larry Litten	Bobby Sharp	Theodore Wright
Daniel Gemoll	Lowell Lueck	O. Robert Simha	
Charles Gilbert	John Lyons	J. Stephen Smith	

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 2016 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)
Sara Booth, University of Tasmania

The Association for Institutional Research and Planning Offices (AIRPO)
Kris Altucher, Tompkins Cortland Community College

California Association for Institutional Research (CAIR)
Michael Le, Humboldt State University

Canadian Institutional Research and Planning Association (CIRPA)
Kristen Hamilton, Thompson Rivers University
Linda Kupp, Thompson Rivers University

Illinois Association for Institutional Research (IAIR)
Jon Tysse, Lewis & Clark Community College

Indiana Association for Institutional Research (INAIR)
Sarah Bauer, Purdue University
Brent Drake, Purdue University
Todd Schmitz, Indiana University

Kentucky Association for Institutional Research (KAIR)
Craig Rudick, University of Kentucky

Louisiana Association for Institutional Research (LAIR)
Rene Cintron, Louisiana Community and Technical College System
Allen Gale, Xavier University

Rami LeBlanc, Louisiana State University
Laura Modlin, Sowela Technical Community College

Maryland Association for Institutional Research (MdAIR)
Catherine Andersen, University of Baltimore

Mid-America Association for Institutional Research (MidAIR)
Eric Chambers, St. Louis Community College

North Carolina Association for Institutional Research (NCAIR)
Dana Dalton, Forsyth Technical Community College
Mihaela Henderson, North Carolina State University

North East Association for Institutional Research (NEAIR)
Betsy Carroll, The Culinary Institute of America
Jordan Knicely, Wesleyan University

Overseas Chinese Association for Institutional Research (OCAIR)
Yi Cao, Oregon Health & Science University
Lina Lu, Portland State University

Pacific Northwest Association for Institutional Research and Planning (PNAIRP)
Erin Guthrie, University of Washington Seattle

Rocky Mountain Association for Institutional Research (RMAIR)
Mark Leany, Utah Valley University
Renate Otterbach, University of San Francisco
Mya J. Starling, University of Wisconsin Colleges

Southern Association for Institutional Research (SAIR)
Bobbie Frye, Central Piedmont Community College

Texas Association for Institutional Research (TAIR)
Joe Baumann, Blinn College
Soon Merz, Austin Community College

Our Sponsors

Academic Analytics, LLC [104]

Academic Analytics provides higher education with data and solutions drawn from analyses of national disciplines and custom peer comparisons at the institutional, department, program, and individual faculty level. The Academic Analytics database includes data on the primary areas of scholarly accomplishment in Ph.D. education. All data are matched to individual scholars; the “person” is the unit of analysis for Books, Journal articles, Conference proceedings, Article citations, Federal grants, Professional honors, and awards. The database includes information on over 270,000 faculty members, more than 9,700 Ph.D. programs, and 11,000 departments at 409 universities in the United States and abroad.



ACAT [416]

ACAT delivers a critical balance between locally generated and nationally referenced instruments for assessing learning in the major. Available for 12 baccalaureate disciplines, ACAT provides faculty with flexible content to ensure the best fit with departmental teaching and learning goals. ACAT can be administered using pencil-and-paper or computer.



Access Group Center for Research & Policy Analysis [N/A]

The Access Group Center for Research & Policy AnalysisSM aims to address some of the most critical issues facing legal



education today, including: enhancing access to legal education for students from diverse backgrounds, increasing affordability for students pursuing legal education, and expanding the value of a legal education. The Center achieves these goals through strategic research, meaningful policy analysis and issue advocacy, actionable data, and outcome-driven grant making. In addition, the Center sponsors and hosts events that further the field's understanding of issues related to access, affordability, and the value of legal education. To learn more, visit www.AccessResearch.org.

ACT [119]

ACT is an international, mission-driven, nonprofit organization providing high-quality assessments grounded in more than 50 years of research. The ACT[®] test is the most widely used US college admissions test, taken in 2015 by 1.9 million high school seniors. Our ACT Aspire[®] assessment system measures student growth from grades 3 to 10 and links to the ACT to build a complete picture of college and career readiness. More than 3 million people have earned the ACT National Career Readiness CertificateTM, powered by ACT WorkKeys[®], to demonstrate they have foundational workplace skills. Learn more at www.act.org.

Ad Astra Information Systems [103]

Ad Astra
Information
Systems™, L.L.C.,
an industry



leader in higher education scheduling software and consulting services, offers data-informed solutions and consulting services that help institutions allocate space and faculty resources, forecast student course demand, and manage fluctuations in enrollment. The Software-as-a-Service (SaaS) company has partnered with more than 800 higher education state systems and institutions worldwide. Institutions that partner with Ad Astra achieve better stewardship of instructional resources, improved student access to courses, and accelerated student completions. To learn how strategic scheduling can improve student outcomes and campus efficiency, please contact Sarah Collins, Chief Client Experience Officer, at scollins@aaais.com.

Blackboard [318]

Blackboard
is the world's
leading education
technology

company. We challenge conventional thinking and advance new models of learning in order to reimagine education and make it more accessible, engaging, and relevant to the modern-day learner and the institutions that serve them. In partnership with our customers and partners in higher education and K-12 as well as corporations and government agencies around the world, our mission is to help every learner achieve their full potential by inspiring a passion for lifelong learning. For more information about Blackboard, please visit www.blackboard.com.

**Campus Labs [305]**

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 750 public and private colleges and universities. To learn more, visit campuslabs.com.

Civitas Learning [115]

A partnership with Civitas Learning® gives higher education leaders the strategic, scalable analytics infrastructure they need to turn growing, diverse, disconnected data into actionable insights to help every student succeed. Civitas Learning's Student Insights Platform™ and its integrated front-line action applications provide administrators, faculty, and advisors with a 360-degree view of student behavior and engagement to get the right intervention or inspiration to each student at the right time. Student-level data and predictions enable accurate measurement of initiatives and innovations. The platform's sophisticated data science can also power third-party applications to move from insight to action to learning quickly and effectively.

**CLA+ [110]**

CLA+ measures critical-thinking, problem solving, scientific and quantitative reasoning, writing, and the ability to critique and make arguments. Member institutions use CLA+ results to evaluate students' strengths and areas requiring further attention, sometimes placing results on transcripts to demonstrate that they have, indeed, graduated students with the skills needed to succeed beyond college. Individual students use CLA+ results as a credential, illustrating to graduate schools and prospective employers their talents as 21st century thinkers.



CollegeNET [112]

CollegeNET, Inc. is a leading developer of web-based, on-demand

technologies that help higher education and non-profit institutions improve operational efficiency, enhance communication with constituents, reduce paper consumption, and save money. The company's systems are used by more than 1,300 organizations worldwide for online course evaluations and surveys, event and academic scheduling, and recruitment and admissions management.



Collegis Education [402]

Collegis Education provides technology-based solutions, analytics, and

strategies that help a diverse range of colleges and universities navigate the rapidly changing landscape of higher education. From enrollment growth strategies to online and competency-based program development, Collegis develops tailored solutions that focus on the institution's needs.



Collibra [314]

Collibra is the global leader in business-driven data governance

solutions, founded to address data management from the business stakeholder perspective. Delivered through a cloud-based or on-premise solution, Collibra provides data stewardship, data governance, and data management for the enterprise business user. Collibra automates data governance and management processes by providing business-focused applications where collaboration and ease-of-use come first, giving all data users the benefits of having easy access to good and trustworthy data. To find out more, visit www.collibra.com.



DATA180 [121]

At DATA180 we are on a mission to put smart technology to work for academe.

Feature-by-feature, our web-based solutions are built through collaboration and innovation with the ultimate goal of improving processes throughout the academic ecosystem. By putting our smart tools in the hands of your faculty, administrators, and students, you'll transform your school's operational throughput and academic output. Are you ready for an efficiency turnaround? Explore our solutions: Faculty activity reporting and performance evaluations (workflows for annual review, tenure/promotion, sabbatical, etc.), Program assessment and e-portfolios, and Co-curricular transcripts and activity tracking.



Digital Measures [201]

Showcase your university's most important



resource and uncover strategic opportunities with fast, accurate access into your faculty's teaching, research, and service accomplishments. Streamline accreditation and simplify preparing annual faculty activity reports, promotion and tenure processes, and more while keeping your faculty's profiles on your campus website always up-to-date. More than 60% of the largest 500 campuses of higher education and over 250,000 faculty leverage Digital Measures software.

