ASSOCIATION FOR INSTITUTIONAL RESEARCH

2017

Program Book & Schedule

AIR | FORUM

MAY 30–June 2, 2017 • Washington,DC

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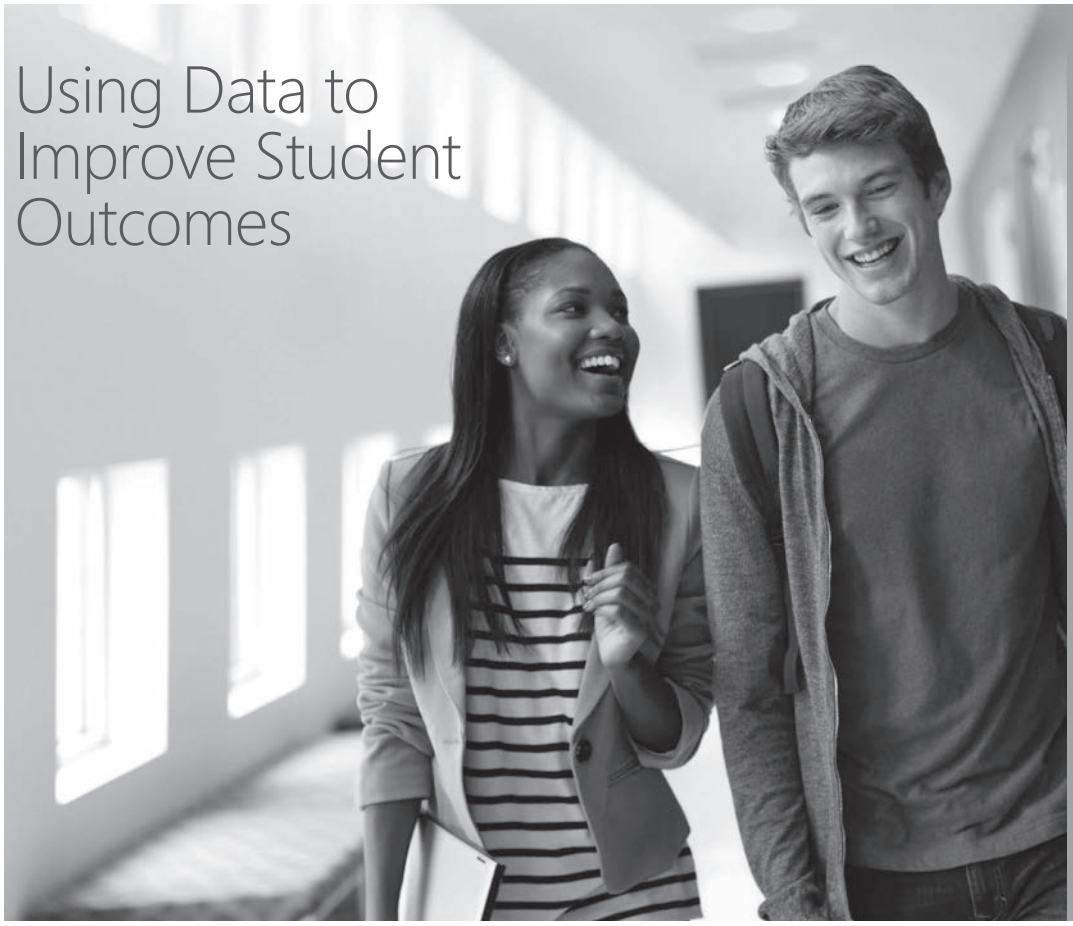
Using Data to Improve Student Outcomes



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Welcome from the 2016-2017 Board of Directors

Dear Forum Participants,

On behalf of the AIR Board of Directors, I am excited to welcome you to the 2017 AIR Forum! Washington, DC is a great place to gather and connect with more than 2,000 of your colleagues who share a passion for institutional research and effectiveness, assessment, planning, and related fields within higher education. The Forum Program features extensive opportunities for learning, connecting, and sharing through workshops, concurrent sessions, plenaries, and an exceptional keynote presentation. With a collection of pre-conference workshops scheduled early in the week, the Forum officially opens Tuesday afternoon with a series of Impact Sessions regarding a broad range of important issues and topics affecting higher education today. An unparalleled resource for professional development, the 2017 Forum features more than 300 peer-reviewed sessions. You also have the opportunity to learn about the latest tools and technologies to improve and streamline your work by visiting our sponsors in the Exhibit Hall. The Forum provides sessions of interest to every IR professional, covering topics such as data analysis, assessment, research methods, decision support strategies, and so much more!

This Forum represents the convergent efforts, ideas, and work of our colleagues, the AIR Executive Office team, and our partners in higher education. I encourage you to take advantage of all the wonderful opportunities at the Forum, and I trust that you will return home with additional ideas and knowledge, new colleagues and friends, and renewed energy for and commitment to our professional engagement with the higher education enterprise.

Very best wishes for a great Forum experience!

Glenn W. James

C. Ellen Peters

Gary Pike

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Glenn W. James
Tennessee Tech University

AIR Vice President
C. Ellen Peters
University of Puget Sound

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Gary Pike
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Cornell University

Mimi Johnson
Trenholm State Community College

Eric Yang
University of South Carolina

Plenary Speakers

7 Seconds that Change Your Life: Presentation & Listening Skills

ALLISON CLARK

Wednesday, May 31 @ 8:45 AM Liberty Ballroom
Session ID: 111793

ALLISON CLARKE, CSP is an expert in leadership and influence who brings over 20 years' experience in corporate training. She believes no change can happen without the right attitude, a strong vision, and effective coaching. She's helped thousands around the world break through barriers to get results that improve their productivity and profitability.

Drinking from a Firehose: Can Our Ability to Use Data Keep Up with the Flow of New Data?

JEFF STROHL

Wednesday, May 31 @ 8:45 AM Independence Ballroom
Session ID: 111794

JEFF STROHL is Director of Research at the Georgetown University Center on Education and the Workforce, where he continues his long involvement in the analysis of education and labor market outcomes and policy. He leads the Center's research investigating the supply and demand of education, and how education enhances career opportunities for today's workforce. Before moving to the Center, Dr. Strohl was a Senior Analyst and Project Director at Westat, Inc. Dr. Strohl received his B.A. from the University of Massachusetts at Amherst and his M.A. and Ph.D. in Economics from American University.

Keynote Speaker

Relationships Matter: Using Data-Informed Decisions to Drive Student Success

TALITHIA WILLIAMS

Friday, June 2 @ 10:00 AM Marquis Ballroom
Session ID: 111791

TALITHIA WILLIAMS takes sophisticated numerical concepts, including her specialty field "big data," and makes them understandable and relatable to everyone. As illustrated in her popular TedTalk, "Own Your Body's Data," she demystifies the mathematical process in amusing and insightful ways, using statistics as a way of seeing the world in a new light and transforming our future through the bold new possibilities inherent in the STEM (Science, Technology, Engineering, Mathematics) fields. As an Associate Professor of Mathematics at Harvey Mudd College, she has made it her life's work to get people – students, parents, educators, and community members – more excited about the possibilities inherent in a STEM education. Her research also involves a partnership with the World Health Organization to develop incidence models of cataract for developing countries. She holds a Ph.D. in Statistics from Rice University and a dual Master's degree in Mathematics and Statistics from Howard University and Rice University, respectively.

Special Events

1st Time @ Forum Gathering

Tuesday, May 30 @ 4:45 PM – 5:30 PM Linden, Silver Oak, Tulip

AIR invites first-time attendees to the 1st Time @ Forum Gathering following Impact Sessions. Meet AIR member volunteers who can help you make the most of the many learning and networking opportunities available at the Forum.

Welcome Reception

Tuesday, May 30 @ 5:30 PM – 6:30 PM Mezzanine Foyer

Get started on your networking early this year with the Forum welcome reception open to all attendees. Activities, displays, and light refreshments will enhance your networking experience. Dinner groups will meet in the same location, immediately following the reception.

Networking Reception

Wednesday, May 31 @ 4:30 PM – 5:30 PM Exhibit Hall/Marquis Ballroom

Join us for a festive reception featuring entertainment and refreshments. Network with colleagues, meet the AIR Board of Directors and staff, play the Capital 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. Reception hosted by the AIR Board of Directors.

Dessert Break and Networking

Thursday, June 1 @ 1:45 PM – 2:45 PM Exhibit Hall/Marquis Ballroom

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

Documentary Screening "Starving the Beast"

Thursday, June 1 @ 7:00 PM Independence Ballroom

One of the highlights of the 2017 AIR Forum is the private screening of "Starving the Beast," an award-winning, feature length documentary. As college tuition skyrockets and student debt explodes, this powerful new documentary reveals a nationwide fight for control of the heart, soul, and finances of America's public universities. The highly-acclaimed documentary tells the story of a potent, one-two punch roiling public higher education right now: 35 years of systematic defunding and a well-financed, market-oriented reform effort. It's the story of a little known and misunderstood ideological fight, the outcome of which will change the future of public higher education. A panel and audience discussion featuring filmmaker Bill Banowsky, "Starving the Beast" producer, will follow the screening.

The cost is included with Forum registration, but tickets (available at the Registration Desk) are required. Seating is limited to 700 attendees (on a first come basis). *You must have your ticket and Forum Badge for admission Thursday evening. If you pick up a ticket and your plans change, please return the ticket to the Registration Desk to accommodate others needing seats.*

General Forum Information

Affiliated Organizations

Affiliated Organizations (AOs) are independent of AIR, but we all share a common mission of data use for the improvement of higher education. AIR values and invests in relationships with AOs by providing specific programs and resources exclusively to AOs and their members. The Forum, in particular, provides an opportunity for AOs to participate in a variety of select networking and professional development activities, including:

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

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

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

Capital City Connection

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

Prizes will be awarded to participants who earn the most badges. Winners will be announced during the dessert reception in the Exhibit Hall on Thursday, June 1 between 1:45 and 2:45 p.m. The leader board can be accessed from the MyForum App and will be digitally displayed 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 the digital pass symbol are part of AIR's Digital Pass. These sessions will be recorded and available for viewing after the Forum as a member benefit for all 2017-2018 members. The Digital Pass includes both Wednesday plenaries, the Friday keynote, and 30+ highly rated sessions.

Dinner Groups

Meet new people and network with colleagues by joining a dinner group hosted by fellow AIR members on Tuesday and Wednesday, or an Affiliated Organization (AO) dinner group on Wednesday and Thursday. View available dinner groups on MyForum and then meet on the Mezzanine Level (Marriott Marquis) to connect with the host. Dinner groups are first-come, first-served, so arrive early to secure your spot. All restaurants are just a short walking distance from the hotel. For more information, visit the MyForum App or Registration Desk.

Evaluations

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

Exhibit Hall—The AIR Networking Hub

Visit the Exhibit Hall, AIR's networking hub, located in the Marquis 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, the Wednesday Networking Reception hosted by the AIR Board of Directors, and the complimentary dessert break after the Thursday Poster Presentations.. Be sure to check out the photo booth to create fun Forum mementos and visit sponsors to earn badges for the Capital City Connection badge earning game.

Exhibit Hall Hours

Wednesday, May 31	7:30 a.m. – 5:30 p.m.
Thursday, June 1	7:45 a.m. – 3:00 p.m.

Facilitators

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

Local Information

Our host hotel and conference center, The Marriott Marquis Washington, DC, is conveniently located near Penn Quarter, City Center DC, and the Verizon Center. This location makes it easy to explore the city's best attractions. Restaurants, shopping, and public transit are just steps away. Guests staying at the Renaissance or the Cambria Suites will enjoy a short walk to the Marriott for Forum activities.

Lunch and Breaks

Schedules for Wednesday and Thursday include dedicated lunch breaks. Savor some of the city's best cuisine at dining options located in the Marriott Marquis, including Anthem, High Velocity, and The Dignitary. Starbucks is located in the Marriott Marquis lobby. Various grab-and-go lunch options are available in the Marriott Marquis. The Renaissance houses the Fifteen Squares Restaurant, Presidents Sports Bar & Grille, Liberty Market, and Starbucks. Finally, the Cambria Suites is home to SocialCircle. Additional lunch options are just a few minutes away (see the local area map).

Coffee Breaks. Coffee will be served in the Exhibit Hall on Wednesday from 7:30 a.m. – 8:30 a.m. and Thursday, from 7:45 a.m. - 8:45 a.m.

Dessert Break. Please join us for a complimentary dessert break to thank our sponsors and close the Exhibit Hall on Thursday, 1:45 p.m. – 2:45 p.m. We'll also announce the winners of the Capital City Connection badge earning game and distribute prizes.

MyForum Scheduler

Use the MyForum web and mobile apps to search for specific sessions, build a custom schedule, download presentation materials, access scholarly papers, take notes, evaluate sessions, and view maps. Seamlessly syncing, the MyForum web and mobile apps are your source for the most up-to-date information about schedule changes and new information. Learn more at myforum.airweb.org.

Registration and Information Desk

Forum Registration is located on Meeting Level 2 in the Marquis Foyer.

General Registration Hours

Monday, May 29	7:00 a.m. – 5:00 p.m.
Tuesday, May 30	7:00 a.m. – 6:00 p.m.
Wednesday, May 31	7:00 a.m. – 4:30 p.m.
Thursday, June 1	7:00 a.m. – 5:00 p.m.
Friday, June 2	7:00 a.m. – 10:00 a.m.

Wireless Internet

Wireless Internet access suitable for checking email and using the MyForum web and mobile apps is available in the Marriott Marquis (in most Forum areas). Please visit the registration desk for the log in SSID and Password.

Laptops with Internet access are available in the Cyber Café in the Exhibit Hall during Exhibit Hall hours.

AIR ANNOUNCES NEW EXECUTIVE DIRECTOR

The Association for Institutional Research (AIR) Board of Directors recently announced the appointment of Dr. Christine M. Keller as Executive Director of the Association. Dr. Keller began her work as AIR Executive Director on May 3, at AIR's headquarters in Tallahassee, Florida.

Selected in a comprehensive search process, Dr. Keller is an accomplished association leader and institutional research professional who is committed to advancing informed decision-making in higher education with a broad understanding of national issues, policies, and trends, especially related to institutional research, information management, and data policy.

Formerly Vice President for Research and Policy Analysis at the Association of Public and Land-Grant Universities (APLU), her accomplishments include directing the operation, expansion, and promotion of the cross-sector Student Achievement Measure (SAM) project on behalf of APLU and five other higher education associations.

An active member of the Association for many years, she is a former member of the AIR Board of Directors, was a member of the Improving and Transforming Institutional Research in Postsecondary Education Advisory Board, and served as co-editor of the "IR in the Know" column in the eAIR newsletter for several years.

Keller says of her new position, "After spending my career working to make the world a better place through higher education and data, it is an honor and privilege to be selected to lead AIR. With a background in IR, federal data policy, and association leadership, I recognize the current focus on data and evidence provides significant opportunities for the IR community. I am excited to begin my tenure with AIR, and am committed to positioning AIR and its members to advance and flourish during this exciting time of growth and change."

Glenn James, AIR 2016-2017 Board President states, "AIR is pleased to welcome Dr. Keller as Executive Director of the Association. Her knowledge and expertise coupled with her collaborative orientation, energy, and enthusiasm are an excellent combination for the crucial leadership position of Executive Director."

2017 AIR Forum Sponsors

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Tableau • U.S. News Academic Insights

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Ruffalo Noel Levitz • StataCorp • Unicon, Inc.

Non-Exhibiting Sponsors

AccessLex Institute

Sponsor descriptions can be found on pages 137–144

Session Topic Areas and Formats

Topic Areas

Sessions and workshops – the foundation for building your Forum schedule – were accepted for the 2017 Forum educational program in the following topic areas. Choosing sessions from specific topic areas can help you design a schedule that meets your needs and interests. The topic area appears after the session type under each session title.

See Daily Events for details (pages 13 – 128).

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 10:00 a.m. to Thursday at 3:00 p.m. Presenters are available for questions and answers during the Poster Presentations on Wednesday (odd numbered posters) from 1:30 p.m. – 2:15 p.m. and Thursday (even numbered posters) from 1:00 p.m. -1:45 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.

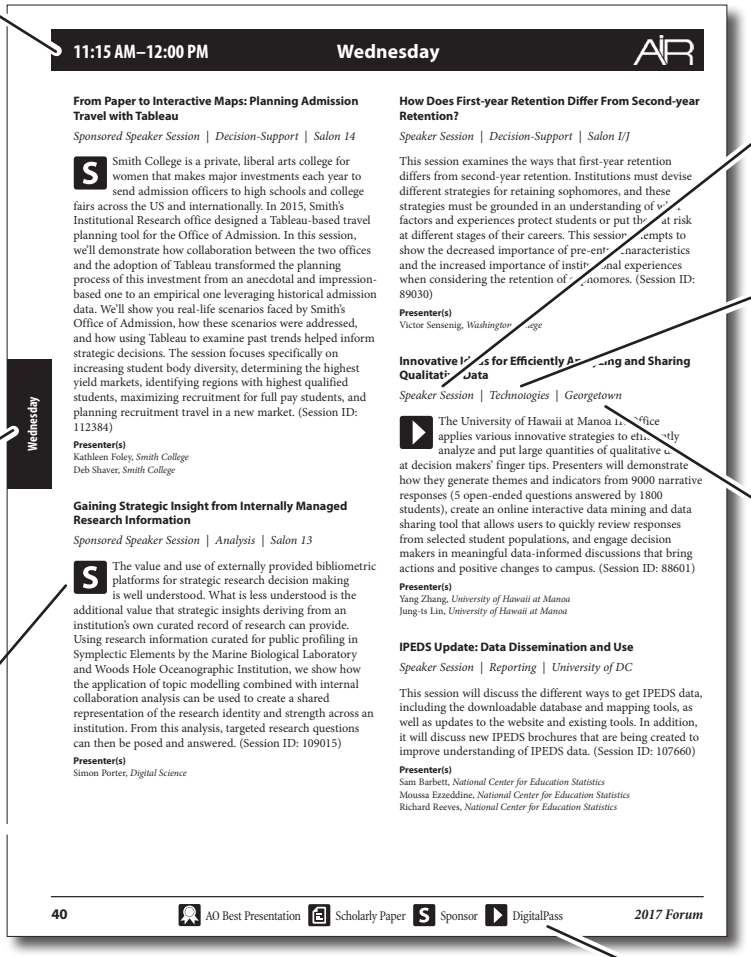
Charles F. Elton Best Paper Award celebrates the scholarly papers presented at Forum that best exemplify the standards of excellence established by the award's namesake and that make significant contributions to the field of IR. A paper accepted for publication in any peer-reviewed journal will be named a 2017 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, 2017 are eligible for the award. For more detailed information, visit http://www.airweb.org/Membership/Awards.

Using the Forum Program Book

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

Tab denotes the day/event

Icons highlight session designations



11:15 AM–12:00 PM Wednesday AIR

Wednesday

From Paper to Interactive Maps: Planning Admission Travel with Tableau

Sponsored Speaker Session | Decision-Support | Salon 14

Smith College is a private, liberal arts college for women that makes major investments each year to send admission officers to high schools and college fairs across the US and internationally. In 2015, Smith's Institutional Research office designed a Tableau-based travel planning tool for the Office of Admission. In this session, we'll demonstrate how collaboration between the two offices and the adoption of Tableau transformed the planning process of this investment from an anecdotal and impression-based one to an empirical one leveraging historical admission data. We'll show you real-life scenarios faced by Smith's Office of Admission, how these scenarios were addressed, and how using Tableau to examine past trends helped inform strategic decisions. The session focuses specifically on increasing student body diversity, determining the highest yield markets, identifying regions with highest qualified students, maximizing recruitment for full pay students, and planning recruitment travel in a new market. (Session ID: 112384)

Presenter(s)
Kathleen Foley, *Smith College*
Deb Shaver, *Smith College*

Gaining Strategic Insight from Internally Managed Research Information

Sponsored Speaker Session | Analysis | Salon 13

The value and use of externally provided bibliometric platforms for strategic research decision making is well understood. What is less understood is the additional value that strategic insights deriving from an institution's own curated record of research can provide. Using research information curated for public profiling in Symplectic Elements by the Marine Biological Laboratory and Woods Hole Oceanographic Institution, we show how the application of topic modelling combined with internal collaboration analysis can be used to create a shared representation of the research identity and strength across an institution. From this analysis, targeted research questions can then be posed and answered. (Session ID: 109015)

Presenter(s)
Simon Porter, *Digital Science*

How Does First-year Retention Differ From Second-year Retention?

Speaker Session | Decision-Support | Salon I/J

This session examines the ways that first-year retention differs from second-year retention. Institutions must devise different strategies for retaining sophomores, and these strategies must be grounded in an understanding of w[illegible] factors and experiences protect students or put th[illegible] at risk at different stages of their careers. This session [illegible]empts to show the decreased importance of pre-ent[illegible]haracteristics and the increased importance of insti[illegible]nal experiences when considering the retention of [illegible]homores. (Session ID: 89030)

Presenter(s)
Victor Sensenig, *Washington[illegible]ege*

Innovative I[illegible]s for Efficiently A[illegible]ing and Sharing Qualitati[illegible]Data

Speaker Session | Technologies | Georgetown

The University of Hawaii at Manoa I[illegible]ffice applies various innovative strategies to eli[illegible]tly analyze and put large quantities of qualitative [illegible] at decision makers' finger tips. Presenters will demonstrate how they generate themes and indicators from 9000 narrative responses (5 open-ended questions answered by 1800 students), create an online interactive data mining and data sharing tool that allows users to quickly review responses from selected student populations, and engage decision makers in meaningful data-informed discussions that bring actions and positive changes to campus. (Session ID: 88601)

Presenter(s)
Yang Zhang, *University of Hawaii at Manoa*
Jung-ts Lin, *University of Hawaii at Manoa*

IPEDS Update: Data Dissemination and Use

Speaker Session | Reporting | University of DC

This session will discuss the different ways to get IPEDS data, including the downloadable database and mapping tools, as well as updates to the website and existing tools. In addition, it will discuss new IPEDS brochures that are being created to improve understanding of IPEDS data. (Session ID: 107660)

Presenter(s)
Sam Barbett, *National Center for Education Statistics*
Moussa Ezzeddine, *National Center for Education Statistics*
Richard Reeves, *National Center for Education Statistics*

40 AO Best Presentation Scholarly Paper Sponsor DigitalPass *2017 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)

DigitalPass

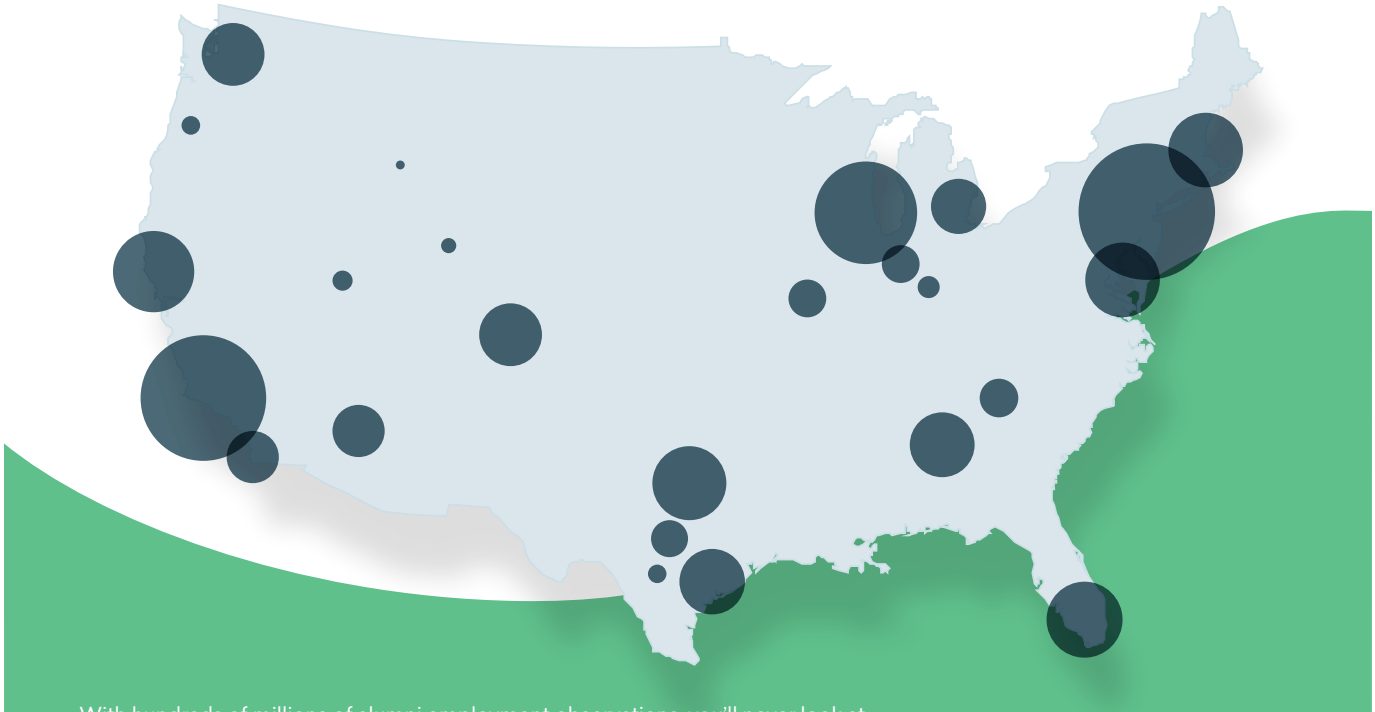
Sponsor

The Future of Student Outcomes Data is Here

Gainful employment reporting? Career path mapping?
Alumni engagement? It's all about to change.

INTRODUCING

Emsi Alumni Insight



With hundreds of millions of alumni employment observations, you'll never look at student outcomes data the same. Stack filters based on alma mater, job title, skill, employer, place of residence, certification, and more. Integrate our data with yours to sort by degree program, cohort, and chart real-life career paths.

Find out how many alumni profiles we have for your college...

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EconomicModeling.com/Alumni

(208) 883-3500

Program Highlights: Monday, May 29

7:00 AM – 5:00 PM Registration Open (Marquis Foyer)

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

08:00 AM–11:30 AM

Forecasting in Excel

Pre-Conference Workshop | *Decision-Support* | *Scarlet Oak*

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. (Session ID: 89058)

Presenter(s)
Eric Atchison, *Mississippi Institutions of Higher Learning*
Wendy Kallina, *Kennesaw State University*

Research Design, Statistics, And The Practice Of IR: Comparing Group Mean Differences

Pre-Conference Workshop | *Analysis* | *Dogwood*

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. (Session ID: 98540)

Presenter(s)
Mary Ann Coughlin, *Springfield College*

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
AIR Association for Institutional Research

The Art and Science of Enrollment Forecasting

Pre-Conference Workshop | Technologies | Cherry Blossom

This workshop will describe and demonstrate best practices in forecasting enrollment and FTES by academic level, residence, and location for institutions of any size, mission and complexity. A combination of presentation, small group activities, discussion, and hands-on exercises will be used. Participants will be introduced to an Excel enrollment projection model (no sophisticated knowledge of complex statistical analysis tools needed) that has been successfully used to project headcount and FTES enrollment in a large (20,000+), public, diverse, and comprehensive university. The model can be adapted to institutions of any size, mission, and complexity. This model is not designed to project how many new students will attend an institution, but to forecast how they will progress through the years, hopefully to graduation. (Session ID: 88576)

Presenter(s)
Frank Doherty, *James Madison University*
David Chase, *James Madison University*
Christopher Orem, *James Madison 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 | Chinatown

To improve student retention, and thus 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 IR professionals how to effectively build and implement a predictive model for student dropout and retention using standard regression methods with SPSS. Participants will follow along 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 highlights how dropout risk data are used by academic support services to measurably improve student retention. Knowledge of statistical variance, correlation, and regression is recommended. (Session ID: 88573)

Presenter(s)
Serge Herzog, *University of Nevada, Reno*
John Stanley, *University of Hawaii, West Oahu*

Leadership in IR and IE: Enhancing Personal and Professional Effectiveness

Pre-Conference Workshop | Operations | Silver Linden

This interactive, example-rich workshop provides professional development in the areas of emotional intelligence in the IR and IE workplaces, immunity to change, performance appraisal, mentoring, dealing with difficult personnel situations, managing conflict, leading difficult people, negotiating the campus and external political environments, leading from the middle, leading up, promoting use of information provided by IR, leadership frames and practices, taking care of yourself, and managing your career path. Case studies and numerous opportunities for reflection and discussion will be provided. (Session ID: 87969)

Presenter(s)
William Knight, *Ball State University*

New Keyholder Training

Pre-Conference Workshop | Reporting | Magnolia

This workshop provides essential beginner-level training and a thorough introduction to the IPEDS data collection cycle and reporting requirements. Workshop topics outline keyholders' roles and responsibilities and highlight the resources available to assist in the IPEDS planning and reporting processes. Participants will be given the opportunity to create an IPEDS planning calendar for the upcoming data collection cycle. Additionally, this workshop serves as a valuable professional networking opportunity for institutional researchers in their new roles. This workshop curriculum is intended for both officially designated IPEDS Keyholders as well as individuals who serve in a secondary (proxy Keyholder) role, assisting the official IPEDS Keyholder in the data collection and entry process. (Session ID: 98761)

Presenter(s)
Yvonne Kirby, *Central Connecticut State University*
Nancy Floyd, *NC State University*

12:30 PM–04:00 PM

Easy Data Write-ups and Graphs

Pre-Conference Workshop | Technologies | Salon 13

This workshop presents a step-by-step template for writing a concise, convincing paragraph to describe and discuss data. The template can be used for reports, proposals, contract renewals, and all data documents, cutting prep time in half. This workshop describes, and gives ample time to practice using a three-stage writing paradigm that mitigates writer's block. By integrating salient features of data and their implications, the write-up encourages the use of data by others. This workshop also illustrates and gives practice in using Excel to design tables and charts that omit none of the five elements readers need to comprehend results. The 10 do's and don'ts of charting are considered, along with how to transfer charts into Word, and reformat them. Data aren't valuable until they are used. This workshop helps extract data from a computer and convey it to decision makers. (Session ID: 88759)

Presenter(s)
Jean Pezzoli, *University of Hawaii Maui College*

Introduction to Dashboards in Excel

Pre-Conference Workshop | Technologies | Cherry Blossom

This workshop features various types of dashboards, and includes instructions about how to create dashboards with high-quality graphs in Excel, and how to customize output to highlight the meaning of the data. Topics covered include creating and formatting charts for time-series, ranking, part-to-whole, deviation, and nominal comparison relationships. Participants will learn how to use Excel formatting features to design and lay out their dashboards. (Session ID: 89037)

Presenter(s)
Craig Abbey, *University at Buffalo*

Introduction to IR

Pre-Conference Workshop | Decision-Support | Tulip

This workshop is designed for individuals who are new to the field of IR. In this workshop, presenters will 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. (Session ID: 98069)

Presenter(s)
Eric Atchison, *Mississippi Institutions of Higher Learning*
Michelle Appel, *University of Maryland-College Park*

Program-level Student Learning Outcomes Assessment: An Evaluator's Perspective

Pre-Conference Workshop | Assessment | Salon 14

Academic program assessment, especially student learning outcomes assessment, is crucial for institutional effectiveness. 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. The participants will leave the session with strategies to apply to program-level student learning outcomes assessment at their own institution. (Session ID: 88858)

Presenter(s)
Yongmei Li, *Converse College*

Tableau Boot Camp — Go From Raw Data to Polished Interactive Visualizations

Pre-Conference Workshop | Technologies | Dogwood

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 in using Tableau to build attractive, interactive data visualizations. Participants will receive instructions on how to install a special extended evaluation version of Tableau (four weeks instead of the usual two), which they will install on their laptops that they bring to the workshop. They will also receive a printed workbook, data and resource files, and sample Tableau workbooks that include the visualizations created in the class. By the end of the day, participants will have created interactive visualizations using example files and have the confidence to begin using Tableau to enhance their own reporting. (Session ID: 88521)

Presenter(s)
Mark Leany, *Utah Valley University*
Tim Stanley, *Utah Valley University*

Using Power BI as a Platform for Data Visualization and Online Dashboards

Pre-Conference Workshop | Technologies | Scarlet Oak

In an ever-increasing digital world where access to information is rarely beyond one's own fingertips, institutional researchers must transition from their tired reliance on spreadsheets and pivot tables and acclimate to visual reporting and interactive dashboards. In this hands-on workshop, participants will not only be captivated by Power BI's functionality with Microsoft Excel but also by the ease with which their spreadsheets can be transformed into visually stunning and interactive dashboards. Equipped with Power BI report templates, attendees will have the resources necessary to publish advanced, slicer-based enrollment, retention, and graduation reports for their university. (Session ID: 88036)

Presenter(s)
Linda Rowland, *University of North Georgia*
Marcus Brewer, *University of North Georgia*

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:

- Leadership in Institutional Research
- Big Data for Institutional Research
- Equity in Student Outcomes
- Budget Systems and Models
- Data Visualization for Institutional Rearch
- Survey Research in Institutional Research

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

www.wileyonlinelibrary.com/journal/ndir

ABSTRACTING AND INDEXING INFORMATION

- Academic Search (EBSCO Publishing)
- Academic Search Elite (EBSCO Publishing)
- Academic Search Premier (EBSCO Publishing)
- 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 **crispg@oregonstate.edu.**

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Program Highlights: Tuesday, May 30

7:00 AM – 6:00 PM	Registration Open (Marquis Foyer)
8:00 AM – 4:00 PM	Pre-Conference Workshops (additional fee required, not included in regular Forum registration)

CONFERENCE BEGINS

1:00 PM – 4:30 PM	Impact Sessions – Open to all, included in your Forum registration
4:45 PM – 5:30 PM	1st Time @ Forum Gathering
5:30 PM – 6:30 PM	Welcome Reception – Open to all (Mezzanine Foyer)
6:30 PM – 7:00 PM	Networking/Find a Dinner Group (Mezzanine Foyer)
7:00 PM	Dinner Groups Depart for Restaurants

Floor Guide

Mezzanine Level (2nd Floor)

Cherry Blossom
Dogwood
Magnolia
Scarlet Oak
Silver Linden
Tulip

Meeting Level 1 (M1)

Catholic University
Gallaudet
George Washington
Georgetown
Howard
University of DC

Meeting Level 2 (M2)

Marquis Ballroom (Exhibit Hall)
Marquis Foyer (Registration Desk)
Salon 12 - 14

Meeting Level 3 (M3)

Chinatown
Judiciary Square
Mount Vernon Square
Shaw/Ledroit Park
Union Station

Meeting Level 4 (M4)

Independence Ballroom
Liberty Ballroom
Archives
Capitol
Congress
Mint
Mounument
Salon A- P
Supreme Court
Treasury

Notes

08:00 AM–11:30 AM

Beyond Newcomers: Insights for Continued Professional Growth

Pre-Conference Workshop | Operations | Silver Linden

This workshop is designed to help mid-level practitioners with roughly two to five years of IR experience be proactive and strategic about their professional development. Topics will focus on developing soft skills, and include reaching beyond routine tasks, being noticed, and building relationships. Presenters will also talk about how institution type and office size can affect role, and what to look for in future opportunities while developing as a professional. Participants should have a basic foundation in IR and be comfortable with common jargon used in the field. (Session ID: 88415)

Presenter(s)
Gayle Fink, *Bowie State University*
Melanie Larson, *New England Educational Assessment Network*
Becky Brodigan, *Colby College*
Elizabeth Clune-Kneuer, *Prince George's Community College*

Comprehensive Curriculum Mapping for Learning Outcomes Assessment

Pre-Conference Workshop | Assessment | Salon 13

Student learning outcomes assessment is crucial for institutional effectiveness. Curriculum mapping, a prerequisite for program learning outcomes (PLOs) assessment, provides a way to align PLOs with curriculum. Typically, a curriculum map is comprised of PLOs, courses required for completing a specific academic program, and levels of learning for each course (i.e., introductory, reinforced, and mastery). However, it is unclear to what extent course learning outcomes (CLOs) align with PLOs and what measures are used to assess each CLO. This session focuses on using simple and comprehensive curriculum mapping to align curriculum with PLOs, CLOs, and measures. The presenter will guide the participants through developing and evaluating curriculum maps. A template and examples will be shared. The participants will leave the session with techniques to construct and evaluate curriculum maps at their own institutions. (Session ID: 88879)

Presenter(s)
Yongmei Li, *Converse College*

Forecasting in Excel II

Pre-Conference Workshop | Decision-Support | Scarlet Oak

In this workshop, participants will learn about additional forecasting techniques with a review of multiple forecasting methods pulled from published literature, as well as an in-depth approach to forecasting tuition and modeling. This workshop will feature an introduction to the concepts, a walk-through example, and then a hands-on segment in which participants will use enrollment forecasting to build the tuition revenue forecasting model. (Session ID: 89061)

Presenter(s)
Eric Atchison, *Mississippi Institutions of Higher Learning*
Wendy Kallina, *Kennesaw State University*
David Mongold, *University of Hawaii System*

How to Conduct a Pay Equity Study Using a Multilevel Model

Pre-Conference Workshop | Decision-Support | Dogwood

Pay equity studies are common in higher education. The methodology used in these studies varies greatly, from comparison of mean salaries for different academic disciplines to Ordinary Least Square regression analyses. Multilevel modeling is rarely used. Following an overview of existing methods with description of their strengths and limitations, this workshop focuses on hands-on analysis of a hypothetical data set using multilevel technique. The software used is HLM. Participants will learn how to create a data set for a multilevel salary equity study, estimate a model, save predicted values, and create an individual-level report and graph for each department or program. (Session ID: 88654)

Presenter(s)
Iryna Johnson, *Auburn University*

Responding to the Call for Transformational Change: Collaborative Strategies

Pre-Conference Workshop | Analysis | Salon 14

This workshop will introduce participants to the essential skills for facilitating projects spanning multiple areas of expertise at a time when researchers are being asked to take leading roles in transformational change. We will review strategies for planning projects, empowering teams, and effectively communicating results using a structured sequence of activities (adapting templates and other materials). Our emphasis will be on mixed methods research and on strategies for organizational change. Facilitators from Institutional Assessment and from Marketing will share insights from their collaboration across multiple projects (including student decision-making related to enrollment and Title IX outreach campaigns). (Session ID: 88800)

Presenter(s)
Laura Blasi, *Valencia College*
Allie Vatcher, *Valencia College*
Nichole Jackson, *Valencia College*

08:00 AM–04:00 PM

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

Pre-Conference Workshop | Reporting | Magnolia

This recently redesigned workshop provides intermediate-level keyholder training, and is specifically designed for individuals who have led IPEDS data submissions at their institutions for at least one full reporting cycle. It features best practices in IR, as well as technical efficiencies in data management through Excel and in review and submission of IPEDS survey data. The workshop expands on the use of IPEDS data for benchmarking to address key institutional questions and needs. Participants should have experience with the "Use the Data" section of the NCES website, and a working knowledge of Excel. IPEDS survey component submission instructions and basic benchmarking concepts are not covered in this workshop. (Session ID: 98762)

Presenter(s)
Braden Hosch, *Stony Brook University*
Mary Ann Coughlin, *Springfield College*

Data Governance: Getting It Started, Getting It Right

Pre-Conference Workshop | Operations | Chinatown

Institutional researchers everywhere struggle with the challenges of campus data that are inaccurate, ambiguous, in an unusable format, or just not available. The need for extensive data cleanup erodes efficiency and makes the simplest queries daunting, and analysis based on faulty data can result in poor decision making and lack of confidence in the function of IR. This full-day workshop will provide training and collaborative hands-on activities to develop competencies that participants can use to initiate or improve a data governance program on their campus. (Session ID: 88779)

Presenter(s)
Katherine McGuire, *Emory University*

Tableau Fundamentals for the IR Professional

Pre-Conference Workshop | Technologies | Cherry Blossom

In this workshop, participants will learn the basic features and functions of Tableau through a series of hands-on exercises using higher education data. Attendees will acquire the skills to connect to data, filter data, create a variety of visualizations, build basic calculations, and build interactive dashboards they can share with their campus. Additionally, mapping data, organizing data, and working with dates will be covered. Perfect for those with a little or no experience, this workshop will help participants gain Tableau expertise. (Session ID: 89028)

Presenter(s)
Craig Abbey, *University at Buffalo*

12:30 PM–04:00 PM

Building an Effective Assessment Process

Pre-Conference Workshop | Assessment | Salon 14

To effectively understand what students are learning and, more important, what can be done to improve student learning, institutions must understand assessment as a process. Admittedly, foundational concepts of validity, reliability, and fairness are at the core of the inferences institutional researchers make about students, but it is just as important to build effective processes that help institutional researchers capitalize on good measures of student learning. IR must always seek to turn data into information, and information into action. This workshop will focus on an effective process of assessment, including critical features, common pitfalls, and keys to an effective implementation in practical settings. (Session ID: 88925)

Presenter(s)
Ross Markle, *Educational Testing Service*
Kristen Smith, *James Madison University*

Enrollment and Retention Dashboards in a Day with Microsoft Power BI

Pre-Conference Workshop | Technologies | Salon 13

As IR continues to play a greater role in informing institutional decision making, often with minimal resources, affordable technologies that allow IR to develop and share data are critical. This workshop will introduce participants to Microsoft Power BI, a free dashboard and data visualization tool, and provide step-by-step guidance on creating and sharing interactive visual reports. Attendees will be provided with Excel data sets and Power BI report templates for census enrollment and retention trend reports. Participants will work with these files in workshop exercises and take them home to use with their own data. (Session ID: 88664)

Presenter(s)
Angela Henderson, *Stetson University*
Resche Hines, *Stetson University*

Excel Macros Boot Camp — How to Create, Run, and Modify Macros

Pre-Conference Workshop | Technologies | Dogwood

In this workshop, participants will learn how to set up, access, and design Excel macros. Instruction will include recording, executing, and editing. This is a hands-on workshop; participants will build basic macros as they learn. A workbook with partial code examples and practice problems will be provided, and some exercises will be done in class. The workbook also includes additional opportunities for further study, including 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. (Session ID: 88526)

Presenter(s)
Mark Leany, *Utah Valley University*
Tim Stanley, *Utah Valley University*

01:00 PM–02:30 PM

Future Directions of Assessment in Higher Education

Impact Session | Assessment | Salon A/B

The importance of having quality assessments for accountability has become a priority for accrediting agencies. This session discusses methods of examining the quality of assessments as outlined in the Standards for Educational and Psychological Testing (2014) focusing on validity, reliability and fairness. Psychometric methods in higher education are discussed from both a theoretical and applied perspective. (Session ID: 109394)

Presenter(s)
Tammie Cumming, *CUNY – New York City College of Technology*
L. Jay Deiner, *CUNY – New York City College of Technology*
Thomas F. Nelson Laird, *Indiana University*
M. David Miller, *University of Florida*
Catherine Wehlburg, *Texas Christian University*

IPEDS Update

Impact Session | Reporting | Salon 12

This session provides a general update on the Integrated Postsecondary Education Data System (IPEDS). A review of the 2016-17 data collection year, information about changes for the 2017-18 collection, and an overview of Research and Development are provided. (Session ID: 107661)

Presenter(s)
Richard Reeves, *National Center for Education Statistics*

IR's Role in Organizational Diversity and Inclusion Conversations

Impact Session | Reporting | Shaw/Ledroit Park

Institutional research tells the story of students and their college experiences with data. What should IR professionals' roles be in organizational conversations about diversity and inclusion? This session will feature a panel of IR professionals involved in these conversations at their organizations. It will explore such questions as: What are promising practices for meaningful data and information sharing related to diversity and inclusion? In the current political environment, how do IR professionals balance collection of data to inform and assess our successes and challenges related to diversity and inclusion with protection of students and employees and their data? The second half of the session will feature panelists responding to challenging questions commonly asked by stakeholders, encouraging attendees to develop vocabulary to respond to questions they encounter. (Session ID: 109391)

Presenter(s)
Archie Cubarrubia, *Miami Dade College*
Michael Le, *Humboldt State University*
Tod Massa, *State Council of Higher Education for Virginia*
Kristin McKinley, *Lawrence University*
Jason Rivera, *Dickinson College*

Moderator(s)
Erika Farfan, *Kenyon College*
Waddell Herron, *CSU Office of the Chancellor (retired)*
Gina Johnson, *Association for Institutional Research*

The Analytics Revolution and its Implications for IR

Impact Session | Analysis | Salon I/J

The desire among colleges and universities to use data to make better decisions is rapidly accelerating. This has whetted the appetite of key internal and external decision-makers whose interests are many and needs are great. These growing demands, in addition to the traditional tasks of IR, have expanded the roles and importance of the function, which increasingly finds itself needing to balance being reflective with being predictive, and doing with delegating. This session unpacks the implications of the analytics revolution on IR, with a focus on how the function is evolving to improve student outcomes and performance. (Session ID: 109365)

Presenter(s)
Stephanie A. Bond Huie, *University of Texas System*
Julie Carpenter-Hubin, *The Ohio State University*
Jonathan S. Gagliardi, *ACE*
Amelia Parnell, *NASPA*

03:00 PM–04:30 PM

Breaking Down Silos: Collaborating for Data-Informed Decision-Making

Impact Session | Decision-Support | Shaw/Ledroit Park

For institutional research and assessment professionals, collaboration is the name of the game. Working across silos and, in some cases, breaking them down, by partnering with colleagues across institutions, systems, and organizations allows for more effective use of data and information for decision making to occur. In this session, leaders from higher education professional associations representing professionals in fields that commonly utilize data and information will share the perspective of their membership and how institutional researchers and assessment professionals can build collaborative relationships for the benefit of all. (Session ID: 109369)

Presenter(s)
Kevin Kruger, *NASPA*
Andy Brantley, *CUPA-HR*
Bill Dillon, *NACUBO*
Megan McClean Coval, *NASFAA*
Tom Green, *AACRAO*

Moderator
Christine Keller, *AIR*

Data Visualization Showcase

Impact Session | Technologies | Salon 12

A multitude of tools and promising practices exist for visualizing data for informing and decision making. This session will feature a showcase of tools and techniques for utilizing data to inform and present. Presenters were all provided the same dataset and guiding questions and each used a different tool (Excel, R, Tableau, and SAS Visual Analytics) to create a visual display of the data. Each will present their work with the session moderator highlighting best practice in visualization throughout the presentation. (Session ID: 109368)

Presenter(s)
Ozlem Kacira, *Pima Community College*
Christopher Pena, *University of Denver*
David Troutman, *University of Texas System*
Arie Spirgel, *Nova Southeastern University*

Moderator(s)
Michelle Appel, *University of Maryland-College Park*

Enhancing Partnerships between Institutional Research and Information Technology

Impact Session | Operations | Salon I/J

In this era of greater demand for data and information to inform decision making in higher education, it is more critical than ever to utilize resources, both human and technical, to maximize efficiency and success. IR and IT both have important, specific roles to play in enhancing the use of data and information in institutions, systems, and organizations. How they work together to accomplish this crucial work varies by organizational goals and structure, but opportunities and methods for collaboration exist everywhere. This session will provide practical ways for IR and IT to communicate, connect, and collaborate through examples from institutions and the professional associations for the respective fields (AIR and EDUCAUSE). (Session ID: 109370)

Presenter(s)
Elizabeth Clune-Kneuer, *Prince George's Community College*
Michael Gass, *UNC Asheville*
Hank Childers, *University of Arizona*
Marc Hoit, *North Carolina State University*
Celeste Schwartz, *Montgomery County Community College*

Moderator(s)
Susan Grajek, *EDUCAUSE*
Gina Johnson, *Association for Institutional Research*
Robinson Neidhardt, *Association for Institutional Research*

Washington Update: Higher Ed Policy in the New Administration

Impact Session | Operations | Salon A/B

This session will feature data policy experts from national higher education membership and advocacy associations bringing participants an up-to-the-minute assessment of the climate in the new administration, 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 institutional research, institutional effectiveness, assessment, and accreditation. The policy panel will be followed by a panel of institutional research professionals sharing ways in which session attendees can be involved in policy discussions and implementation as part of their IR work. (Session ID: 109389)

Presenter(s)
Tom Harnisch, *AASCU*
Kent Phillippe, *AACC*
Jason Ramirez, *NAICU*
Jamey Rorison, *IHEP*
Archie Cubarrubia, *Miami Dade College*
Braden Hosch, *Stony Brook University*
Cate Rowen, *Smith College*

Moderator(s)
Teri Hinds, *NASPA*

05:30 PM–06:30 PM

Welcome Reception

Special Event | Mezzanine Foyer

Get started on your networking early this year with the Welcome Reception in the Mezzanine Foyer. Activities, displays, and light refreshments will enhance your networking experience. Dinner groups will meet in the same location, immediately following the reception.