Digital Science [406]

Digital Science is a technology company working to make scientific



research more efficient. Our software helps to support researchers at every stage of the research cycle to ensure they can work more smartly and discover more. Our tools are developed for researchers by researchers who have faced the same challenges and who want to change the way science is done. Visit www.digital-science.com.

Elsevier [117]

Elsevier Research Intelligence 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 and Pure, and custom analytical services.



ELSEVIER

Emsi [N/A]

Emsi is focused on the student-to-employment journey. For better than 15 years, we've served as economic data advisors to higher education leaders. Now, having teamed with CareerBuilder, we've created a network of data to connect students, educators, and employers. Together our teams of economists and data scientists provide expert consultation and online resources that help: students identify their career interests and the corresponding education path; colleges provide in-demand programs and services that boost student recruitment, retention, and career readiness; and employers work with colleges and universities to find the best talent with the needed skills for their workforce.



Equifax Verification Services [317]

Equifax Verification Services equips institutions with the data and analytics required to assess programmatic outcomes and inform key stakeholders on the performance impact of their programs. The Work Number allows academic institutions to verify and monitor critical placement, employment, and income metrics; thereby allowing for seamless data collection and analysis, as well as superior capabilities to measure the impact of program enhancements on graduate outcomes. The Work Number database is an instant and automated employment and income verification solution, housing employment records from over 5,000 employers nationwide.



ETS [400]

At nonprofit ETS, we advance quality and equity in education for people worldwide by creating high-quality assessments based on rigorous research. ETS is proud to introduce the HEIghten™ Outcomes Assessment, a new customizable suite of general education assessments, which provide actionable data you can tailor to your student learning outcomes goals. The HEIghten™ suite is a comprehensive new tool that your institution can use in conjunction with internal assessments for accreditation and curriculum improvement. To learn more visit www.ets.org/heiighten.



EvaluationKIT [320]



Student Feedback Made Simple®

EvaluationKIT is an affordable, fully-hosted course evaluation and survey system with features to streamline your course evaluation setup and drive response rates. EvaluationKIT provides all the necessary 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 for a free pilot and see for yourself why so many institutions have chosen EvaluationKIT.

Evisions [401]

Evisions is a leading provider



of innovative, easy-to-use software solutions that automate business processes for higher education and research administration professionals. Supported by world class customer support and a commitment to a superior user experience, Evisions products simplify and streamline workflows, eliminate manual and redundant processes, and increase productivity through greater efficiency. Learn more or join the conversations at www.evisions.com/higher-education, www.evisions.com/research, @EvisionsInc and blog.evisions.com.

eXplorance [101]

At eXplorance, we believe improvement is at the heart of progress. Since 2003, we have helped



organizations develop a culture of improvement by providing tools that assess knowledge, competencies, and skills. Blue® helps build that culture by providing strategic insights for future innovation. Blue is a complete Learning Experience Management (LEM) system for evaluations, surveys, tests, 360 degree feedback, and more. Putting 'being better' at the forefront, Blue provides benchmarks, stakeholder assessments, sophisticated reporting, and continuous monitoring. Based in Montreal, some of our clients include RMIT University, loanDepot, University of Louisville, The American Petroleum Institute, University of Toronto, and NASA.

GradLeaders [407]

GradLeaders is a merger of two market leaders: MBA Focus and CSO Research.



We are the market leader in student recruitment and career services technology, connecting leading employers year-round with students and alumni from top-ranked schools around the world. Our exclusive partnerships, extensive student database, and industry-leading software solutions, make us the #1 choice of companies seeking high-quality, best-fit, and diverse students to join their team.

Gravic, Inc.- Remark Software [105]

Gravic's Remark Software collects and analyzes data from paper and web forms (surveys, tests, evaluations, and



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

Higher Education Research Institute [301]

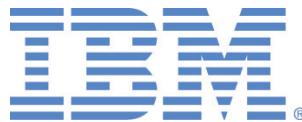
The Higher Education Research Institute



at UCLA is an information center for educational policy making and institutional improvement through the administration of the Cooperative Institutional Research Program, the nation's largest and oldest empirical study of higher education, involving data on some 1,900 institutions and over 15 million college students. The CIRP consists of the Freshman Survey, Your First College Year Survey, the Diverse Learning Environments Survey, the College Senior Survey, and the triennial Faculty Survey. HERI also conducts training institutes in advancing institutional assessment and scholarship in higher education, and builds partnerships with higher education organizations in promoting institutional excellence.

IBM Business Analytics [218]

For almost 50 years, IBM SPSS Predictive Analytics has been helping institutions of higher education to prepare students with the analytical skills needed to succeed today and to transform their own institutional practices. Turning data into predictive and actionable insight, innovative organizations are utilizing analytics to personally engage students, alumni, and constituents throughout their life cycle, resulting in key metrics such as increased enrollment yield, student retention rates, and donor contributions, but more than anything, an enhanced student experience and optimized institutional outcomes.



iDashboards [319]

Headquartered in Troy, Michigan, with customers in more than 40



countries worldwide, iDashboards provides easy-to-use, visually-appealing and cost-effective dashboard software for clients in a wide variety of industries including higher education, healthcare, logistics, finance, manufacturing, and more. With customizable and flexible dashboard solutions that easily integrate with key data sources, iDashboards clients can quickly and effectively view and analyze critical performance metrics, ultimately leading to enhanced decision-making capabilities. For more information, visit www.idashboards.com.

IData Incorporated [411]

At IData, our mission is to help higher education institutions be successful through effective data management and innovative technology. This includes services and products developed from our deep experience and knowledge working with the data and systems that run higher education. Services include: Reporting and Data Governance, System Integration, and Technology Consulting. For more information, visit www.idatainc.com.



IDEA [404]

In fulfillment of our nonprofit mission, IDEA partners with institutions of higher education to improve learning



outcomes. We publish high-quality research around topics that directly impact learning, allowing faculty, staff, and administrators to adopt new strategies and make adjustments based on research data instead of supposition. To illuminate the impact of the resulting behavioral adjustments on teaching, learning, and leadership, we provide valid and reliable assessment instruments delivered on cutting edge technology. The resulting assessment feedback provides users with comparative data, summative and formative feedback, and customized advice on using our library of professional development in order to improve. Through research, assessment, and professional development, we improve learning.

Incisive Analytics [114]

Incisive Analytics (IA) is a Business Intelligence consulting



services firm. Our services focus on solving our client's most challenging business analytics and information-related problems. Our approach is to partner with every client, creating a unique experience to deliver results that equip our clients to make strategic decisions based on Take Action Analytics! We provide full-lifecycle Business Intelligence solutions involving business needs discovery, tool selection, technical design, implementation, and user acceptance into a 'culture of analytics.' We leverage an industry-proven methodology, advocate star schema designs, and take an unbiased agnostic approach to the application of technology.

Insight Assessment [N/A]

The leading provider of critical thinking assessments worldwide, Insight Assessment offers critical thinking skills with numeracy and mindset measures designed specifically for two-year, four-year and post-graduate programs. Our instruments, including the CCTST-N, HSRT-N, BCTST-N and TER-N are tailored to the needs of different disciplines and benchmarked to national norms. Our clients can add demographic questions, test in multiple languages, customize group reports, and administer the assessments online including tablets or through an LMS. Traditional paper testing is also available. Our assessments are used in all 50 states and 60 countries worldwide for QEPs, accreditation, admissions, performance funding, research, and more.



Invoke Higher Education [106]

Invoke Higher Education was formed when Academic Management Systems (AMS) merged with Invoke Solutions



in 2015. Since 1997, Invoke Higher Education has served Higher Education with the proven CoursEval™ Configurable Survey Platform. CoursEval™ is an industry-leading evaluation solution used by higher education institutions and preparatory schools mainly for promotion and tenure, end-of-term evaluations, and improving teaching effectiveness in the classroom. Invoke Higher Education is also proud to introduce Live Education Insights (LEI), a patented large-scale research events solution for institutions looking to maximize their marketing efforts.

IPEDS [419]

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 enrollments, program completions, 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/>.

**National Center for Science and Engineering Statistics [116]**

The National Center for Science and Engineering Statistics (NCSES) provides to policy makers and the public, high-quality information on the science and engineering enterprise. NCSES is responsible for collecting and disseminating statistical data on Research and Development, the science and engineering workforce, U.S. competitiveness in science, engineering, technology, 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, to improve our data collections, and to disseminate our information broadly.