AIR Statement of Aspirational Practice for Institutional Research

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Meeting the Imperative for Improved Time to Degree, Closing the Opportunity Gap, and Assuring Student Competencies for 21st-Century Needs

Peggy L. Maki

Foreword by George D. Kuh

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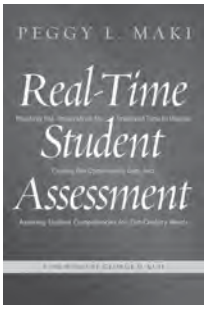

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Paul E. Lingenfelter

Foreword by Michael S. McPherson

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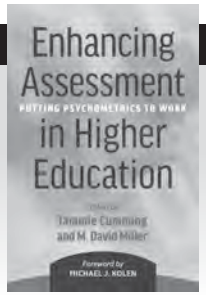

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Edited by Jonathan S. Gagliardi, Amelia Parnell, and Julia Carpenter-Hubin

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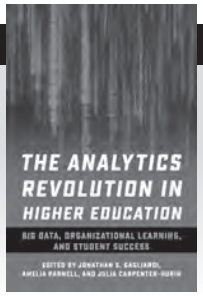

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A Holistic Approach to Institutional Research

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

Course Topics

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

Who?

» IR professionals who have recently entered the field

» Individuals already engaged in IR work who desire a broader understanding of how IR fits into the larger context of higher education

What?

» **Online Model:** Six-week mentor-supported course includes a series of papers, videos, and exercises on course topics

» **Hybrid Model – Online and Face-to-Face:** Online model followed by a two-day in-person seminar

When?

» **Mid-Summer 2017**
Online-only: 6 weeks
Hybrid: 6 weeks followed by seminar in Chicago

» **Early Fall 2017**
Online-only: 6 weeks
Hybrid: 6 weeks followed by seminar in Phoenix

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

Online IPEDS Keyholder Courses

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

Keyholder Essentials: A Beginner's Guide

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

» What IPEDS is

» Components that make up an IPEDS submission

» IPEDS requirements and your responsibilities as a Keyholder

» Tips and tricks on how to complete accurate and timely IPEDS submissions

IPEDS Keyholder Efficiencies: Reducing the Reporting Burden

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

» Cleaning data files

» Leveraging IPEDS data at your institution

» Reducing the burden of IPEDS reporting

» Benchmarking data and creating benchmarking reports

airweb.org/keyholdercourses

Program Highlights: Wednesday, May 31

7:00 AM – 4:30 PM	Registration Open (Marquis Foyer)
7:30 AM – 8:30 AM	Coffee and Networking in the Exhibit Hall (Marquis Ballroom)
7:30 AM – 5:30 PM	Exhibit Hall and AIR Networking Hub Open
8:45 AM – 10:00 AM	Opening Plenaries
10:15 AM – 12:00 PM	Concurrent Sessions
12:00 PM – 1:30 PM	Lunch Break and Exhibit Hall Networking
1:30 PM – 2:15 PM	Poster Presentations in Exhibit Hall
2:30 PM – 4:15 PM	Concurrent Sessions
2:30 PM – 3:15 PM	AIR Annual Business Meeting
4:30 PM – 5:30 PM	Networking Reception Hosted by AIR Board of Directors in Exhibit Hall
5:30 PM – 6:30 PM	Affiliated Organization and Auxiliary Meetings
6:30 PM – 7:00 PM	Networking/Find a Dinner Group (Mezzanine Foyer)
7:00 PM	Dinner Groups Depart for Restaurants

Floor Guide

Mezzanine Level (2nd Floor)

Cherry Blossom
Dogwood
Magnolia
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Tulip

Meeting Level 1 (M1)

Catholic University
Gallaudet
George Washington
Georgetown
Howard
University of DC

Meeting Level 2 (M2)

Marquis Ballroom (Exhibit Hall)
Marquis Foyer (Registration Desk)
Salon 12 - 14

Meeting Level 3 (M3)

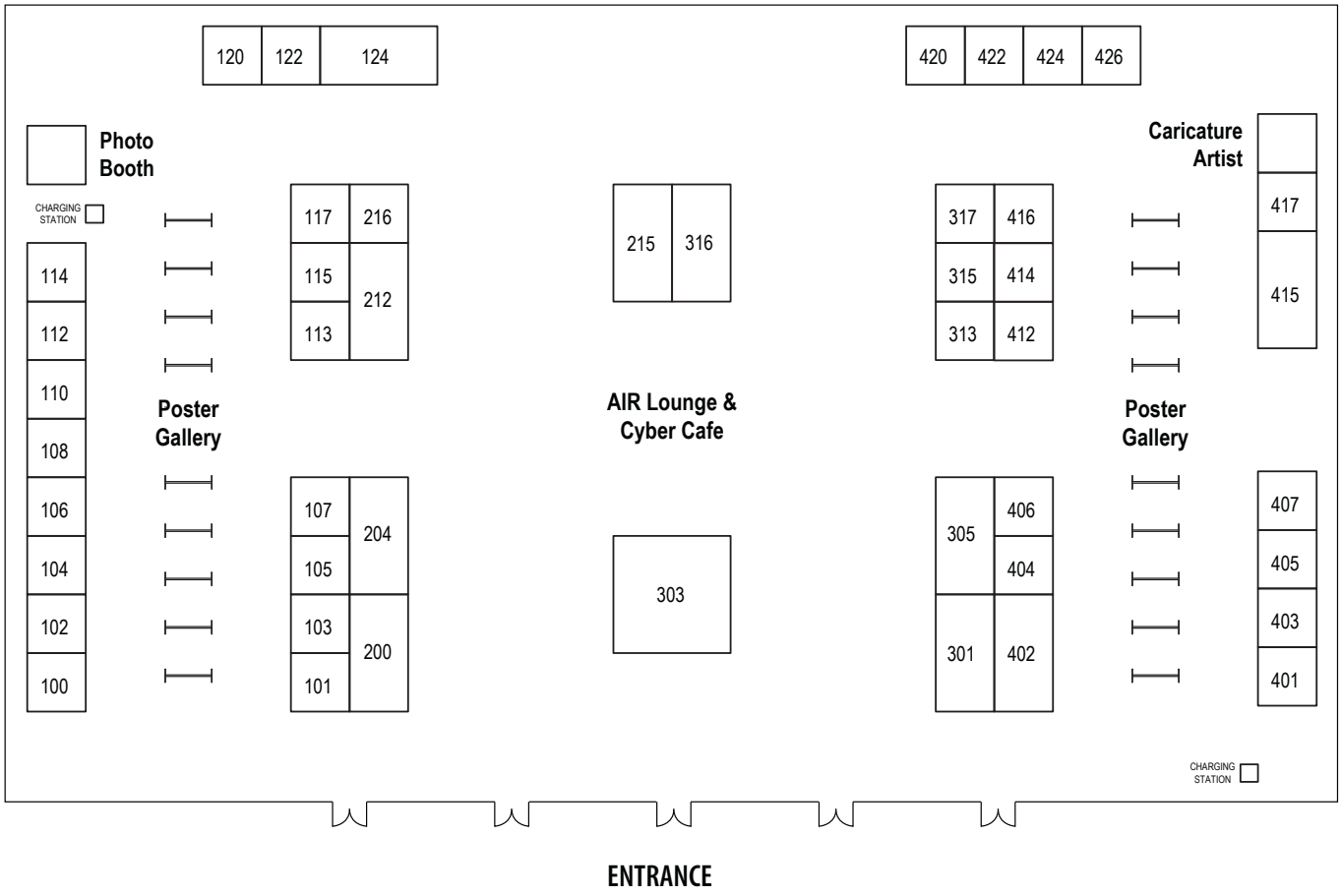
Chinatown
Judiciary Square
Mount Vernon Square
Shaw/Ledroit Park
Union Station

Meeting Level 4 (M4)

Independence Ballroom
Liberty Ballroom
Archives
Capitol
Congress
Mint
Mounument
Salon A- P
Supreme Court
Treasury

Notes

Exhibit Hall Floor Plan—Marquis Ballroom



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07:30 AM–08:30 AM

Complimentary Coffee and Networking

Special Event | *Marquis Ballroom*

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

08:45 AM–10:00 AM

Special Event

7 Seconds that Change Your Life: Presentation & Listening Skills

Plenary | *Liberty Ballroom*

Can you step out from behind your emails, tweets, and texts and deliver a face-to-face, short, compelling message with passion and clarity? We know that first impressions are made in the blink of an eye. The ability to capture and keep individuals' and groups' attention will ensure you gain more buy in, generate better results, and forge stronger relationships with everyone you encounter. Topics include:

- Increase your confidence in delivering your message.
- Learn the single most important secret for effective public speaking.
- Be more aware of what your body language is saying and manage it.
- Learn how to maximize your human side for accelerated business results.
- Listen, connect, and build trust.

(Session ID: 111793)

Presenter(s)
Allison Clarke, *CSP*

Drinking from a Firehose: Can Our Ability to Use Data Keep Up with the Flow of New Data?

Plenary | *Independence Ballroom*

This presentation features the idea that education markets are imperfect markets requiring information to reduce structural friction. From this basis, the presentation details areas of evolving practical use of data to guide education and workforce policy. The discussion ends with the statement that information literacy is a larger barrier to progress than is the availability of data. (Session ID: 111794)

Presenter(s)
Jeff Strohl, *Georgetown University Center on Education and the Workforce*

10:15 AM–11:00 AM

A New Approach to Predicting GPA

Speaker Session | *Analysis* | *Tulip*

There is a constant need for institutions to make sound data-driven decisions. With the rise in computational power and data availability, decisions made using traditional statistical methods can be vastly improved for better and more accurate results. In this session, presenters will examine a traditional problem: predicting first-year college GPA of a student based on application history. Presented will be why IR needs to look again at old methods, a suggestion for an alternate solution, and how that solution can be adopted by different institutions. As a result, IR should begin to take advantage of richer data and better statistical methods to solving traditional enrollment problems. (Session ID: 88698)

Presenter(s)
Adam Agata, *New York University*

Applying Undergraduate Analytical Models to Professional Graduate Education

Speaker Session | Decision-Support | Scarlet Oak

Predictive analytics are becoming commonplace at the undergraduate level, linking student characteristics to key outcome measures for yield, retention, and graduation. These metrics are used in state and federal reporting and funding to ensure that institutions are serving the needs of their students and promoting access, affordability, and quality. Yet while these topics are familiar to undergraduate education, they are somewhat overlooked in professional graduate programs. This study applies traditional undergraduate admissions indices to law school admissions using the rich data provided by the Law School Admission Council. These models focus on yield, retention, graduation, and bar passage for legal education. The findings highlight the importance of undergraduate performance and institutional quality in the ties to graduate success. These models can be applied to other high cost programs in law, business, and medicine to help understand student behavior and outcomes. (Session ID: 88659)

Presenter(s)
Justin Shepherd, *Emory University*

Automated Reports to Meet Ad Hoc Requests for Student Outcomes Quickly

Speaker Session | Technologies | Magnolia

Washtenaw Community College's IR Department designs and maintains databases using MS Access that efficiently provide a wide variety of customized reports to college administrators and faculty. The databases are designed so that a customized report can be generated immediately upon request. Outcomes include course success rates, transfer and bachelor degree attainment, graduate employment, and many others. The presentation will describe overall organization of the databases, and show samples of the forms designed to generate reports and sample reports. (Session ID: 88331)

Presenter(s)
Roger Mourad, *Washtenaw Community College*

Clean Data or…? Using IBM SPSS Modeler to Expedite Data Preparation

Sponsored Speaker Session | Technologies | Salon 14

Would you rather spend days cleaning data or spend an hour on a bed of nails? Considering data scientist reports or spending 60–80% of one's time cleaning data, the bed of nails might sound good. What if you had a solution that not only equipped you with a wide array of modeling algorithms but also provided an easy to use interface and techniques to streamline data preparation? Spend your time more efficiently by focusing on those in-depth modeling projects where data-driven decision making is key to your institution's success. In this session, attendees will explore aspects of IBM SPSS Modeler that will streamline their data quality work and facilitate model building without the need for programming. Combining disparate data sources, creating new fields, screening for poor quality inputs, and producing other transformations should be a painless venture, allowing for agility and accuracy, and can be more fun than lying on a bed of nails - with the right solution like IBM SPSS Modeler. (Session ID: 111891)

Presenter(s)
Nicole Alioto, *IBM*

Click, Submit, Done!: Maximizing Online Survey Feedback with Campus Tech

Sponsored Discussion Group | Technologies | Judiciary Square

The success of course evaluations and other survey projects rely on large sample groups, yet the challenge of attracting participants can be a huge hurdle. Led by SmartEvals.com, this discussion group will focus on efficient strategies that every campus can use to improve survey response rates. Participants will leave with innovative best practices for building a campus culture around student feedback, as well as strategies for leveraging campus technology to boost participation, including use of scannable QR codes and integrating survey forms into Moodle, Blackboard, Canvas, and other LMS interfaces. The session will also invite attendees to share their own experiences around the following questions: (1) What communication strategies have you used to reach students?, (2) What are some strategies for engaging or incentivizing respondents?, and (3) What are some ways to enlist faculty support? (Session ID: 106039)

Presenter(s)
Ronald Jennings, *SmartEvals*
Larry Piegza, *SmartEvals*

Community College Student Enrollment Intensity and Student Outcomes

Speaker Session | Analysis | Silver Linden

When discussing full-time and part-time status among students at community colleges, the literature typically treats enrollment status as a static trait. Recent research has shown that enrollment status for community college students is anything but static. Some students do go through their entire attendance history as either a full-time or part-time student; however, a large percentage of students switch enrollment status one or more times. The research presented in this presentation examines the enrollment history of community college students, and its relationship with short- and long-term outcomes utilizing a large data set containing transcript data for over 20,000 students from 31 colleges. (Session ID: 88595)

Presenter(s)
Mike Bohlig, *Center for Community College Student Engagement, UT-Austin*

Dash to Develop Dashboards

Speaker Session | Technologies | Salon I/J

In this session we will share our experience in identifying key metrics for dashboard development, define why these key metrics are critical, and how to put these metrics in front of university decision makers in a timely, succinct, and meaningful manner. In developing dashboards and data visualizations, we are interested in expanding the involvement of IR practitioners to include a prominent role in strategic decision and policy-making initiatives. Throughout this session, we will demonstrate the mechanics behind dashboard development in Excel while laying out the conceptual process behind its design. This session is intended for IR administrators and analysts who are interested in policy and decision support through data visualization and dashboards. (Session ID: 89102)

Presenter(s)
Merima Babic, *Temple University*
Richard Hetherington, *Temple University*

Data Democratization: Creating a Culture of Data-Informed Decision Making

Sponsored Speaker Session | Decision-Support | Salon 13

Like many institutions, Coppin State University entrusted data access to select individuals. President Maria Thompson recognized that a genuine, campus-wide appreciation of data required transparency and accessibility for all faculty and staff. This forged the movement of data democratization, a process of expanding data and the tools to analyze it to a broader audience than traditionally has had access. In other words, data that was "once available to only a select few is now available to everyone" in the organization (Varian, 2008). In this spirit, Coppin is breaking down silos by giving data access to all faculty and staff, empowering them to focus on the university's ultimate goal: student success. Presenters will discuss the importance of executive leadership in building a data-driven culture in leading change and innovation, technical processes for providing secure access to analytics dashboards, and campus training techniques. (Session ID: 108091)

Presenter(s)
Maria Thompson, *Coppin State University*

Data-Driven Strategies to Improve Low-Income Student Success

Speaker Session | Decision-Support | Salon A/B

This session will focus on how IR data can be critical in understanding the experiences and needs of low-income students. Presenters will describe how Lumina Foundation's Beyond Financial Aid (BFA) initiative served as a framework to guide the development of interventions aimed at helping low-income students overcome significant challenges created by limited resources. Essentially, BFA expands the concept of financial aid beyond grants, scholarships, and loans, and describes six college-tested strategies. Presenters will explain all six strategies and how IR data was used to investigate rates at which low-income students attain success, where they fall short of their goals, what their needs are, and opportunities for targeted interventions. (Session ID: 88796)

Presenter(s)
Michele Hansen, *Indiana University-Purdue University Indianapolis*
Boyd Bradshaw, *Indiana University-Purdue University Indianapolis*
Marvin Smith, *Indiana University-Purdue University Indianapolis*

Driving IR Efficiencies With Smartsheet: Data Requests to Student Complaints

Speaker Session | *Operations* | *Georgetown*

IR offices must respond to a seemingly never-ending flow of requests for institutional data from internal and external constituencies. In the absence of a proper system for organizing and tracking these requests, even the most talented analysts can quickly become buried in voicemails, emails, and Post-it notes. Without a systematic request process, IR offices run the risk of wasting time, misinterpreting requests, missing deadlines, duplicating their work, and even sullying their reputation. Recently, the Office of IR and IE at Morehouse College shifted from an informal, mainly email-driven data request process to a formal data request log using the work management application Smartsheet. This presentation will demonstrate and evaluate Smartsheet as a potential tool for improving IR efficiency through data request and other tracking. (Session ID: 89091)

Presenter(s)
Tafaya Ransom, *Morehouse College*

Enrollment and Retention Forecasting Using Monte Carlo Method

Speaker Session | *Decision-Support* | *Union Station*

Accurate prediction of retention numbers is essential for university planning processes. The presenters will demonstrate how to create one type of returning student enrollment prediction model using SPSS and perform simulations using the Monte Carlo method to quickly provide estimates of student returning population. Participants will learn how to create their own models, and how to perform simulations which could be useful for a range of potential outcomes, resulting in improved decision-support information for university administrators. (Session ID: 89035)

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

FAIR Best Presentation: Early Warning System for Identifying and Monitoring Potential Drop-outs

Affiliated Organization Best Presentation | *Special Event* | *Mint*

An alternative approach for evaluating the performance of student learning is presented in this paper. We took into account the differences between warning groups, to construct an influence framework for students' learning. Specifically, we employed a pattern in order to form an early warning matrix based on number of absences and earned credits via a two-stage analysis process. (Session ID: 107831)

Presenter(s)
Ching-Hua Huang, *Chang Jung Christian University*
Chia-Liang Lin, *Chang Jung Christian University*

First Destination Survey: Measuring Post-Education Student Outcomes

Speaker Session | *Decision-Support* | *Supreme Court*

The critical role of student learning outcomes assessment to foster evidence-based improvements in the quality of student learning is part of the culture of many universities. However, conversations about student outcomes have broadened since the Spellings Commission report, which highlighted calls for accountability to employers and the community. This session focuses on efforts of a large public research institution to design and build an ongoing infrastructure to assess the first destination-employment or further education-of its undergraduate and graduate students. Participants will build capacity to measure post-graduation outcomes, and be able to apply lessons learned to optimize decision-support impact at their institutions. (Session ID: 88922)

Presenter(s)
Patrice Lancey, *University of Central Florida*
Uday Nair, *University of Central Florida*
Rachel Straney, *University of Central Florida*

First-Year Students' Experiences Associated with Educational Outcomes

Speaker Session | Decision-Support | Shaw/Ledroit Park

Presenters will highlight the results of exploratory studies examining whether first-year students' experiences are associated with graduation, continued enrollment, and post-graduation education. Data from the Student Experience in the Research University (SERU) survey of the 2009-2010 cohort of first-year students at the University of Minnesota were utilized. Researchers paired the SERU survey results with institutional data on student outcomes and National Clearinghouse data on students' post-graduation outcomes. (Session ID: 88923)

Presenter(s)
Krista Soria, *University of Minnesota-Twin Cities*
Lesley Lydell, *University of Minnesota-Twin Cities*
Daniel Jones-White, *University of Minnesota-Twin Cities*
Ronald Huesman, *Jr., University of Minnesota-Twin Cities*

Improving Survey Data Quality Through Experimentation

Speaker Session | Decision-Support | Dogwood

With help from a large and diverse group of colleges and universities over the past decade, the National Survey of Student Engagement has conducted various randomized experiments aimed at improving survey response rates and minimizing missing data. This session provides an overview of this effort and a summary of major findings. Attendees will gain a better understanding of various issues that could help with developing their own surveys, including smartphone optimization, email subject lines, progress indicators, survey page length, and the use of learning management systems for recruitment. (Session ID: 88994)

Presenter(s)
Shimon Sarraf, *Indiana University-Bloomington*
James Cole, *National Survey of Student Engagement*

Moving the Red Queen Forward: Maturing Analytics Practices in Higher Ed

Speaker Session | Decision-Support | George Washington

If you feel like your institution is still data-rich, but information-poor, you are in good company. Enhancing decision-making by using data to optimize institutional resources, streamline business processes, and improve student outcomes is still an aspirational goal for most institutions. IR professionals in institutions that invest in analytics will spend less time finding, cleaning, and preparing data for internal inquiries and external reports and more time on research innovations and predictive modeling. Institutional researchers are in the strategic position of being both stakeholders and leaders in shepherding analytics maturity. The primary objective of this session is to help IR professionals understand the current landscape of analytics in higher ed. Envisioning the future possibilities of analytics will help IR professionals become key to moving the red queen forward. (Session ID: 88806)

Presenter(s)
Susan Grajek, *EDUCAUSE*
Jamie Reeves, *EDUCAUSE*

Process Documentation—A Cross-training Approach for IR Offices

Discussion Group | Operations | Gallaudet

The modern workplace is more transient than in years past with new employees changing jobs numerous times in a career. In addition, the "learning curve" for an IR professional is about 3 years. This means that it will take up to 3 three years for someone to be in a position where they can respond to various types of research and analysis, such as requests from senior leadership, federal and state mandated reporting with little or no supervision. Given the ever-evolving demand for data and the complexity involved it can be a challenging task when bringing new employees up to speed with the right skills they need to be effective in the office. This discussion group will discuss the development and use of a process documentation as an in-house method that accompanies cross-training staff members and quickly orients them to report in a way that is less intimidating and easy to follow. The discussion session also addresses how sufficient cross-training with appropriate documentation can prove to be not only critical for enabling new employees to manage major mandated reports, but also can act as a safety net for a single point of failure (SPOF). Most often this occurs when a critical staff member retires or leaves the office abruptly. (Session ID: 98370)

Presenter(s)
David Chase, *James Madison University*
Jacob Mayiani, *James Madison University*

Professional Development in IR: What Skills Do We Need?

Discussion Group | *Operations* | *Catholic University*

IR departments have long been the source of most data on campuses, and thus have long developed skills in extracting data from databases, writing reports, and checking numbers. However, in a world of predictive and other advanced analytic techniques, the skills needed by institutional researchers appears to be changing. What skills do the next generation of institutional researchers need? How do IR professionals balance the need for technical skills with the need for both a solid understanding of the higher education domain and the communication skills to work with teams across the campus? As the place of IR moves toward AIR's new vision of working collaboratively across campus, how does that change the professional development required? These questions and many more will be the topics of discussion. Participants should come prepared to discuss what they need, what they know is available, and what they would like to see in the future. (Session ID: 88400)

Presenter(s)
Rebecca Barber, *Arizona State University*

Reporting Effect Sizes, Power and P Values to Communicate t

Discussion Group | *Analysis* | *Howard*

Many submissions to scientific journals fail to report the effect sizes and power in quantitative studies, while prominently listing the P values. In this presentation, the author will explain the relevance of effect size, power, and significance testing for planning, analyzing, reporting, and understanding education research studies. Calculations of these techniques are rarely done by hand. Instead, researchers normally refer to tables of critical values in much the same way that tables of critical values for t, F, and other statistics are utilized to determine statistical significance. The aim of this presentation is to clarify these concepts and to provide examples, using G power and SAS applications, on how to calculate and report effect sizes, sample sizes, and P values. (Session ID: 88977)

Presenter(s)
Jamil Ibrahim, *University of Mississippi Medical Center*

Retention and Transfer at Year Two for First-generation Students

Speaker Session | *Analysis* | *Archives*

First-generation (FG) students are generally less likely than their peers to persist and complete a degree. Using student data available at initial enrollment, this multi-institutional study examines retention and transfer at year two in relation to academic readiness, demographic characteristics, college intentions and preferences, and college distance from home to determine whether the predictors and their effects differ between FG and non-FG students. Students' college intentions about living on campus, enrolling full-time, and working while in college; the number of college preferences met; and distance from home were included as possible barriers to social integration at the initial institution. Results are presented by institution type (two- vs. four-year). The implications of the findings for early identification of students at-risk of leaving their initial institution and for informing retention strategies that are aimed at equipping FG students for success will be discussed. (Session ID: 88782)

Presenter(s)
Justine Radunzel, *ACT, Inc.*
Dina Bassiri, *ACT, Inc.*
Paul Westrick, *ACT, Inc.*

Student Feedback Data: How to Take Action for Institutional Improvement

Speaker Session | *Decision-Support* | *Monument*

Many campuses gather student feedback data regularly. This includes surveys on student satisfaction and engagement. Once the data are collected, how can the IR office help campus leadership use the results to make the right changes in processes, procedures and perceptions? Student feedback data can support student success efforts, accreditation, budgeting, and strategic planning, but only if the data are visible, discussed, and acted upon. This session will provide campus-based examples for partnering with various departments to provide appropriate data elements and a model for responding to the data to improve the student experience on campus. (Session ID: 88333)

Presenter(s)
Julie Bryant, *Ruffalo Noel Levitz*

TAIR Best Presentation: Assessing the New State Core at Stephen F. Austin State University

Affiliated Organization Best Presentation | *Assessment* | *Treasury*

This session will provide an overview of one university's core curriculum assessment plan. The presentation will cover the multi-method approach adopted by Stephen F. Austin State University. The focus will be on how Stephen F. Austin State University has used LiveText to collect signature assignments using locally developed university rubrics. After attending this session, attendees will be able to explain how local rubrics can be developed for use in core assessment and explain how signature assignments can be used in core assessment. (Session ID: 109349)

Presenter(s)
Rachel Jumper, *Stephen F. Austin State University*

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

Speaker Session | *Analysis* | *University of DC*

This session will provide updates on all the U.S. News education rankings: Best Colleges, Best Graduate Schools, Best Online Programs, and Best Global Universities. Presenters from U.S. News will discuss what impact the 2015 Carnegie Classification update had on the recently published Best Colleges rankings. There will also be an explanation of the methodology changes made to all these rankings projects over the past year, and a discussion of new ranking ideas and expansion being considered for the upcoming edition of Best Colleges and the other rankings. This session will discuss why U.S. News gives data and unpublished rankings to the IR community, and how AIR members can obtain unpublished rankings and rankings data free from U.S. News. (Session ID: 88651)

Presenter(s)
Bob Morse, *U.S. News and World Report*

Unlock the Power of Your Data with Campus Labs

Sponsored Speaker Session | *Assessment* | *Salon C*

When you make more connections with your data, you can make more informed decisions for your institution. Join us to learn how an enterprise-wide approach to data management can facilitate better results for your entire campus. From accreditation and planning to faculty development and learning outcomes assessment, see how the Campus Labs® platform brings everything together for a holistic solution. (Session ID: 107916)

Presenter(s)
Will Miller, *Campus Labs*

Use of Policy Governance by AIR

Speaker Session | *Operations* | *Chinatown*

Policy Governance is the governance model that is used by the AIR. The purpose of this session is to provide an overview of this model and how it is used by AIR. Policy Governance has specific implications for the role of the board of directors and for the role of the executive director of the association. Association members and prospective board members will learn how this model provides parameters for the role and performance of the board and the executive director. This session will include an overview of Policy Governance, specific examples that illustrate important aspects of the model, and an opportunity for questions and discussion about AIR and the use of Policy Governance. (Session ID: 89080)

Presenter(s)
Glenn James, *Tennessee Tech University*

Using Research to Evaluate Test-Optional Policy Outcomes

Speaker Session | *Decision-Support* | *Cherry Blossom*

This session will review commonly held beliefs about test-optional policies. Focusing solely on empirical evidence, presenters will highlight research that directly addresses the stated intentions and actual outcomes of such practices. Concerns will be raised about test-optional polices as they pertain both to institutions and the students they serve. A closer look will be taken at a recent study finding that shows that students that do not submit standardized test scores have higher HSGPAs, but lower test scores. The presenters have examined impacts of discrepant ACT Composite scores and high school grade point average on college retention, and whether the impacts were the same across student gender, racial or ethnic, and income subgroups, in order to explore outcomes for students who have higher HSGPA and lower ACTC scores. The session will conclude with the recommendation that college and universities employ holistic models of education readiness and success, supported by the notion that more information about students is better than less. (Session ID: 88883)

Presenter(s)
Edgar Sanchez, *ACT, Inc.*
Krista Mattern, *ACT, Inc.*
Jeff Allen, *ACT, Inc.*

Visualizing Workforce Outcomes and Market Supply and Demand for Policymakers

Speaker Session | *Analysis* | *Capitol*

As more institutions are being held accountable using the workforce outcomes of their students, it is becoming increasingly important to understand what measures are of interest to decision makers and how relevant labor market questions can be answered. This session will discuss how state policymakers are using labor market data on student outcomes and market supply and demand. The National Center for Higher Education Management Systems has conducted research in Kentucky, Georgia, and Virginia on what questions are of interest to legislators and others, and results of this research will be shared. Visualizations created in Tableau based on constituent feedback will be demonstrated, and the underlying labor market data, supplied by Burning Glass Technologies, will be discussed. (Session ID: 88916)

Presenter(s)
Rachel Christeson, *National Center for Higher Education Management Systems*
Marianne Boeke, *National Center for Higher Education Management Systems*

Where Are They Now? Tracking Students' Post-Graduation Plans

Speaker Session | *Assessment* | *Congress*

It is increasingly important for institutions to track post-graduation plans of graduates. Entities such as U.S. News & World Report, Princeton Review, and accrediting agencies require these data be made publicly available. Academic units have an interest in tracking students' post-graduation plans, and universities use these data for recruitment. It's important to develop an effective systematic way to collect, analyze, and report on these data. Participants will be introduced to a three-pronged approach, which includes the administration of a Graduating Student Survey, a Graduation Card Survey, and an Alumni survey. This approach has garnered responses from over 60% of graduating undergraduates. The presentation will include a timeline, survey examples, population, percentages of respondents with demographics, example reports, key participants, marketing strategies, resources, and a summary of how data are utilized. Future plans to improve the assessment process through IR and IE will be discussed. (Session ID: 88766)

Presenter(s)
Katie Bixby, *University of Louisville*
Katie Partin, *University of Louisville*

10:15 AM–12:15 PM

Global Gathering: Building Capacity in IR and Decision Support

Panel Session | *Operations* | *Salon 12*

As we move forward to the future, leaders of the IR profession must proactively design strategies for continued development of its professionals to further build capacity in IR globally. This panel session will discuss key issues that can assist in strengthening the IR profession across the world, so that it remains vital and valued in higher education. (Session ID: 88825)

Presenter(s)
Karen Webber, *University of Georgia*
Ching-Hui Lin, *National Sun Yat-Sen University*
William Knight, *Ball State University*
Charles Mathies, *University of Jyväskylä*
Sandi Bramblett, *Georgia Institute of Technology*
Jan Botha, *Stellenbosch University*

11:15 AM–12:00 PM

Automate ArcGIS With Python to Streamline Geographic Data Analysis

Speaker Session | Technologies | Magnolia

This session will introduce participants to methods for automating ArcGIS Desktop using the Python programming language. An open-source Python package that can generate a large number of beautiful maps with a variety of data sets will be demonstrated. While making one map with one data set manually within ArcGIS is feasible, making maps with 100 data sets makes the manual process no longer viable. Presenters will explore headaches from the manual method and demonstrate the advantage of automation. In this session you will learn how you can automate slow and error-prone steps of importing student data, geocoding addresses, and updating the headers and footers to reflect the data being visualized. This is not a Power Point presentation, but rather an active demonstration of how to use the Python package to automate map making. (Session ID: 88886)

Presenter(s)
Ryan Lambert, *Front Range Community College*

Beyond Data Governance, to Data Strategy

Speaker Session | Operations | Cherry Blossom

This speaker session advocates for colleges and universities to adopt an overarching data strategy to serve as an intentional action and prioritization plan for advancing the university mission by harnessing and integrating data that will create and disseminate information and intelligence. This strategy should include formal plans for data acquisition, data governance, data quality, data access, data usage and literacy, data extraction and reporting, and data analytics. The session will discuss how a data strategy evolved and is being implemented at Stony Brook University. (Session ID: 88884)

Presenter(s)
Braden Hosch, *Stony Brook University*

CIRPA Best Presentation: Collaborating with Student Services to Improve Retention

Affiliated Organization Best Presentation | Decision-Support | Mint

Nova Scotia Community College (NSCC) has a regular practice of surveying incoming students to create a first year student profile for each of our 13 campuses. In 2016, Institutional Research collaborated with Student Services to revise and strengthen the purpose and use of the Incoming Student Survey. The new instrument was split into two surveys and is administered both before and after the start of September classes. Students identified as potentially at-risk are contacted and offered early support. This cross-departmental project is a key initiative in a suite of college-wide efforts to develop targeted retention strategies. The focus of the survey is to collect data that can be used to forecast students who may be at risk of withdrawing within the first few months of enrollment. This session will provide an overview of what questions are asked, what flags a student as being "at-risk," and how our Student Success Surveys have turned into effective retention tools. (Session ID: 104589)

Presenter(s)
Antonia Sly Nichols, *Nova Scotia Community College*

Creating Your Own Data Diva/Dude Role: Bringing IR Functions into a Unit

Discussion Group | Operations | Catholic University

This discussion will address the life cycle of incorporating a data and reporting role (an analyst) into a department or division, from initial conceptualization through navigating the actual implementation and eventually transitioning the role. The analyst in this position is likely to have a focused role (i.e., examining unit data, rather than data from the institution as a whole), but also needs to possess many talents in order to provide effective coordination with other reporting units, central offices, and the larger institution. (Session ID: 88562)

Presenter(s)
Marisa C. Yates, *Nova Southeastern University*
Scot Lingrel, *University of West Georgia*

Data-Informed Decision Cultures

Speaker Session | *Decision-Support* | *Treasury*

Data-informed decision cultures are rooted in an institution's approach to data use and data capacity. These cultures recognize and support expanded sets of decision makers (data use) and the IR function (data capacity). Yet realization of a data-informed decision culture is not a destination. Rather, it is a journey that requires institutional commitment to use of data in decision making, and the leadership of a dedicated senior-level administrator who thinks and strategizes about data and their use across the institution. In its most mature state, a data-informed decision culture is a highly dynamic and interactive network of units that support each other in the pursuit of institutional goals. This session features the pillars of data-informed decision cultures, considers different lenses with which to examine these cultures, and encourages dialog about the ways in which IR professionals can help institutions achieve and sustain them. (Session ID: 111806)

Presenter(s)
Kristina Powers, *Bridgepoint Education*
Mary Ann Coughlin, *Springfield College*
Leah Ross, *Association for Institutional Research*
Jason Lewis, *Association for Institutional Research*

Designing and Validating a Process Writing Survey

Speaker Session | *Analysis* | *Scarlet Oak*

One of the important topics in IR and IE research is the validation of in-house measures and instruments to evaluate students' learning. Using a university-wide initiative of Writing across the Curriculum as an example, this session describes the mixed-method exploratory sequential strategy in designing and validating a survey to assess one of the learning outcomes: process writing. The session explains how the utility of in-house survey design provided a reliable and valid tool to inform campus-wide decision making. By elaborating on the steps of the mixed-method approach in survey development, the session provides energy into the mission of accurately evaluating academic excellence and student learning in IR and institutional practices. (Session ID: 88777)

Presenter(s)
Xiaomei Song, *Georgia Southern University*

Federal Postsecondary Data at Your Fingertips

Speaker Session | *Analysis* | *Congress*

The National Center for Education Statistics (NCES) is responsible for maintaining and providing access to vast stores of education data. DataLab is the mechanism with which NCES disseminates data to the public. DataLab comprises three online data analysis tools: QuickStats, PowerStats, and TrendStats. Each share an intuitive drag-and-drop workspace in which users interact with survey data through a graphic interface, and are able to quickly produce complex data tables and regressions. For institutional researchers interested in a national-level look at enrollment, persistence, and student debt, this presentation will demonstrate how to use each DataLab tool to answer research questions related to these postsecondary education topics. Nationally representative surveys that will be highlighted include the National Postsecondary Student Aid Study (NPSAS), the Baccalaureate and Beyond (B&B), and the Beginning Postsecondary Student (BPS). (Session ID: 88831)

Presenter(s)
Stephanie Nevill, *RTI International*

From Paper to Cell Phones: The Evolution of Institutional Fact Books

Speaker Session | *Technologies* | *Monument*

The institutional fact book has become a standard in institutional reporting, but the nature of the fact book has evolved over the years. This session will present a look at the transformation of the fact book, from a set of static paper documents comprising mainly numeric tables, to a collection of dynamic data visualizations available any time from any location. This evolution reflects a change from reporting data based on what is assumed important to placing more control in the hands of end users to find answers to their own questions. Based on current trends, insight into the future evolution of fact books and dashboards will be provided. (Session ID: 88978)

Presenter(s)
G. Marc Turner, *Texas State University*
Joe Meyer, *Texas State University*

From Paper to Interactive Maps: Planning Admission Travel with Tableau

Sponsored Speaker Session | Decision-Support | Salon 14

Smith College is a private, liberal arts college for women that makes major investments each year to send admission officers to high schools and college fairs across the US and internationally. In 2015, Smith's Institutional Research office designed a Tableau-based travel planning tool for the Office of Admission. In this session, we'll demonstrate how collaboration between the two offices and the adoption of Tableau transformed the planning process of this investment from an anecdotal and impression-based one to an empirical one leveraging historical admission data. We'll show you real-life scenarios faced by Smith's Office of Admission, how these scenarios were addressed, and how using Tableau to examine past trends helped inform strategic decisions. The session focuses specifically on increasing student body diversity, determining the highest yield markets, identifying regions with highest qualified students, maximizing recruitment for full pay students, and planning recruitment travel in a new market. (Session ID: 112384)

Presenter(s)
Kathleen Foley, *Smith College*
Deb Shaver, *Smith College*

Gaining Strategic Insight from Internally Managed Research Information

Sponsored Speaker Session | Analysis | Salon 13

The value and use of externally provided bibliometric platforms for strategic research decision making is well understood. What is less understood is the additional value that strategic insights deriving from an institution's own curated record of research can provide. Using research information curated for public profiling in Symplectic Elements by the Marine Biological Laboratory and Woods Hole Oceanographic Institution, we show how the application of topic modelling combined with internal collaboration analysis can be used to create a shared representation of the research identity and strength across an institution. From this analysis, targeted research questions can then be posed and answered. (Session ID: 109015)

Presenter(s)
Simon Porter, *Digital Science*

How Does First-year Retention Differ From Second-year Retention?

Speaker Session | Decision-Support | Salon I/J

This session examines the ways that first-year retention differs from second-year retention. Institutions must devise different strategies for retaining sophomores, and these strategies must be grounded in an understanding of what factors and experiences protect students or put them at risk at different stages of their careers. This session attempts to show the decreased importance of pre-entry characteristics and the increased importance of institutional experiences when considering the retention of sophomores. (Session ID: 89030)

Presenter(s)
Victor Sensenig, *Washington College*

How the Response Rate Was Improved for an Online Employment Survey

Discussion Group | Analysis | Howard

For higher education institutions, the employment survey is an important source of information used to measure student learning outcomes and program effectiveness outcomes. For health professional majors, employment rate is crucial to accreditation. For example, at the presenter's institution's School of Nursing, one accreditation criterion specifically asks the program to demonstrate achievement of required outcomes by providing employment rates. Hence, the central theme of this discussion will focus on identifying and sharing the key factors for improving the online employment survey based on efforts to reach the 70% employment rate benchmark. (Session ID: 88861)

Presenter(s)
Lynn Chen, *University of Maryland Baltimore*

Innovative Ideas for Efficiently Analyzing and Sharing Qualitative Data

Speaker Session | Technologies | Georgetown

The University of Hawaii at Manoa IR Office applies various innovative strategies to efficiently analyze and put large quantities of qualitative data at decision makers' finger tips. Presenters will demonstrate how they generate themes and indicators from 9000 narrative responses (5 open-ended questions answered by 1800 students), create an online interactive data mining and data sharing tool that allows users to quickly review responses from selected student populations, and engage decision makers in meaningful data-informed discussions that bring actions and positive changes to campus. (Session ID: 88601)

Presenter(s)
Jung-ts Lin, *University of Hawaii at Manoa*
Yang Zhang, *University of Hawaii at Manoa*

IPEDS Update: Data Dissemination and Use

Speaker Session | Reporting | University of DC

This session will discuss the different ways to get IPEDS data, including the downloadable database and mapping tools, as well as updates to the website and existing tools. In addition, it will discuss new IPEDS brochures that are being created to improve understanding of IPEDS data. (Session ID: 107660)

Presenter(s)
Sam Barbett, *National Center for Education Statistics*
Moussa Ezzeddine, *National Center for Education Statistics*
Richard Reeves, *National Center for Education Statistics*

Key Performance Indicators: From Scorecard to Dashboards

Speaker Session | Reporting | Union Station

The session will walk attendees through the collaborative approach taken to move the ownership of Key Performance Indicators (KPIs) into the Office of Educational Effectiveness and IR (EEIR). Presenters will share how they transformed the original KPI Scorecard into a series of visual dashboards. Discussion will include steps taken to gain ownership of the project, establish a formal process for collecting, compiling and transforming data points into user-friendly visual documents, and show how KPI dashboard development continues to be refined in an effort to "close the loop" in the development of the strategic plan. (Session ID: 88522)

Presenter(s)
Andrea Cruz, *California Lutheran University*
Rodney Reynolds, *California Lutheran University*
Cathy Alexander, *California Lutheran University*
Melinda Medlen, *California Lutheran University*

Sense of Belonging Among International Students at Research Universities

Speaker Session | Analysis | Supreme Court

This session examines international students' intercultural education experiences, which are significantly missing from current IR assessment models. This program focuses on how IR professionals can quantitatively measure the college experiences of international students. By measuring the factors that contribute to international students' college outcomes, IR professionals will be able to identify the tools to assess and enhance international students' learning and development during college. This session will also highlight the important role of IR agents to facilitate campus dialogue about international students' college experiences and provide direction about the appropriate university services that can support their living and learning experiences. Additionally, IR professionals will learn about designing IR that examines the unique patterns and predictors of college outcomes among international students, as compared to their domestic peers. (Session ID: 88607)

Presenter(s)
Young Kim, *Azusa Pacific University*
David Edens, *California State Polytechnic University-Pomona*
Oscar Espinoza-Parra, *Association for the Study of Higher Education*

Simple but Powerful: Getting to Data Insight Faster

Sponsored Discussion Group | Technologies | Judiciary Square

Institutional research results in improved student and institutional outcomes. But how do you tap this potential when strapped for expertise, personnel, time, or other resources? In this discussion session you will meet like-minded professionals and talk through best practices, with the goal of minimizing the burden while maximizing the results. Questions covered include: 1) What are your "pain points" in performing IR? 2) What data are available to you? What types of questions are you trying to answer? 3) What pressures are you working under? Deadlines or legal requirements? 4) What personnel (how many? what training backgrounds?) and expertise resources are available in your IR team? 5) Who are the ultimate consumers of your reports and results? Do you have a need for certain types of presentations, specific visualizations, dashboards, etc.? What successful measures have you found to address these problems? Join us to discuss the challenges of performing IR efficiently, and let's find solutions together. (Session ID: 108666)

Presenter(s)
Suzanne Ruggles, *JMP*

Streamlining a Homegrown Alumni Survey

Speaker Session | *Decision-Support* | *Silver Linden*

Utah Valley University's (UVU) IR department recently overhauled its homegrown Alumni survey. This was a delicate process that required coordination with several departments across campus. As a result, there has been an increased response rate, and more people at UVU using the survey results. Reliable and timely information about students' plans after they leave an institution can help inform decision makers about how well the institution is serving its students. A quick and efficient Alumni survey can be an effective way of collecting this information, so it is important to periodically review a homegrown survey to make sure it is meeting needs and not wasting time.

Participants in this session will gain an understanding of some of the reasons why a survey might need to be streamlined and how that can help consumers of the data, learn what the process of streamlining a survey might be like, and find out what the benefits and possible pitfalls of such streamlining are. (Session ID: 88803)

Presenter(s)
Taylor Lovell, *Utah Valley University*
Luanne Holden, *Utah Valley University*
Tim Stanley, *Utah Valley University*

Summer Bridge Propensity Score Weighting on First-year Success

Speaker Session | *Assessment* | *Capitol*

Summer bridge programs are widely used to introduce students to college, to ease their academic and social adjustment, and to create a sense of belonging to the campus. While there are studies and scholars who support such programs, there are growing concerns that summer bridge programs may not generate intended outcomes. This issue is particularly pertinent for campuses and researchers who are under pressure to demonstrate program impact and effectiveness of dollars spent. This presentation will demonstrate the relationship between summer bridge participation and the use of resources students are meant to access for success. The presenters hope the study will provide a clearer understanding of the impacts of bridge programs, beyond the traditionally studied academic measures, and unearth ways that students navigate resources based on their bridge experiences. Moreover, this study demonstrates strategies of using propensity score matching as a method to assess program effectiveness. (Session ID: 88908)

Presenter(s)
Joseph Ramirez, *University of California-Los Angeles*
Katherine Cho, *University of California-Los Angeles*
Sylvia Hurtado, *University of California-Los Angeles*

Survey Optimization: Maintaining Response Rates Amid Mobile Device Growth

Speaker Session | *Technologies* | *George Washington*

This presentation will detail the effects of mobile technologies on survey assessment data and one institution's efforts to address these trends. Through comparative analyses, presenters will first explore differences between data collected from students who responded to surveys using different technologies (i.e., PC vs. tablet vs. smart-phone). Findings from a survey recently redesigned specifically for smart-phone use will be shared. The presenters will also discuss processes that can help assessment professionals make the most of mobile technologies. (Session ID: 88269)

Presenter(s)
Richard McClendon, *Brigham Young University*
Danny Olsen, *Brigham Young University*

The Role of Data in Implementing and Measuring Math Pathways

Speaker Session | *Analysis* | *Chinatown*

In many institutions and states the requirement for all students to be proficient in college algebra before they can move to relevant math for their degree programs presents a barrier for long-term student success. In response, a number of organizations are working with states and institutions to create systemic reforms to change default math pathways to better match the needs of students and industry. IR professionals will be essential to the success of this work, by helping the various parties understand the nature of the problem, the implications of its solutions and a framework for measuring the results. Representatives from the Dana Center, Complete College America and the Carnegie Foundation for the Advancement of Teaching will discuss their work with states and institutions to reform these pathways and the essential role of data in this work. They will also show a preliminary draft of the data framework that is being developed as part of the Advancing Math Pathways for Student Success project for discussion and feedback.

Representatives from the Dana Center, Complete College America and APLU will discuss their work with states and institutions to reform these pathways and the essential role of data in this work. They will also show a preliminary draft of the data framework that is being developed as part of the Advancing Math Pathways for Student Success project for discussion and feedback. (Session ID: 88848)

Presenter(s)
Katie Zaback, *Complete College America*
Carl Krueger, *University of Texas*
Chris Thorn, *Carnegie Foundation for the Advancement of Teaching*

To What End?: Sharing Community Engagement Data for Strategic Decisions

Speaker Session | *Decision-Support* | *Salon A/B*

Colleges and universities are increasingly positioning their public mission as priority. Consequently, mission statements and their supporting strategic plans frequently include a responsibility to leverage economic, cultural, and social capital to improve the overall health and well-being of the community. This presentation will examine how offices of IR can partner with offices of community engagement to openly share data related to engagement with an impact on the community. Participants in this session will learn about the national context that increases the need to define and describe the impact of community engagement, and how institutions are currently measuring these efforts. Using Virginia Commonwealth University as a case study, participants will learn strategies to visualize and communicate their data in a manner that enhances transparency and supports effective decision making. (Session ID: 89002)

Presenter(s)
Valerie Holton, *Virginia Commonwealth University*
Kathleen Shaw, *Virginia Commonwealth University*

Uncovering Attendance and Performance Patterns of Adult Learners

Discussion Group | *Decision-Support* | *Gallaudet*

At a time when the student population has become highly diverse and reasons for attending college may vary substantially, metrics used in IR remain primarily focused on degree completion. Previous research among California community colleges has established that not all students have a goal of obtaining a degree from their current institution (Bahr, 2011). This may be particularly true for adult learners at online universities. In fact, little is known about the attendance patterns and motivations of online students. To address this gap, researchers at a large online university conducted a cluster analysis to identify attendance and performance patterns up to two years from start, among over 30,000 bachelor's degree students. The results shed light on behaviors associated with academic success and early dropouts, and on early signs that students may be struggling. The authors will illustrate how institutions could use this type of approach to inform policy and student support. (Session ID: 98725)

Presenter(s)
Stephen Nettles, *Ashford University*
Loraine Devos-Comby, *Ashford University*

Using Data "Buckets" to Focus Efforts in Strategic Initiatives

Speaker Session | *Decision-Support* | *Dogwood*

You can apply a Three Data "Buckets" concept to any high-stakes decision making process. In this session, you will learn how the Office of Institutional Research and Effectiveness (OIRE) created the concept of three data "buckets": 1) Pre-College Bucket, 2) During-College Bucket, and 3) Post-College Bucket during a root cause analysis process to help school leadership improve student performance in a particular academic program. They wanted to discover why student scores on a post-graduation licensure exam were low and where to target improvements for the greatest effects. The OIRE classified eight variables into appropriate data "buckets" and applied a structural equation model relative to performance on the post-graduation licensure test: 1) duration of student demographic data effects throughout the program and 2) influence of performance in prerequisite courses on performance in subsequent courses. Presenters will share "bucket" findings and OIRE recommendations in the areas of curriculum, instruction, assessment, and policy to make changes focused on the During-College Bucket, where the greatest leverage to improve student learning resides. (Session ID: 88783)

Presenter(s)
Stephanie Brown, *Mercy College of Health Sciences*
Jeanette McGreevy, *Mercy College of Health Sciences*

Using Job Placement and Wage Data to Inform Students and Administrators

Speaker Session | *Technologies* | *Tulip*

This session will discuss FindMyCollegeMajor and the College Outcomes Dashboard, two projects that were developed with support from Trade Adjustment Assistance Community College and Career Training Grant Program grants awarded to the Florida College System. Both projects utilize student outcomes and job placement data, but are intended for two different audiences. FindMyCollegeMajor is a smart-phone ready website designed to help prospective college students and parents learn more about potential job placement and income opportunities for specific majors. The College Outcomes Dashboard is designed as a resource for community college administrators to access student outcomes and job placement data on graduates by college, degree, and specific program. (Session ID: 88423)

Presenter(s)
Eric Godin, *Florida Department of Education*
Kathyrine Scheuch, *Florida Department of Education*

Visualizing & Analyzing StudentTracker Data to Understand Student Movement

Sponsored Speaker Session | Technologies | Salon C

The National Student Clearinghouse StudentTracker service has long served as a rich data source for understanding student movement among institutions and successful degree completions, beyond the traditional internal-focused ad hoc analyses. However, using these data in a flexible, robust, and rigorous manner that supports data interrogation using a dynamic, iterative process has proven elusive for many. These analyses can be used to improve student and institutional success. Through a pilot data analytics project, the University of Massachusetts Lowell partnered with HelioCampus to develop a robust StudentTracker data warehouse that included internal student data and external (IPEDS) data. Visualizing the data using Tableau allowed new insights from both institutional (competitor schools and characteristics of their students) and student perspectives (what is the fate of students who attend elsewhere). This session will review the process, visualizations built, and insights gain (Session ID: 107917)

Presenter(s)
Douglas Nutter, *HelioCampus*
Julie Alig, *University of Massachusetts Lowell*

11:15 AM–12:15 PM

State System Research Offices: The Times They Are A-Changin'

Panel Session | Operations | Archives

State system research offices, like their campus counterparts, face ever-increasing demands to provide data and research to inform policy, decision making, and planning. However, the position of system offices between the public, campuses, and state government contributes to a unique set of demands and changing roles in today's higher education environment. This panel will provide perspectives from the states of Florida, Georgia, Texas, and West Virginia on how dynamics like the college completion agenda, state longitudinal data systems, and changes to state higher education governance are broadening and changing the roles of state system research offices. This panel session will appeal to both state system and institutional researchers, as it will focus on how changes in state system work also affect campuses. (Session ID: 88893)

Presenter(s)
Angela Bell, *University System of Georgia*
Neal Holly, *West Virginia Higher Ed Policy Commission*
David Troutman, *The University of Texas System*
Christy England, *State University System of Florida Board of Governors*

Using the VFA: Leveraging a National Initiative for Local Improvement

Panel Session | Assessment | Shaw/Ledroit Park

Community college professionals are encouraged to join us to learn how colleges across the country are using the Voluntary Framework of Accountability (VFA), the principle accountability system that gives colleges a better way to assess their outcomes on campus and influence the national dialogue. Presenters will reveal what sets the VFA apart from other initiatives, and how the MOU with Achieving the Dream, Inc. will help maintain the VFA's measures as the most meaningful for community colleges, for institutional improvement and accountability. Attendees will walk away with a deeper understanding of the VFA metrics and ways to leverage them for institutional improvement at their institutions. (Session ID: 88967)

Presenter(s)
Kent Phillippe, *American Association of Community Colleges*
Laurie Heacock, *Achieving the Dream*
Julie White, *Onondaga Community College*
Agatha Awuah, *Onondaga Community College*

12:00 PM–01:30 PM

Lunch Break

Schedules for Wednesday and Thursday include dedicated lunch break time for networking in the Exhibit Hall.. Savor some of the city's best cuisine at dining options located in the Marriott Marquis, including Anthem, High Velocity, and The Dignitary. Starbucks is located in the Marriott Marquis lobby. Various grab-and-go lunch options are available in the Marriott Marquis. Check the MyForum app for the latest informaiton on available lunch option at the Marriott Marquis. See the local map on page 155 for options nearby.

Poster Presentation

Marquis Ballroom

This year, poster presentations will enjoy their own presentation time slot separate from the lunch hour. Poster presentations will take place in the Exhibit Hall.

01:30 PM–02:15 PM

Accreditation-driven Research: Psychometric Analysis of Alumni Surveys

Poster Presentation | *Assessment* | *Poster 35*

The use of surveys of alumni in order to evaluate the outcomes and effectiveness of programs is a well-established practice in teacher education. In 2016, the Council for the Accreditation of Educator Preparation (CAEP) began specifying criteria requirements for survey instruments, including the number of response options in scales, developed by teacher preparation programs seeking accreditation. This poster will present a research project investigating the psychometric properties of alumni survey scales developed in response to CAEP requirements. The poster will include key considerations when creating new survey scales, an item response theory approach to the psychometric analysis of survey scales, findings, and implications for the use of psychometric analysis of measures in response to accreditation demands. This study aims to address the issue of accreditation mandated survey scale specifications and provide evidence addressing the justification for such mandates. (Session ID: 88986)

Presenter(s)
Jessica Miranda, *University of Hawaii at Manoa*

Advanced Reading Ability and Academic Performance

Poster Presentation | *Decision-Support* | *Poster 21*

Presenters will report on a study at their university in which 1,293 students were surveyed to analyze the correlation of student academic performance and their behavior in borrowing books from the university library during their four years in school. The study found that there were 113 students who had never borrowed a book. The more books a student borrowed, the higher that student's class ranking was, and the more scholarships they received. Moreover, it was confirmed that print-based reading material could enhance students' learning outcomes. The university therefore developed strategies to strengthen the library's role and encourage students to access books. It's an IR case worth sharing with others. (Session ID: 90889)

Presenter(s)
Yu-Chen Hsiao, *Asia University*

Comparing Latina and Latino Students at Highly Selective Institutions

Poster Presentation | *Analysis* | *Poster 55*

This poster examines the college experiences that affect outcomes for Latina and Latino students attending highly selective research universities. More specifically, this session will focus on the similarities and differences between the two populations of students for their college engagement and select college outcomes including academic achievement, cognitive development, and civic attitudes. Using an I-E-O approach, this session will highlight the specific incoming characteristics and college experiences that have an impact on the outcomes for each gender group in this population. This session aims to provide the IR professionals with support for designing policy and programs on campus that better serve Latina and Latino students. Furthermore, IR professionals will learn about designing research that continues to examine the college experiences and outcomes for this population. (Session ID: 88606)

Presenter(s)
Young Kim, *Azusa Pacific University*
David Edens, *California State Polytechnic University, Pomona*

Comparison of Starting Salary for Graduates: the Case of Japan and Taiwan

Poster Presentation | *Decision-Support* | *Poster 43*

Postsecondary education is a large investment, in terms of students' time and expenditure. Although the value of a college education reaches far beyond earnings, the financial commitment makes increased earnings an important outcome of receiving a degree. To reveal the value of the investment for different degrees, researchers collected open salary data of new graduates from Japan and Taiwan, two close entities in eastern Asia sharing similar politic and economic trails. They also collected normalized data, such as purchasing power parity, household final consumption expenditure, etc. Researchers then compared the income levels of different degrees and various majors. The results may inform students and their families in making decisions about, for example, which major may be preferable, and their schools on developing policies to improve the relative earnings of their graduates. (Session ID: 88887)

Presenter(s)
Yuen-Hsien Tseng, *National Taiwan Normal University*
Yu-Chin Li, *National Taiwan Normal University*
I-Te Tsai, *National Taiwan Normal University*

Constructing an Actionable Staff Retention Model

Poster Presentation | Decision-Support | Poster 23

The average institution of higher education spends more than 70% of its budget on personnel-related costs. Hiring someone to fill even an entry level position can cost up to half a year's salary, with senior vacancies costing up to 2 years' worth of salary to replace, and that does not include the cost of lost productivity while the position is empty. With budgets tight and often a limited hiring pool due to geography, it is more important than ever for institutions to retain competent staff. This presentation will review the work that went into creating an actionable predictive model for staff retention. The variables developed and included will be discussed in detail, as will the results of the model, providing attendees with an understanding of some behaviors and changes that can suggest a retention risk. Results in prediction and qualitative feedback from HR will be presented. (Session ID: 96893)

Presenter(s)
Rebecca Barber, *Arizona State University*

Developing Models for Predicting Students' Perfomance on Progress Exams

Poster Presentation | Assessment | Poster 3

The comprehensive learning that characterizes health professions education suggests that incremental progress exams could produce useful information about overall effectiveness of a curriculum in achieving long-term retention and application, as well as provide formative feedback for individual students. Texas Southern University College of Pharmacy & Health Sciences compared 2015 and 2016 PCOA exam results of its current fourth year students to their first, second, and third years' course grades and cumulative GPA. The study examines "recency effects in learning" related to students' performance measures and compares PCOA sub-topic results and course final grades, to help identify areas of strengths and weaknesses of the curriculum. It discloses longitudinal models to aid in predicting students' performance on progress and licensure examinations. The poster's objective is to reveal evidence-based models for forecasting students' performances on incremental progress examinations. (Session ID: 98728)

Presenter(s)
Roddrick Jones, *Texas Southern University*
Shu Wang, *Texas Southern University*

Diversity Matters: Using Data to Facilitate Change and Foster Conversations

Poster Presentation | Decision-Support | Poster 37

Lawrence University will share how identity-based diversity issues (race or ethnicity, gender, and sexual orientation, to name a few) emerging from campus climate surveys and a systemic institutional review influenced the implementation of five initiatives: learning, resources, safety, enhanced diversity, and dialogue across difference, which were focused on over the past year. The poster will illustrate emerging themes from quantitative and qualitative data analyses, and detail the progress made in the implementation of each of the five initiatives. Participants in this session will gain a better understanding of the role IR and data played in Lawrence's initiatives to become a more inclusive community. (Session ID: 89004)

Presenter(s)
Kristin McKinley, *Lawrence University*

Effect of College Support on STEM Student Learning Outcomes

Poster Presentation | Assessment | Poster 13

STEM students' learning outcomes are attracting interest from the research and practice field. The presenters will explore the effect of college support on learning outcomes of STEM students, using the Huazhong University of Science and Technology in China as an example. The presenters will describe the self-reported learning outcomes of STEM students using ANOVA, analyze the perceived academic, social and financial support, and explore how college support affects the learning outcomes of STEM students using path analysis and regression analysis. The presenters will elaborate on how the research results were used in university planning and to what degree the situation is the same as or different from the United States. The presenter will also briefly introduce the survey instrument development process and compare it will the NSSE and SERU survey. (Session ID: 98572)

Presenter(s)
Shuguang Wei, *Huazhong University of Science and Technology*
Jiale Jiang, *Huazhong University of Science and Technology*
Min Chen, *Huazhong University of Science and Technology*
Dongsheng Yu, *Huazhong University of Science and Technology*

Effects on Employability of Students' Characteristics, Majors, and Learning

Poster Presentation | Decision-Support | Poster 11

Employment outcomes have garnered significant attention in higher education. With the confluence of financial cutbacks and international competition for students, identifying student characteristics and affiliated factors has become critical for student success and institutional improvement. In this session, a study will be presented which combines data from the survey of post-graduation employment performance, in combination with institutional student record data at a research institution associated with student learning experiences, to identify the probable factors and associations and predict student success in the face of ever changing educational pathways of students in higher education. (Session ID: 98580)

Presenter(s)
Jyun-Hong Chen, *National Sun Yat-Sen University*
Ching-Hui Lin, *National Sun Yat-Sen University*
Ching-Lin Shih, *National Sun Yat-Sen University*

Embracing Changes: The Transition of IR to IE

Poster Presentation | Operations | Poster 51

Increased demand on data-informed decision making has transformed a traditional IR office in one metropolitan university into a new model of IE. New functions, responsibilities, roles, and practices have taken place to establish an integrated data and information support system in one unit: IE. This transition is a testing process for traditional IR to redefine professional perspectives and practices. This is an important step to take to embrace a new model of data and information support called for by AIR leadership. This university's story of transition represents an exploration for changes in functions and responsibilities, and hopefully will serve as a positive example for other institutions seeking to establish an effective decision-making support unit. (Session ID: 88813)

Presenter(s)
Jenny Liu, *University of Nebraska at Omaha*
Thomas Walker, *University of Nebraska at Omaha*
Jeanie Gutheil-Bykerk, *University of Nebraska at Omaha*
Hank Robinson, *University of Nebraska Omaha*
Lindsey Bandow, *University of Nebraska at Omaha*
Andrew Jacobsen, *University of Nebraska at Omaha*

Facilitating Successful Course Pathways Using Recommender Tools

Poster Presentation | Analysis | Poster 1

Student flow through the curriculum depends on successful completion of courses. This poster applies proven recommender systems from e-commerce and entertainment to the course selection process, in an effort to supplement existing advisor knowledge with predictions of individual student performance. Presenters will illustrate potential promising approaches augmenting Matrix Factorization methods with classifiers and effective sampling methods, to identify rare case events of C and F grades with more certainty.

The purpose of this information is to help the advisers and institutions provide necessary support and to steer students towards needed academic services that will enhance student retention, performance and graduation. (Session ID: 98746)

Presenter(s)
Stefano Fiorini, *Indiana University-Bloomington*
Yanan Feng, *Indiana University-Bloomington*
Dawit Gelan, *Indiana University-Bloomington*
Linda Shepard, *Indiana University-Bloomington*
Dennis Groth, *Indiana University-Bloomington*
Ganesh Nagarajan, *Indiana University-Bloomington*

Future Time Perspective and Learning Engagement Through the Lens of Self-determination Theory for Freshmen

Poster Presentation | Decision-Support | Poster 41

The purpose of this study was to explore a model to learn about future orientation of freshmen: exploring what factors influence freshmen learning engagement. Data were gathered from 634 undergraduates who received surveys when they were freshmen. Descriptive statistics, a paired-samples T test, and a structural equal model were conducted. This study adapted the I-E-O model to analyze the contributions of students input and institutional environmental factors towards freshman development. (Session ID: 88880)

Presenter(s)
Po-Lin Chen, *Hsuan Chuang University*
Michael Yao-Ping Peng, *Hsuan Chuang University*
Huei-Chin Ho, *Hsuan Chuang University*
Feng-Chi Liu, *Hsuan Chuang University*

Grade Inflation: Sometimes an "A" Is Just an "A"

Poster Presentation | *Decision-Support* | *Poster 17*

Institutions work hard to help more students succeed. But the long-term, upward trend of average course grades or student GPAs that results from successful efforts can appear to support the grade inflation thesis. This poster suggests how to distinguish instructional improvement from a mere rising trend in course grades. Visit this poster, tell us your institution's experience with long-term grade trends, and learn some tools for quantifying the causes. (Session ID: 98327)

Presenter(s)
Andy Zehner, *Purdue University*
Craig Zywicki, *Purdue University*

How Do You Define Student Success? A Case Study

Poster Presentation | *Decision-Support* | *Poster 61*

This poster shows the results of asking three groups (students, faculty, and staff) the same two questions, "How is student success defined at Emerson College?" and "How do you define student success?" The presenters used word clouds and charts to summarize the responses to these questions. Preliminary results point to substantially different definitions of what constitutes student success at Emerson and how it is defined (if indeed it is) by the institution. (Session ID: 88515)

Presenter(s)
Mike Duggan, *Emerson College*
Angela Carlson-Bancroft, *Emerson College*

Implementing Open Education Resources at Valley City State University

Poster Presentation | *Decision-Support* | *Poster 47*

This presentation highlights Open Education Resource (OER) implementation at Valley City State University, including: alignment with campus the campus mission and culture of campus innovation, evaluation of research to identify best practices, single course pilot, expanded use within General Education courses, student and faculty assessment of OER program effectiveness, expanded faculty adoption, and integration into campus strategic enrollment initiatives. Evaluation methods have included surveys and focus groups and will feature other measures. This initiative has been driven in part by North Dakota University System and legislative efforts to enhance student experiences while reducing out-of-pocket student costs. This initiative has become one of the campus presidential goals and is part of the campus strategic enrollment plan. This poster presents an example of collaboration on campus initiatives and offers insights into an emerging higher education topic. (Session ID: 88829)

Presenter(s)
Gregory Carlson, *Valley City State University*
Julee Russell, *Valley City State University*
Jodi Shorma, *Valley City State University*

Improving Certification Examinations Using Item Analyses

Poster Presentation | *Analysis* | *Poster 53*

As the prevalence of certification programs grows, it is important that certification exams are held to high standards of quality. While many faculty members do not have the statistical background needed to evaluate exam quality, many institutional researchers have strong quantitative backgrounds, and thus are well-placed to assist faculty in the evaluation of exam quality. This session will demonstrate an item evaluation technique that pairs item response theory (IRT) analyses with Bloom's taxonomy analyses to make informed judgments of item quality. Importantly, this session will also demonstrate techniques for making this information accessible to faculty so that they can use it in their exam development efforts. (Session ID: 88699)

Presenter(s)
Natalie Wright, *College for Financial Planning*
Rebecca Henderson, *College for Financial Planning*

Making the Degree Work: First-destination Career Outcomes

Poster Presentation | *Decision-Support* | *Poster 25*

Career centers are integral to our understanding of first-destination career outcomes for undergraduate students. From guiding students through the career exploration process to helping them gain the experience that will help them land their first career, career centers help students get to where they want to go. This poster will detail a study whose primary purpose was to examine how one large land grant university located in the midwestern United States is preparing students for their first-destination career, and what those outcomes look like. Presenters will describe the results of a multiple methods investigation, the implications of the results, and how the information can provide decision support for campus leaders. (Session ID: 89092)

Presenter(s)
Rosemarie Lerma, *Indiana University-Bloomington*

Online Certificate in IR at Florida State University

Poster Presentation | *Operations* | *Poster 63*

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 (1) to enhance knowledge and understanding of the core principles of IR; (2) to facilitate use of national databases; and (3) 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: 88393)

Presenter(s)
Sandra K. Martindale, *Florida State University*

Perceptions of International Students from China: A Longitudinal Study

Poster Presentation | *Analysis* | *Poster 39*

Starting 2012, Taiwan officially started accepting degree-seeking students from the People's Republic of China (PROC) to its universities. As of today, the number of students from the PROC is at an all-time high. However, with the competitive nature of higher education, maintaining a competitive advantage is crucial for sustainability. Previous empirical findings have shown that improving HEI service quality leads to student satisfaction, and at same time results in positive word-of-mouth marketing and student loyalty. Therefore, it is imperative that institutions be able to evaluate their services, so as to retain and increase its enrollment. The current study shall present the findings of a longitudinal study, starting from 2012 to 2016. Data with regards to the perceived service quality were collected by survey over six years, using the five dimensions of the SERVQUAL model: tangibles, reliability, responsiveness, assurance, and empathy. Policy implications were then provided, based on statistical analysis. (Session ID: 88876)

Presenter(s)
Gregory Ching, *Fu Jen Catholic University*
Pei-Ching Chao, *National Chengchi University*
Chuing Prudence Chou, *National Chengchi University*

Perceptions of Students and Instructors of Experiences With Writing

Poster Presentation | *Assessment* | *Poster 49*

Although the National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) Topical Modules have been used increasingly in American institutions to demonstrate IE, little research has been undertaken concerning those topic modules, including the Module of Experiences with Writing (EWW). This case study examined construct validity of the surveys within a specific setting, and investigated as to which students and teachers in this setting had similar or different perceptions of students' writing experiences. The results from this case study will help IR researchers to consider issues related to the nature of the two surveys, and investigate the perception gap between students and instructors in their own contexts. (Session ID: 88795)

Presenter(s)
Xiaomei Song, *Georgia Southern University*

Predicting Student Debt at Four-year Public Institutions

Poster Presentation | *Analysis* | *Poster 45*

Rising student debt is one of the most serious issues in U.S. higher education. Many studies have revealed that financial burden has negative impacts on college access, academic achievement, retention, and degree completion. In this regard, this session aims to identify the main predictors of the portion of students with debt at graduation. To do so, this presentation analyzes several student variables with the portion of students with debt at graduation. As possible predictors, these variables include average SAT-ACT score, percentage of minority students that are black, Hispanic, and multi-race, percentage of Pell recipients, the average amount borrowed of Pell grant, and percentage of full-time students. Results from this analysis will be appreciated by both institutional researchers and the office of financial aid in that it will provide great insights on institutional level policies for helping students with debt. (Session ID: 88856)

Presenter(s)
Jihye Kwon, *Indiana University*

Predictive Analytics for Student Enrolment

Poster Presentation | *Analysis* | *Poster 27*

At the University of Calgary, real-time data on student applications are used to provide the Enrollment Services with better predictive analytics on students that were offered a place at the University. IR offices are well placed to leverage institutional data to make these predictions. Our knowledge of the data and analytical tools can make us leaders in predictive analytics at our institutions. This poster presentation will discuss the issues about developing the models, finding the best model, and putting it to use. These lessons are applicable to applying these techniques to many situations. (Session ID: 89023)

Presenter(s)
Stephen Childs, *University of Calgary*

Predictors of Success in High DFW classes

Poster Presentation | *Decision-Support* | *Poster 33*

This poster provides results of a study which examined predictors of student success in 100-level classes with high DFW rates. Reducing high DFW rates in 100-level classes will help institutions in improving student retention, progression, and, ultimately, graduation. This poster will provide a framework for other institutions to replicate this study. (Session ID: 88949)

Presenter(s)
Cheryl Rollins, *Morgan State University*
Zachary Stimely, *Morgan State University*
Tiffany Thompson-Johnson, *Morgan State University*

Relationship Between SAT Scores, Persistence, Retention, and Completion

Poster Presentation | *Assessment* | *Poster 65*

The SAT assessment is a popular method for assessing student post-secondary readiness. In this exploratory study, the National Student Clearinghouse used two approaches to define retention: overall retention (continued enrollment at the original institution) and persistence (continued enrollment at any institution). This distinction is important for institutional researchers to consider, given the high-stakes decisions that are often made based on student retention statistics. The purpose of this research was to investigate the relationship between overall SAT scores with six-year outcomes in a sample of students who were administered the SAT test during the 2010 school year. (Session ID: 88914)

Presenter(s)
Faye Huie, *National Student Clearinghouse Research Center*
Douglas Shapiro, *National Student Clearinghouse*
Jason DeWitt, *National Student Clearinghouse*
Jill Indugula, *National Student Clearinghouse*

Scholarly Productivity: Redefining Doctoral Student Success

Poster Presentation | *Analysis* | *Poster 29*

Traditionally, academic and research communities define doctoral student success as time-to-degree and completion rates. However, researchers and administrators should consider scholarly productivity as a student success variable that impacts a host of other doctoral outcomes. The presenters will share preliminary findings on how key variables influence scholarly productivity among doctoral students. Understanding this relationship is essential for developing institutional and departmental policies as well as assisting institutional researchers in collecting pertinent information on doctoral students to assess program outcomes and student success. The aim of this poster session is to broaden knowledge of doctoral student success by focusing on scholarly productivity. (Session ID: 89071)

Presenter(s)
Jeffrey Opaleye, *Texas A&M University*
Kenyatta Phelps, *Lone Star College*
LaTrista Funches, *Texas A&M University*

STEM Trajectories in an Era of Student Mobility

Poster Presentation | *Analysis* | *Poster 31*

In assessing students' postsecondary education trajectories, researchers must consider the increasing trends in student mobility. This session demonstrates the use of multi-level modeling to account for student mobility in examining the institutional effects on student outcomes among a nationally representative sample of STEM college students. Large scale research of students across multiple institutional contexts requires the need to account for and acknowledge the institutional impact of each college attended within a student's postsecondary pathway. Implications for research, practice and policy will be discussed. (Session ID: 89077)

Presenter(s)
Felisha Herrera, *San Diego State University*
Anthony Villarreal, *San Diego State University*

Students' Academic Performance from Multiple College Entrance Channels

Poster Presentation | *Decision-Support* | *Poster 57*

This study investigated the academic achievement of students who were admitted via three college entrance channels: the united entrance examination, individual application, and high school recommendation, in one of the top universities, National Central University, in Taiwan. The results indicated that prior to college, students' academic performance followed the order of the college entrance channels. During their time at college, however, the pattern of the ranking of the students' performance was totally reversed. This paradoxical phenomenon leads to discussions regarding quota allocations for each channel. The presentation explores possible reasons for the results, and identifies research ideas for future investigations. (Session ID: 88533)

Presenter(s)
Pey-Yan Liou, *National Central University*
Jr-Hung Lin, *National Central University*
Gwo-Dong Chen, *National Central University*

The Emergence of Research Information Management in the US

Poster Presentation | *Technologies* | *Poster 15*

Research universities, research funders, and individual researchers are increasingly looking for aggregated, interconnected research information. This poster will describe the emerging research information management (RIM) landscape in the US, including an overview of drivers, goals, and stakeholders. It will demonstrate how institutional aggregation of faculty inputs along with information from multiple data sources can create an authoritative record of faculty research activity to support institutional analysis as well as research discovery. Libraries are valuable campus stakeholders in RIM implementation, seeking to support quality metadata and to support global discovery for IR. (Session ID: 98546)

Presenter(s)
Rebecca Bryant, *OCLC*

The First-year Student-athlete Experience

Poster Presentation | *Assessment* | *Poster 59*

Student athletes are one of the most commonly recognized subpopulations on a college campus. Student athletes have many of the same developmental challenges that their peers face, but they also have unique issues that need to be addressed. Additionally, these students are often viewed as a singular subgroup, without recognition of the unique experiences and challenges faced in different segments of the population. This poster will explore the first-year transition of student athletes, exploring both the population as a whole and unique subgroups within the student-athletes population. (Session ID: 88519)

Presenter(s)
Matthew Venaas, *Skyfactor*
Annette Miller, *Skyfactor*

The Impact on the Workforce for Community College Graduates in New Mexico

Poster Presentation | *Decision-Support* | *Poster 7*

This poster presents a study seeking the impact on the workforce for graduates from community college in the State of New Mexico. The findings of this study could help institutions be better positioned to fill the gap between the needs of employers in the current knowledge economy and programs offered in community college. In the study, institutional database and Quarterly Census of Employment and Wages collected by the New Mexico Department of Workforce Solutions were used to conduct descriptive analysis and logistic regression analysis. (Session ID: 98668)

Presenter(s)
Teruo Yokoyama, *Santa Fe Community College*

The Role of Strategic Planning in a Comprehensive Accountability System

Poster Presentation | *Decision-Support* | *Poster 5*

Institutional Analysis and Planning (IAP) at the University of Waterloo expanded its mandate by supporting the development of the institutional strategic plan, facilitating its implementation, and developing and implementing a comprehensive monitoring framework. This poster will illustrate how a comprehensive accountability framework was created, and show examples of how the operationalized strategic plan measures its goals and outcomes. A brief overview of the University's Strategic Plan in Action website will be provided. The website captures annual progress and will illustrate strategic plan outcomes. Visitors will learn how data from the accountability framework have been used to answer practical questions on campus. The poster will show the value of a comprehensive framework in integrating various accountability mechanisms and implications of the changing role of the IR team. (Session ID: 98686)

Presenter(s)
Jana Carson, *University of Waterloo*

Unmasking Predictors of Student Satisfaction from Survey Data

Poster Presentation | *Analysis* | *Poster 19*

Due to increasing competition, declining enrollments, and demand for accountability, universities are now cognizant of the importance of student satisfaction. Through a stepwise regression model applied to survey data, the paper this poster presents explores relationships between overall student satisfaction (OSS) and importance (value) of student experiences captured in faculty, institutional, and student factors. Preliminary results indicate importance rankings are better predictors of student satisfaction, with institutional factors contributing the most (40%) to predicting OSS, followed by faculty factors (27%), and student factors (13%). The model explained 80.3% of variance in OSS. Of the predictor variables, 54 out of 116 were statistically significant. The results were analyzed and interpreted, as well as the theoretical, methodological and practice implications. (Session ID: 89099)

Presenter(s)
Edward Acquah, *Athabasca University*

Why Students Fail to Persist: Towards an Institutional Retention Plan

Poster Presentation | *Decision-Support* | *Poster 9*

The objective of this poster is to share the findings of a research delivered at the University of Puerto Rico at Humacao concerning the reasons why students fail to enroll from second to third year at this institution. This research provides valuable information to the literature that can help this university and other similar to it achieve and maintain student's persistence, and therefore complete a degree. The findings will be useful in the decision-making process of institutional policy, and in the identification and implementation of activities that will result in student success. (Session ID: 98677)

Presenter(s)
Ivelisse Blasini, *University of Puerto Rico at Humacao*
María Lizette Candelaria, *University of Puerto Rico at Humacao*