**National Student Clearinghouse [409]**

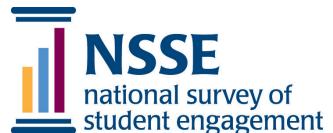
Founded in 1993 by the higher education



community, the National Student Clearinghouse® relieves burdens and costs related to student data reporting and exchange. Our work — performed in a trusted, secure, and private environment — provides time- and cost-saving benefits to students, schools, administrators, and requestors. Participating institutions enroll 98% of students in public and private U.S. institutions. Our research arm, the National Student Clearinghouse® Research Center™, a 501(c)(3) nonprofit, provides educators and policymakers with accurate longitudinal data on student outcomes to enable informed decision making. Clearinghouse services facilitate an institution's compliance with FERPA, The Higher Education Act, and other applicable laws.

National Survey of Student Engagement [316]

The National Survey of Student Engagement (NSSE) is administered annually to first-year and senior students at participating institutions. Results provide valid, reliable information on the extent to which students engage in proven educational practices that correspond to desirable learning outcomes. Over 1,600 bachelor's-granting institutions have participated in this effort to assess and improve undergraduate education. Institutions receive diagnostic information about teaching and learning with customizable comparison groups and resources to assist in interpreting and using results. Visit our exhibit to learn more about NSSE and redesigned reports and companion surveys, the Faculty Survey of Student Engagement (FSSE), and the Beginning College Survey of Student Engagement (BCSSE).



Nuventive, LLC [108]

For more than 15 years, Nuventive has helped hundreds of higher education institutions improve personal and institutional performance through institutional performance management, strategic planning, academic and administrative outcomes assessment, program review, accreditation, and student success. Our performance management solutions offer a new way to establish a culture of performance with a flexible software system that enables faculty, staff, and administrators to link measurement to strategic objectives, reflect on those measurements, and take action to improve performance. As a result, you can engage your stakeholders more deeply in developing and executing your institutional plans and improve institutional achievement and competitiveness.



Plum Analytics [221]

Plum Analytics was founded with the vision of bringing modern ways of measuring research impact to individuals and organizations that use and analyze research. By carefully designing and deliberately collecting the big data created when individuals interact with research, Plum Analytics delivers products that provide contemporary information about research impact.



QS Intelligence Unit [107]

The QS Intelligence Unit (QSIU)



INTELLIGENCEUNIT

was formed in 2008 as a distinct and autonomous department of Quacquarelli Symonds (QS) in order to meet the increasing public interest for comparative data on universities and organizations, and the growing demand for institutions to develop deeper insight into their competitive environment. Committed to the key principles of rigorous integrity and undeniable value, QSIU strives to be the most trusted independent source of global intelligence on the higher education sector. QSIU is growing its London, Singapore, and Bucharest operations to deliver the detailed analysis in increasing demand from many institutions in the market.

Rapid Insight [102]

Rapid Insight develops easy to use analytic software



enabling institutional researchers to quickly and easily build reports and predictive models to guide recruiting, admissions, retention, and fundraising strategies. We make it easy to be data driven.

Research Institute for Studies in Education [413]

The Research Institute for Studies in Education (RISE), a unit of the School of Education, is located at Iowa State University. RISE conducts comprehensive, integrated, research and evaluation studies to enhance K-12 and postsecondary education nationally and globally. RISE is capable of delivering a broad spectrum of services related to research, analytic inquiry, and technical consulting services. The professional staff is trained in both quantitative and qualitative methodologies, survey design, and focus group/interview protocols.



Ruffalo Noel Levitz [417]

What would you like to accomplish? Each year, 1,800 campus executives turn to Ruffalo Noel Levitz to accomplish their goals for student recruitment, marketing, financial aid, student success, and alumni engagement. 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, plus surveys for other campus populations. Ruffalo Noel Levitz convenes conferences and webinars attended by more than 5,000 educators each year. In addition, we produce reports and columns to help campus leaders analyze current enrollment trends and discover more effective strategies.

Visit www.RuffaloNL.com.

**SAS Institute Inc. [215]**

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' 40 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 educators THE POWER TO KNOW®.

**Scantron [414]**

Need a better course evaluation or assessment

solution? Scantron provides intelligent assessment, data management, and analytics solutions that help learners, educators, and leaders around the world. From web-based and desktop software to reliable scanners and guaranteed forms, Scantron products help you use your data instead of just collecting it. Scantron's proven solutions have helped colleges and universities simplify and speed up crucial data collection for decades. Effective decisions depend on reliable and meaningful data. Scantron software, scanners, and forms turn raw data into actionable results that drive organizational performance. See what Scantron can do for you today!

**SmartEvals (GAP Technologies, Inc.) [220]**

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.

Strategic Planning Online, LLC [315]

Strategic
Planning
Online



Strategic Planning Online™
Empower Your Planning Process®

(SPOL) is specifically designed to help institutions automate the strategic planning, budgeting, assessment, and accreditation processes. We enable your institution to collaborate about institutional effectiveness while defining objectives, setting goals, conducting assessments, and measuring results. SPOL makes it easy for departments to collaborate and understand how to work together toward the master vision of continuous improvement and institutional excellence. We create a platform for the entire institution to participate in planning, budgeting, assessment, and accreditation with a complete solution that addresses every facet of institutional effectiveness.

SurveyGizmo [219]

SurveyGizmo
is exceptionally
powerful, easy to

surveygizmo

use survey software that gives you access to the answers you're after, no matter your budget. Collect data of all kinds on our global, scalable, reliable platform, then use our reporting tools to find trends and patterns. Ask questions and inspire action with SurveyGizmo. If you ever have trouble, our world-class support is here to help, with hundreds of how-to guides, instant chat, straightforward emails, and even phone appointments so you can talk to a real person when you need to. Visit SurveyGizmo today for your free trial.

Tableau [204]

Tableau Software
helps people see
and understand

The logo features four stylized plus signs in orange, blue, red, and green, followed by the word "tableau" in a lowercase sans-serif font.

data. Tableau's award-winning software delivers fast analytics, visualization, and rapid-fire business intelligence on data of any size, format, or subject. The result? Anyone can get answers from data quickly, with no programming required. From executive dashboards to ad-hoc reports, Tableau lets you share mobile and browser-based, interactive analytics in a few clicks. More than 23,000 companies and organizations, including some of the world's largest enterprises, rely on Tableau Software.

Taskstream [214]

Taskstream
partners
with

institutions of higher education to improve student learning and institutional quality with proven, reliable, and user-friendly assessment management and e-portfolio solutions and supporting services. Since 2000, hundreds of institutions have relied on Taskstream to efficiently manage the full cycle of outcomes assessment and prepare for accreditation.

The College Board [415]

The College Board
is a mission-driven,
not-for-profit

The logo features a blue graduation cap icon next to the words "CollegeBoard".

organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

Thomson Reuters [216]

Thomson
Reuters is the
world's leading
source of



THOMSON REUTERS™

intelligent information for businesses and professionals. We combine industry expertise with innovative technology to deliver solutions that support the full research ecosystem to help reach your goals and broaden your impact. With curated and unbiased information, Thomson Reuters can intelligently guide you through the research ecosystem, supporting your role within scholarly research, or publishing and analysis—from start to finish. With our tools, seamlessly search and discover, author and collaborate, publish and present, and manage and evaluate.

Times Higher Education [321]

Times Higher Education (THE) has been at the heart of higher education for five decades. With the World University Rankings, we provide the definitive list of the world's best universities, evaluated across teaching, research, international outlook, reputation and more. We harness data to enable meaningful insight and benchmarking of institutional performance, combined with valuable news and analysis of global higher education issues. THE's data are trusted by governments and universities and are a vital resource for students when choosing where to study.



U.S. News Academic Insights [200]

U.S. News Academic Insights, built



specifically for institutions, provides schools the ability to analyze their relative position to other institutions based on single data points or ranking criteria across 25+ years. In addition to more than 5+ million data points, its tools allow users to view and manipulate the metrics beneath two decades of the Best Colleges and Best Graduate rankings. Over the last few months, we have added three new enhancements to the platform: a histogram data visualization, intelligent sorting, and two million additional data points.

Xitracs. A Division of Concord USA, Inc. [418]

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. We invite you to stop by our booth and learn about Xitracs. Ask about our new Student Assessment and Data Extraction modules. Discover how Xitracs gives you more reports while taking less time for you and the faculty by contacting Ed Hanley (ehanley@concord-usa.com) or visiting our website (www.xitracs.com).



ZogoTech [403]

With ZogoTech's data warehouse and analytics tools, colleges and universities can effectively leverage student and institutional data for decision-making. From enrollment management and longitudinal cohort tracking, to measuring key performance indicators, ZogoTech's solutions enable users at every level to easily access the information they need, when they need it.



Presenter Index

A

- Abbey, Craig 19, 84, 115, 127
Acton, Shannon 90
Adanu, Sesime 38, 87
Adelman, Clifford 55, 57, 70
Albert, Michael 55
Alioto, Nicole 65
Allison, Tom 102
Alvarado, Adriana Ruiz 52
Amburgey, Dale 68
Amenkhienan, Felix 83
Andersen, Catherine 112
Anderson, Carol 22
Anderson, Douglas 122
Anderson, Jennifer 58
Anderson, Yenny 43
Antonson, Dan 52
Appel, Michelle 16
Archer, Sandra 114
Armstrong, William 44
Atchison, Eric 16, 21, 42, 68, 93

B

- Bailey, Todd 123
Baker, Dominique 81
Baldwin, Erika 41, 55
Banette, Danae 95
Baranello, Emily 69
Barbu, Adrian 111
Barbu, Diana 111
Barlow, Libby 79
Bassis, Vladimir 41
Battye, Karen 79
Baty, Phil 36, 69, 70
Bauer, Sarah 119
Bearse, Aris 53
Beaulieu, Elizabeth 44
Becher, Dave 38
Beck, Bryan 86

- Bell, Angela 68

- Bell, Erin 77
Bell, Tony 111
Benefield, Lenore 38
Beneteau, Francois 66
Benton, Stephen 95
Berg, Sarah 125
Bergeron, David 23
Berry, John 13
Beyers, Natalie Alleman 40
Bhatt, Rachana 68, 103
Blaich, Charles 42
Blake, Laura Palucki 114
Blalock, Emiko 32
Blankenberger, Bob 109
Blasi, Laura 32
Blough, David 123
Blythe, Damon 112
Bobek, Becky 109
Bolen, Michael 37, 103
Boon, Rachel 69
Booth, Sara 76
Borden, M. Paige 114
Borden, Victor 23, 70, 81, 98
Boudinot-Amin, Ann 86
Boudreaux, Celeste 107
Bourke, Patrick 48
Bradley, Martin 91
Bramblett, Sandi 22, 34
Brandon, Benjamin 88
Brantley, Kimberly 33
Braswell, Cara Mia 129, 71
BrckaLorenz, Allison 39, 65, 76, 101
Brigham, Cathy 58
Brink, Matthew 22, 50
Britt, Ronda 112
Brooks, Susan 43
Brown, Courtney 102
Bryant, Julie 57, 94
Buckley-Gossett, Elsa 22

- Burke, Emily 43

- Burke, Ian 45
Burns, Rachel 106
Busby, Katie 49

C

- Campbell, Colleen 36
Canche, Manuel S Gonzalez 39
Cantwell, Bethan 62, 114
Cao, Xiaobing 83
Cao, Yi 114
Carlson, Andy 41, 58
Carlson-Bancroft, Angela 97
Carlton, Karin 95
Carpenter-Hubin, Julie 23, 93, 114
Carroll, Betsy 70, 115, 128
Carroll, David 70
Carter, Edith 129, 71
Case, Matthew 41, 55
Castillo, Salvador 114
Castleman, Ben 125
Chaballa, Kathleen 124
Chambers, Eric 53
Chang, Tongshan 83
Chang, Yao-Wen 54
Chatman, S. P. 39
Chellman, Colin 113
Chen, Lynn 44
Chen, Min 46, 95
Cherland, Ryan 115, 127
Chien, Wei-Cheng 98
Childers, Henry 57
Choi, Hyejin 39
Chung, Chih Ming (Ryan) 32, 54, 66
Clark, Jana 65
Clark, Linda 67
Clarkberg, Marin 23
Clayton, Ashley 52
Clayton, John 40
Cobian, Krystle 58

Cohn, Kate.	37
Cole, James	96
Collins, Sarah	82
Conoscenti, Lauren	14, 90, 104
Conover, Ross	115, 128
Cornett, Jeffrey	109
Coughlin, Kevin	38
Coughlin, Mary Ann	16, 20, 23, 68
Coy, Katherine	94
Crocker, Rhonda	94
Crouch, Alicia	119
Cruce, Ty	52, 92
Cullander, Christopher	22
Cullity, Dawn	19
Cumming, Tammie	31
Curtin, Joseph	71, 129
D	
Dabney, William	48
Dailey, Debbie	57
Dalrymple, Margaret	35, 84
Dalton, Dana	42
Damm, Laura	45
Danube, Cinnamon	99
Davis, Daryl	32, 69, 81
Davis, Melanie	98
DeAmicis, Karin	97
De Leenheer, Pieter	107
Delgado, Cathy	20, 35
Derby, Eric	64
DeVol, Purva	56
Devos, Loraine	35, 54
DeWitt, Jason	16, 34
Diaz, Victoria	94
Djeukeng, Benji	87
Dobbs, Barbara	115, 127
Dong, Qingwen	83
Donoff, Susan	103
Drake, Brent	62, 114, 119
Drake, Maria	23

Drechsel, Carol	94
Du, Fang	64, 94
Duggan, Michael	97

E

Eagan, Kevin	20, 40, 48, 58, 76
Eckelmann, Baerbel	69, 95
Edwards, Meghan	100
Einarson, Marne	23, 114
Ellertson, Shari	21, 91
Elliot, Lisa	43
Engle, Jennifer	86, 102
Eubanks, David	105
Evans, Maya	89
Evers, Billy	35

F

Farfan, Erika	114
Federkeil, Gero	69
Femino, Donald	51
Feng, Jing	31
Ferguson, Linda	35
Fewell, Norma	107
Figueroa, Tanya	58, 100
Finch, Marcia	94
Fingerson, Laura	94
Fink, Gayle	57
Fiorini, Stefano	79
Fisk, Sidney	82
Fitzgerald, Barrie	88
Flory, Scott	83
Foley, Christopher	77
Franklin, Doug	109
Freeman, Mark	78
Frey, Frances	55
Frye, Bobbie	62, 124
Fulcher, Keston	42

G

Gagliardi, Jonathan	22
Galambos, Nora	110
Gansemer-Topf, Ann	21, 80
Gant, Julius	39
Garcia, Hannah	62
Garczynski, Amy	124
Gazda, Matthew	93
Geise, Mary Jo	43, 111
Gilbert, Brandi	122
Godfrey, Kelly	58
Goldstein, Robert	78
Gonyea, Robert	60, 96
Goodall, Patricia	62
Goodman, Jeremy	15, 22, 34
Green, Patricia	93
Gunnell, Kurt	77
Gururaj, Suchitra	37, 61
Guthrie, Erin	85
Guthrie, Lou	40, 56, 68, 122

H

Hagood, Lori	68
Hailey, Sarah	78
Hall, Michelle	57
Hamilton, Kristen	89
Hamm, Jolene	53
Hammond, Ron	90
Hampton, O'Neal	111
Haney, Mick	99, 113
Hansen, Michele	22, 34, 46, 107
Hanser, Jason	35
Hanson, Mark	82
Harris, Cheryl	86
Harrison, Dominique	119
Hart, Peter	51
Harvey, Bryan	86
Hashimoto, Tomoya	94
Hawthorne, Jane	98

Hayward, Craig	85
Hazel, Stephanie	123
Heacock, Laurie	69
Hedayat, Nasser	81
Helbig, Tuesdi	51
Heller, Tynan	61, 79
Hemer, Kevin	120
Henchy, Alexandra	112
Hendel, Darwin	104
Henderson, Angela	49, 80, 123
Hepworth, Willie	121
Herron, Waddell	32, 115, 127
Hertz, Elisa	31
Herzog, Serge	14, 23, 85
Hill, Erika	106
Hillman, Nick	36, 108
Hinds, Teri	42, 56, 93, 103
Hines, Resche	49, 123
Ho, Sophia Shihuei	54
Hoffman, Sean	123
Hofmann, John	108
Holden, Luanne	50
Holland, Nicole	45, 70, 127
Holton, Valerie	87
Honda, Hirosuke	66
Horn, Aaron	104
Hosch, Braden	20, 69, 110
Howard, Richard	105
Howse, Mark	85
Hoyt, Jeff	121
Hsu, Cheng-Hsing	98
Huff, Gina	51
Hurtado, Sarah	65, 76
Hurtado, Sylvia	58, 100
I	
Inamdar, Nilima	88
Ireland, Shonda	70, 128
Isaacson, Molly	47