02:30 PM–03:15 PM

A Tree-Based Predictive Modeling Approach for Admissions Yield

Speaker Session | *Decision-Support* | *Silver Linden*

This presentation covers a classification tree model for predicting the expected number of enrollees for a particular term. The proposed methodology draws upon the applicant pool characteristics and student onboarding process to give real-time fluid enrollment yield projections. Existing models often focus on attempts to decipher which student types are likely to matriculate in order to better target their recruitment efforts. While the methodology prescribed in this presentation can be used similarly, the presenters specifically aim toward facilitating admissions decisions and deadlines in support of meeting the university's established goals and convergent financial planning. (Session ID: 88490)

Presenter(s)
Benjamin Silva, *Florida Atlantic University*

Annual Business Meeting

Speaker Session | *Supreme Court*

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: 111778)

Presenter(s)
Glenn James, *Tennessee Tech University*

Better Ways to Measure Community College Student Success

Speaker Session | *Reporting* | *Archives*

Now, when institutions so desperately need to show student success, they are being forced to use only one-dimensional graduation rates as the measure of success. Researchers need to look at other ways to convey how effective colleges are at educating their students. This session will share other ways to illustrate student success. Several multi-dimensional approaches will be presented and demonstrated, including combining measures into a single report, using percent change data, and many examples of a balanced scorecard approach. Adding benchmarking data enhances the student success reports IR prepares for their stakeholders: administration, trustees, students, and the public. (Session ID: 88681)

Presenter(s)
Lou Guthrie, *Benchmarking Institute, JCCC*

CAIR Best Presentation: Data Mining to Identify Grading Practices

Affiliated Organization Best Presentation | Technologies | Mint

To enhance student success and to build inclusive classrooms, researchers have used technical tools and expertise to yield insight into problems many undergraduate students experience in higher education. A collaborative research effort explored how k-means cluster analysis can reveal contrasting patterns in the distribution of letter grades among large course offerings. Consistent with previous studies, our findings showed that norm-referenced grading practices exacerbate an existing achievement gap, while a criterion-referenced grading approach enhances student learning and overall success in school. This session will provide a hands-on opportunity for attendees to learn statistical techniques using SPSS, with datasets and syntax available during the session for data mining skills development. (Session ID: 107116)

Presenter(s)
Kelly Wahl, *University of California - Los Angeles*

Different Questions, Different Views: Your Best Visualization

Speaker Session | Technologies | Salon A/B

Effective data visualization, a key tool in any institutional researcher's toolbox, depends on a match between the questions asked and visualizations produced. The right match makes data highlights leap off the page, but the wrong visualization can obscure key points. Our presentation refines a framework, presented at last year's Forum, that outlines the main types of questions asked in IR, identifies the best visualizations for each type, and explains what aspects of each visualization make it the right tool for a specific job. (Session ID: 88774)

Presenter(s)
Lauren Young, *Canisius College*
Craig Abbey, *University at Buffalo*

Empowering Student Affairs Professionals to Make Data-Driven Decisions Using Tableau

Speaker Session | Decision-Support | Monument

In an increasingly data-driven environment, many IR offices are asked to provide internal data and analyses for campus personnel who may have difficulty understanding and interpreting traditional reports and visualizations. At Xavier University, the Office of IR worked on a project with the campus recreation center to analyze student swipe data and link it to persistence as well as other demographic information. This presentation will include techniques for collaborating with campus personnel not accustomed to data and reporting. In addition, Tableau best practices on how to present information that is user-friendly and informative will be shared. (Session ID: 88771)

Presenter(s)
Mary Fugate, *Xavier University*
LeeAnn Perkins, *Xavier University*

Enrollment Management Dashboard: Meeting Performance and Diversity Targets

Discussion Group | Analysis | Howard

College admission officers are often confronted with competing goals: admitting the most qualified students while maximizing the diversity of an admitted class. Though admission decisions are made at the level of the individual applicant, it would seem beneficial for colleges to know the diversity and performance implications of weighting different admission criteria on the makeup of an admitted and enrolled class. This discussion will focus on the development of an enrollment management dashboard that summarizes performance data and demographic information for an institution's applicants as well as for projected admitted and enrolled students based on different admission decisions. Session participants will share their thoughts on the following questions: What criteria are currently being used to admit students at their institution? What factors are related to enrollment at their institution? What information would an enrollment dashboard need to include to be of most value? (Session ID: 98652)

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

Evolving General Education Assessment: From Meaningless to Meaningful

Speaker Session | Assessment | Cherry Blossom

The assessment of student learning is a challenge for many institutions. Presenters will describe the journey Salisbury University (SU) took to develop and fine tune its General Education assessment process. What began as a one-shot administration of a standardized testing instrument to any willing student has evolved into a week-long testing window known as "GULL Week." Gaining Understanding as a Lifelong Learner (GULL) Week was developed and supported by faculty and administration. Participants in this session will learn how an evolving process can aid in the development of a campus culture of assessment; details of SU's model of a week-long testing window, including examples of standardized assessments aligned with common General Education student learning goals; as well as how to interpret, present, and use assessment results for institutional improvement. (Session ID: 88661)

Presenter(s)
Sarah Jardeleza Winger, *Salisbury University*
Kara Siegert, *Salisbury University*

From Data Management to Visual Reporting: Two Universities' Journeys

Speaker Session | Technologies | Scarlet Oak

In order to keep up with external pressures, administrators are expecting more from IR offices: faster response time, more interactive reports, and data presented in a way that's more easily understood by those not trained in data analysis. This trend lines up with the recent AIR statement of practice, which notes the increasingly distributed nature of IR work on campuses. Administrators see tools created for business environments and wonder why they're not available on their campuses, but dashboards—no matter how flashy or interactive—aren't useful if the underlying data isn't accurate or easy to interpret. This session will describe the processes that two state flagship universities have gone through to figure out how best to address these issues. Of particular interest is the fact that, while they conducted their reviews completely separately, they came to very similar conclusions. Each presenter will also demonstrate example dashboards and reports. (Session ID: 88962)

Presenter(s)
Denise Gardner, *University of Tennessee, Knoxville*
Susannah Livingood, *University of Oklahoma*

From Excel to Dashboards: Using Power BI to Showcase Data More Effectively

Speaker Session | Technologies | Magnolia

Microsoft Power BI is a free tool that offers researchers the opportunity to build and share interactive dashboards. It includes a suite of tools that allows researchers to disseminate data in a meaningful way to their colleagues, faculty, staff, and other key stakeholders. Power BI's simplified GUI allows researchers to leverage drag-and-drop elements, using a pivot table style format, to quickly build reports. Data Analysis Expressions (DAX) language allows users to create calculated fields in their dashboard. This presentation details the experiences, challenges, and milestones encountered when switching to a dashboard environment. Attendees will be walked step by step through the methods to transition from creating static reports in Excel to creating interactive dashboards in Power BI. A practical implementation of a dashboard using osteopathic medical school applicants' data will be shown to attendees. (Session ID: 88565)

Presenter(s)
Erik Guercio, *American Association of Colleges of Osteopathic Medicine*

How the Wall Street Journal and THE changed the game in US rankings

Sponsored Speaker Session | Analysis | Salon C

Last year, Times Higher Education conducted one of the largest nationwide surveys of US students ever undertaken to power The Wall Street Journal/ Times Higher Education College Rankings. Capturing student voices from over 1100 schools across the nation gave a unique picture of student motivation and engagement, and in the process revolutionized the US rankings landscape with a now essential element to ranking methodology. This is an exclusive opportunity to meet with the rankings experts and discuss and challenge this groundbreaking work. (Session ID: 112369)

Presenter(s)
Duncan Ross, *Times Higher Education*

How to Create a Faculty Trajectory Dataset and Present Using Survival Plots

Speaker Session | Decision-Support | Union Station

The path of a tenure-stream faculty member's promotion and tenure is often set out in faculty policy. These policies vary by institution, but can also vary by college and even department within the same institution. Even though policies are set, the path is not always set in stone. We lose faculty along the way, some faculty take longer than others to reach milestones, and others may be fast-tracked due to outstanding abilities. This session will show how the presenters created a data set to understand the trajectory of a tenure-stream path. It will address the challenges faced along the way and how they were able to come up with an informative and repeatable process to look at the path and timing. Topics include how they created cohorts and tenure-stream milestones, and how they ultimately used a survival plot to present the information in a clear and easy-to-understand manner. (Session ID: 89048)

Presenter(s)
Melissa Baker, *Carnegie Mellon University*
Janel Sutkus, *Carnegie Mellon University*

Identifying a Tool to Assess Institutional Development Outcomes

Speaker Session | Analysis | Shaw/Ledroit Park

Postsecondary institutions and the education field in general are starting to move beyond considering just GPA and retention as indicators of student success in college. This session will present a case study of a campus that created a set of student development outcomes (e.g., goal orientation, resilience) that were important factors in students succeeding in college, and were incorporated into their curriculum. The campus then used an established measure of student social and emotional skills to assess student progress on their development outcomes as they moved through the four-year program. The session will present the creation and incorporation of these student development outcomes, as well as the tool used to assess them. As more policymakers and campus administrators begin to place more emphasis on nontraditional factors related to college success, it is important to have identified and established measures that can be used to assess them. (Session ID: 88909)

Presenter(s)
Robert Dunbar, *University of Minnesota Rochester*
Jason Way, *ACT, Inc.*

IR and Marketing: A Partnership Worth Promoting

Speaker Session | Operations | Georgetown

Imagine that your IR office had a marketing team to promote its work. Temple University's Office of IR and Assessment and Office of Strategic Marketing and Communications have done just that, by building a strong, mutually beneficial partnership. Representatives from each office work together, providing support and expertise in their respective fields, to advance the communication and use of data across campus. IR offices are often charged with informing and driving internal and external audiences to action, but it can be difficult to translate data into a digestible format. This session will give insight into how a partnership like this can increase the effectiveness of an institution's IR efforts and strengthen its overall IR enterprise, and at the same time support its marketing efforts with IR data analyses. (Session ID: 88663)

Presenter(s)
Jodi Levine Laufgraben, *Temple University*
Eryn Jelesiewicz, *Temple University*
Meaghan Green, *Temple University*

IR Perspectives on the Strategic Planning Process

Speaker Session | Operations | Dogwood

Strategic planning is one of the most important and resource-intensive endeavors that an institution will undertake. The process is typically lengthy, collaborative, political and data-driven. This session will discuss the strategic planning process at a four-year private college from three distinct perspectives: a senior administrator in academic affairs, a director of IR, and an IR analyst. Using illustrative examples, the following topics will be addressed: high-level decision making, office and project management, communication of information, and data management, analysis, and visualization, all in support of the planning process. (Session ID: 89040)

Presenter(s)
Raldy Laguilles, *Springfield College*
Mary Ann Coughlin, *Springfield College*
Jacob Ferry, *Springfield College*

Moving Beyond Job Postings: A New Framework for Marketable Skills

Sponsored Speaker Session | Decision-Support | Salon 13

Identifying and keeping up with marketable skills is integral to program planning and curriculum alignment. Job postings signal what skills employers and HR professionals think they want. While useful, job postings data are fraught with limitations and only tells part of the story. Combining job postings data with employment outcomes from over 65 million professional profiles, Emsi will discuss a new framework for identifying marketable skills and new program opportunities. (Session ID: 110567)

Presenter(s)
Jeff Perley, *Economic Modeling Specialist Inc.*
Aaron Olanie, *Economic Modeling Specialist Inc.*

NSF's Higher Education R&D Survey Update

Speaker Session | Analysis | University of DC

This session will include an overview of the most recent NSF Higher Education R&D survey results and a demonstration of how to create custom tables in WebCASPAR. The session will show how the survey data can be used by institutional researchers for benchmarking with peer institutions. (Session ID: 89182)

Presenter(s)
Ronda Britt, *National Center for Science and Engineering Statistics*

Optimizing Financial Aid Packaging Through Data Science

Sponsored Speaker Session | Technologies | Salon 14

With rising tuition rates and an increase in admission competition, higher education institutions are struggling to meet the competing demands of a competitive tuition discount rate while maintaining a prestigious academic profile. Pressure to maintain and even increase enrollment numbers year after year adds to the complexity. What happens if enrollment increases, but the academic profile of the institution is compromised? What will happen to the tuition discount rate? In this session you will hear how campuses across the country have implemented a mathematical optimization model to explore various options around keeping their school fiscally healthy while also setting attainable enrollment goals. See how this robust analytical model is presented in an easy to consume visualization solution and can be used for fast-acting decisions. (Session ID: 112367)

Presenter(s)
Tim Schuldt, *Ruffalo Noel Levitz*

Plot the Pipeline: Visualizing Longitudinal Data with R's Riverplot Package

Speaker Session | Technologies | Chinatown

Effectively communicating longitudinal data related to persistence and graduation (i.e., the college pipeline) informs policy and planning decisions across campus. Complementing traditional data tables with visualizations known as Sankey diagrams can enhance the accessibility and impact of these data. This session will introduce the concept of a Sankey diagram, and provide step-by-step instruction as to how to create these diagrams in the R software environment using the Riverplot Package, and how to polish the visualizations in Adobe Illustrator. Attendees will become familiar with basic and advanced applications of Sankey diagrams within IR, and learn how to visually make the most of their longitudinal data. (Session ID: 88650)

Presenter(s)
Amy Gardiner, *Syracuse University*

PNAIRP Best Presentation: Student Loan Debt Impact on Alumni Success

Affiliated Organization Best Presentation | Analysis | Salon I/J

In recent years, the U.S. Department of Education has placed greater onus on higher education institutions to demonstrate the success of their students (e.g. The College Scorecard). This presentation will show what U.S. national datasets on student financial aid are available, how they can be integrated with a school's alumni survey data, and finally used for outcomes analysis (trends, regressions, etc.). The findings in this paper would be applicable for schools with professional programs where alumni go on to start their own private practices, clinics, or businesses. (Session ID: 107826)

Presenter(s)
Kai I Chang, *Bastyr University*

The Importance of Student Views about the Virtual Learning Environment

Speaker Session | Decision-Support | George Washington

With many institutions increasing their delivery of online course options, it is important to understand what features contribute to student engagement and success in the virtual learning environment. This presentation reports on research findings that assess student perceptions of their online course-taking experience. Data to be presented identify the variety of factors that contribute to quality online course delivery, including learning resources, technical support and capability, faculty and student engagement, and strategies to increase online course enrollment. This research addresses demographic differences in perceptions, as well. The session will include a discussion of how these data were utilized to build a CFA model that indicates how students perceive the overall quality of the virtual learning environment, and an SEM model to help researchers and online course designers understand how students' perceptions of their online courses may help predict successful learning outcomes (as measured by grade). (Session ID: 88662)

Presenter(s)
Teresa Ward, *Georgia State University*
Hong Jiang, *Georgia State University*

The Journey To General Education Program Effectiveness Through CORE+

Discussion Group | Assessment | Mount Vernon Square

This discussion will focus on one institution's efforts to develop a comprehensive and cohesive data-driven assessment process for its newly re-envisioned general education (GE) program. Technology changes pose continuing challenges for faculty and students. As this process evolves, the institution desires to move beyond assessing courses in isolation, to viewing the curriculum holistically. This is important because state and regional accrediting bodies are calling for higher education institutions to demonstrate that GE programs provide the context and support for advanced study in a major. Attendees will be given the opportunity to share how their institutions assess general education programs, as well as how students present an integrated picture of their learning. (Session ID: 88960)

Presenter(s)
Helen Schneider, *The University of Findlay*
Mary Jo Geise, *The University of Findlay*
Susan Brooks, *The University of Findlay*

The Rise and Fall of Community College Enrollment: Trends, External Factors

Speaker Session | Analysis | Congress

Nationally, community colleges saw dramatic enrollment increases between fall 2007 and fall 2010; however, community college enrollments have decreased each subsequent fall. This session will examine the enrollment trends in community colleges over a 15-year time period, (fall 2001 to fall 2015) to provide a deeper understanding of the shifting nature of enrollment in community colleges. Community college enrollment trends will be examined by different sub-populations attending the college. In addition, the community college enrollment trends will be put in the broader context of enrollment in other sectors of higher education, as well as related to national trends including changing national demographics, economic factors, and community college-centric aid programs that are related to enrollment changes. (Session ID: 88586)

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

The State of Affairs of Assessment in Higher Education – Results from a National Survey

Sponsored Discussion Group | *Assessment* | *Judiciary Square*

Using past research and results from a national online survey, the Association for the Assessment of Learning in Higher Education (AALHE) and Taskstream are exploring the potential development of a set of professional standards/competencies for assessment professionals. Join us for an interactive discussion surrounding the perceptions among faculty, institutional leaders, and assessment professionals about the nature, value, challenges, and skills required of assessment-related work and practices. (Session ID: 109340)

Presenter(s)
Matthew Gulliford, *Taskstream*

Tick Tock: Examining Excess Credits, Student Characteristics, and Debt

Speaker Session | *Decision-Support* | *Capitol*

Nearly all colleges and universities are pursuing greater efficiency and effectiveness, whether to respond to calls for accountability or to maximize scarce resources. One way to do so is to ensure that students are not exceeding the number of credits needed to earn their degrees. Several states and organizations have identified excess credits as a challenge to student- and institutional-level efficiency, but few have explored this issue in depth. Using the Education Longitudinal Study, a nationally representative data set, this study estimates national prevalence of excess credits, both in general and in terms of specific student populations and institutional types. Attendees will not only learn about the causes and prevalence of this issue at a national level, but also consider how to study and support decision making on this issue at their own campuses. (Session ID: 88970)

Presenter(s)
Jennifer May-Trifiletti, *University of Georgia*
Rachel Burns, *University of Georgia*

Tuition Price Elasticity of International Undergraduates

Speaker Session | *Analysis* | *Salon 12*

This session presents a study, the purpose of which was to examine how out-of-state tuition and fees affect international undergraduate enrollment at U.S. four-year institutions. The results of this research could help enrich IR professionals' knowledge about international undergraduate student college choice behavior, so as to better serve information requests from colleagues who are responsible for institutional enrollment planning, student marketing, and recruitment. The objectives of this session are to explore the unique features of the increasing number of international undergraduate students on U.S. campuses, and to encourage IR professionals to make use of large-scale nationally available data to generate meaningful analysis tailored to their own institutional-specific interests. (Session ID: 88860)

Presenter(s)
Jie Zhang, *University of Connecticut*

Using Artists' Tools and Strategies to Improve Data Presentations

Speaker Session | *Assessment* | *Tulip*

Many presentations and materials address using charts and graphs. There are tools for data visualizations, color-coding, dashboards, infographics, and interactive data, but many presentations, tables, charts, and reports are still text and data-heavy. Improving data visualizations could have a significant impact on ability to relay information effectively and efficiently to decision makers. Artists have been exploring visual and spatial communication for decades, and they have a perspective on visuals that is not common among institutional researchers. Institutional researchers do not need to possess superior artistic skills, but they can use artistic strategies and apply them to presentations, reports, dashboards, and other content to maximize effectiveness. This presentation from two artists will focus on four main areas, specific to artists, but transferable to institutional researchers and data visualizations: medium, space, color, and critique. (Session ID: 88370)

Presenter(s)
Sherry Woosley, *Skyfactor*
Samantha Surowiec, *University of Wisconsin-Oshkosh*

Why Aren't They Coming Back? Variables Influencing Student Retention

Discussion Group | *Decision-Support* | *Gallaudet*

As community colleges continue to face a decline in enrollment, more strategies for evaluating and improving retention need to be established. The implementation of an Intent to Return Survey could help to provide insight into the reasons why students don't return. With this knowledge, decision makers could implement plans to address student issues, in order to improve student perceptions and retention rates. This session will include data from the Intent to Return Survey at St. Charles Community College as well as a discussion on the key institutional and student variables that affect a student's decision to re-enroll. (Session ID: 0)

Presenter(s)
Chris Hubbard Jackson, *St. Charles Community College*
Christina Usher, *St. Charles Community College*

03:30 PM–04:15 PM

Aligning Offerings with Current Economic and Demographic Conditions

Sponsored Discussion Group | *Operations* | *Judiciary Square*

Discussion in this session will center around the following four themes: 1) How do you manage growth strategies in an environment of flat demand? 2) Are you altering offerings for a generation that wants instant rather than deferred gratification? 3) What are employers asking for in graduates? More certifications? If so, how are you meeting those demands? and 4) Do you see online education as a growing threat or sustained opportunity? (Session ID: 112396)

Presenter(s)
Christine Chmura, *Chmura Economics*
Leslie Peterson, *Chmura Economics*

Beyond the Bachelor's: Examining College Seniors' Interest in Graduate Education

Speaker Session | *Analysis* | *Dogwood*

Recent reports from graduate and professional education organizations point to growing pursuit of master's and medical degrees, but declining interest in other post-baccalaureate programs, leading some researchers to explore the trends underlying these observations. This session will discuss how the Higher Education Research Institute's (HERI) College Senior Survey (CSS) can be used to examine trends in undergraduates' intent to pursue specific advanced degrees. Presenters will draw from a study commissioned by AccessLex Institute exploring the law school pipeline to demonstrate how this institution's approach to the HERI CSS data can be adapted for the study of other graduate and professional degree programs. (Session ID: 88781)

Presenter(s)
Tiffane Cochran, *AccessLex Institute*
Ellen Bara Stolzenberg, *UCLA Higher Education Research Institute*
Kelly Cowdery, *AccessLex Institute*

Business Intelligence and Collaboration: Path to Data Visualization and Use

Speaker Session | *Technologies* | *Monument*

This session will present the path that a graduate health sciences university took to identify reporting needs, automate data processes, develop data dashboards to support internal and external reporting needs, and facilitate use by stakeholders. This is important to the field because it can support data integrity, access, visualization, and efficiency efforts, but requires vision, technology, and collaboration. The objectives of this session are to present the background situation, planning, and collaboration efforts; show the steps taken for data automation, dashboard development, and sharing; and to share lessons learned and best practices to facilitate use for internal and external reporting requirements. (Session ID: 88501)

Presenter(s)
Bryce Pride, *University of St. Augustine for Health Sciences*

Collaborating With the Campus Community

Speaker Session | *Assessment* | *Silver Linden*

On many campuses, IR and assessment may have a negative reputation, since the data are not always good news, and assessment demands are seen as irrelevant or burdensome. The pushback and lack of cooperation can be discouraging for staff. However, there are engagement opportunities and strategies that can help bridge the gap. When your instinct is to run for cover, you can still reach out successfully to your campus community. This session will introduce strategies and ideas to connect with your stakeholders to improve operations and to build a culture of improvement on your campus. (Session ID: 88865)

Presenter(s)
Melanie Simpson, *The University of Alabama in Huntsville*
Ginny Cockerill, *The University of Alabama in Huntsville*

Crucial Steps for a Success Student Learning Outcomes Program

Sponsored Speaker Session | *Assessment* | *Salon C*

Higher education institutions of all kinds — state, private and community — are increasingly being asked for more evidence of student learning. Many are looking for ways to demonstrate their students' general education skill levels and use information derived from student learning outcomes assessments to enhance the learning experience on their campuses. While there is no one-size-fits-all solution, there are many best practices to consider when creating and implementing a successful assessment program. Attend this session to learn: key questions to consider prior to executing your assessment plan, how to implement your assessment plan and obtain reliable data, and how to evaluate your results and identify potential opportunities for improving student learning. (Session ID: 112350)

Presenter(s)
Ann-marie Stephenson, *ETS*

CUNY Best Presentation: Assessment Best Practices from Diverse Institutional Perspectives

Affiliated Organization Best Presentation | *Assessment* | *Mint*

Assessment best practices provide a framework for answering the question: How well are we meeting our goals? Answering this question relies on institution-wide involvement in systematic and sustained assessment. This session focuses on how several colleges within the City University of New York system engage constituents from academic and non-academic units in the assessment process. Examples are provided from the perspectives of a community college, comprehensive college, senior college, and the CUNY Graduate Center. Presenters share their assessment best practices and provide suggestions for overcoming challenges. (Session ID: 109040)

Presenter(s)
Tammie Cumming, *City University of New York - NYCCT*
Marjorie Dorime-Williams, *Borough of Manhattan Community College (CUNY)*
Jennifer Kobrin, *The Graduate Center, CUNY*
Raymond Patton, *John Jay College of Criminal Justice*
Gladys Schrynemakers, *Medgar Evers College*
Yongchao Zhao, *New York City College of Technology*

Evolving Identities: Survey Changes Over Time

Speaker Session | *Assessment* | *George Washington*

Studies show there are differences in the college experience for students from underrepresented backgrounds, including non-heterosexual and gender variant students. These differences in experience are due in part to experiences of discrimination and negative campus climate for these students. This presentation will examine how a large-scale survey for students at colleges and universities was updated to include more inclusive items about gender identity and sexual orientation, and will explore the various identities described by students. Challenges for surveying, analyzing, and disseminating results 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: 88847)

Presenter(s)
Allison BrckaLorenz, *National Survey of Student Engagement*
Jana Clark, *Indiana University-Bloomington*

Faculty Liaisons: The Future of Academic Assessment Planning

Discussion Group | *Assessment* | *Catholic University*

The Faculty Liaisons: The Future of Academic Assessment Planning session seeks to share and explore the ways in which faculty can be included in the academic assessment planning processes at four-year universities, with the University of South Carolina, Columbia's experience as the case study on which the session will be based. As assessment becomes an integral part of the higher educational landscape, it is imperative that university faculty stakeholders have an audible voice in academic assessment processes. This discussion will allow dedicated assessment professionals to learn about important ways faculty voices are already being included at the University of South Carolina, while exploring ways to create space for faculty liaisons in their own university academic assessment processes. (Session ID: 87971)

Presenter(s)
Kimberly Walker, *South Carolina Commission on Higher Education*

Faculty Salary Equity Analysis: The Role of IR

Speaker Session | *Analysis* | *Chinatown*

Requests for faculty salary equity data put institutional researchers in between groups of passionate faculty and cautious administrators wanting to protect their institution. It is important for institutional researchers to have the tools and expertise to navigate these conversations in order to provide credible, useful information to the campus community. This session will provide recommendations for performing a study of faculty salary equity and the role of IR before, during, and after such an analysis. This session will also address the potential role of an external consultant to conduct the analysis and the role of IR in working with the external consultant. A case study will be presented of an institution that recently went through a faculty salary equity study, and will show how IR is currently assisting Deans and Chairs in faculty salary decisions through visualizations developed in Tableau. (Session ID: 89073)

Presenter(s)
Kathy Felts, *University of Missouri Columbia*
Mardy Eimers, *University of Missouri*
Robert Toutkoushian, *University of Georgia*

Graduate Student Gathering

Special Event | *Congress*

This event will feature a panel of speakers representing different types of employment in the field of institutional research. The panelists will briefly present on their current work and career paths and share their insights for those interested in a career in institutional research.

AIR staff and member leaders will also be on hand to answer questions about available AIR resources for graduate student members. (Session ID: 111788)

Presenter(s)
Gina Johnson, *Association for Institutional Research*
Michael Le, *Humboldt State University*
Teri Hinds, *National Association of Student Personnel Administrators*
Narren Brown, *South Central College*

How to Build Sankey Diagrams in Tableau

Speaker Session | *Technologies* | *Scarlet Oak*

Sankey diagrams are indispensable tools for identifying patterns and outliers in data, particularly for student movement throughout a university. In this session, the presenters will explore the features and utility of Sankey diagrams, using real-life examples built to inform decision making at Ohio University. The session will conclude with a demonstration of how to build customizable, interactive Sankey diagrams in Tableau. A Tableau template workbook and documentation, demonstrated in this session, will be made available for attendees to download and use at their home institutions. (Session ID: 88770)

Presenter(s)
Matthew Gehrett, *Ohio University*

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

Sponsored Speaker Session | Assessment | Salon 13

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: 111802)

Presenter(s)
Evan Jones, *U.S. News and World Report*

Multi-Methods for IR: Incorporating In-depth Qualitative Research

Speaker Session | Analysis | Capitol

As the AIR 'New Vision' notes, IR is now incorporating "data inspection through many lenses." However, even in this new "federated network," IR is still commonly a quantitative venture. This session outlines the evolution of the IR function at Grinnell College to encompass a qualitative researcher, creating a multi-methods research team. It describes the previously unmet needs and reviews a case study of how qualitative methods provided answers to a question that quantitative analyses alone were unable to address. In-depth qualitative data provide a richer understanding of our environments and the operating factors therein. This multi-method approach is contrasted with the more commonly employed mixed-methods approach. The objectives of this session are to describe the necessity of in-depth qualitative research in the new IR landscape, discuss the opportunities for increased understanding of higher education institutions, and explain the steps for integrating qualitative research into existing practice. (Session ID: 88564)

Presenter(s)
Georgeanna Robinson, *Grinnell College*
Kaitlin Wilcox, *Grinnell College*
Randy Stiles, *Grinnell College*

Opportunities and Outcomes for African American Male Students

Speaker Session | Analysis | Shaw/Ledroit Park

This session is focused on a paper that contributes to the literature on black male students' success, and applies propensity score matching techniques to investigate differences in experiences among students at historically black colleges and universities (HBCUs) and predominantly white institutions (PWIs). The presenters used data from two institutions, one a public PWI in the Northeast and the other a public minority-serving HBCU in the South. One of the main questions answered was whether the differences in outcomes including student satisfaction reflected a correlation due to the presence of systematic differences in personal and individual characteristics by institution, or due to sample selection. Presenters will test several hypotheses and present evidence that there are differences in outcomes between black males attending these two types of institutions. While previous research finds stark differences in satisfaction and other outcomes favoring minority-serving institutions, the evidence presented here shows that the comparability of students and outcomes in highly doubtful. (Session ID: 89085)

Presenter(s)
Osundwa (Fred) Wanjera, *New York University*

Predicting Family Income of Students Who Do Not Receive Financial Aid

Speaker Session | Analysis | Georgetown

An increasing number of families who do not qualify for financial aid are vulnerable to the rising costs of college tuition, yet IR offices lack a means of accessing these families' income information without a financial aid application. This presentation will provide AIR attendees with a method for predicting family income using widely available data (census, Common Application, FAFSA/CSS) for students who do not receive financial aid, thus yielding a new way of understanding their student body. A nonlinear regression technique is presented for the purposes of predicting family income for students who did not apply for financial aid. Attendees will be able to apply this method to their own student data for the purposes of gaining a fuller picture of their students' financial circumstances. This presentation is appropriate for those without a statistical background. (Session ID: 88784)

Presenter(s)
Janet Kwok, *New York University*
Robert Patrizzo, *New York University*

Santa Rosa Junior College's Citizen Researcher Campaign

Speaker Session | *Operations* | *Union Station*

How can IR offices encourage more stakeholders to access information themselves? AIR's "Statement of Aspirational Practices" calls us to supply data resources to an expanded definition of stakeholders, to provide decision-making support information to students, faculty and staff. On-line interactive data visualizations permit research offices to provide vast quantities of data to stakeholders, in a customizable format allowing users to extract the precise numbers they need. This process is efficient and democratic, and can save IR staff time by not having to create multiple customized reports. Yet many IR offices are finding that users would still prefer to have research staff provide information to them. Presenters from Santa Rosa Junior College will share their "Citizen Researcher" Campaign, an approach to encourage the use of data visualizations and on-line data resources. Participants will be invited to share successful strategies from their home institutions. (Session ID: 89064)

Presenter(s)
KC Greaney, *Santa Rosa Junior College*
Jeanne Fadelli, *Santa Rosa Junior College*

Survey Response Incentives: Does Being a "Winner" Affect Future Responses?

Discussion Group | *Analysis* | *Gallaudet*

Institutional researchers' ability to make inferences based on student survey data is often limited by non-response bias. While guaranteed prepaid incentives have been established as the best practice for increasing response, and lottery incentives have been shown to have little impact, less is known about other more affordable incentive structures. One alternative approach is to guarantee a monetary incentive for a subset of respondents (the first 400 students to respond, in this case). The presenters' research uses logistic and linear regression to examine how winning (or not winning) a non-guaranteed incentive predicts future survey responses (i.e., likelihood to respond, time to respond, and quality of response). This discussion session will be framed in research findings, with special attention given to differences by gender and race or ethnicity. Implications for institutional researchers and recommendations for how to affordably incentivize survey participation will be discussed. (Session ID: 98650)

Presenter(s)
Jennifer Blaney, *University of California, Los Angeles*
Linda Sax, *University of California, Los Angeles*
Connie Chang, *University of California, Los Angeles*

The Future Visualized: Changing Education Through Data

Sponsored Speaker Session | *Analysis* | *Salon 14*

This session will demonstrate how institutions can transform institutional data into interactive BI analytics reports to inform institutional decision making. Participants will gain a holistic view of data trends visualized via a series of shared interactive reports that were created and disseminated to display data from multiple lenses and units of analysis (institution, college, department, faculty, student, etc.). A variety of measures, including academic outcomes, enrollment, transition between majors, and peer benchmarks were included to allow campus users to explore data patterns and correlations to effectively inform decision making. (Session ID: 111914)

Presenter(s)
Resche Hines, *Stetson University*
Patrick LeBlanc, *Microsoft*
Jason Morales, *Microsoft*
Angela Henderson, *Stetson University*

Traditional and Nontraditional Enrollments Across All Sectors

Discussion Group | *Analysis* | *Howard*

Nontraditional students were found to enroll in college at higher rates than traditional ones when unemployment rates increased. However, the literature provides no guidance on which types of institutions are likely to witness the highest enrollments of traditional or non-traditional students when the economy shifts. This discussion will evaluate undergraduate enrollments across the entire spectrum of postsecondary institutions and explore the relationship between variations in the macroeconomic and financial aid factors and traditional and nontraditional student undergraduate enrollments in postsecondary institutions by sector (two- and four-year) and control (public, private nonprofit, private for-profit). (Session ID: 98679)

Presenter(s)
Diana Barbu, *The State University System of Florida - Board of Governors*
Adrian Barbu, *Florida State University*

Using GIS to Examine Enrollment Trends Among Community Colleges

Speaker Session | *Technologies* | *University of DC*

As demand for data analysis rise in our increasingly data driven world so are the apparatus and method for on demand data delivery systems. In this presentation a GIS platform is used to integrate both IPEDS enrollment data and the U.S. Population census data. We intend to analyze and display their complex relationship in an attempt to demonstrate how various factor have contributed to the demographic shift among community college enrollment that we are seeing today.

Key variables to be examine include; Institution-level enrollment data from the IPEDS as well as population and household data from Census among others. The outcome of this integration will provides a better understanding of what, how and why certain trends and patterns occur locally, regionally and nationally. The goal of the presentation is to illustrate how data from different sources can be integrated and analyzed and provided in a meaningful way to meet the interest of different stakeholders and aid in data driven (Session ID: 88956)

Presenter(s)
Jacob Mayiani, *James Madison University*
Rahel Tekle, *American Association of Community Colleges*

Using the Carnegie Classifications for Institutional Benchmarking

Speaker Session | *Decision-Support* | *Tulip*

Peer institution identification and benchmarking is a staple analysis within the IR tool kit. This session will provide IR practitioners with ideas and several ready-to-use templates for using the Carnegie Classification of Institutions of Higher Education (CCIHE) to conduct peer identification and benchmarking studies. Several templates and procedures will be demonstrated and made available to session participants for direct use or adaptation for use within their unique institutional contexts. (Session ID: 88593)

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

Visualizing Major Change Using an Interactive Sankey Diagram

Speaker Session | *Technologies* | *Magnolia*

Visualizing major change trends across time is a challenge. However, understanding how and when students change major is critical for institutional planners, from department heads to executive officers. This session will demonstrate the utility of the Sankey diagram, traditionally used in industry to show flow within a system, as a method for visualizing student flow by major through time. Using non-technical language, the presenter will describe and demonstrate a web-based interactive Sankey diagram currently used for mapping major change for a large university. The presenter will also provide resources for persons wishing to create such visualizations for themselves. (Session ID: 89029)

Presenter(s)
Mark Davenport, *University of North Carolina at Greensboro*

VPs for IE: Who Are They? How Can I Become One?

Speaker Session | *Operations* | *Supreme Court*

This national study, sponsored by the Association for Higher Education Effectiveness, provides a profile of vice-presidential leaders in the emerging function of IE. Results include the demographic, educational, experiential, and institutional type backgrounds of vice presidents for IE, as well as responsibilities, knowledge and skills crucial for the position, why the positions were established and how they have benefited their colleges and universities, and advice for both those seeking a VPIE position and institutions considering establishing them. (Session ID: 87968)

Presenter(s)
William Knight, *Ball State University*
Cynthia Tweedell, *Ohio Christian University*

What Can Colleges Do About the Concerns of Diverse College-bound Students?

Discussion Group | *Decision-Support* | *Mount Vernon Square*

This discussion will focus on the concerns of diverse students as they prepare to enter and adjust to the college environment, and how colleges are addressing these concerns. Highlights from a recent study on college-bound student concerns will provide context. Discussion participants will share their perspectives on the following questions: What concerns are more prevalent for incoming students? Are these concerns consistent across institutions and with recent research findings? How are institutions working to offset anticipated student concerns prior to their arrival and once enrolled? How do institutions target interventions toward the particular needs of diverse incoming students? (Session ID: 98474)

Presenter(s)
Becky Bobek, *ACT, Inc.*
Raeal Moore, *ACT, Inc.*

Why Documenting Student Learning Matters: A Policy Statement from NILOA

Speaker Session | *Assessment* | *Cherry Blossom*

This session will introduce the National Institute for Learning Outcomes Assessment (NILOA)'s policy statement that frames the warrant for the importance of multiple, systematic approaches for obtaining actionable evidence of authentic student achievement. First, a succinct summary will be offered of what the assessment movement has achieved thus far. Then five principles will be discussed that when adapted to an institution's educational purposes and programs can spread and accelerate assessment work worthy of the promises colleges and universities make to their students, policy makers, and the public. Examples from different types of institutions doing good assessment work will be offered to illustrate the principles in action and to consider IR's role in contributing to learning outcomes assessment. (Session ID: 88846)

Presenter(s)
Natasha Jankowski, *National Institute for Learning Outcomes Assessment*
Jillian Kinzie, *Indiana University-Bloomington*
George Kuh, *National Institute for Learning Outcomes Assessment*

03:30 PM–04:30 PM

Avoid These Top 5 Common Problems with IPEDS Reporting

Panel Session | *Reporting* | *Salon 12*

Each year, NCES observes the same common pitfalls that trouble IPEDS Keyholders. This panel will be a discussion with several IPEDS survey directors and IPEDS educators on what to look out for when reporting your IPEDS data, so as to avoid the common pitfalls. Presenters of this interactive panel discussion will answer questions and provide the best guidance and practices on topics such as how to create student cohorts and track these students for retention's Fall Enrollment, Graduation Rates, and Outcome Measures surveys; determining the best time to take a snap shot of financial aid data for the Student Financial Aid survey; how to report on students who go on study abroad programs in the Fall and 12-month Enrollments, Graduation Rates, and Outcome Measure surveys; and what qualifies as distance education course or program and how to report on students enrolled in distance education to Institutional Characteristics, Completions, and 12-month Enrollment. If time allows, additional questions from the audience will be taken. (Session ID: 91564)

Presenter(s)
Braden Hosch, *Stony Brook University*
Tara Lawley, *National Center for Education Statistics*
Bao Le, *U.S. Department of Education*
Andrew Mary, *National Center for Education Statistics*
Imani Stutely, *National Center for Education Statistics*
Carolyn Mata, *Georgia Independent College Association*

Communicating Complex Data Initiatives: Performance-based Funding

Panel Session | *Reporting* | *Salon A/B*

Using the Florida College System's performance-based funding model as a guide, this session focuses on three important aspects of communicating data to campus and system-wide administrators: first, turning complex information (the performance funding-model) into digestible products, including short thematic documents on specific sections of the model. Second, the work of their performance-based funding committee and how they examined each measure and made changes as a result. Third, reactions to the model's implementation from the perspective of the colleges and how they communicated this information to their peers. (Session ID: 89143)

Presenter(s)
Eric Godin, *Division of Florida Colleges*
Archie Cubarrubia, *Miami Dade College*
Michael Johnston, *Pensacola State College*

Predicting and Benchmarking Institutional Retention and Graduation Rates

Panel Session | *Decision-Support* | *Archives*

With mounting accountability pressures to improve student success and more states moving towards performance-based funding, retention and graduation rates are of particular interest when gauging performance of higher education institutions. This panel discussion introduces a recent study that relied on federally and regionally reported higher education data (IPEDS/WSCUC GRD) to develop a prediction model for institutional retention and graduation rates that is readily accessible to higher education analysts. The featured model analyzes panel data on over 1,000 colleges and universities to estimate predicted retention and graduation rates for a majority of U.S. higher education institutions. Participants in this session will explore in detail how and when they might use the prediction tool to benchmark performance at their institutions, and how to interpret trends represented by the data, and will begin to formulate action plans for use of the tool at their institutions. (Session ID: 88708)

Presenter(s)
John Stanley, *University of Hawaii, West Oahu*
Serge Herzog, *University of Nevada, Reno*
Henry Hernandez, *WASC Senior College and University Commission*

The Chief Institutional Research Officer: Who? Why? How?

Panel Session | *Operations* | *Salon I/J*

AIR's Statement of Aspirational Practice for IR calls for the creation of a Chief Institutional Research Officer position commensurate of other leaders who manage valuable resources (e.g., Chief Financial Officer and Chief Information Officer). The titles may vary but this person provides leadership to build and maintain the IR function and support a data-informed decision culture. Who is in these roles now? Why is this position necessary? How does someone obtain the knowledge and skills necessary for this position? Join us for a discussion about this c-level role, how it could benefit your institution, and how it might shape your career. (Session ID: 111783)

Presenter(s)
Brent Drake, *Purdue University*
Dennis Hengstler, *The University of Tennessee-System*
Bryan Harvey, *University of Massachusetts-Amherst*

Moderator(s)
Darlena Jones, *Association for Institutional Research*

04:30 PM–05:30 PM

Networking Reception Hosted by AIR Board of Directors

Special Event | *Marquis 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 Capital 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.

05:30 PM–06:30 PM

Mid-America Association for Institutional Research

Affiliated Organization Meeting | Tulip

An informal session for MidAIR members to meet and discuss current ideas/issues of institutional research and provide input about the November MidAIR conference.

Presenter(s)
Wendy Pickel, *Rockhurst University*

North East Association for Institutional Research

Affiliated Organization Meeting | Silver Linden

The North East Association for Institutional Research (NEAIR) invites all NEAIR members and those IR professionals who work in the Northeast region to an informal meeting. At this session, we will provide information about the upcoming grant opportunities and NEAIR events (e.g., professional development workshops in July 2017 and the Annual NEAIR conference that will be held on November 18-21, 2017 in Jersey City, New Jersey) and provide an opportunity for members to share any general announcements or news. The session also serves as a networking opportunity for NEAIR members to meet and greet each other while at the AIR Forum.

Presenter(s)
Ann Marie Senior, *Thomas Edison State University*

Pacific Association for Institutional Research

Affiliated Organization Meeting | Scarlet Oak

Aloha! Join fellow PacAIR members for a brief meeting and "talk-story" time. Anyone interested may attend. We will be gathering for a dinner group right after our meeting and you are welcome to join us.

Presenter(s)
John Stanley, *University of Hawaii - West Oahu*

Pacific North West Association for Institutional Research and Planning

Affiliated Organization Meeting | University of DC

PNAIRP cordially invites members attending the 2017 AIR conference to a brief meeting. We invite all PNAIRP attendees to join us to congratulate our PNAIRP best paper presenter, share their presentation topics, and connect with colleagues before heading out for the PNAIRP dinner group.

Presenter(s)
Russell Cannon, *University of Washington Bothell*

Rocky Mountain Association for Institutional Research

Affiliated Organization Meeting | Magnolia

The Rocky Mountain Association for Institutional Research (RMAIR) serves higher education IR professionals from Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Texas, Utah, Wyoming, and Canadian provinces, Alberta and Saskatchewan. Our semi-annual business meeting is a great opportunity to network with fellow Rocky Mountain IR professionals. Special guests will present information regarding the Revealing Institutional Strengths and Challenges (RISC) Survey, which provides detailed, actionable data about student success. We will also discuss our annual RMAIR conference, coming up in October, 2017. Following the meeting, join us for dinner at a nearby restaurant. Please contact secretary@rmair.org to RSVP for dinner.

Presenter(s)
Dianna Renz, *Western Wyoming Community College*

Southern Association for Institutional Research

Affiliated Organization Meeting | Dogwood

SAIR members, as well as anyone who works at institutions in the SAIR region (AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, and WV), are encouraged to attend this meeting to network with colleagues, discuss current activities of the SAIR organization, and learn more about our fall 2017 conference in Fort Worth, Texas.

Presenter(s)
Lisa Lord, *University of Louisiana at Lafayette*

Southern University Group

Affiliated Organization Meeting | Cherry Blossom

SUG members will discuss items of interest from their institutions as well as provide updates to annual data exchange items.

Presenter(s)
Richard Burnette, *Florida State University*

Association for Institutional Research in the Upper Midwest

Affiliated Organization Meeting | Georgetown

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 2017 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.

Presenter(s)
Nicole Holland, *Walden University*

Data and Decisions® Academy

The Academy, hosted by the Association for Institutional Research (AIR), is a series of self-paced, online professional development courses designed to support data informed decision making. These practitioner-focused courses are perfect for early career professionals in IR and related fields. With an investment of approximately 25 hours, participants will acquire the knowledge and skills to perform a critical IR function.

DATA & DECISIONS® ACADEMY

SCHOLARSHIPS AVAILABLE!

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

COURSES INCLUDE:

Designing IR Research
Practical approaches to designing quantitative and qualitative IR studies

Foundations of Data Management
Essential techniques for organizing IR studies data

Foundational Statistics for Decision Support
Basic techniques for summarizing and explaining data

Longitudinal Tracking for IR
An overview of longitudinal tracking focusing on student success

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

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

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

Wednesday

AccessLex Institute/AIR GRANTS

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

The Fellows Program is a research grant competition promoting scholarship on issues related to access, affordability, and value of legal education specifically, and graduate and professional education more broadly. Recipients of AccessLex Institute/AIR Grants will present their research at the AccessLex Institute Legal Education Research Symposium, November 7-8, 2017, in Clearwater Beach, Florida.

2016-17 AccessLex Institute/AIR Grant Recipients Presenting at the AccessLex Institute Legal Education Research Symposium:

RESEARCH GRANT PRESENTATIONS

Amy Farley, *University of Cincinnati*
Robert Kelchen, *Seton Hall University*
Amy Li, *University of Northern Colorado*
Hironao Okahana, *Council of Graduate Schools*
Erdal Tekin, *American University*
Xueli Wang, *University of Wisconsin-Madison*
Gregory Wolniak, *New York University*

AIR

www.airweb.org/GrantsAndScholarships/

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Program Highlights: Thursday, June 1

7:00 AM – 5:00 PM	Registration Open (Marquis Foyer)
7:45 AM – 8:45AM	Coffee and Networking in the Exhibit Hall (Marquis Ballroom)
7:45 AM – 3:00 PM	Exhibit Hall and AIR Networking Hub Open
8:45 AM – 11:30 AM	Concurrent Sessions
11:30 AM – 1:00 PM	Lunch Break and Networking in Exhibit Hall
1:00 PM – 1:45 PM	Poster Presentations in Exhibit Hall
1:45 PM – 2:45 PM	Dessert Break and Networking in the 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
7:00 PM	Documentary Screening -"Starving the Beast" (Independence Ballroom)

Floor Guide

Mezzanine Level (2nd Floor)

Cherry Blossom
Dogwood
Magnolia
Scarlet Oak
Silver Linden
Tulip

Meeting Level 1 (M1)

Catholic University
Gallaudet
George Washington
Georgetown
Howard
University of DC

Meeting Level 2 (M2)

Marquis Ballroom (Exhibit Hall)
Marquis Foyer (Registration Desk)
Salon 12 - 14

Meeting Level 3 (M3)

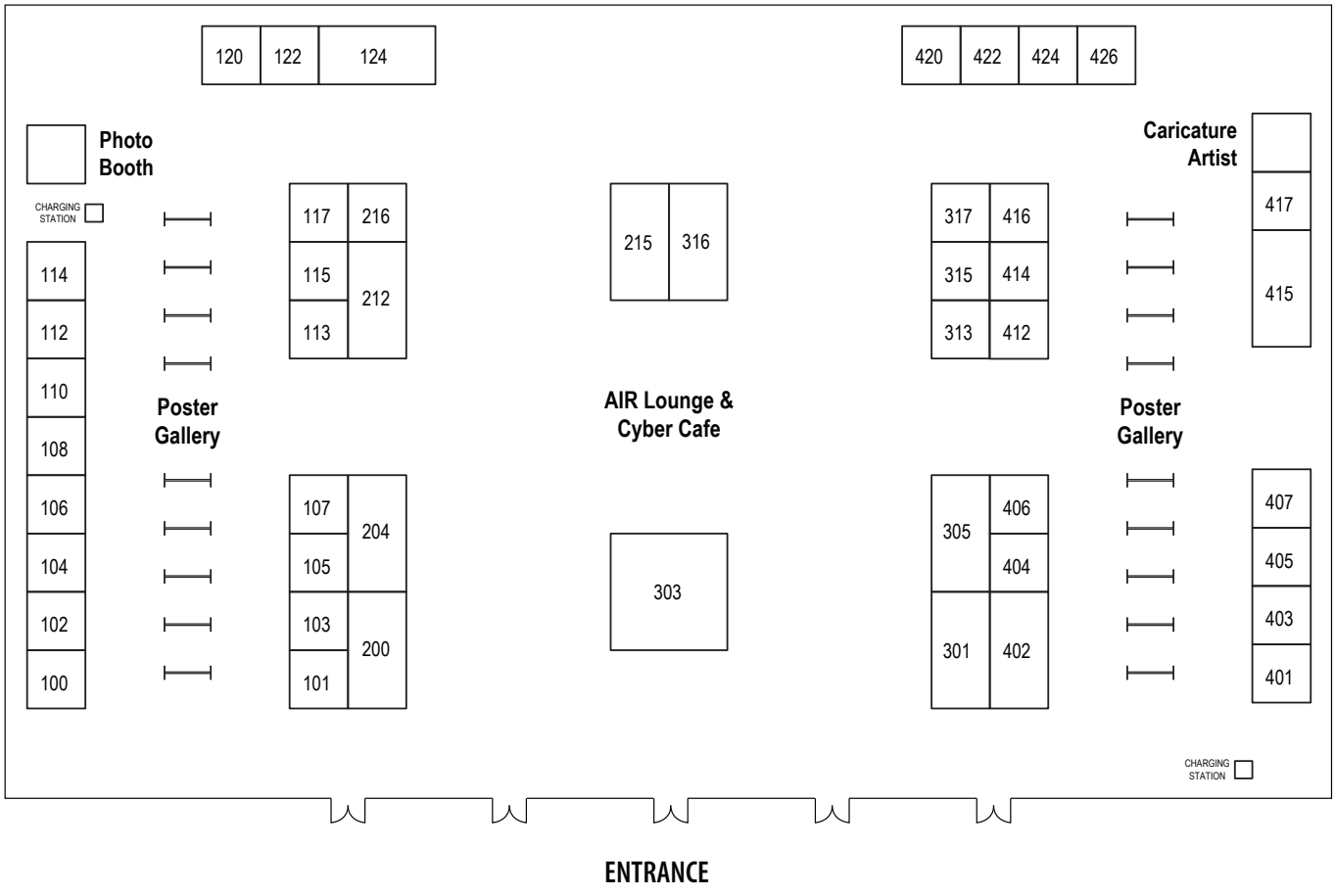
Chinatown
Judiciary Square
Mount Vernon Square
Shaw/Ledroit Park
Union Station

Meeting Level 4 (M4)

Independence Ballroom
Liberty Ballroom
Archives
Capitol
Congress
Mint
Mounument
Salon A- P
Supreme Court
Treasury

Notes

Exhibit Hall Floor Plan—Marquis Ballroom



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U.S. News Academic Insights 305
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07:45 AM–08:45 AM

Complimentary Coffee and Networking

Special Event | *Marquis Ballroom*

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

08:45 AM–09:30 AM

A Free Enrollment Management Tool to Predict and Increase Student Matriculation

Speaker Session | *Analysis* | *University of DC*

There has been extreme pressure placed on universities to increase student retention rates and decrease time-to-degree. In response, enrollment management (EM) offices are looking for better ways to recruit students who are more likely to succeed in higher education. This can be challenging, because EM offices have finite monies to recruit students. What role can institutional research (IR) offices play to assist EM offices get the biggest return on their student investment? Using admissions and financial aid data, the University of Texas System has developed a free dynamic tool that allows an EM office to determine the right monies for the right student in order to increase the likelihood students will matriculate to a university. Session attendees will learn about a statistical model used to predict student matriculation. The presentation will provide a step-by-step description of how the EM tool was built and how it is being used by universities. (Session ID: 88907)

Presenter(s)
David Troutman, *University of Texas System*

Alumni Tracking: Promising Practices for Reporting Employment Data

Speaker Session | *Reporting* | *George Washington*

This session documents the approach that the Florida Information Technology Career (FITC) Alliance undertook to establish an alumni tracking system for undergraduates majoring in information technology, computer science, and computer engineering. Postsecondary institutions that are able to document successful links between their programs, degree attainment, and employment achieve a competitive advantage. Often, sharing details about how to attain this competitive advantage through successful alumni tracking is difficult due to privacy concerns. This study provides best practices and techniques for collecting, analyzing, and reporting program completer outcomes through alumni tracking without sacrificing student privacy. Suggestions for future research are also provided. (Session ID: 89012)

Presenter(s)
Faye Jones, *Florida State University*
Marcia Mardis, *Florida State University*
Ebrahim Randeree, *Florida State University*

Applying Data Envelopment Analysis for Productivity Evaluation

Speaker Session | *Decision-Support* | *Dogwood*

Benchmarking is often conducted using institutional peer groups or national averages as a basis for comparisons. Using averages does not provide information about the performance of the best competitors in a peer group. This session will discuss the use of structural equation modeling, cluster analysis, and data envelopment analysis to produce a data-derived peer selection process to target improved efficiencies. Discipline level peers who share the most salient characteristics will then be used to identify the most efficient producers of teaching, scholarship and service. By producing an efficiency frontier defined by the optimal relative producers, actionable targets for specific categories of improvement can be identified. (Session ID: 89103)

Presenter(s)
Tom Eleuterio, *University of Delaware*
Ti Yan, *University of Delaware*

Benchmarking for a New Era of Leaders With Self-service Dashboards

Speaker Session | Decision-Support | Silver Linden

Benchmarking performance in key areas against similar institutions can help an institution tell its story of institutional success, which is critical in the recruitment of talented students and faculty, as well as procurement of revenue from various sources. An institution can make a public statement about its worth by releasing a list of peer institutions showing similarity to other institutions. Simply showing your institution at the top of a chart of its peers is a very effective way to demonstrate institutional success. After realizing how frequently office staff pulled similar data from IPEDS, NSF, U.S. News and other external datasources, researchers at this institution decided to implement an in-house benchmarking data warehouse. The implementation of this data warehouse stimulated the creation of multiple interactive dashboards which serve as a self-service stop for institutional leadership for conducting comparative analyses. (Session ID: 89129)

Presenter(s)
Meghal Parikh, *University of Central Florida*

Data Collection and Utilization of Withdrawal Studies: Lessons Learned

Discussion Group | Decision-Support | Mount Vernon Square

Student retention remains a national challenge and institutions devote many resources to reduce attrition. Abundant research exists on why students voluntarily withdraw; however, given the variation in institutional and student body characteristics, studies using home-grown tools are often essential for individual campuses to intentionally design their retention efforts. Many institutions gather and use withdrawal data, some systematically, and some sporadically. Very often, IR offices play a primary role in the process. Given the vast array of home-grown tools and practices, this session is intended to stimulate discussion of various data collection, analysis, and utilization approaches, and to share successful strategies. The discussion will be informed by an overview of current practices at multiple institutions. Attendees will be invited to share their tools and methods, utilization of results and their impact, successes, challenges, and lessons learned. (Session ID: 88913)

Presenter(s)
Suhua Dong, *Gettysburg College*

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Engaging the Generation Y Student Voice

Speaker Session | Decision-Support | Salon 12

Achieving a high response rate to online surveys is challenging for many institutions. Engaging Generation Y students requires a different approach due to the changing ways this generation communicates. This presentation reports on a push-pull strategy implemented at Otago Polytechnic to boost response rates to online surveys with a focus on Generation Y students, who constitute the largest cohort of current students. A combination of changing communication methods to suit Generation Y students, together with supporting teaching staff to engage with student feedback more effectively has resulted in a marked increase in participation rates by students. (Session ID: 88479)

Presenter(s)
Stuart Terry, *Otago Polytechnic*

Evolving from a Culture of Inquiry to IE

Speaker Session | Assessment | Chinatown

Policy makers, accreditors and the public are increasingly demanding that colleges demonstrate their effectiveness at reaching institutional goals and achieve higher levels of student completion and employment, while bringing effective programs to scale. The growing emphasis on IE and the demands associated with it are increasingly at odds with the focus and design of the typical research and planning offices at most community colleges. A strategic response is required: The IE model is being advanced by higher education organizational planners as a strategic response to the need for greater leadership and direction in institutional planning and to improve the alignment of core operations. This presentation is an invitation to participants to discuss and reflect on the changing landscape of demands being placed on community colleges and how these institutions might best structure their organizational processes and decision making. (Session ID: 89113)

Presenter(s)
Gregory Stoup, *The Research & Planning Group of California*

Faculty Information Management: The University of Arizona and Interfolio

Sponsored Speaker Session | Technologies | Salon 13

This panel presents a case study examining the University of Arizona's use of Interfolio's faculty activity reporting system to collect, analyze, and integrate faculty data into multiple campus research and reporting systems. University of Arizona will share how they use technology to harness up-to-date, validated data on the full range of faculty engagement (teaching, research, patents, service, community partnerships and more), and then access APIs to create an institutional data commons for multiple stakeholders across campus, including institutional research. The session will touch on best practices for selection, implementation, rollout, and technical integration of a faculty activity reporting platform. (Session ID: 107830)

Presenter(s)
L.K. Williams, *Interfolio*
Andrew Rosen, *Interfolio*
Maliaca Oxnam, *University of Arizona*
Brett Bendickson, *University of Arizona*

Finding Peer Institutions Based on Academic Program Mix Alignment

Speaker Session | Decision-Support | Congress

This session addresses ways to answer the question many institutions are asking: "Which schools have an academic program mix most comparable to ours?" In the field of IR, there is a necessity for in-depth, peer institution comparisons as well as knowledge of the underlying analysis and formulas that can be applied to numerous projects in IR. The objectives of the session include exposure to an alternative method for determining peer institutions, and instructions for utilizing Excel Array formulas and other analysis tools. (Session ID: 88658)

Presenter(s)
Brian Cygan, *Pennsylvania College of Technology*
Tom Mahoney, *Pennsylvania College of Technology*

Getting Started With Data Mining

Speaker Session | Technologies | Shaw/Ledroit Park

Many in the IR community have expressed a desire to utilize big data for decision making on their campuses. This presentation will provide basic information to assist those wishing to develop a data mining infrastructure. Topics covered will include software choices, available training, types of analyses, and use of transactional data. Analysis methods discussed will include CHAID, CART, clustering, missing data handling, and linear regression in a data-mining environment. Model development steps and assessment techniques will be covered, as well as how to apply results to new data. The presenter's research has shown learning management system logins to be associated with student outcomes; however, many campuses have a wealth of this and other data that is not being tapped. The presentation will conclude with suggestions for storing data from a variety of sources, and present a sample dashboard designed to allow stakeholders to easily view and use the modeled data. (Session ID: 89067)

Presenter(s)
Nora Galambos, *Stony Brook University*

How Do We Compare? Using Tableau to Support Institutional Assessment

Speaker Session | Technologies | Tulip

This session showcases how the University of Cincinnati's (UC) IR and UC Clermont's IE offices are using Tableau to create dashboards to support institutional planning and assessment. Using various sources such as IPEDS, the Delaware Study, and the National Survey of Student Engagement, the UC IR office is creating dashboards to evaluate how UC compares to other institutions in areas such as faculty diversity, student credit hours per full-time faculty member, and student engagement. At UC Clermont, the dashboards, using internal and external surveys and student success measures, are a rich source of assessment for program, department, and institutional improvement. Attendees will learn how UC is using Tableau to enable users to interact with data, and explore Tableau's various interactive dashboard options. (Session ID: 89025)

Presenter(s)
Charita Brewer, *University of Cincinnati*
Susan Riley, *University of Cincinnati*
Lauren Thomas, *University of Cincinnati*

How Machine Learning and Multiple Measures are Reshaping College Placement

Speaker Session | Analysis | Union Station

Using machine learning, the Multiple Measures Assessment Project (MMAP) developed efficient and effective rules for identifying students who are highly likely to be successful in college-level coursework. Building on work showing that combining high school performance data with placement test information can greatly reduce placement error relative to tests alone, this session presents the results of a paper analyzing three distinct systems for combining test and high school data (i.e., disjunctive, conjunctive, and compensatory). In order to compare the performance of these placement systems, a suite of metrics were developed, including accuracy, positive predictive value, completion rate of remedial cohorts (i.e., throughput rate), and proportion of underrepresented students placed at college level. Results and analysis show which assessment and placement systems are optimal for given local implementation and system goals. (Session ID: 89075)

Presenter(s)
Craig Hayward, *Irvine Valley College*
Terrence Willett, *Cabrillo College*
Loris Fagioli, *Irvine Valley College*

Improving Campus Climate Assessments with New Instruments and Approaches

Sponsored Speaker Session | Assessment | Salon 14

Building upon its role as a leader in campus climate research, HERI has new opportunities for institutions to conduct more comprehensive and in-depth climate assessments. In this session, we will describe early findings from HERI's pilot of its Staff Climate Survey, and we will outline plans and seek input about a full deployment of the survey during the 2017-18 academic year. When combined with HERI's Diverse Learning Environments survey and the HERI Faculty Survey, the Staff Climate Survey completes a suite of complementary instruments that institutions can use to understand all community members' perceptions of and experiences with climate. Additionally, HERI staff will discuss a new endeavor that analyzes and integrates data from students' engagement with social media with campus climate survey data to provide supplemental, timely information about current climate issues. These new initiatives aim to enhance institutions' capacity for rigorous and comprehensive climate assessments. (Session ID: 108095)

Presenter(s)
Ellen Bara Stolzenberg, *UCLA Higher Education Research Institute*
Dominique Harrison, *Higher Education Research Institute*
Kevin Eagan, *Higher Education Research Institute*

Leveraging Measures of Campus Climate to Predict Retention

Speaker Session | Decision-Support | Salon A/B

As an increasing number of colleges administer campus climate surveys, these instruments and measures have the potential to forge a critical relationship to student retention and completion data. While studies have focused on identifying and understanding components of the campus climate for diversity, few studies have quantitatively linked such aspects of the climate with students' actual enrollment patterns. This presentation applies a criterion validation approach to campus climate measures in order to test its relationship with student retention. Presenters will connect data from a national sample of students who participated in the 2010-2011 Diverse Learning Environments survey administered by the Cooperative Institutional Research Program with their corresponding enrollment data from the National Student Clearinghouse. In so doing, campuses may learn more about how the climate for diversity is an important aspect to students' enrollment decisions. (Session ID: 88953)

Presenter(s)
Joseph Ramirez, *University of California-Los Angeles*
Katherine Cho, *University of California-Los Angeles*
Sylvia Hurtado, *University of California-Los Angeles*

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

Sponsored Speaker Session | Assessment | Salon C

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: 114590)

Presenter(s)
Jillian Kinzie, *National Survey of Student Engagement*
Robert Gonyea, *National Survey of Student Engagement*

Now What? Implementing Changes based on Predictive Modeling Results

Sponsored Discussion Group | Decision-Support | Judiciary Square

Many institutions are utilizing predictive modeling to support their student success and enrollment efforts. But once you get the results from the models what do you do with them? Join us in this discussion as we share real world implementation stories of programs that were implemented based on transparent predictive modeling results. (Session ID: 112393)

Presenter(s)
Loralyn Taylor, *Ohio University*
James Cousins, *Rapid Insight Inc.*

Practical Application of the Duties & Functions of Institutional Research

Speaker Session | Operations | Monument

Throughout its more than 50-year history, AIR has involved itself in the process of defining institutional research as a profession and a critical function in higher education. The recently developed Duties and Functions of Institutional Research clearly and concisely identifies the areas necessary for an effective institutional research function in an institution, system, or organization. Defining these core functions further professionalizes the field and allows practitioners of IR to highlight their value within their organizational structure. With the release of the Duties and Functions of Institutional Research, AIR hopes to create a dialogue among its membership, and others interested in expanding institutional research capacity, related to the value and effectiveness of institutional research offices and functions throughout higher education. This session will explore the Duties & Functions of Institutional Research and provide ways to practically apply the list to the work of institutional research in institutions, systems, and organizations. (Session ID: 111780)

Presenter(s)
Gina Johnson, *Association for Institutional Research*
Mardy Eimers, *University of Missouri*
Kristin Moser, *University of Northern Iowa*

SAIR Best Presentation: Is There a Gendered Path to Tenure?: Examining US Doctoral Recipients

Affiliated Organization Best Presentation | *Analysis* | *Salon I/J*

This study used 2003 to 2013 data from the Survey of Doctorate Recipients to examine individual, institutional, and early employment factors that contribute to career paths of recent doctorates who enter postsecondary academic appointments. Findings showed some noteworthy differences by gender including lower salary and longer time to degree for women, but overall results indicate no strong, comprehensive evidence of a gendered path to tenure during the first decade after degree completion. Scholarly publications and activities such as research and a postdoctoral appointment in early years following degree completion were the most important contributors for both men and women. Implications for policy and planning are discussed. (Session ID: 106911)

Presenter(s)
Karen Webber, *University of Georgia*
Manuel Gonzalez Canche, *University of Georgia*

Strategies for Engaging Faculty in Student Learning Outcomes Assessment

Discussion Group | *Assessment* | *Gallaudet*

With an increased focus (from various parties) on accountability for student learning at all levels, the time is right to begin examining ways to remain ahead of the assessment curve—especially for the purposes of accreditation. Any effort to measure and report on student learning is inherently dependent on faculty cooperation and effort. This panel will discuss how assessment professionals can best engage faculty in this process to assure high quality, meaningful outcomes reporting. From designing outcomes to making use of aggregated data, tips will be shared on increasing both compliance and quality of course-level outcomes data. (Session ID: 99532)

Presenter(s)
Will Miller, *Campus Labs*

The LARC Project: Normalizing Student Data for IR and Learning Analytics

Speaker Session | *Technologies* | *Georgetown*

This session details a collaborative project at the University of Michigan to transform institutional reporting data into a centralized dataset for IR and learning analytics. The LARC project brings together admissions, registrar, and other institutional data in a flat and ready-to-analyze format designed for modern statistical analysis software. The rationale, process, reasoning, and development processes completed over 18 months will be discussed. Session attendees will learn why and how such a dataset can be a catalyst for new research questions, insights, and future partnerships with faculty across the institution. (Session ID: 89100)

Presenter(s)
Steven Lonn, *University of Michigan*

The Role of Program Mix in Student Achievement Outcomes

Discussion Group | *Assessment* | *Catholic University*

This session will review the national, political, and regulatory discussions and proposed legislation regarding higher education's emphasis on student achievement and student outcomes. The session will explore the role of program mix in student outcomes and achievement. Participants will discuss and formulate practical and effective strategies that institutional researchers can use to ensure that program mix is considered as their institutions develop strategies regarding student achievement. (Session ID: 88690)

Presenter(s)
Godfrey F. Noe, *Southern Association of Colleges and Schools Commission on College*

AIR IPEDS TRAINING IPEDS

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

www.airweb.org/IPEDS

Translating Data Into Actionable Knowledge: NSSE 2015 First-year Experiences

Discussion Group | *Decision-Support* | *Howard*

The first year of college is critical for college students to ultimately complete their post-secondary education. It is also pivotal for the institution to retain students by improving their educational experiences in order to have positive impacts on college completion rates. Drawing on data from 121 freshman students who completed the 2015 administration of National Survey of Student Engagement, this proposal addresses four research questions related to first-year experiences. Specifically, it examines first-year students' academic perseverance and positivity, challenges or difficulties they may face, sources from which they seek assistance, and their institutional commitment. (Session ID: 89111)

Presenter(s)
Sandip Thanki, *Nevada State College*
Qingmin Shi, *Nevada State College*
Janice Le-Nguyen, *Nevada State College*
Mick Haney, *Nevada State College*

Understanding the Accessibility Obligation of Your IR Website

Speaker Session | *Technologies* | *Mint*

Digital Accessibility and ADA Compliance are not only federal mandates to public universities, but are also pivotal to enhancing a university's competitive edge in recruiting and serving disabled students, faculty, and staff. This session presents the legal background, the WCAG 2.0 guidelines, and the P.O.U.R. principles (assuring that web content is Perceivable, Operable, Understandable, and Robust) to create core understandings of the Accessibility issue. Tools for testing compliance are to be introduced through a demo. Essential guidelines are provided on managing color and style, "Alt" tagging images, captioning videos, creating accessible PDFs, and workarounds for BI visualizations. (Session ID: 89088)

Presenter(s)
Ning Wang, *University of California, San Francisco*

Unexpected Assessment Results? Strategies for Handling the "Oh-No" Moment

Speaker Session | *Assessment* | *Archives*

Most data presentations focus on the successful aspects of data analysis, but what happens when the results are the opposite of what was expected, or just don't make sense? How do institutional researchers respond when data do not support our theories, programs, initiatives, or resources? This session will explore six concrete strategies for making the most of unexpected data findings. (Session ID: 88649)

Presenter(s)
Becky Gerambia, *American College of Education*
Sherry Woosley, *Skyfactor*

Using Write-In Responses to Improve Survey Measures

Speaker Session | *Analysis* | *Magnolia*

Conscientious quantitative researchers are always looking to fine-tune their survey instruments to best capture the responses of populations. In order to continue this work and update their instrument, the staff at a large-scale multi-institution survey undertook a study of write-in responses collected from instructional staff in the 2013-2016 administrations. These responses were analyzed to determine whether they could have fit into an existing response option, would require editing the item, or signaled confusion among respondents. Once these distinctions were drawn, researchers made decisions about whether and how to change response options to more fully represent the population's needs. (Session ID: 88563)

Presenter(s)
Bridget Yuhas, *Indiana University*
Allison BrckaLorenz, *National Survey of Student Engagement*
John Zilvinskis, *Indiana University*

Visualizing Post-Graduate Studies to Better the Undergraduate Experience

Speaker Session | Analysis | Supreme Court

This session will demonstrate how institutional researchers can use post-graduate outcome data to advise the institution about interest or focus areas to integrate into the major curriculum, as well as potential creation of new majors or minors. In doing so, the university can help students realize realistic applications of their majors in graduate school and future careers. This session will demonstrate the evolution of post-graduate outcome data sharing, from Excel spreadsheets to Power BI interactive reports to meet stakeholder expectations. Presenters will also discuss the resulting need to develop an intentional data sharing plan to minimize data saturation and to effectively support post-graduate outcome dissemination. (Session ID: 88643)

Presenter(s)
Patti Sanders, *Stetson University*
Abigail Boll, *Stetson University*
Resche Hines, *Stetson University*
Angela Henderson, *Stetson University*

What Types of Student Information are Desirable by College Administrators?

Speaker Session | Decision-Support | Cherry Blossom

When students register to take the ACT, they provide a wealth of information about themselves that is provided along with their test scores to any college to which the student requests their scores be sent. Although ACT has a history of documenting how this information can inform recruitment, admissions, and advising decisions, the perceived value of these data by colleges themselves remains largely unexplored. In this session, presenters will share the results of a survey completed by college administrators within the areas of enrollment management, admissions, and IR that asked about the types of student information that colleges find most and least desirable to inform their decision making. In addition to providing overall results, the presenters will also show how the results differ by the administrative area of the respondent. (Session ID: 88793)

Presenter(s)
Edgar Sanchez, *ACT, Inc.*
Ty Cruce, *ACT, Inc.*

Why Do Data and Decisions Often Disagree? Build Your Data-decision Toolbox

Speaker Session | Operations | Capitol

How can IR professionals effectively utilize data to inform consensus building and decision-making? The goal of this presentation is to provide the audience with a tool to foster more systematic discussions. Our four-quadrant framework analyzes "agreement" and "disagreement" over Data Analysis (X axis) and Decision Making (Y axis). For example, Anecdotal Decision indicates that a working group agrees on their decision while disagreeing over data analysis. Panelists will present case studies describing how they have supported decision-making processes from one state (e.g., Competing Options) to another (e.g., Full Consensus). (Session ID: 88767)

Presenter(s)
Hirosuke Honda, *University of Maine at Augusta*
Heather Kelly, *University of Delaware*
William Knight, *Ball State University*
Yash Morimoto, *Santa Fe Community College*
Mary Ann Coughlin, *Springfield College*

Working While in School: Exploring Student Employment Trends in Georgia

Speaker Session | Analysis | Scarlet Oak

This session explores trends in employment among college students in the state of Georgia before, during, and after the 2009 Recession. Utilizing Georgia's newly constructed statewide longitudinal data system (SLDS), which links student-level post-secondary education data to workforce data, the presenters will examine how these trends vary by a variety of student characteristics and enrollment choices, and also determine the extent to which changes in student employment coincide with financial aid policy updates. Participants will gain insight into the current landscape of student employment and will be provided with strategies for leveraging SLDS, and workforce data in particular, for their own IR and planning. (Session ID: 88792)

Presenter(s)
Lori Prince Hagood, *University System of Georgia*
Ke Du, *University System of Georgia*
Rachana Bhatt, *University System of Georgia*

09:45 AM–10:30 AM

A Data-driven Approach to Understanding and Improving Student Persistence

Speaker Session | Decision-Support | George Washington

This presentation will discuss how the author analyzed a variety of data sources in order to improve student persistence at his institution. The presentation will discuss the different sources of data that are available to use when conducting benchmarking studies, and how statistical techniques such as cluster analysis can be used in order to form a statistically appropriate peer group. It will also discuss how statistical techniques such as logistic regression can be utilized in order to determine which variables are causally related to persistence, and how to design and evaluate intervention strategies that are implemented as a result of the analysis of this data. (Session ID: 89033)

Presenter(s)
Paul Sturgis, *William Woods University*

AIR's New Educational Opportunities

Speaker Session | Decision-Support | Supreme Court

Online and hybrid courses provide myriad opportunities for professional development. They are cost effective, fit within your hectic schedule, can be enjoyed in comfortable environments like your office or home, and provide knowledge and skills critical for career advancement. In the past year, AIR introduced four new online courses: IPEDS Keyholder Essentials, IPEDS Keyholder Efficiencies, NCES Data Institute Online, and NSF Public-Use Data Sets. AIR also launched a new course that features an online-only option and a hybrid option of online followed by a two-day face-to-face seminar: A Holistic Approach to Institutional Research. This session features information about these courses, lessons learned through course development, and ideas for future educational opportunities. (Session ID: 111784)

Presenter(s)
Leah Ross, *Association for Institutional Research*
Darlena Jones, *Association for Institutional Research*
Elaine Cappellino, *Association for Institutional Research*
Jason Lewis, *Association for Institutional Research*

Analyzing Students' Perceptual Gains From Study Abroad Programs

Discussion Group | Analysis | Howard

This discussion group will discuss an analysis of students' perceptual gains from study abroad programs at a comprehensive university in Virginia through the use of the Global Perspective Inventory for assessing students' global learning and development. The United States is the topmost destination for international students, but the number of American students participating in study abroad programs is comparatively low, despite the advantages of global literacy. While "many Americans still know little about the rest of the world," Ungar (2016) advocated study abroad programs as the "solution" for cultivating an internationally educated citizenry capable of improving U.S. foreign policy. (Session ID: 98594)

Presenter(s)
Ebenezer Kolajo, *Radford University*

Creating a Curriculum Planning Model to Predict Faculty and Space Needs

Speaker Session | Decision-Support | Capitol

This presentation is intended to introduce IR professionals to a method for predicting future faculty and space needs for their campus at the course level. The Curriculum Planning Model utilizes student, course, facilities, and admission information to estimate program retention and anticipated new student levels, and then projects that data to future curriculum needs. The model is designed completely within Microsoft Excel and can be implemented by IR professionals with a minimum skill level. (Session ID: 88001)

Presenter(s)
Pat Mizak, *Ringling College of Art & Design*

Creating Dashboards and Interactive Reports Through Campus Collaboration

Speaker Session | *Technologies* | *Congress*

Institutional Planning, Assessment, & Research (IPAR) at East Carolina University published its first online Fact Book in Fall, 2015. Since that time, IPAR staff have created literally dozens of dynamic dashboards and interactive reports. The development of these online documents has necessitated multiple conversations with stakeholders about data availability, definitions, and interpretation as well as how to best tell a story in these new formats. IPAR staff have had to address issues such as data and aesthetic consistency, data privacy and confidentiality, and audience knowledge and need, while also dealing with the complexity of providing answers to questions that haven't yet been asked. Rather than focus on the technical aspects of dashboard and report creation, the presenters in this session will share information on the processes of collaboration and teamwork that resulted in electronic documents that are not only attractive but also frequently used and exceptionally insightful. (Session ID: 88838)

Presenter(s)
Beverly King, *East Carolina University*
Kari Koss, *East Carolina University*
Ying Zhou, *East Carolina University*

Deploying Business Analytics at Purdue University

Speaker Session | *Operations* | *Monument*

Learn how Purdue has been able to create and deploy impactful business analytics in a distributed environment. The focus will be on human resources, finance, and physical facilities. Regular collaboration helped build a solid foundation in infrastructure and domain knowledge while providing a launching point to allow dissemination of meaningful dashboards and analyses that improve baseline of knowledge of the campus at-large, improve operational efficiencies, and provide necessary information to decision-makers. Presenters will discuss their progress and roadmap for the future, and showcase some of the analytics which have been put in place, including Tableau dashboards. (Session ID: 88990)

Presenter(s)
Zach Yater, *Purdue University*
Benjamin Wiles, *Purdue University*

Destinations of Admitted Out-of-state Students: A Case of One Institution

Speaker Session | *Analysis* | *Magnolia*

Recently, many public colleges have sought to attract high-achieving and diverse out-of-state students. To achieve this goal, it is important for these institutions to understand the reasons why admitted out-of-state students decide on the schools they choose. This session presents a study tracking out-of-state students admitted to a public research university over the period of five years, using the National Student Clearinghouse database to establish their destination institutions. The dependent variable reflected the type of a chosen institution, i.e. private or public, in state or out of state, four year or two year. The baseline group was comprised of students who chose a study institution. Multinomial models were estimated using the R mlogit package. The findings of this study indicate that chosen institution type is associated with high school performance, parent educational attainment and income, as well as financial aid offer at a study institution. (Session ID: 88790)

Presenter(s)
Iryna Johnson, *Auburn University*

Easing Headaches from Repetitive Reporting: Automating Reports with Tableau

Speaker Session | *Technologies* | *Cherry Blossom*

It seems that every year the demands for new reports of the same (or similar) information continue to grow. By leveraging the power of reporting tools, it is possible to simplify the process of completing several common reports for both external and internal data requests. This session will look at how Tableau and the presenters' project tracking system have helped streamline reporting for individual departments, using a common template as well as easing the demands of producing institutional reports on faculty salary data, registration, and retention. (Session ID: 88980)

Presenter(s)
G. Marc Turner, *Texas State University*

Evidence-based Outreach to Support Enrollment Decisions of Students at Risk

Speaker Session | *Assessment* | *University of DC*

When focused on reporting results, researchers might overlook methods that could capture insights into student experiences, perceptions, and aspirations. Using surveys combined with student-facilitated focus groups, IR can capture this kind of information from prospective students in order to better understand their decision-making processes, while improving their ability to recruit and retain new students. In this way, data-informed decision making can inform community outreach and marketing in support of the institution's mission, with a focus on strengthening student learning. Case study discussion and analysis will allow the presenters to explore steps taken and lessons learned as this research study unfolded. (Session ID: 88801)

Presenter(s)
Laura Blasi, *Valencia College*
Nichole Jackson, *Valencia College*

Fast and Simple: The Feedback You Need When You Need It

Sponsored Speaker Session | *Technologies* | *Salon 13*

Taking on course evaluations can be challenge—but it doesn't have to be difficult. Join our session and learn how St. John's University's fully online course and instructor feedback system using Class Climate transformed their evaluation process. Amy Filadelfo will discuss how providing timely reports improves instruction without increasing workload. Class Climate's easy, automated setup reduced her workload while ensuring invitations and reports happened on schedule without manual intervention. We'll take a look at several crucial reports, and discuss how thoughtfully expanding evaluation options delivers targeted feedback faster. (Session ID: 107820)

Presenter(s)
Brad Zentner, *Scantron*
Amy Filadelfo, *St. John's University*

Finding Proof Before the Pudding Sets: Demonstrating Faculty Hiring Impact

Speaker Session | *Decision-Support* | *Salon 12*

Hiring high-achieving faculty is one of the primary tools used by universities to expand and enhance their research enterprise. Yet many universities lack the capability to adequately measure the impact of these hires and articulate it effectively to stakeholder groups. In this session we demonstrate methods to achieve meaningful measures of faculty hiring impact and best practices to employ when performing the analysis, building buy-in, and disseminating the results on campus. (Session ID: 88961)

Presenter(s)
Angela Baldasare, *University of Arizona*
Tyson Silver, *University of Arizona*
Matthew Cooper, *Academic Analytics*

If We Build It, They Will Come—Or Will They?