J	
Jaeger, Audrey	81
Jakiel, Laura	101
James, Glenn	57
Janice, Amanda	69, 86
Janik, Robert	107
Jankowski, John	112
Jankowski, Natasha	42, 77, 106
Jenney, Colin	78
Jimenez-Snelson, Laura	61
Johnson, Gina	23
Johnson, Ryan	31
Jones, Darlena	22, 23, 67, 101
Jones, Evan	60
Jones, Gigi	21, 33
Jowers, Angel	42
Juno, Martin	95
K	
Kacira, Ozlem	78
Kallina, Wendy	21
Kang, Kelly	93
Karlberg, Anne Marie	34
Kato, Hiroshi	99
Keller, Christine	42, 56, 103
Kelly, Heather	50, 66
Kenesson, Summer	71, 129
Kennedy-Phillips, Lance	21
Kenney, Dawn	57
Kepple-Mamros, Deborah	33
Kerr, Stephen	53
Kil, David	64
Kim, Heather	123
Kimble, Lindsey	43
Kincey, Sundra	85
Kinsey, Tarji	68
Kintzel, Jeremy	114
Kinzie, Jillian	60, 77, 94
Kirby, Yvonne	14, 59, 93

Kirsch, Paul	64
Knight, Bernnadette	53
Knight, William	15, 66, 89
Koc, Edwin	22
Koch, Geoff	38
Koch, Gretchen	41
Kolajo, Ebenezer	83
Kotamraju, Pradeep	41
Krywy, Mike	82, 115, 127
Kwanbunbumpen, Ada	49
L	
LaCount, Shannon	93
Laguilles, Jerold	68
Laird, Thomas Nelson	39, 76, 101
Lajubutu, Oyebanjo	14
Lally, Tim	79, 93
Lancey, Patrice	91
Lane, Forrest	100
Langworthy, Melissa	104
Larkan-Skinner, Kara	55, 57
Lauffer, Erik	88
Le, Janice	99, 113
Le, Michael	51, 114
Leany, Mark	16, 19, 23, 61, 125
Ledlow, Susan	81
Lee, Elizabeth	78
Lee, Giljae	104
LeFauve, Linda	40
Lei, Hongde	46
Lenchner, Erez	108
Lent, Heather	61
Leonard, Sarah	31
Lerma, Rosemarie	46
Levis-Fitzgerald, Marc	119
Lewis, Jason	22, 34, 67
Li, Yongmei	21
Lillegaard, Jessica	31
Lim, Gloria	120
Lin, Ching-Hui	98

Lin, Kelly Jung-ts	98	McBain, Lesley	121	Neal, Kristy	115, 127
Liu, Eric	48	McCarthy, Jennifer	37, 103	Nettles, Stephen	35, 54, 124
Liu, Tao	79	McCormick, Alexander	41, 60	Nix, Samantha	36, 47
Liu, Yuen Ting	66	McCormick, Susannah	92	No, Sun	45
Lloyd, Carrie	97	McGuinness, Thomas	50	Noe, Godfrey	90
Lombardi, Dominic	68	McLaughlin, Gerald	66, 105		
Longanecker, David	30	McLaughlin, Jacqueline	66, 81, 105	O	
Lovell, Taylor	104	McLaughlin, Josetta	66, 105	Ocampo, Claire-Voe	107
Loveridge, Robert	23, 61	Mello, Alice	65	Odom, Leslie	31, 91
Lovik, Eric	23	Mercier, Pierre	94	Oldham, Todd	22
Lozano, Jennifer Berdan	56	Merz, Soon	116, 129	Olsen, Danny	113
Lu, Lina	114	Michalowski, Sam	31	Olson, Chris	59
Ludlum, Joseph	97	Michalski, Greg	63	Oren, Kim	80
Lydell, Lesley	63	Milan, Lynn	112	Otterbach, Renate	106
		Miller, Annette	100	Ovadia, Seth	79
M		Miller, Elise	102	Owens, Sarah	94
Ma, Lan	60, 110	Mills, Gordon	42	O'Rourke, Patrick	32
Ma, Yanli	44, 93	Milner, Bridgett	122		
MacFarlane, Colin	49	Monahan, Shannon	93	P	
MacLean, James	100	Montgomery, Joe	78	Pacheco, Robert	22
MacNeil, Jacqueline	35	Moore, Doug	88	Parke, Scott	41
Maddox, Robert	47	Moore-Trieu, Brianna	59	Patel, Monal	62
Malcolm, Laura	64	Moreno, Julio E.	76	Pena, Christopher	62, 109
Malhotra, Raj	44, 68	Morgan, Emma	120	Peng, Yao-Ping	54
Maloney, Maureen	22	Mori, Rie	86	Perelshteyn, Biana	31
Mann, Sharmila	58	Morimoto, Yasushi	66	Perez, Joseph	93
Marian, Diane	13	Morley, Kathleen	33	Perry, Brian	83, 119
Markle, Ross	42, 54	Morrison, Briana Keafer	43	Perry, Patrick	22, 34
Marshall, David	77	Morse, Robert	56, 69, 87, 93	Persad, Doodnath	63
Martin, Malissa	105	Moser, Kristin	105	Peters, Ellen	37
Matheson, Karen	53	Mu, Lanlan	47	Phillippe, Kent	19, 42
Mathies, Charles	70	Muffo, John	33	Phillips, Diane	31
Matier, Michael	37	Mulugetta, Yuko	105	Pickus, Matthew	51
Matsuda, Takeshi	99	Mutti-Driscoll, Catherine	53	Piegza, Larry	45, 59, 112
Mattern, Krista	40, 52, 120			Pike, Gary	57, 80
Matthews, Daniel	50	N		Pineda, Karina	103
Matthews, Geoff	39	Nadasen, Denise	90	Pinsent, Celine	94
Mauk, Vera	124	Nair, Uday	91	Pistilli, Matthew	122
Maxwell, Kayla	77	Nambi, Dev	122	Plepys, Christine	43, 96
May, Jennifer	90	Nauffal, Diane	116, 128		

Porter, Simon	84
Posson, Wes	34
Potter, Shawn	53
Powers, Jim	78
Powers, Kristina. .	14, 19, 22, 32, 34, 68,
	80, 93, 115, 127
Pravikoff, Peter	33
Pride, Bryce	91
Prince, Shayla Moore.	38, 87
Pryor, John	19
Purkiss, David.	78
Pytlarz, Ian	62
Q	
Qi, Wen	88
R	
Radunzel, Justine	40, 120
Raghavan, Uma Ganesh	85
Ramirez, Joseph.	98
Ransom, Tafaya	60, 110
Reason, Robert	120
Redd, Kenneth	23, 121
Regnier, Daniel	45
Reneau, Franz	85
Resmann, Brittany	109
Revucky, Steve.	107
Ribera, Amy	46, 47, 96
Riesser, Elizabeth	183, 119
Rios, Joseph	63
Rivers, Emilda.	112
Rives, Joseph	33
Robson, Shannen	82
Rocconi, Louis	96
Rodeheaver, Misty	101
Roe, Robert	116, 128,
Ronco, Sharron	80
Rorison, Jamey	42, 67
Ross, Leah	22, 34
Rossol-Allison, Patrick.	22, 34
S	
Rote, Katherine	49
Royal, Annette	23
Rudick, Craig	91
Rusinko, Paul	76
Russell, Ann Marie	50
Russell, Javarro	42
Ryalls, Ken.	95
Rysavy, Matthew	65
T	
Skillrud, Kirsten	114
Smyk, Sonya	98
Snover, Lydia	61
Snyder, Paul	38
Solverson, Natalie.	84
Spirgel, Arie	64
Stanley, John.	14, 70, 129
Stanley, Tim	16, 19, 22, 34, 39, 49,
	61, 82, 90, 104, 125
Steinmann, Jessica	68
Stephens-Hargrave, Stephanie.	64
Stevens, Brian	37
Stewart, Chris	23, 81
Stolzenberg, Ellen.	56, 98, 119
Stovall, Holly	78
Straney, Rachel	91
Sturtevant, Daniel.	50
Suggs, Taylor	60
Sun, Grace	96
Sutkus, Janel.	20
Suvak, Daniel	55
Swager, Sarah	50
Sweitzer, Kyle	32, 62
T	
Tate, Lindsey	32
Taylor, Jason	114
Taylor, Loralyn	64
Taylor, Michelle	122
Thanki, Sandip	99, 113
Thompson, Susan.	110
Tilman, Travis	76
To, Yen	100
Tran, Tan.	34, 68, 103
Tremmel, Red	53
Trollang, Elin	50
Trowth, Catherine.	121
Troutman, David	20, 35, 68, 113
Trumpower, Peter.	82, 99
Tseng, Yuen-Hsien	96

- U**
 Umbricht, Mark. 36, 46, 65, 80
 Utschig, Tris. 97

- V**
 Vasilieva, Maria. 40, 108
 Vila, Leighton. 60
 Vlahakis, Stacy. 94

- W**
 Wakhungu, Phoebe. 23, 81
 Waldman, Annie. 23
 Wallace, Elizabeth. 38
 Wang, Rong. 46, 101
 Wang, Xiaolin. 96
 Wang, Yan. 70, 128
 Wanjera, Osundwa. 92
 Wao, Felix. 32, 54, 66
 Ward, Angela. 49
 Wartel, Max. 36
 Wasserman, Timothy. 79
 Watanabe, Yuki. 99
 Wavle, Sharon. 77
 Webber, Karen. 70, 92, 106
 Weeden, Dustin. 41
 Wei-Li, Tseng. 54
 Weigel, Dana. 101, 104
 Weingarten, Alison. 31
 Wennerholm, Traci. 90
 Whalen, Sandra. 105
 Wheelis, Meaghann. 33
 White-Lewis, Damani. 58
 Wiech, Andrew. 37
 Wilkerson, Steven. 35
 Wilkins, Ashlee. 100
 Willett, Terrence. 85
 Wise, Kathleen. 42
 Woo, Hui-Jeong. 41, 55
 Wood, Rebecca. 32

- Woosley, Sherry. 100, 103
 Wright, Natalie. 45, 113
 Wu, Yan. 69
 Wygant, Steve. 80, 113

- X**
 Xiang, Yun. 124

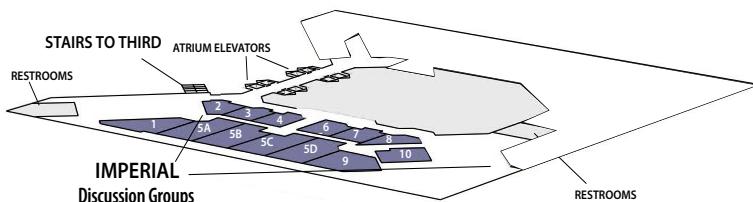
- Y**
 Yamada, Reiko. 86
 Yang, Eric. 97
 Young, Anne. 107
 Young, Lauren. 84
 Yuhas, Bridget. 39

- Z**
 Zaback, Kathleen. 41, 58, 68
 Zehner, Andrew. 102
 Zhai, Meihua. 39, 57
 Zhang, Jingjing. 66, 81
 Zhang, Junchao. 46
 Zhang, Robert. 48
 Zhang, Xi. 62
 Zhang, Yang. 69, 98, 111
 Zheng, Xiaohui. 92
 Zhou, Juan. 44
 Zilvinskis, John. 41
 Zilvinskis, John. 46