Speaker Session | *Operations* | *Shaw/Ledroit Park*

In recent years, many IR offices have addressed the issue of supporting campus decision making by developing and implementing business intelligence and self-service solutions. A sometimes overlooked aspect of the planning process is the issue of adoption. What a disappointment it is when institutional researchers work for months to implement new solutions, but fail to realize the usage levels intended. This presentation will describe the lessons learned from the implementation of a data warehouse/analytics solution as to what went wrong and why, regarding adoption. Presenters will also discuss the adoption strategies and components that led to a successful re-launch. (Session ID: 88679)

Presenter(s)
Linda Ferguson, *Indiana State University*
Ray Buechler, *Indiana State University*

Joining IR: What I Wish I Had Known

Discussion Group | *Operations* | *Mount Vernon Square*

This discussion offers different perspectives and insights into what some institutional researchers wish they had known about IR before they got into the field. The discussion will include a list of topics that other IR offices can use as a framework to help in the development of their own IR handbook to introduce newcomers and ease their transition into IR. This type of document is important to IR offices, because it will serve as a guidebook for all institutional researchers and maintain a realistic set of expectations. This discussion group will be guided by the following questions: What common IR practices, policies, and issues should be documented for newcomers in IR to help them become familiar with their office? What differences exist across IR offices? What challenges do newcomers face and how can we support them? (Session ID: 88756)

Presenter(s)
Angela Ward, *Utah Valley University*
Evelyn Ho-Wisniewski, *Utah Valley University*
Taylor Lovell, *Utah Valley University*

Jumpstart your FAR with Publication Data: University of Missouri Case Study

Sponsored Speaker Session | *Technologies* | *Salon 14*

Web of Science Core Collection offers high-quality journal article data for faculty activity reporting (FAR). One of the biggest challenges with FAR is data entry. We offer a dataset of your faculty's publications to avoid manually entering lengthy publication lists, resulting in CVs/biosketches that are accurate, complete, and include impact metrics. Our APIs help you keep faculty publications current, and also enhance reporting on coauthorship and funding sources. Our database covers 17,000 high-impact journals in sciences, social sciences, and humanities all in one place. Learn how University of Missouri populated Faculty 180 with our publication data to jumpstart their FAR. (Session ID: 108092)

Presenter(s)
Kathy Felts, *University of Missouri Columbia*
Ann Beynon, *Clarivate Analytics*

MidAIR Best Presentation: IR Survival Solution: Self-Service to Academic Program Review Data

Affiliated Organization Best Presentation | *Technologies* | *Salon I/J*

Local strategic initiatives and state-based compliance reviews depend on IR for decision support. As the single IR professional at the table in your local preparations, you probably envision a flood of frantic phone calls from academic units, searching for 5-year trend data for 100+ programs. You then repeat this scenario at every opportunity for an internal or external review. This presentation will showcase the Institutional Research office's survival solution: the Academic Program Review Dashboard. (Session ID: 105222)

Presenter(s)
MaryAnn Penniston, *Northwest Missouri State University*

National Trends in Student Satisfaction: Implications for Your Campus

Speaker Session | *Analysis* | *Union Station*

How does student satisfaction vary for different student populations? What do national trends tell us and how can they inform the analyses you are doing on your campus? This session will examine key demographic subsets for traditional and non-traditional student populations from a national database of more than 770,000 student records from 1020 institutions over the past three academic years. Studies have shown there is a link between satisfaction and student success, so it is important to understand the different experiences students are having on your campus. This session will encourage a discussion of why satisfaction levels may vary. (Session ID: 88334)

Presenter(s)
Julie Bryant, *Ruffalo Noel Levitz*

Outsourcing Analytics: IR's Role in the New Ecosystem of Third-party Tools

Speaker Session | *Operations* | *Archives*

Institutions are increasingly exploring partnerships with third-party vendor services to provide retention analytics and dashboarding services, hoping to take advantage attractive user interfaces, peer data, and a potentially deep bench of data science expertise. Adopting these tools, however, requires significant support from IR offices. The final output may conflict with existing campus metrics, and proprietary methodology can make evaluation challenging. As national vendors move from pilot cohorts to full roll-outs of these services, IR offices across the country must be prepared to work with and around these tools, learning to leverage their strengths while identifying and supplementing their weaknesses. This session will use UW Bothell's experience working with two third-party retention analytics platforms and a resource utilization dashboarding tool to illustrate lessons learned and the potential role of IR offices in this new ecosystem. (Session ID: 89097)

Presenter(s)
Russell Cannon, *University of Washington Bothell*

Predicting First-year Retention: Beyond Student-level Factors

Speaker Session | *Decision-Support* | *Georgetown*

To develop effective admissions policies and/or implement successful initiatives focused on ensuring enrolled students return to campus the next year, institutions must understand factors associated with first-year student retention on their campuses. At Loyola Marymount University, the Office of IR and Decision Support (IRDS) plays a crucial role in this effort. Since 2010, IRDS has implemented logistic regression analysis to provide insight into the individual and systematic factors driving attrition. The presenter of this session will present findings from a first-year retention model which exploits rich data on five cohorts of new freshmen students. This model regresses retention on student-level predictors, but also on peer effects (i.e., student grades relative to course peers) and instructor-level factors. The presenter will discuss the study's methodology and outcomes and the collaborative efforts undertaken to include stakeholders across the university in the development of the model. (Session ID: 88854)

Presenter(s)
Susan Burkhauser, *Loyola Marymount University*

Predicting Student Time to Degree: A Discrete Time Survival Analysis

Speaker Session | *Decision-Support* | *Salon A/B*

According to the National Center for Education Statistics (2016) only 40% of all undergraduates, and even fewer African American (21%) and Latina/o undergraduates (30%), graduate within four years. As data experts and internal consultants, IR professionals play an important role in advancing their institutional profiles and student success initiatives. This presentation will highlight Loyola Marymount University Office of IR and Decision Support's (IRDS) time-to-degree research practices and findings. A student success model will be presented and examined, using both discrete time survival analysis and logistic regression, for comparison purposes. Participants will be called to share research practices and concerns when modeling student graduation outcomes. Research recommendations for modeling student graduation outcomes and implications for IR will be provided. (Session ID: 88899)

Presenter(s)
Michelle Castellanos, *Loyola Marymount University*

Scholarly Writing: Advice from Editors

Speaker Session | *Operations* | *Mint*

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, New Directions for Institutional Research, Research in Higher Education, and Review of Higher Education*. (Session ID: 111624)

Presenter(s)
Sharron Ronco, *Marquette University*
Gary Pike, *Indiana University-Purdue University Indianapolis*
Robert Toutkoushian, *University of Georgia*
Gloria Crisp, *Oregon State University*

Strategic Planning: Goals, Strategies & Indicators for a Public Mission

Speaker Session | *Decision-Support* | *Chinatown*

Colleges and universities are increasingly positioning their public mission as priority. Consequently, mission statements and their supporting strategic plans frequently include a responsibility to leverage economic, cultural and social capital to improve the overall health and well-being of the community. This presentation will examine how offices of IR and community engagement can partner to develop institutional strategic goals, strategies, and indicators to support their public mission. Participants will learn about the national context that increases the need to define and describe the impact of community engagement, and how institutions are currently measuring these efforts. Using Virginia Commonwealth University as a case study, participants will learn strategies to develop and measure institutional strategic goals, strategies and indicators related to their public mission. Participants will identify opportunities and strategies to apply in their home institutions. (Session ID: 89020)

Presenter(s)
Valerie Holton, *Virginia Commonwealth University*
Shannon Cribbs, *Virginia Commonwealth University*

Strong Foundations: Effective Use of State Postsecondary Data Systems

Speaker Session | *Analysis* | *Scarlet Oak*

State-level postsecondary data systems have expanded their collection of data elements for use by institutional researchers, policymakers, and the general public. State coordinating and governing boards use these data systems for strategic planning, to allocate funding, establish performance metrics, evaluate academic programs, and inform students and their families. The State Higher Education Executive Officers Association (SHEEO)'s multi-phased Strong Foundations project addressed key questions about postsecondary student unit record data systems: What data are collected, and how are these data used to inform policy decisions? This session will share best practices on state data use, highlight findings of SHEEO's latest report, and allow for discussion among participants regarding uses and challenges of these valuable data resources. (Session ID: 88830)

Presenter(s)
Christina Whitfield, *SHEEO*
John Armstrong, *SHEEO*

Timing Is Everything—but How Should We Calculate It?

Discussion Group | *Analysis* | *Catholic University*

Time to degree and completion rates are common measures of student success. However, determining these metrics for graduate and professional students is challenging. Unlike the federal standards for undergraduate "on-time" completion, graduate programs, particularly research programs, do not have clearly defined timelines. Variation in fields of study, differing program requirements, and unique academic pathways of graduate students contribute to the complexity of this issue. Participants in this discussion will highlight challenges in defining graduate student success and share ideas for calculating related metrics. (Session ID: 88897)

Presenter(s)
Jessica Sharkness, *Tufts University*
Emma Morgan, *Tufts University*

Trendsetting: Analyzing Faculty-Student Interaction at Community Colleges

Speaker Session | *Analysis* | *Dogwood*

Student persistence and success has been attributed to positive faculty and student interactions at four-year institutions. Minimal research has been conducted on faculty and student interactions at two-year institutions, despite their diverse but distinct student populations. This study examines patterns of faculty interaction across a variety of demographic characteristics at community colleges across the nation, using multivariate statistics. The objective is to infer how these patterns of faculty-student interaction affect student persistence and success. Data for this study come from the 2016 administration of the Diverse Learning Environment, a national survey conducted by the Cooperative Institutional Research Program. (Session ID: 89043)

Presenter(s)
Natacha Cesar-Davis, *University of California, Los Angeles*
Abigail Bates, *University of California, Los Angeles*
Diana Lopez, *University of California, Los Angeles*
Sidronio Jacobo, *University of California, Los Angeles*

Using Google Apps for Assessment: Intuitive, Efficient, and Free

Speaker Session | *Assessment* | *Tulip*

Google Apps are free and relatively intuitive tools that can be used to facilitate data collection, analysis, and discussion of assessment results across organizational levels. These readily available, easily learned, and free applications can be used to create a more efficient, manageable, and meaningful process for faculty and staff in assessment of learning activities across institutional levels. The presenters have found Google Apps to be an effective way to meet faculty and staff where they are, and adopters have found that google apps have improved processes by reducing paperwork, increasing participation, and improving the usefulness of the assessment process. The objective of this session is to increase knowledge of the ways in which Google Apps can be adapted for the assessment of learning, including data collection, using scoring guides and rubrics, rubric norming, and sharing results. (Session ID: 88647)

Presenter(s)
Katherine Cermak, *United States Naval Academy*
Shirley Lin, *United States Naval Academy*

Using SAS Visual Analytics to Assess Performance on Strategic Metrics

Speaker Session | *Technologies* | *Silver Linden*

The University of Louisville acquired SAS Visual Analytics (VA) to support the 21st Century University Initiative. SAS VA is an analytic tool that provides users the ability to do visually interactive and static reporting. In particular, SAS VA allows for the development of standard templates that can be directly populated with unit- or program-specific data. The objective of the platform is to enhance data reporting and visualization capabilities.

This session will include a live demonstration of the interactive reports created for the purposes of university strategic planning. The presenters will share with the audience points of consideration when identifying strategic planning metrics and developing and publishing data visualizations. The presenters will also share the process of deploying data visualizations university-wide, and the automation plan developed to maintain current data within the reports. (Session ID: 89057)

Presenter(s)
Becky Patterson, *University of Louisville*
Bob Goldstein, *University of Louisville*
Arnold Hook, *University of Louisville*

Yelp for IR Software: Comparing Notes on Various Tools and Products

Discussion Group | *Technologies* | *Gallaudet*

Institutional research is reliant on software tools and products to manage higher education data and it can be difficult to assess which tool is best based on budget, needs, and usability. In this discussion group participants can share and compare their experience with four general categories of IR resources: assessment software, survey and data collection tools, data reporting and aggregation products, and data analysis and visualization software. The facilitators will discuss their process for product selection, experience with products that worked and those that did not, and facilitate a conversation incorporating participant needs and knowledge. (Session ID: 88931)

Presenter(s)
Tim Stanley, *Utah Valley University*
Geoff Matthews, *Utah Valley University*
Shannen Robson, *Utah Valley University*

10:45 AM–11:30 AM

5 Keys to Higher Response Rates & Engagement in Course Evaluations

Sponsored Speaker Session | *Assessment* | *Salon 13*

Achieving high response rates is a pain point for many institutions and a key component of effective assessment. For assessment to be productive it has to be based on complete and accurate data, otherwise decisions may not be valid. The focus of this session is how to raise feedback engagement through course evaluations and surveys to increase response rates and yield significant, high quality data. Having this body of reliable data will enable analysis and guide institutional decision-making in a variety of ways (bench-marking, accreditation, continuous improvement, innovation, etc.). (Session ID: 108844)

Presenter(s)
Jeff Anderson, *eXplorance*

Active-learning and Flipped Classrooms: Retaining Underrepresented Racial Minority Students in STEM

Speaker Session | Analysis | Tulip

This session examines the extent to which students' exposure to active-learning strategies in introductory life science courses is associated with stronger learning gains and increased probabilities of persisting in STEM majors, particularly for underrepresented racial minorities (URM). Implications from the findings can help promote more effective pedagogical strategies in STEM instruction, leverage campus initiatives to retain URM students in STEM, and increase STEM completion rates. (Session ID: 89055)

Presenter(s)
Edgar Romo, *University of California-Los Angeles*
Kevin Eagan, *University of California-Los Angeles*
Kapua Chandler, *University of California-Los Angeles*
Danny Martinez, *University of California-Los Angeles*
Shuai Li, *University of California-Los Angeles*

AIRUM Best Presentation: Data Visualization and Reporting Feedback: Inside What Users Really Think

Speaker Session | Operations | Monument

Amid growing reporting expectations from diverse stakeholder groups, IR and IE offices sometimes face a daunting challenge in determining effective data reporting and visualization strategies. Knowing how end users actually interact with the information can yield valuable insights. This session applies best practices from the fields of data visualization and user experience research to the reporting work of IR and IE offices, to improve both their effectiveness and their efficiency in disseminating data that meets information needs across campus, and deepens engagement with decision makers. This session details a case study at a large Midwestern university in designing a web-based framework for data reporting and visualization that incorporated user feedback throughout the project design and implementation. The session discusses methodologies for gathering and managing ongoing feedback, examples from both reporting "hits" and "misses," lessons learned, and free resources for self-study. (Session ID: 89152)

Presenter(s)
Lesley Lydell, *University of Minnesota*

Alumni Research: Encouraging and Understanding Optimal Student Experiences

Speaker Session | Analysis | Scarlet Oak

Understanding alumni—who they are and what their experiences are—is critical to an institution's mission and evaluating curriculum, student services, program reviews, accreditation practices, and marketing and outreach. By examining common themes and practices in alumni research—nationwide and internationally—this session will highlight the best practices at each step that facilitate impactful alumni research.

Presenters will also discuss common frameworks used by others to measure and understand the alumni experience, and highlight the advantages and limitations of using external alumni surveys. In addition to best practices, ways to avoid common alumni research pitfalls and tools that will support insightful alumni research will be discussed. Presenters will explore other data sources that can provide insights regarding alumni outcomes. This session is designed to enable participants to create their own program of engaging alumni research. (Session ID: 88992)

Presenter(s)
Amanda Saw, *Bridgepoint Education*

Automate and Optimize Your IR Workflow Using SPSS Macros

Speaker Session | Technologies | Supreme Court

Time spent manually creating many reports or analyses individually is inefficient and error prone. While many IR offices use SPSS for statistical purposes, the software's macro tools provide a relatively simple way to address many demanding and time-intensive production and analytic tasks efficiently. By investing a comparatively small amount of time initially, IR professionals can free themselves from repetitious, boring, and error-prone work. This session will illustrate the underlying logic and utility of SPSS macros, providing attendees with sufficient knowledge to develop a proficiency and ultimately automate reporting and analyses in their own offices. Participants should bring a laptop. (Session ID: 88597)

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

Comparison of Text Mining and Manual Coding of Survey Verbatim Responses

Speaker Session | Technologies | Georgetown

Southern New Hampshire University online conducts student satisfaction surveys annually. In 2015, this institution started to explore text mining tools to further categorize student open-ended feedback, which is a rich source of unstructured data. Presenters will cover basic methods of text mining, its advantages, its disadvantages, and the learning curve. This presentation will demonstrate how text mining tools sift through verbatim responses, and compare the results with manual coding by an experienced survey analyst. Specific topics relevant to higher education will be evaluated in further detail. (Session ID: 88773)

Presenter(s)
Liying Cui, *Southern New Hampshire University*
Megan Bond, *Southern New Hampshire University*

Efficiency and Productivity Metrics Using IPEDS Data

Speaker Session | Decision-Support | Dogwood

The rising cost of higher education, combined with decreasing state funding, has given urgency to the need for public colleges and universities to manage costs effectively and increase operational efficiency. Groups like the Delta Cost Project have published studies and provided databases to help institutions understand the issues around efficiency and develop performance metrics at their institutions. This presentation will summarize how efficiency metrics have been developed at the University of Hawai'i from both the DCP Trends in College Spending database and the IPEDS Data Center. The presenter will share the key metrics that have been identified by the executive leadership in measuring institutional performance against peers and in setting the agenda for campus improvement.

Attendees to the session will learn about the resources available, the methods used to calculate the metrics and how those metrics are helping to shape institutional discussion around performance. (Session ID: 88946)

Presenter(s)
David Mongold, *University of Hawaii System*
Pearl Iboshi, *University of Hawaii System*

IAIR Best Presentation: Everything in Life Has a Seinfeld Reference … Even Predictive Modeling

Affiliated Organization Best Presentation | Decision-Support | Salon I/J

There's a saying that "everything in life has a Seinfeld reference." The classic TV sitcom show about nothing was popular because it was irreverent and provided a fun take on many of life's most common questions and situations, to which the viewing audience could relate at some level. This session will attempt to borrow that wit and irreverence, while focusing on a simple question to which all IR folks can relate: How can you effectively use predictive modeling to identify and evaluate student success initiatives at your institution? We'll highlight a process for answering questions that Elgin Community College has utilized, and how past attempts at exploring this topic have helped shape the "backwards" approach that we're currently exploring. There will be time at the end of the session for attendees to share their own thoughts and experiences with using statistical modeling to facilitate institutional discussions around student success initiatives. All Seinfeld fans are welcome! (Session ID: 105999)

Presenter(s)
David Rudden, *Elgin Community College*

Ideal Meets Real: Why First-year Student Expectations and Experiences Matter

Speaker Session | Decision-Support | University of DC

Often institutions make available information and resources to incoming first-year freshmen based on what the university expects of these new students. Presenters will discuss their research findings on what these students expect of themselves and how their expectations coincide with their actual experiences after two semesters in college. This session will examine the impact of demographics on expectations and experiences in the areas of academic preparation, obstacles to academic success, time management, engagement, and retention. It is important that institutions understand where first-year expectations and experiences diverge or converge. Unrealistic expectations can contribute to dissonance that may have an impact on student retention and success. Also, there will be a discussion of the importance of developing reliable survey instruments, and how the integration of direct data enhances research results that can be used to better allocate resources and maximize support services for first-time freshmen. (Session ID: 88566)

Presenter(s)
Teresa Ward, *Georgia State University*
Hong Jiang, *Georgia State University*
Janice Byrd, *Georgia State University*

INAIR Best Presentation: Guide to Understanding Why Your Admitted Students Rejected You

Affiliated Organization Best Presentation | *Technologies* | *Union Station*

Just imagine: It's mid-September, and your freshman class has finally arrived. Whether or not enrollment goals were achieved, a substantial number of admitted students decided to attend elsewhere. To meet future recruitment benchmarks, you need to know where they went and why. Hear how Purdue University confronts this issue by enabling recruiters and marketing professionals across campus to better understand the market demand for specific academic programs. SPOILER ALERT: It's a dashboard - a dynamic, user-friendly dashboard that utilizes National Student Clearinghouse data to create a more complete picture of the recruitment funnel from application to matriculation. This presentation covers everything from data prep to dashboard design to uncovering actionable insights. If you want to make the most of your Clearinghouse data and/or enjoy dad jokes, you are strongly encouraged to attend. (Session ID: 107712)

Presenter(s)
Robert Wade, *Purdue University*

Investigating the "Brain-Drain" Phenomenon in Maryland

Speaker Session | *Analysis* | *Silver Linden*

Many states are concerned that high school students who attend out-of-state post-secondary educational institutions will not return to the state for employment. However, there is little evidence as to whether this type of "brain-drain" actually occurs. This session will present the results of analyses exploring the Maryland high school students who go on attend in-state and out-of-state institutions, how these students differ in their characteristics, and how the two groups compare in terms of the proportion and qualities of the individuals who seek employment in Maryland. (Session ID: 88567)

Presenter(s)
Amber Bloomfield, *University of Maryland-College Park*

IR with NSSE: Psychometric Analysis and Learning Outcomes

Speaker Session | *Decision-Support* | *Congress*

Across the country, growing numbers of institutions are utilizing the National Survey of Student Engagement (NSSE) as a measure of student engagement, and for comparative purposes against other institutions. This session will demonstrate methods for IR using NSSE data to gain an in-depth understanding of how well survey items are functioning, to investigate differences in learning across diverse groups of students, and to connect NSSE results to student learning outcomes through a three-step approach that optimizes faculty engagement and rigor of analysis in validating the NSSE. (Session ID: 88945)

Presenter(s)
Jessica Miranda, *University of Hawai'i at Mānoa*
Yao Hill, *University of Hawai'i at Mānoa*

Leveraging Attendance Data for Improved Student Success

Discussion Group | *Decision-Support* | *Catholic University*

This discussion will address student attendance data as a valuable, yet underutilized resource for informing the development of effective student success initiatives. Presenters will begin by outlining a model attendance tracking program in place at East Mississippi Community College, and its role in increasing full-time cohort graduation rates from 20% to 41% over a four-year period. In an interactive discussion, group participants will be invited to offer their own experiences and insights into the collection and practical application of attendance data to improve student success, discuss challenges faced, and explore the correlative relationship between attendance data and student educational outcomes. (Session ID: 98567)

Presenter(s)
Laura Damm, *East Mississippi Community College*

MDC Data Academy: Increasing Capacity for Institution-wide Data Literacy

Speaker Session | Operations | George Washington

Creating and sustaining an institutional culture of inquiry and evidence can be difficult if faculty and staff are not empowered with the skills and resources to use data for decision making. This presentation discusses the pilot administration of the Miami Dade College Data Academy, a 30-hour noncredit professional development course structured as a graduate-level research methods course, designed to improve employees' data literacy and cultivate a culture of inquiry and evidence within their respective areas at the college. Participants will share best practices regarding ways to engage non-"data nerds" in continuous, structured conversations about data and evidence at their institutions. (Session ID: 88570)

Presenter(s)
Archie Cubarrubia, *Miami Dade College*

Multidimensional Models of Who Goes to College and Who Stays

Speaker Session | Analysis | Salon C

Based on a recent cohort of college-bound students nationally, this study examined the relationships between student and high school characteristics with college enrollment. Additionally, of students who enrolled in college, the type of institution initially attended (four- versus two-year) and re-enrollment at year two were modeled using the same student and school variables, as well as college attributes. Student-level predictors included academic, demographic, and noncognitive characteristics, with an emphasis on noncognitive measures related to academic goals, behaviors, early participation in college planning activities, and college concerns. In this session, the presenters will compare and contrast the various predictors found to be significantly related to the three study outcomes, helping to shed light on some possible barriers to college enrollment and retention. The implications of the findings for informing recruitment, enrollment management, and retention strategies will be discussed. (Session ID: 88434)

Presenter(s)
Adam Elder, *Louisiana State University*
Justine Radunzel, *ACT*

Predicting Undergraduate Research Experience, Education, and Careers

Discussion Group | Assessment | Mount Vernon Square

Research indicates that undergraduate research experience (URE) helps students successfully complete their undergraduate education and facilitates the pursuit of advanced degrees. However, to date, little research has explored factors that predict URE and whether URE predicts students' pursuit of research careers. This study used data from the University of California Undergraduate Experience Survey, National Student Clearinghouse, and California Employment Development Department to examine URE and its associations with pursuit of advanced degrees and research careers. This study is important to AIR attendees because it contributes to the theory and practice regarding student learning outcome assessment. In this discussion session, presenters will discuss data regarding the role of research universities in preparing future researchers, and how to use survey and external data to effectively assess learning outcomes beyond college completion and academic performance. (Session ID: 98732)

Presenter(s)
Cinnamon Danube, *University of California-Merced*
Tongshan Chang, *University of California-System Administration Central Office*
Kristen McKinney, *University of California-Los Angeles*
William Armstrong, *University of California-San Diego*
Matt Reed, *The Institute for College Access & Success*

Proof Positive: How Using Faculty Activity Data at UNLV

Sponsored Speaker Session | Technologies | Salon 14

The University of Nevada-Las Vegas (UNLV) collects critical information about their faculty's activities to support their Top Tier Initiative – a vision for becoming one of the top 100 American research universities. Learn how the university captures faculty teaching, research, and service activities to enable accurate reporting of productivity as well as promotion of faculty accomplishments. Hear how Digital Measures collaborated with UNLV to create customized reports and tools that align with the university's strategic goals and tell the story of their success. (Session ID: 107920)

Presenter(s)
Tondra De, *University of Nevada, Las Vegas*
Stacy Becker, *Digital Measures*

RMAIR Best Presentation: Development and Implementation of New State Reports Using SAS

Affiliated Organization Best Presentation | Technologies | Mint

West Virginia University (WVU) has recently undergone a complete upgrade in reporting capability for the state reports for the West Virginia Higher Education Policy Commission (WVHEPC). In the past, WVU has relied on mainframe programming in SAS extracting data from a limited enterprise student information system, Computer Aided Registration System (CARS). Since 1995, WVU has been using BANNER as an enterprise student information system, which in turn caused WVU to develop a new series of reports for WVHEPC using Pro*C. In 2013, a new director was hired and began a review of the processes, data, and technology used to produce the reports. This paper and presentation will discuss the evaluation of the existing system and the move to convert the reports to an updated methodology to produce WVHEPC reports from BANNER utilizing SAS programming architecture. (Session ID: 109177)

Presenter(s)
Nicolas Valcik, *West Virginia University*
Donielle Maust, *West Virginia University*
Michael Gaines, *West Virginia University*
Rebecca Tarabrella, *West Virginia University*
Jessica Michael, *West Virginia University*

Sustainable Environments: Balancing IR in Financially Challenging Climates

Discussion Group | Operations | Howard

This discussion addresses barriers that institutional researchers experience in supporting organizational operations, as well as strategies that are used to navigate obstacles and challenges through scarcity of institutional resources. Four primary questions are discussed: What barriers do institutional researchers experience as work processes evolve, workload increases, and compensation stagnates? What organizational and intrinsic resources are needed to achieve and sustain balance within the IR work group and within the institution? What strategies are used to effectively overcome these barriers with no short-term or mid-term change in fiscal resources? How can these needs be best communicated to and shared with institutional leadership and communities? Discussion of these results, along with national and international practices, will reveal emerging patterns of mentorship and optimism. (Session ID: 88430)

Presenter(s)
Mary Millikin, *Rogers State University*

Tips and Tricks for Successful Dashboards

Speaker Session | Technologies | Cherry Blossom

Higher education leaders often feel data rich and information poor. Analyzing vast amounts of data in a timely manner is critical to achieving organizational objectives, and dashboards are one of the most popular tools to assist with strategic decision making. However, the dashboard design process can seem an insurmountable challenge to some institutions. Presenters will discuss an overview of the dashboard design process and present tips and tricks, as well as what to avoid. (Session ID: 88944)

Presenter(s)
Dale Amburgey, *Embry-Riddle Aeronautical University*

Use of Tableau Visualizations to Forecast and Exhibit Program Enrollments

Speaker Session | Technologies | Magnolia

This session demonstrates the use of Tableau visualizations in evidence-based decision making for continuous quality improvement using real-time data to predict daily FTE enrollments, both college-wide and at the program level, ten days prior to the college start date and ten days following the college start. The authors will share their current projection model based on three years of historical data and showcase how state allocation models can be integrated into dashboard analytics. Open enrollment institutions need daily enrollments presented in real-time to increase access and improve full-time equivalents. Faculty, staff, and administrators can then use this information to ensure that all enrollments are entered prior to the cut-off date, using the time to increase enrollments. By the end of this session, participants will understand Tableau visualizations, know which data to use in predicting enrollments, and know how dashboard visualizations can be used for continuous improvement. (Session ID: 89031)

Presenter(s)
Margie Tomsic, *Clover Park Technical College*

What Do You Want To Know About Your Community College Students?

Discussion Group | *Assessment* | *Gallaudet*

This discussion group of community college professionals and the Voluntary Framework of Accountability (VFA) staff will discuss the most important questions and calls for student progress and outcomes data on campus. Attendees can discuss what questions the VFA can help them answer, and voice opinions about what questions still need to be addressed. Topics discussed may include developmental education, student progress and outcomes, workforce training and wage outcomes, adult basic education, and dual enrollment students. (Session ID: 88968)

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

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

Panel Session | *Reporting* | *Shaw/Ledroit Park*

Every year, hundreds of IR offices fill out the Common Data Set (CDS) and the U.S. News, College Board and Peterson's surveys. This session will describe how the U.S. News, College Board, Peterson's and CDS surveys overlap, how publishers use the CDS in their many products including U.S. News in its rankings, and how IR offices can most efficiently fulfill these data requests and reduce their survey burden. There will be a discussion of a proposal by the American Association of University Professors to change the faculty reporting grid on the CDS. A detailed explanation will be provided on reporting the new SAT scores and how to handle old SAT scores. The session will also discuss the basics of the CDS and what changes are being considered for future CDS editions. (Session ID: 88653)

Presenter(s)
Bob Morse, *U.S. News and World Report*
Matthew Gazda, *Peterson's*
Joe Williams, *The College Board*

Excelling at Excel: Shortcuts, Tricks, Magic Spin Button, Sparklines, More

Speaker Session | *Analysis* | *Capitol*

Excel is so versatile and powerful that many IR professionals use it every day. Come learn tips and tricks for getting the most out of this indispensable tool. Presenters will share keyboard shortcuts, sparklines, conditional formatting, spin buttons, macros, and more. Participants will have time to list their favorite overlooked features. (Session ID: 88789)

Presenter(s)
Bridgett Milner, *Indiana University-Bloomington*
Douglas Anderson, *Indiana University*

Implementing and Measuring Corequisite Remediation at Scale

Panel Session | *Analysis* | *Archives*

Nationally, states and institutions are rethinking the way they structure remedial education. In Fall 2015, Complete College America (CCA) released "Corequisite Remediation: Spanning the Completion Divide" which highlights how five states have scaled corequisite remediation and seen dramatic improvements in gateway success for students with remedial need. Also that fall, CCA launched an effort to help 12 additional states scale this intervention by 2018. Data is an essential component for building a case for this intervention, monitoring its implementation, and measuring its impacts. As this reform continues to grow, the field of IR has a key role in helping to identify the key metrics and indicators for measuring the impact of corequisite remediation, so that we can better understand its collective impact and can continue to drive improvement. This session moderated by CCA will include representatives from three scale states: Georgia, Indiana, and West Virginia. (Session ID: 88851)

Presenter(s)
Katie Zaback, *Complete College America*
Cory Clasemann-Ryan, *Ivy Tech Community College*
Angela Bell, *University System of Georgia*
Chris Treadway, *West Virginia Higher Education Policy Commission*

Moving Towards a Standard Method for Calculating Post-Collegiate Earnings

Panel Session | Analysis | Salon A/B

Demand for postsecondary education outcomes data is at an all-time high, and as a result, workforce data—specifically unemployment insurance (UI) data—are being used in conjunction with education data more than ever before. When working with UI wage data, exactly how post-collegiate earnings are calculated is critically important, and at this point, there is no standard methodology in higher education. Each panel presenter has been faced with the methodological questions around calculating earnings using UI wage data and each has made different decisions. How the analysts considered their options and arrived at their decisions will be the primary focus of this session. The pros and cons of the differing methodologies will also be discussed in the context of what methodology may be most appropriate if a national standard were to be introduced. (Session ID: 88997)

Presenter(s)
David Troutman, *University of Texas System*
Jonathan Gagliardi, *American Council on Education*
Christy England, *State University System of Florida Board of Governors*
Brianna Moore-Trieu, *University of California*
Andrew Foote, *U.S. Census Bureau*
Chris Furgiuele, *University of California*

NSSE Data Visualization to Inspire Action on Results

Panel Session | Decision-Support | Salon 12

Data visualization represents an important skill for IR professionals who are tasked with communicating complicated information to institutional stakeholders. Although the National Survey of Student Engagement (NSSE) has developed numerous graphics to represent results, some users have created dynamic, interactive data displays to answer specific institutional questions and to reach particular campus audiences. In this panel, four IR professionals will present their use of NSSE data to create compelling visualizations that informed the decision making of campus partners. Panel discussion will focus attention on how these representations inspired action for whom and why. (Session ID: 88672)

Presenter(s)
Jillian Kinzie, *Indiana University-Bloomington*
John Zilvinskis, *Indiana University-Bloomington*
Polly Prewitt-Freilino, *Wheaton College*
Jeffrey Burrow, *University of Toronto*

Where Should We Go: Predictive Modeling for Admissions Recruiting

Speaker Session | Decision-Support | Chinatown

In the current economic environment, many public higher education institutions face decreasing funding from state governments and consequently become more financially dependent on tuition. Recruitment via advertising and contact from admissions personnel is crucial to attract students and bring in needed tuition dollars, but requires careful enrollment management to balance the costs of the recruitment endeavors with the yield of new students. This presentation will discuss how the IR office at Colorado Mesa University has supported enrollment management decisions, with a particular focus on which geographic regions to target for recruiting. The session may be of interest to institutional researchers or admissions officers who have a role in determining how their institutions' recruiting efforts and budget are directed and to anyone interested in learning more about specific statistical methods (regression and hierarchical linear modeling) or software (Tableau maps). (Session ID: 89032)

Presenter(s)
Heather McKim, *Colorado Mesa University*

11:30 AM–01:00 PM

Lunch Break

Schedules for Wednesday and Thursday include dedicated lunch break time for networking in the Exhibit Hall. Savor some of the city's best cuisine at dining options located in the Marriott Marquis, including Anthem, High Velocity, and The Dignitary. Starbucks is located in the Marriott Marquis lobby. Various grab-and-go lunch options are available in the Marriott Marquis. Check the MyForum app for the latest informaiton on available lunch option at the Marriott Marquis. See the local map on page 155 for options nearby.

Poster Presentation

Marquis Ballroom

This year, poster presentations will enjoy their own presentation time slot separate from the lunch hour. Poster presentations will take place in the Exhibit Hall.

01:00 PM–01:45 PM

A Model for Allocating Operating Funds to Academic Departments

Poster Presentation | *Decision-Support* | *Poster 36*

The absence of an empirical method behind the historical allocation of operating funds to academic departments led a committee of the provost, deans, department chairs, faculty, budget office director, and the director of IR at one university to collaborate in developing a method for systematically distributing funds for operating expenses. These funds would be distributed to academic departments based on agreed-upon measures of need: historical expenditures for equipment & supplies, numbers of student majors, numbers of student minors, semester credit hour production, and other indicators. The model has been in place for several years and has been well-received at the university. A flowchart of how the model was conceptualized in meetings with various stakeholders, how a mathematical model was built using SPSS and Excel, and how results are organized and shared will be provided during the poster presentation. (Session ID: 88934)

Presenter(s)
Joseph Meyer, *Texas State University*

Admission Modeling: Increasing Efficiency in the Admission Cycle

Poster Presentation | *Decision-Support* | *Poster 66*

National research universities receive thousands of applications for undergraduate admission each year. With a limited staff, many undergraduate admission offices are burdened with adequately evaluating each application to result in a fair admission decision. In an effort to lighten workload on admission counselors, Emory began a "rapid read" queue for applications that did not meet a minimum standard based on an applicant's GPA and test scores. The result was that 1,909 files were assigned to the rapid read queue with an error rate of 1.6% (those actually admitted). Logistic regression was used to model the admission decision (admit vs. not admitted), with GPA, test scores, and biodemographic variables as independent variables. Using this model, the number of applications in the rapid read queue was increased to 4,130, while the error rate was reduced to 1.4%. Participants will be able to apply this methodology to their own admission office to maximize application reading efficiency. (Session ID: 88156)

Presenter(s)
Robert Maddox, *Emory University*
John Latting, *Emory University*

An Expectation-based Typology and Its Relationship to Student Engagement

Poster Presentation | *Assessment* | *Poster 14*

The presenters will explore a typology based on students' college expectations, preparing for an academic or career track. This study mainly makes use of the expectation theory and Institutional Action Model for Student Success to categorize students with different expectations and analyze their performance and difference in engagement activity based on the SSLD data of Huazhong University of Science and Technology, a top ten university in China. The presenters will elaborate on how the research results were used in university planning and to what degree the situation is the same as or different from the United States. The presenters will also briefly introduce the survey instrument development process and compare it with the NSSE and SERU survey. (Session ID: 98574)

Presenter(s)
Shuguang Wei, *Huazhong University of Science and Technology*
Jiale Jiang, *Huazhong University of Science and Technology*
Min Chen, *Huazhong University of Science and Technology*
Dongsheng Yu, *Huazhong University of Science and Technology*

Analysis of Midterm and Final Grades Among First-year Students

Poster Presentation | Assessment | Poster 22

Higher education researchers, practitioners, and public policy specialists agree on the need to enhance student success, particularly for first-year students. A critical point during the college experience is the first semester. Students' academic success depends largely on the first semester, but we often overlook the importance of the midterm grades. Midterm grades serve as a leading indicator of final course grades and, ultimately, academic success. In this study data on first-year students' midterm and final grades at a public master's university were analyzed to determine how important it is for faculty to provide midterm grades to students during the first year of college. Recommendations for practice are included. (Session ID: 89101)

Presenter(s)
Eric Lovik, *Radford University*

Assessing General Education Outcomes Using the VALUE Rubrics

Poster Presentation | Assessment | Poster 10

College administrators and other stakeholders often use the assessment of general education outcomes to make judgments about the effectiveness of their institutions in preparing students to function effectively in today's world. Currently, most assessment practices use standardized instruments to assess students' learning. The use of standardized instruments, however, has often been criticized for reducing student learning to what can be easily measured, and ignoring the authentic work that students produce during the continuum of their learning. An alternative model for assessing students' learning is the Valid Assessment of Undergraduate Education (VALUE). The VALUE rubrics permit the authentic assessment of students' work by focusing on what students can do, instead of what they cannot do. This presentation will illustrate how the VALUE model can be used to assess the outcomes of critical thinking and quantitative literacy in a statistics course at a two-year community college. (Session ID: 98581)

Presenter(s)
Deoraj Bharath, *Broward College*

Assessing Sources of Stress for Students Entering Health Professions

Poster Presentation | Decision-Support | Poster 24

This poster shows how researchers studying stress and health science students gleaned valuable information that enabled academic service offices at the University to provide targeted support and to better anticipate the needs of the new student cohorts. The knowledge generated from this study is applicable more broadly to the field of higher education, as it helps to shed light into the sources of anxiety for incoming healthcare profession students, which enables programmatic improvement at the institutional level. (Session ID: 96848)

Presenter(s)
Carolyn Giordano, *University of the Sciences*
Elena Schmidt, *Thomas Jefferson University*
Momo Nakagawa, *Thomas Jefferson University*

Assessing Students' Learning Experiences and First-year Outcomes

Poster Presentation | Decision-Support | Poster 8

The first-year undergraduate experience is a critical transition that has garnered significant attention in higher education. With the confluence of financial cutbacks and international competition for students, identifying the characteristics of entering students that underlie college choices is a key priority for postsecondary education. In this session, a study will be reported in which data from the SELF-COLA survey administered to undergraduate students at a research institution are associated with learning outcomes to predict student success and efficiently use limited resources as well as generate interest among colleges in using the survey for institutional improvement initiatives. (Session ID: 98579)

Presenter(s)
Ching-Hui Lin, *National Sun Yat-Sen University*
Jyun-Hong Chen, *National Sun Yat-Sen University*
Ching-Lin Shih, *National Sun Yat-Sen University*

Beyond Retention: Enhancing Transfer-in Students' Success

Poster Presentation | *Decision-Support* | *Poster 62*

A large proportion of college students in the United States do not attend a single institution in pursuit of their college degrees. Drawing on data from the Fall 2012 cohort enrolled in a comprehensive four-year state college, this study compares the transfer-in students with their continuing peers by academic level regarding retention, academic standing, and graduation. The findings indicate transfer-in students were retained at a higher rate, but their academic standing and graduation rates were lower than those of their continuing peers. This study calls for campus and IR community attention to explore effective ways of enhancing transfer-in student success beyond retention. (Session ID: 88500)

Presenter(s)
Janice Le-Nguyen, *Nevada State College*
Qingmin Shi, *Nevada State College*
Sandip Thanki, *Nevada State College*
Mick Haney, *Nevada State College*

CORE+ General Education Curriculum Pilot Studies: Discoveries Along the Way

Poster Presentation | *Assessment* | *Poster 40*

A university degree indicates that a graduate has a broad range of academic knowledge; yet to most students, the purpose of taking general education courses is puzzling. This poster session will share insights gleaned through a series of pilot studies at one university as they transitioned from a distributive general education (GE) program to an outcomes-based model (CORE + curriculum) of general education. It will show comparative graphs and a process flow chart outlining how faculty used online evaluation in Taskstream Learning Achievement Tools to provide meaningful assessment based on authentic student work across 13 learning outcomes. The presenters will discuss how closing the feedback loop can ensure that faculty will have the capacity to analyze data programmatically, in order to support and sustain the general education program. The poster session will explore ways students may create a summative report of their general education studies to demonstrate the integration between these courses and their majors. (Session ID: 88902)

Presenter(s)
Mary Jo Geise, *The University of Findlay*
Susan Brooks, *The University of Findlay*
Helen Schneider, *The University of Findlay*

Do First- and Second-Generation Students Differ in Engagement and Outcomes?

Poster Presentation | *Analysis* | *Poster 44*

While considerable research has been conducted on first-generation college students, only a limited number of studies systematically examine their college experiences. This poster presents a study that compared first-generation student engagement, learning outcomes, and satisfaction with those of second-generation students at liberal arts colleges. The study found that first-generation status demonstrated significant, positive main effects on overall level of engagement in terms of interactions with diversity, institutional preparation for career path, and satisfaction with career services and financial aid package. Additionally, on a few items, significant factor interactions were found between first-generation status and the two moderator variables (race/ethnicity; gender). This study provides evidence for liberal arts colleges' many successes in supporting first-generation students.

(Session ID: 88871)

Presenter(s)
Suhua Dong, *Gettysburg College*

Evaluation of Student Affairs to Support Student Success, a National Survey

Poster Presentation | *Assessment* | *Poster 30*

Reform efforts promoted by foundations and policy makers coupled with heightened scrutiny of retention and graduation rates have the effect of shifting responsibility for student success from solely the student to the institution. Services such as advising, student life, and residence life are gaining recognition for their role in student success, placing a greater emphasis on evaluating these services and their effectiveness. IR professionals can provide valuable support, since student affairs staff often do not have training in evaluation and data analysis. IR staff can assist student affairs in developing and implementing effective program evaluation strategies. One objective of this poster is to provide a summary of the state of program evaluation activities in student affairs in four-year institutions. The second objective is to highlight the challenges faced by student affairs in carrying out program evaluation and using the results with implications for the IR professional. (Session ID: 89074)

Presenter(s)
Doug Franklin, *University of Illinois at Springfield*
Bob Blankenberger, *University of Illinois at Springfield*

Factors Classifying and Affecting the IR Office Location on Productivity

Poster Presentation | Operations | Poster 38

Although some scholars in the IR field have previously conducted research on the IR office structure and function, there exists no empirical research results that indicate factors classifying IR office locations in the university organizational structure. No factors to indicate the influence of IR office locations on its productivity exist as well. This poster presentation will indicate factors that classify the organizational locations of the IR office and predict the IR office productivity. Knowledge of the factors could result in improved ideas for advancing the field of IR with regard to the organization of IR offices and functions. (Session ID: 88896)

Presenter(s)
Ong-Art Naiyapatana, *Srinakharinwirot University*

Feasible Ways to Benchmark With Inadequate Database Systems

Poster Presentation | Decision-Support | Poster 46

In Japan, the number of high school graduates has decreased from 2 million to 1.2 million over about 20 years, and there is strong competition among universities to attract students, as in the U.S. Small institutions especially are under pressure to develop strategies for recognizing institutional strengths and weaknesses to survive. Benchmarking enables universities to obtain information to differentiate themselves from the competition, but Japanese universities do not have standard methods of benchmarking. Some large institutions form consortiums for benchmarking and construct database systems. However, small ones do not have the resources for a systematic comparison of practices. This presentation will describe how four small institutions are building a mechanism for sharing data and good practices for each institution. The objective of this poster is to provide a better understanding of feasible ways to benchmark in situations where database systems for comparing institutions are insufficiently constructed. (Session ID: 88837)

Presenter(s)
Tomoya Hashimoto, *Kyoto Koka Women's University*
Tetsuya Shiroishi, *Tokyo Metropolitan University*

Getting to Know Lower-income Students at an Elite University in Taiwan

Poster Presentation | Decision-Support | Poster 58

Unlike the higher education system in the United States, the top universities in Taiwan are all public, and their tuition fees cost only half as much as private schools. However, these top universities have been under major criticism because of the underrepresentation of lower-income students. Thus, in 2015 the Ministry of Education in Taiwan launched an initiative to urge several top universities to provide more support to lower-income students. At National Chiao-Tung University, a highly ranked research university in Taiwan, an online survey was conducted focusing on lower-income students' perceptions toward the financial aid program, as well as their needs for academic services and campus support. The poster will illustrate issues and findings regarding lower-income students' campus experiences in Taiwan. Challenges encountered during the data collection stage as well as related strategies will be presented. (Session ID: 88531)

Presenter(s)
Pei-Chin Lu, *National Chiao Tung University*
Yi-Cho Fang, *National Chiao Tung University*

Graduate Student Debt for STEM Versus Non-STEM Students

Poster Presentation | Analysis | Poster 12

With a particular focus on differences between STEM and non-STEM graduates, this study examines the factors that contribute to graduate student debt. Using NPSAS 2012 data, this study examines student debt for STEM versus non-STEM students who completed their Master's or PhD degree in 2012. Findings show significantly higher debt for those in non-STEM programs, as well as differences by gender, race, and marital status. These issues are relevant to institutions in light of recent changes in the social, economic, and political environments that affect graduate level education. IR practitioners are increasingly needed to examine graduate student populations, with a focus on the inclusion of women and minorities in graduate education. Findings of this study highlight the importance of broadly examining rising tuition costs for graduate degrees, determining how institutional officials will allocate resources wisely, and revisiting financial aid policies and practices. (Session ID: 98566)

Presenter(s)
Karen Webber, *University of Georgia*
Rachel Burns, *University of Georgia*

Homesickness in First-year College Students: Results From a National Study

Poster Presentation | *Assessment* | *Poster 60*

Homesickness is a common experience for many students. Interventions for and discussions about homesickness are common, yet most are not based on research. What do we really know about homesickness and its impact on first-year college students? Using data from a national study on first-year college students, this poster will explore what is known about the concept of homesickness, how it relates to the first-year experience and student outcomes, and campus-level implications of this research. (Session ID: 88517)

Presenter(s)
Matthew Venaas, *Skyfactor*
Sherry Woosley, *Skyfactor*
Annette Miller, *Skyfactor*

Identity, Success Skills, and Achievement in Introductory STEM Courses

Poster Presentation | *Analysis* | *Poster 16*

Introductory STEM courses are a necessary stepping-stone to the acquisition of greater STEM-related skills and knowledge. Grades, however, are limited indicators of skill development or the acquisition of behaviors needed to succeed as a STEM professional. This study uses hierarchical linear modeling on longitudinal student data merged with faculty data from 71 introductory STEM classrooms across 15 institutions to identify the classroom factors that significantly affect students' science identity, as well as their ability to think and act like a scientist. Unique findings for underrepresented racial minority students compared to their majority peers will also be identified. This poster will be useful to educators and administrators interested in creating a stronger connection between STEM pedagogy and student outcomes. (Session ID: 98427)

Presenter(s)
Damani White-Lewis, *University of California-Los Angeles*
Krystle Cobian, *University of California-Los Angeles*
Tanya Figueroa, *University of California-Los Angeles*
Sylvia Hurtado, *University of California-Los Angeles*

Improving IE Through Data Visualization

Poster Presentation | *Reporting* | *Poster 48*

Visual representation of information reduces the complexity of information and allows decision makers to gain insights. Effective visualization often increases communication. The objective of the poster is to share strategies that help institutional researchers to create effective visual representation to improve communication and IE. (Session ID: 88845)

Presenter(s)
Shuqi Wu, *Presentation College*

Leveraging Existing Survey Tools for Other Uses Beyond Traditional Surveys

Poster Presentation | *Assessment* | *Poster 26*

Assessment activities offer ways for faculty to think about student learning in the curriculum, and how to support it most effectively in their own classes and departments. However, faculty are often conducting assessment with limited resources, including faculty time and support for logistics, and additional effort and support is typically needed for interdisciplinary and multi-campus program assessment coordinated among departments and campuses. As a result, finding shared times to complete assessment activities, such as curriculum mapping, can be a barrier to faculty engagement. This poster will present specific examples of how to leverage the Qualtrics survey tool for other uses beyond traditional surveys, to help streamline and improve data collection. (Session ID: 89093)

Presenter(s)
Lindsey Kimble, *Washington State University*

Leveraging Multiple Data Sources to Evaluate Online Instructors

Poster Presentation | *Decision-Support* | *Poster 20*

A huge challenge for online, distance-education providers is keeping students engaged and providing a positive learning experience. The student's primary point of contact is the instructor, so it is crucial to have individuals who are dedicated to putting forth the time and effort needed to stay in regular contact with the students and provide timely and valuable feedback. A typical form of assessment such as an indirect survey of learning and satisfaction is necessary, but does not always provide a complete picture. This presentation highlights additional methods and data that can be used to assess the effectiveness of online instructors. (Session ID: 97545)

Presenter(s)
Rebecca Henderson, *College for Financial Planning*
Natalie Wright, *College for Financial Planning*

Perception Gap Between Faculty and Administrators About Feedback Data Systems

Poster Presentation | *Analysis* | *Poster 32*

Despite the growing interest in establishing feedback mechanisms that help instructors improve teaching for student learning on campus, little research has been conducted in regard to individuals' perceptions of the feedback systems, and their behaviors within such data systems. The purpose of this study is to understand how instructors and administrators as the main individuals who participate in the feedback system and handle the mechanism of the systems in practice perceive the system, and how they perform their professional roles based on their own perceptions. Three research questions are established for this study: How do instructors perceive a student feedback system on campus? How do administrators perceive a student feedback system on campus? In what way do their perceptions lead to decision-making in their professional roles? This poster will focus on the findings from the instructors and the administrators at three public universities in the U.S. (Session ID: 89081)

Presenter(s)
Hyoung Joon Park, *University of Wisconsin-Madison*

Psychometric Scales as Operational Predictors of Academic Success

Poster Presentation | *Decision-Support* | *Poster 2*

Measures of student attitudes and behaviors from educational psychology can be used to supplement traditional measures of academic readiness, but what is the real strategic value of collecting measures such as "grit" or "academic self-efficacy"? The University of Kentucky (UK) conducts a survey each fall semester of incoming first-year undergraduate students. Over the last two years, the survey has been updated to include psychometric scales intended to predict student success and retention and in turn identify those students at risk as early as possible. This poster shows why each of these scales were chosen, and how they were adapted to the context at UK. The psychometrics are evaluated as predictors of academic success in concert with established demographic and academic predictors, using both machine-learning and traditional statistical techniques. This poster also details future plans for the translation of such measures to services at the student level. (Session ID: 98719)

Presenter(s)
Adam Lindstrom, *University of Kentucky*
Jason Chen, *University of Kentucky*

Reporting Results to Our Student Stakeholders

Poster Presentation | *Operations* | *Poster 4*

This poster session will share how one small IR office effectively used infographics to communicate survey results with students. While results from multiple years of our annual surveys will be compared to demonstrate increases in responses rates, the poster will focus on providing examples of student-focused infographics. Resources, templates and "how-to" materials will be shared with conference attendees. (Session ID: 98734)

Presenter(s)
Kymber Taylor, *Holy Family University*

Student Engagement's Relationship with Retention & Graduation

Poster Presentation | *Analysis* | *Poster 50*

Increasing postsecondary degree attainment is an important priority for the nation. This poster examines the relationship between various aspects of student engagement and retention and completion at the institution level. Using retention and completion data from the College Scorecard, student engagement was generally found to be positively correlated with retention and completion. In particular, study-time during the first-year was found to be a key indicator persistence and completion. (Session ID: 88815)

Presenter(s)
Kevin Fosnacht, *Indiana University*

Student Success Survey: A Tool to Help Students Persist

Poster Presentation | *Decision-Support* | *Poster 6*

This poster is focused on innovative initiatives to use student data to determine student success and retention. It is important to be able to identify the needs of various student populations to increase success as measured by persistence and retention. Most important, this poster will provide AIR members with ways to determine if various student engagement services are beneficial for retaining students. (Session ID: 98718)

Presenter(s)
Albert Calhoun, *Alabama State University*

The Impact of the First-year Experience Program at the UWI, Mona

Poster Presentation | *Assessment* | *Poster 54*

Student enrichment programs are important for keeping students involved and engaged at their university. When students feel involved and engaged, they are more likely to stay enrolled than to drop out. Student attrition is not only costly to universities through foregone tuition, but also to students who are denied the opportunity for personal and professional development. This study examines the impact of a First-year Experience (FYE) program at a Caribbean university. The poster illustrates the importance of the FYE on student outcomes. Findings show that FYE participants showed higher levels of involvement, satisfaction, and performance than non-participants based on survey and administrative data. (Session ID: 88667)

Presenter(s)
Nicola Paterson, *University of the West Indies, Mona Campus*

The Relationship Between Teaching and Research: A Case Study in Taiwan.

Poster Presentation | *Decision-Support* | *Poster 42*

The purpose of this study this poster presents was to use teaching indicators and research productivity to examine the relationship between the teaching and research at a research university in Taiwan. It is important to understand the relationship between teaching and research in institutions, so that some issues can be re-thought: The dean of the college or department can apply the result in their faculty recruitment and select a suitable person; the board of directors and the president can rethink the development area and position of their institution, and decide to focus on the teaching, research, or both; and IR analysts can collect and analyze related indicators to find out about this issue at their institution, and further compare to other institutions. (Session ID: 88882)

Presenter(s)
Ya-Han Hsu, *National Chengchi University*
Ling-Chuan Hsu, *National Chengchi University*

Tracking Students' Progress in Three Impacted Programs

Poster Presentation | *Assessment* | *Poster 56*

Program impaction has played a major role in student success at California State University (CSU), Sacramento. The study is crucial to the field of IR, as impaction is found not only at CSU campuses, but many campuses throughout California, and can have profound influences on the students they serve. The study to be presented discusses the comparison between those in Majors and Expressed Interest programs and how they relate to retention, class level, change in major, and demographic characteristics. This study compared and selected three programs (Criminal Justice, Psychology and Health Science) for five terms. Areas of acceptance into majors, equity, class level, major changes, and attrition rates all highlight the significant findings between the Major and the Expressed Interest group. The results of this study could be used as a tool in evaluating the implications impaction has on future student success and outcomes. This poster will provide useful illustrations of the study. (Session ID: 88524)

Presenter(s)
Matthew Basinger, *California State University-Sacramento*
Nancy Hardy, *California State University-Sacramento*
Jing Wang-Dahlback, *California State University-Sacramento*

Using a Model of Institutional Departure to Better Understand Retention

Poster Presentation | *Decision-Support* | *Poster 28*

This poster provides an example of how a model of institutional departure can provide an analytical framework for better understanding differences in retention rates between student cohorts. The student characteristics and institutional experiences of two student cohorts were examined in the context of Tinto's model of institutional departure (1993) to determine underlying factors that lead to the extreme differences in retention rates between the cohorts. Understanding how differences between student cohorts and their unique interactions with the institution lead to varying retention rates is vital information for campus decision makers. (Session ID: 89065)

Presenter(s)
Jim Woehrle, *Antioch College*
Hannah Spirrison, *Antioch College*
Lori Collins-Hall, *Antioch College*

Using Multi-state Data to Evaluate Higher Education Policies and Programs

Poster Presentation | *Analysis* | *Poster 18*

Currently, institutions of higher education have access to limited data with which to evaluate degree and training programs. Although employment outcomes for individuals completing schooling and workforce training are not the sole factors by which to evaluate these programs' efficacy, understanding how and whether they affect earnings, employment stability, and wage growth over time is undoubtedly crucial for senior leadership deciding how best to allocate scarce resources. Many state systems are currently able to link education and employment data, but only for those students who stay within state borders. This leaves a substantial gap in the information available to policymakers and institutional staff. This poster illustrates how states are sharing longitudinal, individual-level data with each other through the Multistate Longitudinal Data Exchange, currently coordinated by the Western Interstate Commission for Higher Education in order to address this gap. (Session ID: 97842)

Presenter(s)
Sarah Leibrandt, *Western Interstate Commission for Higher Education*

Using SAS Codes to Generate a Text File for Uploading IPEDS Surveys

Poster Presentation | *Technologies* | *Poster 52*

Manually typing in the numbers to correspond with IPEDS website surveys, especially the IPEDS-Completion survey, is a tedious and time consuming job. Fortunately, IPEDS offers an alternative way of uploading a text file to their website, which makes the completion of the surveys more efficient and accurate. IR staff need to first generate a text file based on IPEDS import specifications, and then upload it to the IPEDS website. In this way, institutional researchers can not only save tremendous time, but also avoid typos. Users of this method may create either a fixed-length text file or a key value pair text file based on the import specifications for each IPEDS survey. The SAS codes used to generate either a fixed-length text file or a key value pair text file for the IPEDS-Completion survey will be presented. SAS users can easily modify the SAS codes presented to create their own text file for other IPEDS surveys. (Session ID: 88584)

Presenter(s)
Robert Zhang, *Chatham University*

Using SuccessNavigator to Predict First-term GPA and Retention

Poster Presentation | *Analysis* | *Poster 64*

This poster summarizes the experience of Reinhardt University with its first administration of SuccessNavigator. Created by ETS, this non-cognitive assessment uses a multi-measure approach to gauge the four critical factors that most influence student success: academic skills, self-management skills, commitment levels, and social support structures. Reinhardt used this assessment to identify at-risk students and provide feedback to students, their advisers, and First Year Seminar instructors. The poster is aimed at institutional researchers who are interested in using predictive analytics to improve student retention and success. The poster has three objectives: to educate the audience about the content of the test, best practices for administering it, and using the results for advising; to compare the predictive power of SuccessNavigator and traditional measures of academic qualifications such SAT/ACT scores and high school GPA; and to summarize lessons learned from Reinhardt. (Session ID: 88385)

Presenter(s)
Daniel Teodorescu, *Emory University*

01:45 PM–02:45 PM

Dessert Break and Thank You to Our Sponsors

Special Event | *Marquis Ballroom*

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

03:00 PM–03:45 PM

Assessment and Accountability: Pathways to a Sustainable Assessment Culture

Speaker Session | Assessment | University of DC

The content in this session is designed for assessors and administrators who are interested in building a sustainable culture of assessment. How can you create an assessment culture wherein faculty and staff actively work to advance knowledge creation and skill development, and at the same time meet institutional accountability expectations? How can assessors communicate to enhance trust, encourage collaboration, and improve learning? A sustainable culture of accountability and improvement requires assessment structures and processes, as well as intentional deliberate, strategic individual actions. This presentation will provide a strong foundation for sustainable assessment through sharing best practices in auditing assessment and educating the institutional community, and by discussing the importance of continual communication. (Session ID: 88032)

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

Beyond IPEDS: Leveraging National Data for Institutional Insights

Speaker Session | Decision-Support | Scarlet Oak

IR and assessment professionals are increasingly called upon to provide evidence of their institutions' outcomes and achievements relative to their organizations' missions. The extent to which student information systems can be leveraged to meet this need is limited, especially where institutions are interested in understanding their role in broader contexts, i.e., regionally, nationally, across particular institution types, or within student subgroups. 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—along with examples of how they can be used to generate institutional outcomes insights. Presenters will provide an overview of these national data systems and share experiences of leveraging them. this session will offer participants practical knowledge and tools for enhancing their IR and IE repertoire. (Session ID: 89059)

Presenter(s)
Tafaya Ransom, *Morehouse College*

Building Storyboards for Enrollment Management

Speaker Session | Technologies | George Washington

Data visualization, specifically interactive data dashboards, has gained popularity in higher education, with the increasing need for data-driven strategic planning and decision making. A well-designed dashboard organizes and presents information in a way that the non-technical audience can easily grasp. A storyboard is a step up from data dashboards. In essence, it is a set of data dashboards organized around one central theme or "story." Presenters will show the storyboard they built for enrollment management to provide the audience with a specific idea of how they started the work and how they use interactive dashboards to tell one "story." The audience should be able to start their discussion and work on creating similar storyboards after walking out of the session. (Session ID: 89018)

Presenter(s)
Yun Xiang, *University of New Hampshire*

Campus Climate Surveys: Maximizing Measurement Capacity and Response Rates

Discussion Group | Analysis | Mount Vernon Square

This discussion group session will focus on design and implementation of campus climate surveys that effectively address measurement issues and non-response bias through response rate increasing efforts. Actual experiences and examples from Campus Climate surveys on student leadership, sexual misconduct, and diversity topics will be shared to illustrate best practices and show how colleges and universities are transforming data into useful information to understand the present climate and to inform current and future decisions about programs and services offered on campuses.

Participants in this session will explore the strengths and weaknesses of different measurement periods, including "since enrollment," "past 12 months," and "lifetime." Participants will be introduced to data collection design elements that help reduce non-response bias, including cost/quality trade-offs in implementing different designs. (Session ID: 98693)

Presenter(s)
Scott Crawford, *SoundRocket*
Julie Smith, *SoundRocket*

Creating Propensity Matched Samples for a Study of Transfer Student Debt

Speaker Session | *Analysis* | *Archives*

Self-selection is an issue that requires careful attention when we examine the impact of certain entry characteristics on student success and the efficacy of college outreach and support programs. This study compares machine learning algorithms embedded in Orange data mining software with traditional binary logistic regression methods for deriving the propensity score. The case study used for this comparison examines the impact of incoming transfer student's debt from previously attended institutions on their subsequent persistence and academic performance. The results of this research should be of interest to IR professionals, administrators, and other staff members who are interested in evaluating the efficacy of support programs. (Session ID: 88834)

Presenter(s)
Xiqian Liu, *Indiana University*
Victor Borden, *Indiana University-Bloomington*

Data Dictionary: An Evolving Tool for Robust Data Collection and Modeling

Speaker Session | *Reporting* | *Union Station*

The objective of this session is to provide guidance in developing and maintaining a robust, user-friendly data collection and reporting tool. Use of data in educational assessment, planning, and decision-making continues to grow at unprecedented speed, and data-driven decision making is sweeping through all aspects of society. At the same time, quality of data can have serious consequences on the results of data analyses. Standardization of data elements is critical to streamline the comparison of data across many levels. Absence of standardized data can result in data inconsistencies: inconsistent definitions and naming conventions, varying field lengths for data elements, or varied element values. An effective data dictionary is an agreed-upon set of clearly and consistently defined elements, definitions, and attributes. A comprehensive and well-designed data dictionary improves the accuracy of information and facilitates communication among varied data stewards and users. (Session ID: 89046)

Presenter(s)
Monica Malhotra, *California State University*
Diana Lavery, *California State University*

Designing and Implementing a Graduate Student Satisfaction Survey

Speaker Session | *Analysis* | *Salon 14*

Temple University's Office of IR and Assessment designed and administered a satisfaction survey to graduate students for the first time in Spring 2016. Discussion topics will include the formation of a survey committee made up of stakeholders from across campus. The process of researching and learning from existing survey instruments will also be discussed, as well as how to adapt an undergraduate survey to make it more relevant for a graduate student population. This session will be of interest to anyone who would like to design a survey tailored to the graduate population at their own institution. (Session ID: 89127)

Presenter(s)
Gina Calzaferri, *Temple University*
Amanda Albu, *Temple University*
Mariel Halpern, *Temple University*

Developing and Implementing a Survey to Assess Campus Climate for Diversity

Speaker Session | *Assessment* | *Tulip*

Assessing campus climate for diversity and inclusion is an emerging area of importance to IR. College or university leaders are increasingly being challenged and evaluated on their commitments and actions to create a welcoming and inclusive campus environment for all stakeholders. This session presents a case study on how Lehigh University campus turned a negative event into an opportunity to work together in developing and implementing a comprehensive campus climate survey. This presentation will cover results from the analysis of quantitative and qualitative survey data and its implications for Lehigh as well as higher education in general. (Session ID: 88930)

Presenter(s)
Jennifer Jensen, *Lehigh University*
Yenny Anderson, *Lehigh University*
Dominic Packer, *Lehigh University*

Dual Enrollment: What Do We Know, and What Should We Know?

Discussion Group | *Reporting* | *Gallaudet*

The number of high school students taking college courses has seen a dramatic rise over the past few decades, and account for a significant portion of higher education enrollment reported in IPEDS. The National Center for Education Statistics estimated that more than 1.2 million students were enrolled in a dual enrollment course (dual high school and college credit course) in the 2010-11 academic year, and an additional 136,000 high school students were taking college credits outside of a dual enrollment program. Although there has been a significant rise in the dual enrollment population, there is very little good data on these students and their outcomes, as they are generally not included in any programs that track the outcomes of students. This session will provide an opportunity for participants to discuss dual enrollment data as it currently exists, and the questions on a local, state, and national level that are important to answer. (Session ID: 88588)

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

Early Career Faculty 2005 and 2014: A Decade of Change

Speaker Session | *Decision-Support* | *Shaw/Ledroit Park*

Increases in institutions hiring part-time and non-tenure track faculty have contributed to perceived lower value of tenure-track faculty. Changes over the past decade prompt the question- why would someone want to begin a career in academia today? IR officials can play a key role in knowing more about faculty members and how to minimize faculty attrition. Using data from HERI's Faculty Survey, this study examines changes in tenure-track, early career faculty from academic year (AY) 2004-05 to 2013-14. Findings show that during this time there have been increases in women, diversity, various stressors including job security and institutional procedures, and an increase in assistant professors who have considered leaving their institution for another, despite reporting general job satisfaction. Additional findings will be discussed. Implications for the impact on students and the strength of and climate for the professoriate will be detailed. (Session ID: 88927)

Presenter(s)
Karen Webber, *University of Georgia*
Ellen Bara Stolzenberg, *Higher Education Research Institute*
Jennifer Berdan Lozano, *University of California-Los Angeles*

Excel Grade Distribution Dashboard in a Flash

Speaker Session | *Technologies* | *Georgetown*

In this session, participants will learn how to build in Excel a grade distribution dashboard that will allow department, division, or college leaders to investigate issues related to course passage rates. This dashboard will allow anyone interested in improving program performance to drill into differences in course passage rates based on ethnicity, instructor, age, major, minor, or any other variable in their campus data management system. This dashboard can be used in a variety of ways to improve overall student outcomes, is easy to learn how to build, and offers quicker and more insightful sorting when viewing large amounts of data. It is also free to Microsoft users. (Session ID: 89045)

Presenter(s)
Todd DeKay, *Eastern New Mexico University-Roswell*

Identifying Math Placement Cutoffs Using Logistic Regression and 50/75 Method

Speaker Session | *Analysis* | *Supreme Court*

Institutions use placement and other exams (such as ACT, AccuPlacer, etc.) to decide which math courses a student should be allowed to take. In most cases, a cutoff score has been set and is accepted as a standard. Unfortunately, these scores may be arbitrary, and either place students into classes that are too hard or too easy for them (either of which is not good for the student). ACT has developed a standard concept that the correct cutoff score for placement is one in which 50% or more of the students are expected to receive a B or better, and 75% are expected to receive a C or better. This is calculated based on the probability of success or failure using logistic regression. This presentation will show the cut scores the presenters calculated for math (with the graphic visualization used to identify them), explain how these scores were calculated, show a case where this method might not work, and discuss other issues regarding placement of math students using standardized tests. (Session ID: 88527)

Presenter(s)
Mark Leany, *Utah Valley University*

Is Classroom Diversity Related to Student Retention?

Speaker Session | *Analysis* | *Monument*

To estimate the effect of the classroom diversity on academic outcomes and enrollment persistence, this study uses direct measures of classroom ethnic/racial composition that are based on institutional matriculation records at a public research university. Estimated effects are based on annual longitudinal changes in classroom diversity exposure after tracking several freshmen cohorts over a 3-year period. The study is conceptually anchored in the input-environment-output (I-E-O) model (Astin, 1993; Pascarella & Terenzini, 2005), with classroom diversity as the focal environment factor net of precollege, 'bridge' (e.g., financial aid), college experience, and student motivation covariates. (Session ID: 88592)

Presenter(s)
Serge Herzog, *University of Nevada, Reno*

MAIR Best Presentation: Propensity Score Matching: Moving Toward Causality in Education

Affiliated Organization Best Presentation | *Analysis* | *Mint*

As a statistical method for addressing selection bias, propensity score matching is gaining popularity within the education arena. Although experimental design remains the gold standard for causal inference, experimental design is not always possible in education. Instead, education researchers often rely on quasi-experimental designs lacking the randomization required for causal inference. Propensity score matching provides a statistical technique for addressing systematic differences in groups by matching participants on their likelihood of group assignment. Grounded in the Rubin counterfactual framework, this session will provide an introduction to and overview of propensity score matching. (Session ID: 108600)

Presenter(s)
Kenneth Thompson, *Millsaps College*

MdAIR Best Presentation: Making the Shift from Assessment to Student Learning Improvement

Affiliated Organization Best Presentation | *Assessment* | *Salon I/J*

Though assessment practice is increasingly prevalent in higher education, clear expectations for what constitutes quality assessment are less common. Less common still is the use of assessment results to make pedagogical or curricular changes to enhance student learning. Through measurement of quality assessment practices on our campus, we aim to show that using specific resources and understanding the critical role of re-assessment can augment faculty development in the area of assessment and lay the foundation for student learning improvement. Participants will reflect on the assessment culture at their own institutions and identify developmental resources appropriate for faculty and staff on their campuses. (Session ID: 107900)

Presenter(s)
Courtney Sanders, *Salisbury University*
Nicholas Curtis, *James Madison University*

OCAIR Best Presentation: Multiple Pathways to Graduation and Who is Involved

Affiliated Organization Best Presentation | *Decision-Support* | *Cherry Blossom*

Using data from the institutional research office at a comprehensive public 4-year university, this study describes an in-depth analysis of the institutional attendance, transfer, and graduation of three cohorts. The study depicts the multi-institutional attendance patterns over six years and the association of attendance patterns, graduation likelihood, and student characteristics. It reveals that not all types of multi-institutional attendance hurt degree completion, and strategic transferring could improve graduation rates. The results support the university decisions by extending the retention focus from the first to second year to college years in their entirety and enhancing the advising practices to guide students to create proper and efficient pathways. (Session ID: 107995)

Presenter(s)
Dai Li, *Pittsburg State University*

Oh, the Places You Can Go! Examining Student Post-Graduation Outcomes

Speaker Session | Analysis | Congress

The purpose of this session is to show the audience how one office processes and presents students' further education and employment outcomes data obtained from an internal graduation survey and the National Student Clearinghouse. Session participants will learn how to process and analyze longitudinal survey and StudentTracker data, as well as how to visualize the subsequent information using Tableau. (Session ID: 88942)

Presenter(s)
Ying (Jessie) Liu, *Dartmouth College*
Yanmin Zhang, *Dartmouth College*
Cynthia Cogswell, *Dartmouth College*

Optimize Your Survey Data for Reporting

Speaker Session | Technologies | Capitol

Reporting from a number of large scale surveys is dramatically easier if the data is structured well. By creating a process that puts the data into a form optimized for reporting when survey results are received, reporting from those surveys is considerably clearer and more efficient. IR offices are expected to provide data on trends in thematic areas, such as student satisfaction or engagement, that span multiple surveys. This session will demonstrate how a database can be structured to allow for quick access to that data or to provide self-service data. (Session ID: 89019)

Presenter(s)
Stephen Childs, *University of Calgary*

Strategies for Boosting Web Survey Response Rates

Speaker Session | Technologies | Dogwood

Institutions that administer web surveys have employed a variety of strategies, tools, and techniques aimed at increasing survey response rates. By identifying trends in multiple web survey administrations, the presenters found that some of the best practices to boost response rates include pre-survey strategies, techniques used during the administration of the survey, and tools for after the survey has launched. Using response rate data from national surveys, this presentation will provide session participants with an array of strategies to employ in their own survey administration and help them understand data-driven best practices. This presentation is unique in that it will present session participants with strategies to increase web-based survey response rates and provide empirical evidence to support the efficacy of these practices. Opportunities for implementation of these strategies will be provided as well as the chance to interact with session presenters. (Session ID: 88797)

Presenter(s)
Dominique Harrison, *Higher Education Research Institute*
Hilary Zimmerman, *University of California-Los Angeles*
Abigail Bates, *University of California-Los Angeles*

The Interstate Passport: An Outcomes-based Framework for Block Transfer

Speaker Session | Reporting | Chinatown

The Passport is a new framework for block transfer of lower-division general education based on learning outcomes and proficiency criteria. Faculty, registrars, and institutional researchers from 16 states have designed or are testing this new system to streamline transfer students' pathways to graduation. As a U.S. Department of Education 2015 First in the World grantee, the Passport is expanding its infrastructure to the national level. Participants will find out how their institutions can be part of this exciting program. (Session ID: 88676)

Presenter(s)
Michael Torrens, *Utah State University*
Patricia Shea, *Western Interstate Commission for Higher Education*
Roland Squire, *Western Interstate Commission for Higher Education*

The Reality of Retention and Remediation: A Discussion

Discussion Group | *Decision-Support* | *Howard*

Understanding intrinsic characteristics of student cohorts is important to decision making. This discussion group will examine Asian students' characteristics as they relate to retention studies, and cultural understanding of education, value, and innate family characteristics as contributors to retention and academic excellence. The proposal extends the focus to other minority groups (black, Hispanic) to conclude that the familiarity with cultures will help weigh decisions appropriately. The importance of contextual understanding of student cohorts is emphasized and literary references, findings from national studies will be quoted to emphasize the need for customized interventions rather than a one-size-fits-all approach. (Session ID: 88904)

Presenter(s)
Fnu Mihir, *Arkansas State University*

Tracking Veterans in Public Higher Education

Discussion Group | *Decision-Support* | *Catholic University*

Is your institution challenged by external requirements for information on military-affiliated student success? As federal and state agency requests for data on military-affiliated students increase, IR professionals need to be prepared to accurately collect, disaggregate, and analyze military and veteran student success data. This discussion session is designed to help IR professionals develop successful methods for identifying their military-affiliated student population. It will also highlight challenges in achieving data collection plan results. Information presented will center on the process and results of a research study involving two-year to six-year veteran student transfer cohorts, and their retention, persistence, and graduation rates. (Session ID: 98697)

Presenter(s)
Josephine Sirineo, *California State University*
Waddell Herron, *California State University*
Patrick O'Rourke, *California State University*

Transforming IR Guided by the Statement of Aspirational Practice

Speaker Session | *Operations* | *Salon A/B*

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, a student-focused paradigm, structures and leadership for IR, and leadership for the IR function. Presenters will report on year two of implementation of the Statement, and explain how they transformed their operational and leadership functions to ensure effective decision making across campus by managing and integrating data from diverse sources, promoting data literacy, being effective data narrators, and building relationships with decision makers. (Session ID: 88799)

Presenter(s)
Michele Hansen, *Indiana University-Purdue University Indianapolis*
Steve Graunke, *Indiana University-Purdue University Indianapolis*
Anne Mitchell, *Indiana University-Purdue University Indianapolis*

Turning Faculty Scholarship Data Into Action

Speaker Session | *Decision-Support* | *Salon 12*

With the increasing need to identify and utilize data in accountability and review processes, institutions of higher education are looking to develop holistic reporting mechanisms. Academic Analytics partners with institutions to provide a source of data needed to report and benchmark faculty scholarly activity. These data compliment the many necessary data sources institutions utilize in reviewing their IE. The University of Delaware has recently embedded this scholarly activity benchmarking data into three local review processes: Academic Program Review, departmental review, and implementing a new online faculty scholarly record system. IR played a critical role in accomplishing these efforts, and the presenters of this session will share the benefits and challenges associated with this type of initiative and partnership. (Session ID: 88819)

Presenter(s)
Heather Kelly, *University of Delaware*
Allison Walters, *University of Delaware*
Tynan Heller, *Academic Analytics*

Understanding Non-traditional Students Using National Student Clearinghouse

Speaker Session | Technologies | Salon 13

This session will provide specific examples of how the National Student Clearinghouse may be used to obtain a better understanding of how students enroll in college in pursuit of a degree. This topic should be of particular interest to IR professionals from schools that serve non-traditional students. The session will cover the types of questions that can be answered using NSC data, as well as how to submit a file and analyze the results in conjunction with other institutional data. (Session ID: 88785)

Presenter(s)
Elizabeth Wallace, *American Public University System*

Who Shops Around? Exploring STEM Course Shopping Patterns and Outcomes

Speaker Session | Assessment | Magnolia

As institutions strive to promote STEM and overall student success, faculty and administrators are increasingly turning to IR and campus assessment offices for data to support grant applications and reports. This presentation features a study using course enrollment snapshots—an often underutilized piece of institutional data—to explore the characteristics and outcomes associated with different course shopping patterns among first-year STEM students. The presenters will discuss their use of registrar/enrollment data, findings in the context of previous research, and current campus efforts to incorporate enrollment snapshot data into program evaluation and grant proposals. By using existing institutional data to examine STEM course shopping patterns, this study sheds light on how institutions can leverage their resources to meet institutional goals by identifying trends on their own campuses that connect to the larger education policy and funding landscape. (Session ID: 88839)

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*

04:00 PM–04:45 PM

Best Practices and Important Issues About Online Course Evaluation

Discussion Group | Assessment | Gallaudet

The objective of this discussion is to lead to the development of a step-by-step process to encourage both instructors and students to trust and participate in the online course evaluation. The current process for most institutional online course evaluations is hampered by two serious issues: first, many instructors do not support course evaluations, as they fear the results may be used to limit their raise, tenure, promotion, and other opportunities. Second, many students will not fill in evaluations unless they are compelled to, as they are disengaged from the process and rarely see any follow-up action. This discussion will encourage exploring best practices that institutions are using to resolve their most important issues or concerns when evaluating courses or teaching performance of instructors. (Session ID: 88867)

Presenter(s)
Jie Zhang, *University of Connecticut*

Best Practices for Effective Meetings in IR

Speaker Session | Operations | Silver Linden

As the size of IR offices grow in response to the swelling demand for and complexity of data for decision making, coordinating the efforts of IR offices becomes increasingly important. Regular staff meetings, other strategic meetings, and departmental retreats are vital opportunities to build your team, articulate your goals and vision, solve problems, improve accountability, and in short, get the job done. Unfortunately, meetings often turn into painful exercises in patience—where the best meetings are the ones that end early, or better yet, are canceled altogether. This presentation outlines best practices for holding meetings within IR (building on the work of William E. Knight, Patrick Lencioni, Gino Wickman, and others) and identifies ten principles and how they apply to IR. In addition, audience members are welcome to share their best ideas for successful meetings. (Session ID: 88971)

Presenter(s)
Tim Stanley, *Utah Valley University*

Building a Community of Practice in Business Intelligence

Speaker Session | *Operations* | *Magnolia*

Building business intelligence (BI) capabilities at a university is a difficult undertaking. The greatest success comes when IR and IT partner as joint leaders of a collaborative planning process that involves members from across the institution. This session will describe such a process for building a BI community of practice. Past failures and current successes will be described to set the context, but the bulk of the session will focus on the process by which the presenters brought members together at their institution, provided planning and guidance, and led the collaborative effort to develop a university-wide BI strategy and select BI tools. (Session ID: 88413)

Presenter(s)
Jay Eckles, *University of Tennessee*
Dennis Hengstler, *University of Tennessee*

Building a Narrative Via Evidence-based Storytelling

Discussion Group | *Reporting* | *Judiciary Square*

In an era of accountability and reporting, effectively communicating a coherent narrative of quality assurance is vital for the future of higher education. This discussion session will review various tools and lessons learned from the Excellence in Assessment designation narrative proposals, the National Institute for Learning Outcomes Transparency Framework, and the approach of organizational digital narratives and evidence-based storytelling. Pulling examples from the field and engaging with participants on how to move reporting and transparency towards effective communication, this session will build from current experience and present principles for how to move IR into a central role of meaning making in alignment with the AIR aspirational statement. (Session ID: 88941)

Presenter(s)
Natasha Jankowski, *National Institute for Learning Outcomes Assessment*
Gianina Baker, *National Institute for Learning Outcomes Assessment*

Data Collection Tools and Web Survey Design

Discussion Group | *Assessment* | *Howard*

There is no doubt that IR professionals need powerful, easy-to-use professional data collection tools to gather high-quality data. In order to collect data effectively, one must know the advantages and disadvantages of the available online tools. Web-based research tools and online surveys are a convenient way for IR and assessment staff to collect and transform data into information to support managerial decision making. The growth in the availability of mobile devices such smart phones, tablets, and others internationally is leading many web survey vendors to explore how these devices might be used effectively as part of large-scale data collection efforts. The presenter will provide an overview of the best online survey applications in the market, and also share expertise in using some of them, such as Qualtrics, Survey Monkey, and others. (Session ID: 88996)

Presenter(s)
Jamil Ibrahim, *University of Mississippi Medical Center*

Designing the Architecture for the National Postsecondary Infrastructure

Speaker Session | *Analysis* | *Chinatown*

This session presents the findings of the Institute for Higher Education Policy's (IHEP) project to develop high-level architecture, requirements, and recommendations for improving the postsecondary data ecosystem. The presenters will discuss the research process, present the final products, and provide insights about how the practitioner and policy community can impact improvements to the national postsecondary data infrastructure. (Session ID: 88963)

Presenter(s)
Amanda Janice Roberson, *Institute for Higher Education Policy (IHEP)*
Mamie Voight, *Institute for Higher Education Policy (IHEP)*

Innovative Ideas for Sharing and Using NSSE Data

Speaker Session | *Technologies* | *Supreme Court*

The presenters' IR office applies various innovative strategies to efficiently share and utilize NSSE data. Strategies include online interactive reporting tools, customized reports, video tutorials and presentations, and data mining boot camps. Presenters will discuss how they successfully engage users in meaningful discussions and use data for decision making. (Session ID: 88063)

Presenter(s)
Yang Zhang, *University of Hawaii at Manoa*
Jung-ts Lin, *University of Hawaii at Manoa*
Marc Arakaki, *University of Hawaii*

Leveraging Data Governance to Drive IE

Speaker Session | Assessment | Monument

Robust data governance and IE are fundamental responsibilities of today's institutions of higher education. AIR's Statement of Aspirational Practice for IR calls for the evolving 21st century IR office to oversee and integrate these different but highly related areas as part of a new hybrid model of practice. This presentation will examine how IR can engage a broad range of stakeholders to create a data governance program that uses its structure, processes, and data "champions" to enhance the accuracy and use of data to improve organizational effectiveness. Using Virginia Commonwealth University as a case study, participants will learn how to deploy data governance structures and processes to identify and address barriers that inhibit efforts to improve IE. (Session ID: 89068)

Presenter(s)
Kathleen Shaw, *Virginia Commonwealth University*
Gokhan Yucel, *Virginia Commonwealth University*

Longitudinal Assessment Made Easy: Wilson College's LOLA Method

Speaker Session | Assessment | Tulip

Longitudinal assessment of student learning is now the state of the art, yet it is sometimes mistakenly assumed to be impossible, too expensive, or otherwise impractical in small, liberal arts college settings. Wilson College's one-person IE office has successfully implemented a very straightforward, flexible, and powerful approach at no cost. This presentation explains Wilson's Learning Outcomes Longitudinal Assessment (LOLA) method and demonstrates its effectiveness in tracking student learning over time and in comparing the learning outcomes of different groups of students. (Session ID: 88066)

Presenter(s)
Andrew Abel, *Wilson College*

Major Changes in the 2017 NSF-NIH GSS for Improved Data Reporting

Discussion Group | Reporting | Catholic University

This session will discuss the major changes planned for the 2017 Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). The changes are: collecting master's and doctoral student data separately, collecting data by CIP codes, and a change in the academic field taxonomy that will affect the survey eligibility of some programs. Participants will have the opportunity to learn about the changes, discuss the impact on their institution, and provide input to NSF on ways to improve GSS data reporting and institutional data uses. (Session ID: 97734)

Presenter(s)
Kelly Kang, *National Science Foundation / National Center for Science & Engineering Statistics*
Jennifer Pauli, *RTI International*
Jonathan Gordon, *RTI International*

Matching Methodology in Student Success Research

Discussion Group | Analysis | Mount Vernon Square

Propensity score matching is often a useful approach to trying to understand causal relationships in student success research within the field of IR. This discussion will focus on how, and when, to use matching to strengthen assessment of student learning outcomes. The presenters have utilized propensity score matching across four different studies to infer causal relationships between high impact practices and student success. The central theme of the discussion is to promote propensity score matching as a flexible analytical approach for student success studies in higher education. This discussion group is structured around questions that focus on the methodology of propensity score matching as well as practical applications of the technique. Additionally, one of the questions focuses on the importance of collaborations across campus units for the most efficient dissemination of results. (Session ID: 98662)

Presenter(s)
Jennifer Schneider, *Colorado State University*
Heather Novak, *Colorado State University*

MI/AIR Best Presentation: Tracking Student Progress: Turning Static Reports into a Data-Driven Retention and Graduation Action Dashboard

Affiliated Organization Best Presentation | Technologies | Mint

The office of institutional research and analysis teamed up with the office of student success to create a data-driven retention and graduation action dashboard to replace spreadsheets and other type of reports. Based upon a series of analytics which identify factors that most affect students' success, the dashboard uses Visual Analytics to solve the problems created by static reports and delivers actionable data to the university community and the Graduation Action Committee. (Session ID: 109032)

Presenter(s)
Mark A. Byrd, *Wayne State University*
Song Yan, *Wayne State University*

Returns on Investment: Assessing Dual Enrollment Programs as a Recruitment

Speaker Session | Assessment | George Washington

This presentation evaluates the expansion and financial costs of dual enrollment programs at the community college level. Presenters will examine whether dual enrollment programs are a recruitment mechanism, and return on investment for highly motivated students. Additionally, the workshop will address the barriers that students of color and students from low-income families experience prior to and during their participation in dual enrollment courses offered by our institution. (Session ID: 88939)

Presenter(s)
Alicia Croft, *Columbus State Community College*
Julio E. Moreno, *Columbus State Community College*
Anastasia Milakovic, *Columbus State Community College*

Starting to Build and Use a National General Education Database

Speaker Session | Analysis | Scarlet Oak

Many institutions have recently revised their general education curricula or plan to do so in the next few years. While the energy around general education is palpable, institutions lack a convenient way to scan the general education programs of other colleges and universities or to compare their current or proposed general education curricula to those that exist elsewhere. There is no comprehensive database of institutions' general education curricula (something akin to the Carnegie Classification of institutions). Researchers at the Indiana University Center for Postsecondary Research, including the session presenters, are working to build a national database of general education curricula. This presentation will introduce the database, describe its components (e.g., goals, course requirements, and required number of credit hours), and illustrate how IR professionals can use what the presenters found for baccalaureate-granting institutions in three states: Indiana, Maine, and Washington. (Session ID: 88943)

Presenter(s)
Thomas Nelson Laird, *Indiana University*
Jihye Kwon, *Indiana University*

Student Ratings of Instruction: Exploration Into Concurrent Validity

Speaker Session | Analysis | Union Station

Students' ratings of instruction, or, Student Evaluations of Teaching (SETs), are lightning rods for controversy and a source of faculty criticism on many campuses. A long history of systematic research on SETs documents the recommended uses of student ratings and asserts the validity of appropriately constructed and implemented systems (although recent research raises questions about these meta-analyses). Presenters will expand their campus's exploration into the validity of its rating instrument by exploring concurrent validity of the student ratings of instruction with results from a student course-experience survey designed to assess a new upper-division Gen Ed capstone course. Results will inform campus policy surrounding student ratings of teaching, potential changes to the rating instrument, current campus discussions about how to define teaching effectiveness, and the identification of additional evidence to more fully represent and measure teaching effectiveness. (Session ID: 88569)

Presenter(s)
Martha Stassen, *University of Massachusetts Amherst*

Students Engaging Students to Improve a Campus

Speaker Session | Decision-Support | Salon 14

When higher education researchers try to make sense of student-related issues on campus, they often overlook a critical source of information—students. Conversations with students in focus groups can aid efforts to understand assessment evidence. Focus groups allow researchers to dig into the mechanisms behind the patterns seen in quantitative assessment data. They get at the "why" and "how" behind data. Focus groups can also help researchers gather new evidence and answer questions with more detail and nuance than might be derived from a survey. In this workshop, the presenters will examine the benefits of focus group research, and of creating student-led organizations to conduct this important work on behalf of their institution. (Session ID: 90819)

Presenter(s)
Will Miller, *Campus Labs*

The Data Request Life Cycle: Reducing Turnaround Time—and Staff Time!