Hyatt Regency - 3D Split Level Map

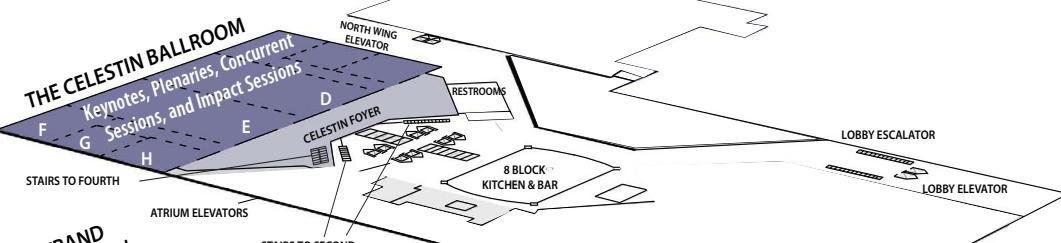
LEVEL

4



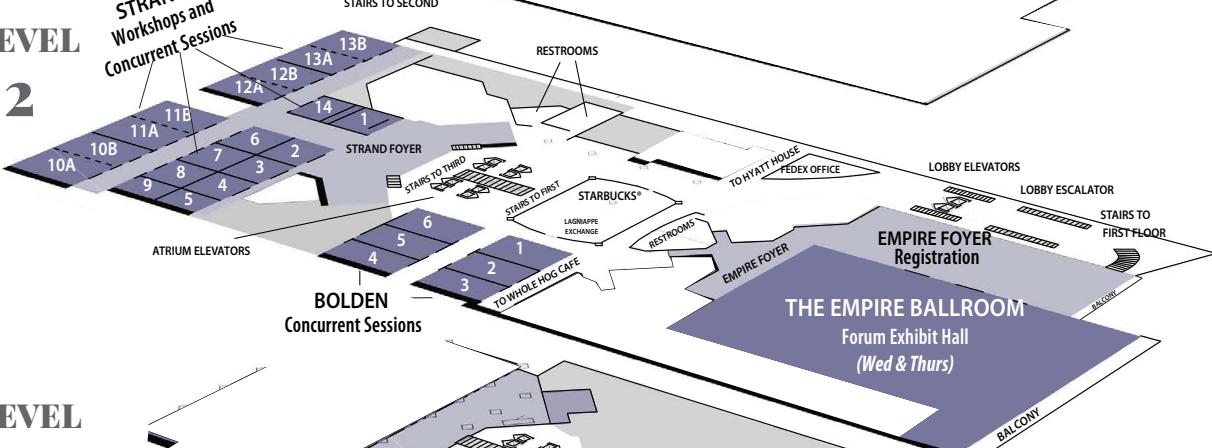
LEVEL

3



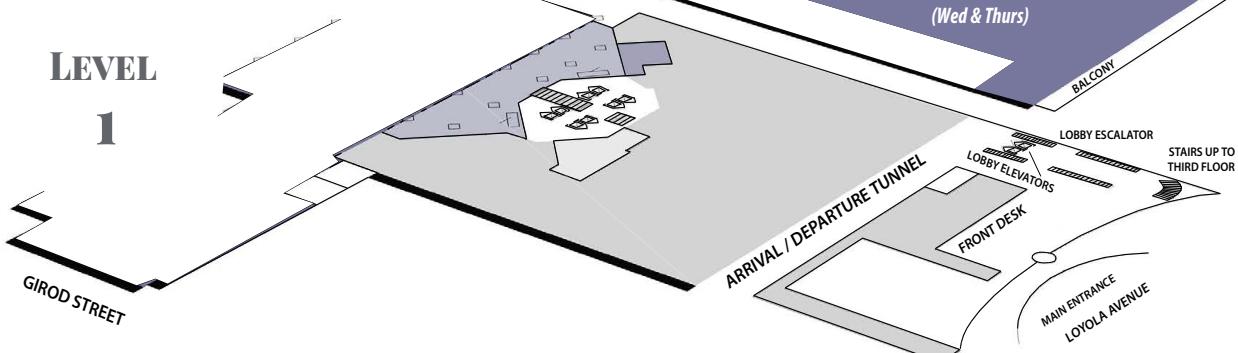
LEVEL

2

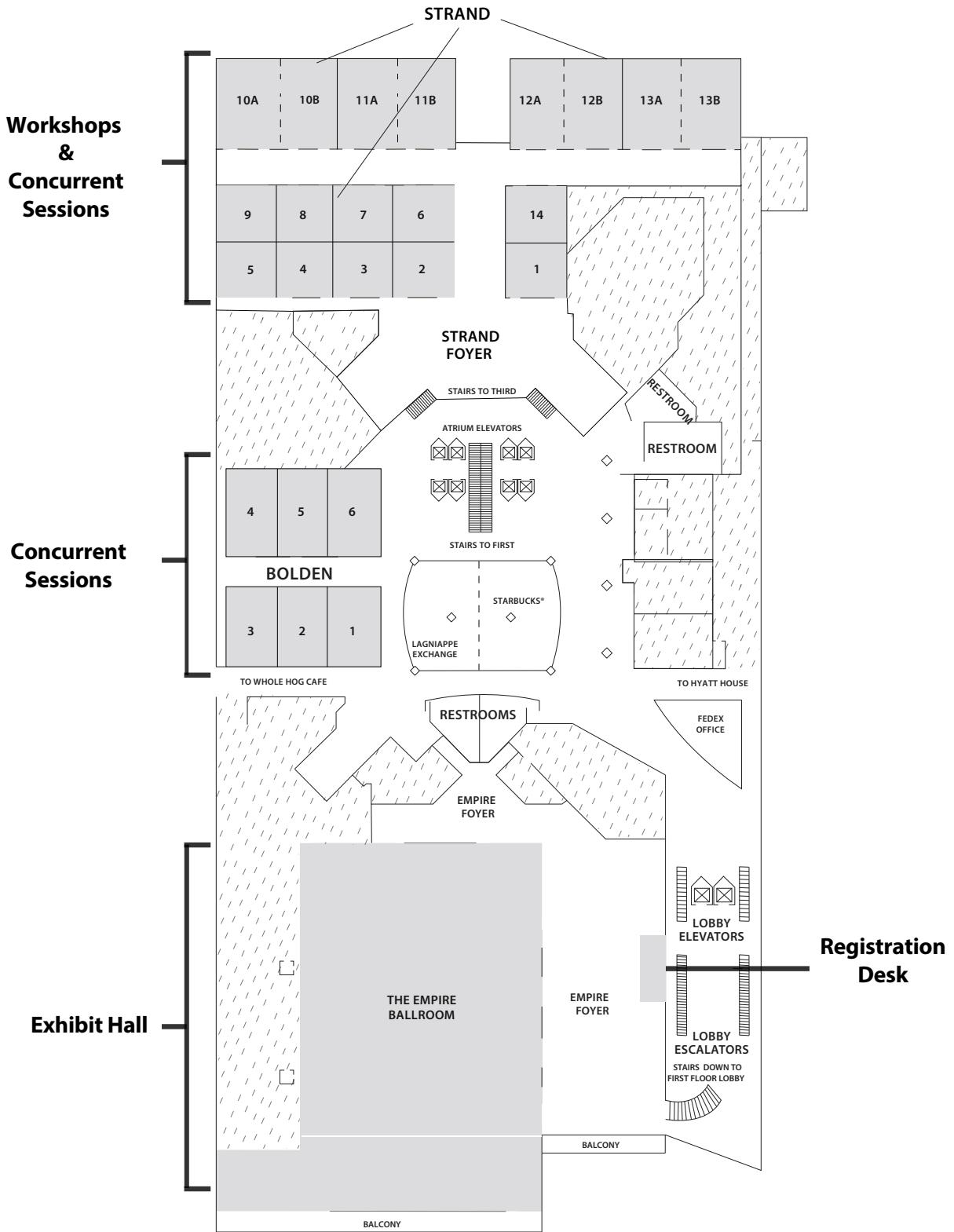


LEVEL

1

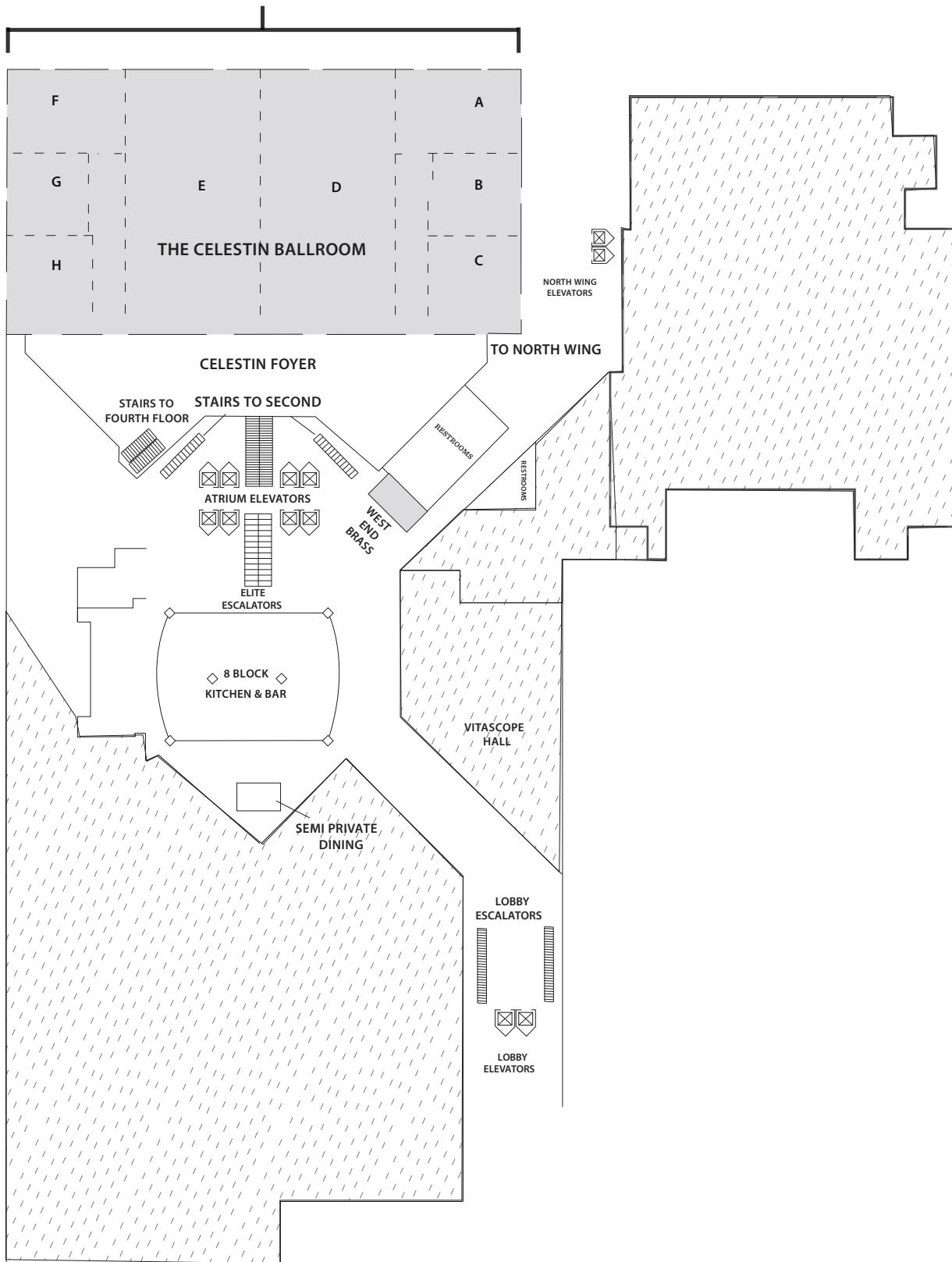


Hyatt Regency - Second Floor



Hyatt Regency - Third Floor

Keynotes, Plenaries, Concurrent Sessions, and Impact Sessions



Hyatt Regency - Fourth Floor

Fourth Floor
Hyatt Regency New Orleans

Discussion Groups

Floor Plans/Maps



New Orleans Dining Guide

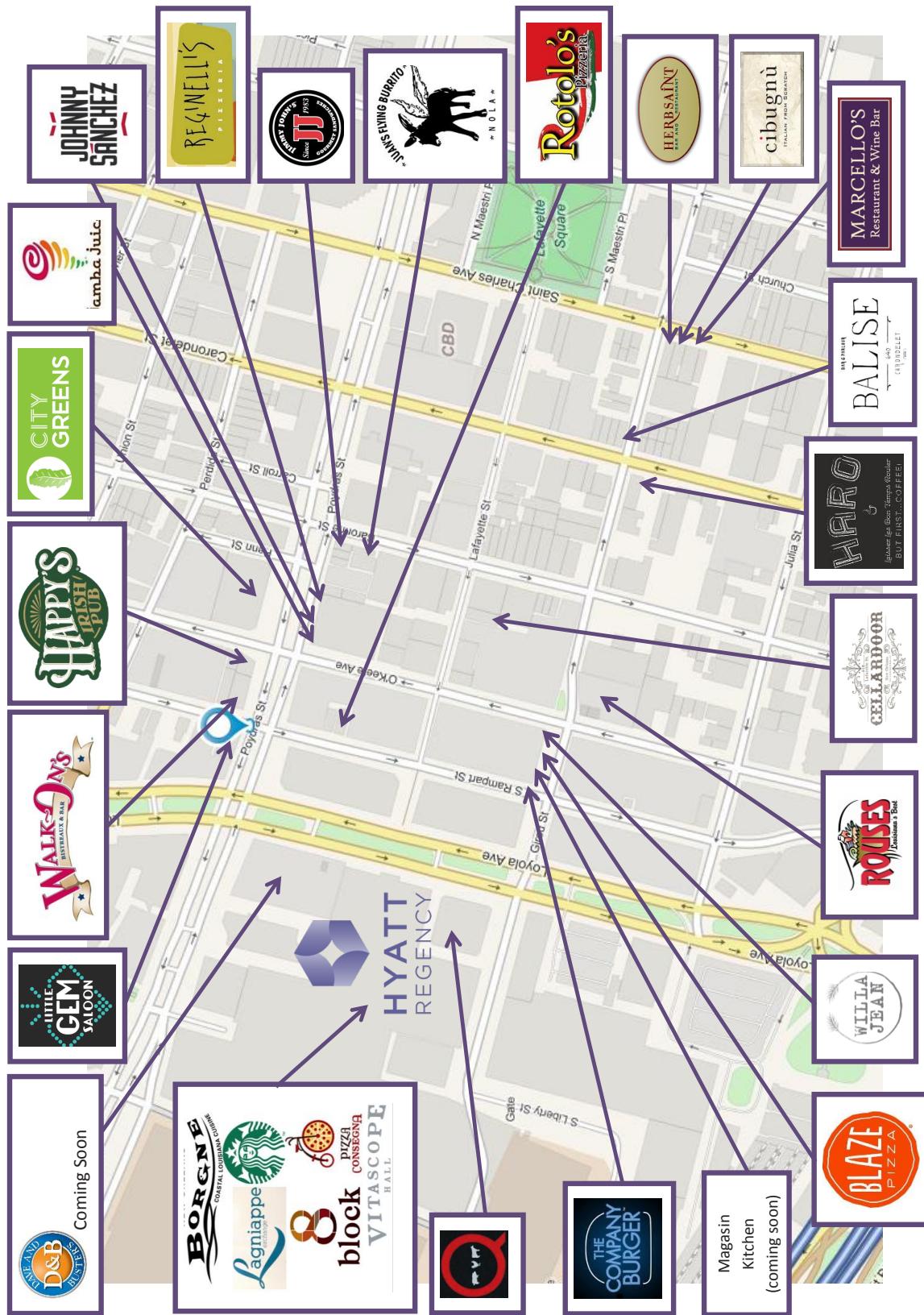
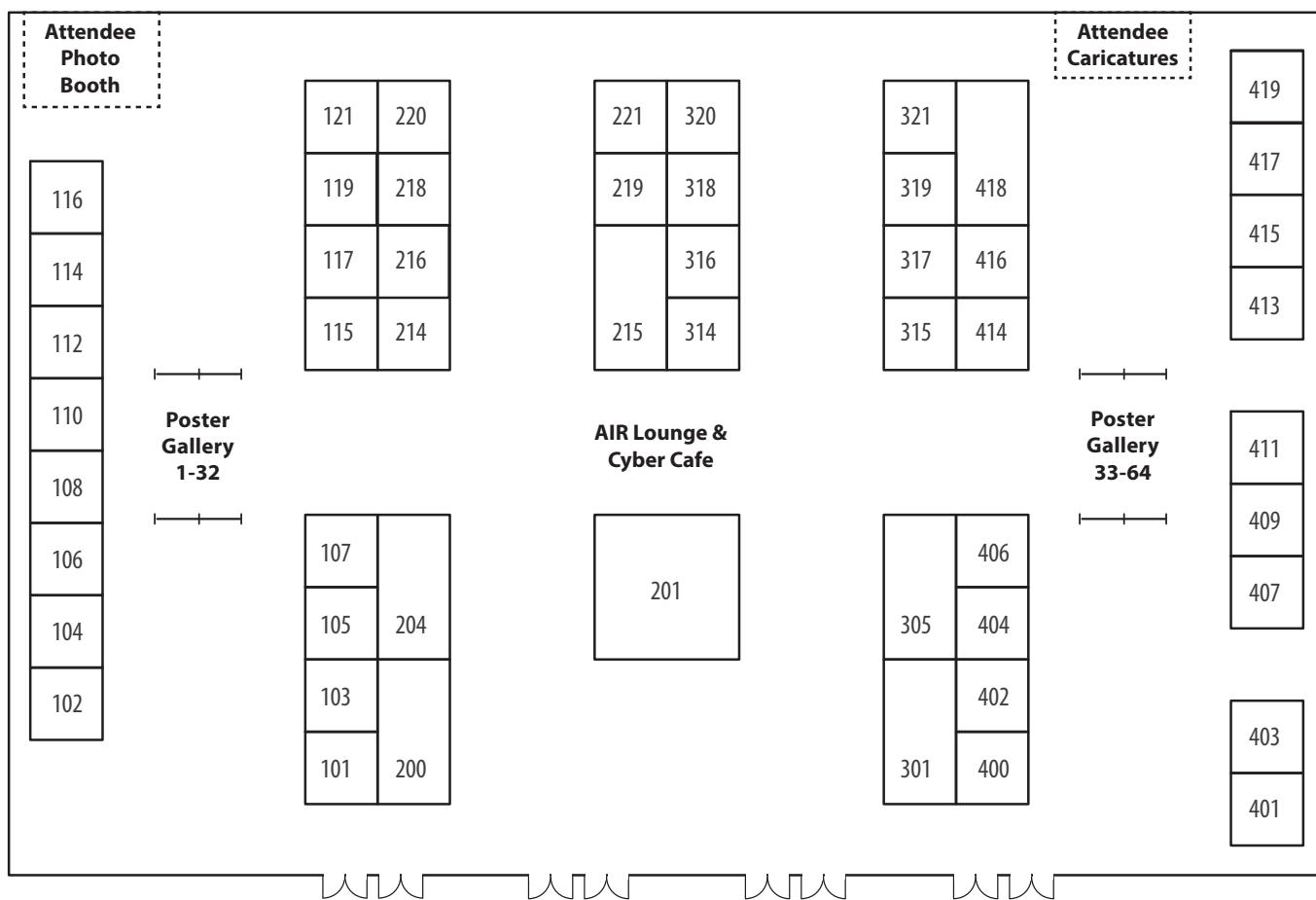
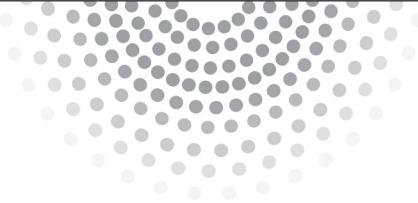


Exhibit Hall Floor Plan—Empire Ballroom



Academic Analytics, LLC	104	GradLeaders	407	Ruffalo Noel Levitz.	417
ACAT	416	Gravic, Inc.- Remark Software	105	SAS Institute Inc.	215
ACT	119	Higher Education Research Institute	301	Scantron.	414
Ad Astra Information Systems	103	IBM Business Analytics	218	SmartEvals (GAP Technologies, Inc.)	220
Blackboard	318	iDashboards.	319	Strategic Planning Online, LLC.	315
Campus Labs	305	IData Incorporated.	411	SurveyGizmo	219
Civitas Learning	115	IDEA	404	Tableau.	204
CLA+	110	Incisive Analytics.	114	Taskstream	214
CollegeNET	112	Invoke Higher Education	106	The College Board	415
Collegis Education	402	IPEDS	419	Thomson Reuters.	216
Collibra	314	National Center for Science and Engineering Statistics.	116	Times Higher Education.	321
DATA180.	121	National Student Clearinghouse	409	U.S. News Academic Insights	200
Digital Measures	201	National Survey of Student Engagement.	316	Xitracs. A Division of Concord USA, Inc. .	418
Digital Science	406	Nuventive, LLC	108	ZogoTech	403
Elsevier	117	Plum Analytics	221		
Equifax Verification Services	317	QS Intelligence Unit	107		
ETS.	400	Rapid Insight	102		
EvaluationKIT	320	Research Institute for Studies in Education.	413		
Evisions	401				
eXplorance	101				



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