Speaker Session | Technologies | Georgetown

Institutional researchers spend a significant portion of their time responding to and completing data requests. Streamlined procedures and technologies are therefore critical to completing the requests accurately and efficiently. This session will present the ASPPH Data Center data request life cycle system: an online data request submission form, a multi-user data request ticket system, a series of dashboards from which data requests are fulfilled, and data request archiving, documentation, and analysis. Session participants will watch a live demonstration of the technologies used to implement this system, Zoho and Tableau, and will learn how to implement similar systems at their institutions. (Session ID: 88648)

Presenter(s)
Emily Burke, *Association of Schools and Programs of Public Health*
Robyn Brigham, *Association of Schools and Programs of Public Health*

Turning Big Data Into Big Insights: A Guide to Creating Insightful Visualization

Speaker Session | Technologies | Congress

While the explosion of BI dashboards is undisputable, the University System of Georgia's BI dashboards are unique in that, instead of investing additional monetary resources in on-and-off-the-shelf, third- party data discovery tools, these dashboards leverage the system's existing reporting platform, IBM Cognos. Specifically, the presenters employ the Active Report option within the Report Studio tool set. Active Reports allow users to interact with the data in order to create multiple views from one basic report. This session, in addition to sharing the technical means of dashboard development, also explores the preparatory groundwork that must be completed to achieve dashboards that meet organizational needs. (Session ID: 88757)

Presenter(s)
Tan Tran, *University System of Georgia*
Ke Du, *University System of Georgia*
Bill Evans, *University System of Georgia*

Using High School Transcripts to Model College STEM Selection and Success

Speaker Session | Analysis | University of DC

To remain at the forefront of innovation, compete globally, and expand workforce demands, the U.S. has set ambitious goals for STEM Education. Plans to increase student interest, access, and success in STEM fields span the P-20 pipeline. With the development of statewide longitudinal data systems (SLDS), institutional researchers now have access to K-12 data at new levels of detail, enabling more robust research on student success to be completed. This session will detail the results of a study using an SLDS to examine high school students' selection of STEM majors in college and their subsequent success. Do course-taking patterns in the final two years of high school relate to students selecting STEM in college? What predicts success in STEM during their first two years of college? And what are the effects of student and school characteristics on the outcomes? The presentation also will address implications for policy, as well as using SLDS data in research. (Session ID: 88906)

Presenter(s)
Shari Ellertson, *Boise State University*
Joseph Champion, *Boise State University*
Wanchen Chang, *Boise State University*

Using Predictive Analytics to Guide Financial Aid Decisions

Speaker Session | *Decision-Support* | *Dogwood*

In this session, University of Washington staff will share how historical student data is being used to identify the likelihood of prospective students enrolling at the university. Using a wide range of risk factors that correlate with student enrollment, the university can pinpoint students likely to enroll, and the marginal effect of different financial aid amounts on students' decision making. By combining traditional approaches to financial aid decisions with predictive data, the university has improved its understanding of enrollment, and anticipates notable improvements in enrollment 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, policy changes, and cross-campus IR collaborations. (Session ID: 88987)

Presenter(s)
Dev Nambi, *University of Washington*

Varying Effects of Types of Early College Courses on Student Outcomes

Speaker Session | *Analysis* | *Capitol*

This session will discuss a study, the purpose of which was to examine the effects of various advanced course offerings—AP, IB, and Dual Credit Programs—on student outcomes. While research has indicated that students who took college-level, dual-credit courses outperform peers who have not taken any with respect to postsecondary outcomes, few studies compare the relative efficacy of college-level, dual-credit courses to Advanced Placement or International Baccalaureate courses as college readiness strategies. (Session ID: 88675)

Presenter(s)
Lawrence Redlinger, *The University of Texas at Dallas*
Su Chuan Rita He, *Texas Woman's University*
Sharon Etheredge, *The University of Texas at Dallas*
Andrea Stigdon, *The University of Texas at Dallas*

Who Delays College Entry? A Profile of ACT-tested High School Graduates

Speaker Session | *Decision-Support* | *Cherry Blossom*

Although the concept of a "gap year" and its potential positive effects on student development and college persistence has received a lot of attention in the popular media, it is clear that many students who delay entry to college are actually postponing their decision to attend as opposed to deferring their enrollment after being admitted. Prior research has found that students who delay college entry by one year were significantly less likely than students who did not delay entry to have earned a degree or certificate six years after their first date of enrollment. The purpose of this session is to share a profile of ACT-tested students who delayed their enrollment by one year, comparing them to ACT-tested students who entered college directly after high school. The profile will contain information about the students' background characteristics, academic preparation, and the extent to which their college plans and preferences were fulfilled through their college choice. (Session ID: 88787)

Presenter(s)
Ty Cruce, *ACT, Inc.*

04:00 PM–05:00 PM

Big Questions About Big Data

Panel Session | *Analysis* | *Salon A/B*

IR is increasingly turning to techniques that rely on "big data"—predictive analytics, personalized learning, text mining, and the like—with the aim of providing more accurate predictions and more effective interventions in student outcomes. However, a growing body of critical perspectives has begun to peel back the layers of sales rhetoric and media hype, exposing challenges to the accuracy, effectiveness, and ethics of big data. This panel explores important questions about big data, with presentations exploring the cost and operational effectiveness of big data initiatives, ways in which predictive analytics can be used and misused to potentially impact access and completion, and the possibilities and challenges involved in building genuinely ethical learning analytics. (Session ID: 88686)

Presenter(s)
Jeffrey Johnson, *Utah Valley University*
Dawn Kenney, *Central New Mexico Community College*
Loralyn Taylor, *Ohio University*

Student Satisfaction Data: Overcoming Barriers and Facilitating Use

Panel Session | Assessment | Salon 12

Student satisfaction surveys are a key component in assessing the student experience. However, just collecting the satisfaction data is not enough. Representatives from a four-year public, a four-year private and a community college 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: 88559)

Presenter(s)
Julie Bryant, *Ruffalo Noel Levitz*
Craig This, *Wright State University-Main Campus*
Marcus Braziel, *Palm Beach Atlantic University*
Andrew Youngless, *Cuyahoga Community College*

Student Success: Multiple Measures to Predict & Compare Graduation Rates

Panel Session | Assessment | Archives

Improving undergraduate graduation rates continues to be an important topic of discussion on and off campus. In order for institutions to improve and demonstrate their performance they must have reliable, inclusive, and actionable data. A holistic picture of student success at an institution requires the use of multiple measures combined with robust predictive models that adjust for the risk profiles of the student population. Clearly communicating the complex data to a variety of stakeholders is a central challenge to every institution. This session highlights alternatives to traditional measures and strategies for using these new tools at your institution. (Session ID: 88983)

Presenter(s)
John Stanley, *University of Hawaii - West Oahu*
Dmitri Rogulkin, *California State University-Fresno*
Henry Hernandez, *WASC Senior College and University Commission*
Douglas Shapiro, *National Student Clearinghosue*
Ken Nelson, *Loma Linda University*

The Diffusion of IR: A Response to National Higher Education Challenges

Panel Session | Analysis | Shaw/Ledroit Park

Demands for data and analytics continue to grow, heaping expectations and pressures on IR functions at the campus, system, and association levels. At the same time, social, demographic, economic, and technological changes make it more difficult for any single IR shop to go it alone. In response, IR is diffusing throughout the higher education ecosystem in new ways across institutions, systems, and associations, fostering a new culture of collaboration. The purpose of this session is to unpack the diffusion of IR across a growing number of organizations, highlighting the challenges and opportunities inherent in a function permeating across higher education. (Session ID: 88936)

Presenter(s)
Jonathan Gagliardi, *American Council on Education*
Jason Lane, *The State University of New York*
Angela Baldasare, *University of Arizona*
Jonathan Turk, *American Council on Education*

What Every IR or IE Rookie Should Know: Class of 2017

Panel Session | Operations | Salon I/J

Four institutional researchers representing a public master's university, a public research university, a private for-profit university, and a public university system office will share experiences from working in IR and IE. The target audience is newcomers to IR and/or those responsible for coordinating, planning, and assessment, and helping others to 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 experience of working in IR and IE. (Session ID: 88872)

Presenter(s)
Eric Atchison, *Mississippi Institutions of Higher Learning*
Gordon Mills, *University of South Alabama*
Nicole Holland, *Walden University*
Angel Jowers, *The University of West Alabama*

05:00 PM–06:00 PM

Association for Institutional Research and Planning Officers

Affiliated Organization Meeting | University of DC

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 discuss topics of interest and give AIRPO members a chance to meet. Join the AIRPO Dinner Group, immediately following the meeting.

Presenter(s)
Nasrin Fatima, *Binghamton University - State University of New York*

California Association for Institutional Research

Affiliated Organization Meeting | Tulip

Please join us for CAIR's annual meeting where you can learn more about our upcoming 2017 conference in Concord (CA), current CAIR activities, and volunteer opportunities. This session will provide you with a chance to connect with your fellow CAIR colleagues and the CAIR Board.

Presenter(s)
Brianna Moore-Trieu, *University of California*

Canadian Institutional Research & Planning Association

Affiliated Organization Meeting | Silver Linden

Canadian attendees: Come join us for a meet and greet! We can talk about the AIR Forum, discuss what is going on within CIRPA, and muse about our fall conference in Toronto. This is a great opportunity to network and get to know each other. Non-Canadians are also welcome! For those interested, we will continue our conversation at a restaurant after the meeting.

Presenter(s)
Mike Krywy, *Red River College*

Georgia Association for Institutional Research, Planning, Assessment, and Quality

Affiliated Organization Meeting | Scarlet Oak

All Georgia AIR conference attendees involved in institutional research, institutional effectiveness, and assessment are invited to attend. We especially welcome newcomers to our state or to institutional research. Board Members of GAIRPAQ will give an update on our past spring state conference for those who weren't able to attend, as well as our plans for the coming year. We will solicit input from Georgia AIR members about their needs and interests, and what services and resources they would like to see from our group. The session will also provide an opportunity for an informal discussion about Georgia higher education issues.

Presenter(s)
Katherine McGuire, *Emory University*

Indiana Association for Institutional Research

Affiliated Organization Meeting | Dogwood

Meet other IR professional for an update of happenings in Indiana.

Presenter(s)
Steve Graunke, *Indiana University-Purdue University Indianapolis*

Kentucky Association for Institutional Research

Affiliated Organization Meeting | George Washington

KAIR will hold an informal meeting to allow colleagues to meet, network, and discuss the upcoming fall conference. Members from the KAIR board will be there to allow members to share ideas, voice concerns, and ask questions regarding the fall conference. Following the informal meeting, we will gather for a dinner group outing.

Presenter(s)
Erin Mulligan-Nguyen, *Mount St. Joseph University*

Louisiana Association for Institutional Research

Affiliated Organization Meeting | Salon 12

This is an informal meeting to gather Louisiana's AIR Forum attendees, where we will greet current and potential LAIR members. This will be an opportunity to discuss current events on your campus, as well as 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.

Presenter(s)
Kristy Neal, *Louisiana State University and Agricultural & Mechanical College*

Maryland Association for Institutional Research

Affiliated Organization Meeting | Cherry Blossom

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 public and private two- and four-year institutions of higher education. We are a 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.

Presenter(s)
Shama Akhtar, *Bowie State University*

Michigan Association for Institutional Research

Affiliated Organization Meeting | Shaw/Ledroit Park

Join fellow attendees from Michigan to network and learn more about MI/AIR, its activities, and the annual MI/AIR Conference.

Presenter(s)
Roger Mourad, *Washtenaw Community College*

Middle East and North Africa Association for Institutional Research

Affiliated Organization Meeting | Magnolia

MENA-AIR is a professional organization operating in the Middle East and North Africa that aims to assist individuals serving postsecondary 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.

Presenter(s)
Diane Nauffal, *Lebanese American University*

Overseas Chinese Association for Institutional Research

Affiliated Organization Meeting | Congress

Please join the Overseas Chinese Association for Institutional Research (OCAIR) for the annual meeting, with dinner to follow. Current members and all those interested in OCAIR are invited to attend. We will review the past year's achievements, present awards, and share best practices from selected members.

Presenter(s)
Eric Yang, *University of South Carolina*

Texas Association for Institutional Research

Affiliated Organization Meeting | *Union Station*

The Texas Association for Institutional Research (TAIR) is the professional organization supporting institutional research, planning, evaluation, and policy analysis in Texas institutions of higher education. TAIR provides professional development opportunities through its annual conference, pre- and post-conference workshops, and other professional development activities held at various times of the year. 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. This is a great informal networking opportunity to connect with colleagues across the great state of Texas and beyond.

Presenter(s)
Kara Larkan-Skinner, *Our Lady of the Lake University*

07:00 PM

Special Event

Exclusive Documentary Screening: Starving the Beast

Documentary | *Independence Ballroom*

One of the highlights of the 2017 Forum is the private screening of "Starving the Beast," an award-winning, feature-length documentary. As college tuition skyrockets and student debt explodes, a powerful new documentary reveals a nationwide fight for control of the heart, soul, and finances of America's public universities. A panel and audience discussion featuring Bill Banowsky, "Starving the Beast" producer and distributor, will follow the screening. (Session ID: 111790)

Presenter(s)
Bill Banowsky, *Producer*

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Program Highlights: Friday, June 2

7:00 AM – 10:00 AM Registration Open (Marquis Foyer)

8:00 AM – 9:45 AM Concurrent Sessions

10:00 AM – 12:00 PM Farewell Brunch and Closing Keynote (Marquis Ballroom)

CONFERENCE ADJOURNS

Floor Guide

Mezzanine Level (2nd Floor)

Cherry Blossom
Dogwood
Magnolia
Scarlet Oak
Silver Linden
Tulip

Meeting Level 1 (M1)

Catholic University
Gallaudet
George Washington
Georgetown
Howard
University of DC

Meeting Level 2 (M2)

Marquis Ballroom (Exhibit Hall)
Marquis Foyer (Registration Desk)
Salon 12 - 14

Meeting Level 3 (M3)

Chinatown
Judiciary Square
Mount Vernon Square
Shaw/Ledroit Park
Union Station

Meeting Level 4 (M4)

Independence Ballroom
Liberty Ballroom
Archives
Capitol
Congress
Mint
Mounument
Salon A- P
Supreme Court
Treasury

Notes

08:00 AM–08:45 AM

Characteristics and Career Paths of Recent Doctorate Recipients

Speaker Session | Analysis | Silver Linden

This session presents information about the NSF Early Career Doctorates Survey. Unique in scope, this survey substantially enhances national data on postdoctoral appointments, junior faculty, and other doctorate-level researchers in the United States. Topics include demographic characteristics, positional analysis, foreign degrees, professional activities and achievements, mentoring and supervisor relations, shifts in career goals, and future career plans. (Session ID: 89328)

Presenter(s)
Peter Einaudi, *RTI International*
Kelly Phou, *National Science Foundation (NCSES)*

Composite Measures: A Method for Building, Measuring, and Quality

Speaker Session | Analysis | Scarlet Oak

Composite indicators (CIs) are widely used by organizations to evaluate services and institutional initiatives, make country comparisons, measure and manage health professions, and compare higher education institutions using institutional rankings. This session addresses criticisms of CIs by describing best practices in CI development. A model will be introduced to describe the challenges and opportunities in developing and using composite indices. The session will include a discussion of the work of the International Ranking Expert Group and the Berlin Principles. A proposed checklist for evaluating the quality of CIs will be shared. Areas where more discussion is needed in developing the quality of CIs will be proposed. Audience participation will be encouraged. (Session ID: 88910)

Presenter(s)
Jacqueline McLaughlin, *University of North Carolina*
Gerald McLaughlin, *DePaul University(retired)*
Jossetta McLaughlin, *Roosevelt University*

Determining Predictor Importance in Predicting Student Outcome

Speaker Session | Analysis | Magnolia

Institutional researchers are often interested in assessing the dominance (or usefulness) of a selected set of predictors in predicting student outcomes. However, the conventional practice of relying on the use of standardized regression coefficients in multiple regression (or logistic regression) to determine the importance of predictors is problematic. The present study seeks to demonstrate with real data the use of a more robust and valid method, Dominance Analysis in multilevel modeling, to determine the usefulness of predictors in different levels of the nested structure in predicting student outcomes. (Session ID: 88836)

Presenter(s)
Ling Ning, *University of California, Davis*
Neil Huefner, *University of California, Davis*
Mayté Frías, *University of California, Davis*
Timo Rico, *University of California, Davis*

Exploring Factors Associated with Academic Cheating

Speaker Session | Analysis | Cherry Blossom

A considerable number of college students report being engaged in academic cheating in the United States and around the world. The extent of academic cheating and its negative consequences call for rigorous investigation of this phenomenon. The proposed session will offer institutional researchers useful suggestions and recommendations to address the prevalence of academic cheating across college campuses, using a large sample of college students (about 2,500 college students) and data mining techniques. (Session ID: 88972)

Presenter(s)
Hongwei Yu, *The University of Texas at Austin*
Byron Johnson, *Baylor University*

Improving Data-Informed Program Reviews for Strategic Allocation Decisions

Speaker Session | *Decision-Support* | *University of DC*

Program and departmental reviews are essential to understand the unique opportunities and challenges facing our faculty and department administrators. Although most institutions have structured and systematic methods for these reviews, are they really using all the data tools necessary to define their strategic positioning? In light of reduced state support and an increased emphasis on metrics, many institutions are re-examining their program review and resource allocation protocols. One such institution is Florida State University (FSU). At FSU, these reviews require input from multiple sources, as deans, faculty, senior administration, and IR all have unique contextual insights and differing levels of data access. Discover the data, technologies, and strategies FSU used to change this process utilizing both internal and external data—including those from Academic Analytics. (Session ID: 89076)

Presenter(s)
Richard Burnette, *Florida State University*
Jonathan Fink, *Academic Analytics*

IR and Enterprise Data Management: The New Normal

Speaker Session | *Operations* | *Archives*

Communication is the key to any strong relationship. The combination of the IR and enterprise data management functions can provide an institution with a competitive edge, particularly when those teams are co-located and share responsibilities for decision support. Discover the opportunities, challenges, and solutions of building a cohesive team that formed, stormed, normed and ultimately, performed—beautifully! (Session ID: 88828)

Presenter(s)
Sandi Bramblett, *Georgia Institute of Technology*
Katie Crawford, *Georgia Institute of Technology*
Sandra Kinney, *Georgia Institute of Technology*

It's Public and Personal: Demonstrating the Value of a College Degree

Speaker Session | *Assessment* | *Tulip*

As public concerns grow around college costs, student debt, and completion rates, colleges and universities are under increasing pressure to demonstrate the value of higher education. A college degree's value is often measured in strictly economic terms; however, this presents a narrow picture of the value of college education. Leveraging University of California's (UC) systemwide survey data and statewide and national data sources, the UC Office of the President's IR and Academic Planning department is developing a set of indicators (both economic and non-economic) to more comprehensively demonstrate a college degree's impact on individual students and the broader public. Presenters will share how they are using the Post Collegiate Outcomes Initiative framework to better understand and communicate the impact of a college degree in areas such as economic well-being, ongoing personal development, and social and civic engagement. (Session ID: 88955)

Presenter(s)
Kimberly Peterson, *University of California*
Brianna Moore-Trieu, *University of California*

Purposeful Evolution of Data Visualization

Speaker Session | Technologies | Capitol

To be effective in disseminating data, IR offices must embrace methods that fit expectations of today's technologically savvy consumers. This means providing easy-to-use, interactive reports, and most important, providing new reports frequently. This session will demonstrate the evolution of data sharing from Excel spreadsheets to Power BI interactive reports to meet stakeholder expectations. Presenters will also discuss the resulting need to develop an intentional data sharing plan to minimize data saturation and to ensure that constituents are not overwhelmed. (Session ID: 88666)

Presenter(s)
Resche Hines, *Stetson University*
Angela Henderson, *Stetson University*

Strategic Planning, Resource Allocation and IE

Speaker Session | Assessment | George Washington

Each college and university is accountable to a series of constituent groups, all with data and information needs, standards and requirements, and sometimes competing interests. With a mandate from accrediting bodies to link all work of the institution to mission and strategic goals, the challenge for many campuses is to demonstrate, through data collection and analysis, that mission and goals are met and achieved. In an interactive, hands-on format that encourages participants to outline their own campus model, this session demonstrates that collecting and using strategic data for evaluation, budget, and decision making can be accomplished through a well-organized, manageable, and comprehensive process. Participants will leave the session with a replicable method that may have relevance for their own campus. (Session ID: 88833)

Presenter(s)
Kathryn Doherty, *Notre Dame of Maryland University*
Luz Caceda, *Notre Dame of Maryland University*

The Relationship Between Earnings Prospects and Student Debt Accrual

Speaker Session | Decision-Support | Dogwood

Based on the human capital theory and cultural capital considerations, this session investigates the relationship between student prospective future earnings by major, and the amount of loan debt accrual. Presenters will explore how this relationship is mediated by family socioeconomic status characteristics. By better understanding the rational aspects of student loan-taking behaviors and factors that affect rational choices, institutions can develop and implement more effective financial aid packaging strategies and financial literacy programs. (Session ID: 88835)

Presenter(s)
Xiqian Liu, *Indiana University-Bloomington*
Victor Borden, *Indiana University-Bloomington*
Yu Hu, *Indiana University-Bloomington*

09:00 AM–09:45 AM

AAIR Best Presentation: Engaging the GenY Student Voice

Affiliated Organization Best Presentation | Decision-Support | University of DC

Achieving a high response rate to online surveys is challenging for many institutions. Engaging Generation Y students requires a different approach due to the changing ways this generation communicates.

This presentation reports on a push pull strategy implemented at Otago Polytechnic to boost response rates to online surveys with a focus on Generation Y who constitute the largest cohort of current students.

A combination of changing communication methods to suit Generation Y students together with supporting teaching staff to engage with student feedback more effectively has resulted in a marked increase in participation rates by students. (Session ID: 107834)

Presenter(s)
Stuart Terry, *Otago Polytechnic*

Are Incentives Worth It? Examining Response Rates in a National Survey

Speaker Session | *Analysis* | *Silver Linden*

The proliferation of easily accessible and useable survey software means college students are inundated with survey requests. An increase in the number of surveys can lead to declining response rates among students, which is a persistent concern for IR. Low response rates raise concerns about the representativeness of the resulting data. One way to improve response rates is to provide incentives for participation in a survey, but do incentives work? This session will review the most recent research on the use of incentives for surveys of college students and highlight what works and what does not work. The presenters will also present the results of a new analysis of the relationship between using incentives and types of incentives and response rates using a multi-institutional data set of over 100 colleges around the United States. The goal of the session is to answer the question, "Are incentives worth it?" (Session ID: 88832)

Presenter(s)
Robert Aaron, *Northwestern University*
Anne McDaniel, *The Ohio State University*

Assessing Behavioral Skills to Improve College Success

Speaker Session | *Assessment* | *Archives*

This session will address the issue of improving students' chances of college success by assessing and intervening with certain psychosocial (i.e., non-cognitive) skills. It will describe how to measure these skills and how a large public university implemented interventions and other resources to improve academic standing (as measured by GPA) and persistence rates of their students. Given that these skills are easy to assess in low-stakes settings, and that institutions already have many of the resources that can help students improve these types of skills, it is important to show how institutions can help direct those students who will benefit the most from interventions to the academic resources they need. This in turn, will help institutions improve their students' GPA and persistence rates. The objectives of the session are to learn about how to assess non-cognitive skills, how to intervene with students on these skills, and how to assess whether the interventions are having the desired effect. (Session ID: 88912)

Presenter(s)
Jason Way, *ACT, Inc.*
Amanda Moske, *Hartwick College*

Branding Your IR Office

Speaker Session | *Operations* | *Capitol*

Many IR offices create high-quality reports and survey results that are not effectively utilized by internal and external stakeholders. Like most IR offices – the issue may not be with your data, but with your brand. This session will describe the re-branding process that the presenters' IR office went through, and provide actionable strategies for creating or improving an IR office's brand. The session will cover the following topics as they relate to defining, creating, and maintaining a new brand: defining a brand, working with a public relations team, gaining trust and allies, expanding an office's visibility, and leveraging technology. Attendees will walk away from the session with clear strategies for defining their brand, improving their reputation with stakeholders, and maintaining that reputation. (Session ID: 88145)

Presenter(s)
Danielle Taylor, *American Association of Colleges of Pharmacy*
Nancy Nguyen, *American Association of Colleges of Pharmacy*

Developing and Deploying a STEM Dashboard

Speaker Session | *Technologies* | *Tulip*

The need for timely reporting of student metrics in STEM disciplines and the multitude of STEM program classification methods available may cause confusion and pose challenges to the accurate reporting of STEM disciplines. Previous work developing a systematic framework to easily identify STEM programs defined by three nationally recognized STEM classification systems (NCES, ICE, LSAMP), was extended to include a fourth definition developed by the University System of Georgia to compare STEM metrics between institutions within the system. Also, a STEM dashboard was developed and deployed for use by campus administrators which highlighted STEM enrollment and degrees conferred over time for each STEM definition. Development of clear guidelines on use of the dashboard was necessary to help users understand implications inherent in each definition. Details regarding lessons learned in developing and deploying the dashboard to campus administrators will be discussed. (Session ID: 88683)

Presenter(s)
Mary Moore, *University of Georgia*
Tracie Sapp, *University of Georgia*

Evaluating the Efficiency of Remediation Using Propensity Score Matching

Speaker Session | Analysis | Cherry Blossom

Remediation has been an essential topic of discussion in higher education. Although the purpose of remedial or developmental education is to prepare incoming students' basic academic skills needed to succeed in college-level courses, studies on the effectiveness of remediation have mixed results due to difficulty in evaluating the remedial programs. The purpose of this study is to gauge the efficiency of freshman remediation by measuring difference in college-level course outcomes between a comparison group of first-time freshmen who were proficient at math and were not required to take any remedial courses, and a study group of first-time freshmen who were required to take and completed developmental math in their first year at the presenters' institution. This study will utilize Propensity Score Matching in order to isolate a causal effect of participating in remedial course work. (Session ID: 88820)

Presenter(s)
Hui-Jeong Woo, *California State University*
Erika Baldwin, *California State University*
Josephine Sirineo, *California State University*
Matthew Case, *California State University*

First-year College Students' Expected and Actual Engagement

Speaker Session | Decision-Support | George Washington

Using longitudinal data from the Beginning College Survey of Student Engagement and National Survey of Student Engagement, this study will explore the relationships between matriculating college students' expected engagement at the beginning of the first year of college and their actual engagement by the end of the first year, and how these relationships are influenced by students' perceived campus environment. The preliminary results show that freshmen's expectations and actual behaviors are positively correlated. Perceived college environment has a positive association with students' actual engagement and moderates the relationships between expected and actual engagement. Session facilitators will lead a discussion with the audience regarding strategies to share findings with high schools and first-year students' advisors and ways we could collaborate with different groups of stakeholders to improve student learning on their campus. (Session ID: 88701)

Presenter(s)
Lanlan Mu, *Indiana University Bloomington*
James Cole, *National Survey of Student Engagement*

Program Prioritization for Strategic Resource (Re) Allocation

Speaker Session | Assessment | Dogwood

In the face of declining financial stability and support in general for higher education, many institutions will not have access to new sources of revenue. Investing in new programs or expanding existing programs will likely come through reallocation of existing resources. The Community College of Denver (CCD) engaged in a process of program prioritization intended to be a systematic data gathering process on all programs simultaneously across the campus. This unprecedented set of data on all programs were used by the executive leadership of the college to make data-informed decisions about strategic resource allocation. This session will highlight the institutional context that led CCD to undertake this ambitious IE project, and how it structured the steps of the prioritization process to fit its own mission, culture, and values. (Session ID: 89108)

Presenter(s)
Katy Hill, *Community College of Denver*
Heidi Loshbaugh, *Community College of Denver*
Dustin Grote, *Community College of Denver*
Chris Arcarese, *Community College of Denver*

Using Publicly Available Data to Assess Organizational Competitiveness

Speaker Session | Decision-Support | Magnolia

This presentation will share the methodology and results from a research project aimed at developing an organizational competitiveness evaluation model based on the bond rating methodology used by Moody's Investor Services. Moody's is an industry leader in monitoring and evaluating organizational performance. Moody's methodology for rating colleges and universities includes the three following evaluation dimensions and criteria: Market Position—market reputation, scope of operations, student demand and pricing power, and philanthropic support; Operating Performance—cash flow, budgetary flexibility and operating freedom, and revenue diversity; and Investment—wealth, liquidity, and capital investment. This presentation will focus on the competitive positions of private non-profit research universities in the United States, using 2014 data. Two models will be shared at the conference: one unweighted and static, the other dynamic, allowing audience inputs on weights. (Session ID: 88817)

Presenter(s)
Henry Zheng, *Lehigh University*

10:00 AM–12:00 PM

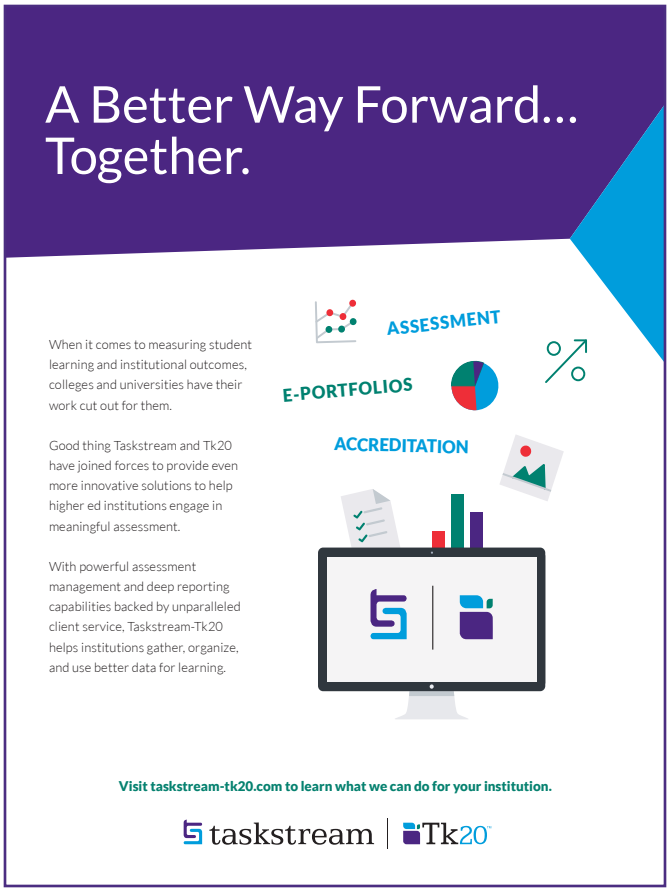
Special Event

Relationships Matter: Using Data-Informed Decisions to Drive Student Success

Keynote | *Marquis Ballroom*

The college experience thrives on relationships. Administrators, staff, and faculty frequently make tough decisions that can have an incredible impact on our students' lives. But, what data should our institutional communities have access to? And how can data be used effectively to shape the student experience, whether at community colleges, private liberal arts colleges, public or research universities, or for-profit institutions? In this talk, we'll explore the changing culture of higher education data analytics and discuss effective techniques for engaging institutional constituencies. (Session ID: 111791)

Presenter(s)
Talithia Williams, *Harvey Mudd College*



Affiliated Organization Meetings

Mid-America Association for Institutional Research

Wednesday, 05:30 PM–06:30 PM, Room: Tulip

An informal session for MidAIR members to meet and discuss current ideas/issues of institutional research and provide input about the November MidAIR conference.

North East Association for Institutional Research

Wednesday, 05:30 PM–06:30 PM, Room: Silver Linden

The North East Association for Institutional Research (NEAIR) invites all NEAIR members and those IR professionals who work in the Northeast region to an informal meeting. At this session, we will provide information about the upcoming grant opportunities and NEAIR events (e.g., professional development workshops in July 2017 and the Annual NEAIR conference that will be held on November 18-21, 2017 in Jersey City, New Jersey) and provide an opportunity for members to share any general announcements or news. The session also serves as a networking opportunity for NEAIR members to meet and greet each other while at the AIR Forum.

Pacific Association for Institutional Research

Wednesday, 05:30 PM–06:30 PM, Room: Scarlet Oak

Aloha! Join fellow PacAIR members for a brief meeting and "talk-story" time. Anyone interested may attend. We will be gathering for a dinner group right after our meeting and you are welcome to join us.

Pacific North West Association for Institutional Research and Planning

Wednesday, 05:30 PM–06:30 PM, Room: University of DC

PNAIRP cordially invites members attending the 2017 AIR conference to a brief meeting. We invite all PNAIRP attendees to join us to congratulate our PNAIRP best paper presenter, share their presentation topics, and connect with colleagues before heading out for the PNAIRP dinner group.

Association for Institutional Research in the Upper Midwest

Wednesday, 05:30 PM–06:30 PM, Room: University of DC

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 2017 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.

Southern Association for Institutional Research

Wednesday, 05:30 PM–06:30 PM, Room: Dogwood

SAIR members, as well as anyone who works at institutions in the SAIR region (AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, and WV), are encouraged to attend this meeting to network with colleagues, discuss current activities of the SAIR organization, and learn more about our fall 2017 conference in Fort Worth, Texas.

Southern University Group

Wednesday, 05:30 PM–06:30 PM, Room: Cherry Blossom

SUG members will discuss items of interest from their institutions as well as provide updates to annual data exchange items.

Association for Institutional Research and Planning Officers

Thursday, 05:00 PM–06:00 PM, Room: University of DC

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 discuss topics of interest and give AIRPO members a chance to meet. Join the AIRPO Dinner Group, immediately following the meeting.

California Association for Institutional Research

Thursday, 05:00 PM–06:00 PM, Room: Tulip

Please join us for CAIR's annual meeting where you can learn more about our upcoming 2017 conference in Concord (CA), current CAIR activities, and volunteer opportunities. This session will provide you with a chance to connect with your fellow CAIR colleagues and the CAIR Board.

Canadian Institutional Research & Planning Association

Thursday, 05:00 PM–06:00 PM, Room: Silver Linden

Canadian attendees: Come join us for a meet and greet! We can talk about the AIR Forum, discuss what is going on within CIRPA, and muse about our fall conference in Toronto. This is a great opportunity to network and get to know each other. Non-Canadians are also welcome! For those interested, we will continue our conversation at a restaurant after the meeting.

Georgia Association for Institutional Research, Planning, Assessment, and Quality

Thursday, 05:00 PM–06:00 PM, Room: Scarlet Oak

All Georgia AIR conference attendees involved in institutional research, institutional effectiveness, and assessment are invited to attend. We especially welcome newcomers to our state or to institutional research. Board Members of GAIRPAQ will give an update on our past spring state conference for those who weren't able to attend, as well as our plans for the coming year. We will solicit input from Georgia AIR members about their needs and interests, and what services and resources they would like to see from our group. The session will also provide an opportunity for an informal discussion about Georgia higher education issues.

Indiana Association for Institutional Research

Thursday, 05:00 PM–06:00 PM, Room: Dogwood

Meet other IR professional for an update of happenings in Indiana.

Kentucky Association for Institutional Research

Thursday, 05:00 PM–06:00 PM, Room: George Washington

KAIR will hold an informal meeting to allow colleagues to meet, network, and discuss the upcoming fall conference. Members from the KAIR board will be there to allow members to share ideas, voice concerns, and ask questions regarding the fall conference. Following the informal meeting, we will gather for a dinner group outing.

Louisiana Association for Institutional Research

Thursday, 05:00 PM–06:00 PM, Room: Salon 12

This is an informal meeting to gather Louisiana's AIR Forum attendees, where we will greet current and potential LAIR members. This will be an opportunity to discuss current events on your campus, as well as 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.

Maryland Association for Institutional Research

Thursday, 05:00 PM–06:00 PM, Room: Cherry Blossom

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 public and private two- and four-year institutions of higher education. We are a 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.

Michigan Association for Institutional Research

Thursday, 05:00 PM–06:00 PM, Room: Shaw/Ledroit Park

Join fellow attendees from Michigan to network and learn more about MI/AIR, its activities, and the annual MI/AIR Conference.

Middle East and North Africa Association for Institutional Research

Thursday, 05:00 PM–06:00 PM, Room: Magnolia

MENA-AIR is a professional organization operating in the Middle East and North Africa that aims to assist individuals serving postsecondary 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.

Overseas Chinese Association for Institutional Research

Thursday, 05:00 PM–06:00 PM, Room: Congress

Please join the Overseas Chinese Association for Institutional Research (OCAIR) for the annual meeting, with dinner to follow. Current members and all those interested in OCAIR are invited to attend. We will review the past year's achievements, present awards, and share best practices from selected members.

Rocky Mountain Association for Institutional Research

Thursday, 05:00 PM–06:00 PM, Room: Chinatown

The Rocky Mountain Association for Institutional Research (RMAIR) serves higher education IR professionals from Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Texas, Utah, Wyoming, and Canadian provinces, Alberta and Saskatchewan. Our semi-annual business meeting is a great opportunity to network with fellow Rocky Mountain IR professionals. Special guests will present information regarding the Revealing Institutional Strengths and Challenges (RISC) Survey, which provides detailed, actionable data about student success. We will also discuss our annual RMAIR conference, coming up in October, 2017. Following the meeting, join us for dinner at a nearby restaurant. Please contact secretary@rmair.org to RSVP for dinner.

Texas Association for Institutional Research

Thursday, 05:00 PM–06:00 PM, Room: Union Station

The Texas Association for Institutional Research (TAIR) is the professional organization supporting institutional research, planning, evaluation, and policy analysis in Texas institutions of higher education. TAIR provides professional development opportunities through its annual conference, pre- and post-conference workshops, and other professional development activities held at various times of the year. 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. This is a great informal networking opportunity to connect with colleagues across the great state of Texas and beyond.

Scholarly Paper Citations

Acquah, E. *Unmasking the Predictors of Student Satisfaction from Survey Data*. **Session:** Unmasking Predictors of Student Satisfaction from Survey Data (89099) Wednesday 1:30 PM, Poster 19.

Borden, V. & Liu, X. *Creating Propensity Matched Samples for a Study of Transfer Student Debt*. **Session:** Creating Propensity Matched Samples for a Study of Transfer Student Debt (88834) Thursday 3:00 PM, Archives.

Borden, V., Liu, X., & Hu, Y. *The Relationship Between Earnings Prospects and Student Debt Accrual*. **Session:** The Relationship Between Earnings Prospects and Student Debt Accrual (88835) Friday 8:00 AM, Dogwood.

Canché, M. & Webber, K. *Is There a Gendered Path to Tenure?: Examining the Academic Trajectories of US Doctoral Recipients*. **Session:** SAIR Best Presentation: Is There a Gendered Path to Tenure?: Examining US Doctoral Recipients (106911) Thursday 8:45 AM, Salon I/J.

Dong, S. *Do First and Second-Generation College Students Differ on Engagement and Outcomes?* **Session:** Do First- and Second-Generation Students Differ in Engagement and Outcomes? (88871) Thursday 1:00 PM, Poster 44.

Gaines, M., Maust, D., Michael, J., Tarabrella, R. & Valcik, N. *Return on Investment for State Report Redesign*. **Session:** RMAIR Best Presentation: Development and Implementation of New State Reports Using SAS (109177) Thursday 10:45 AM, Mint.

He, S. & Redlinger, J. *Effects of Types of Early College Courses on Student Outcomes*. **Session:** Varying Effects of Types of Early College Courses on Student Outcomes (88675) Thursday 4:00 PM, Capitol.

Hsiao, Y. *Advanced Reading Ability and Academic Performance*. **Session:** Advanced Reading Ability and Academic Performance (90889) Wednesday 1:30 PM, Poster 21.

Huie, F. *Relationship Between SAT Scores, Persistence, Retention, and Completion*. **Session:** Relationship Between SAT Scores, Persistence, Retention, and Completion (88914) Wednesday 1:30 PM, Poster 65.

Jiang, H. & Ward, T. *How Student Perspectives on the Virtual Learning Environment Influences Learning Outcomes and Online Course Enrollment*. **Session:** The Importance of Student Views about the Virtual Learning Environment (88662) Wednesday 2:30 PM, George Washington.

Johnson, I. *Destinations of Admitted Out-of-state Students*. **Session:** Destinations of Admitted Out-of-state Students: A Case of One Institution (88790) Thursday 9:45 AM, Magnolia.

Jones, F., Mardis, M., Randeree, E., & McClure, C. *Alumni Tracking: Recommendations and Promising Practices for Collecting, Analyzing, and Reporting Employment Data*. **Session:** Alumni Tracking: Promising Practices for Reporting Employment Data (89012) Thursday 8:45 AM, George Washington.

Knight, W. & Tweedell, C. *A National Profile of Vice Presidents for Institutional Effectiveness*. **Session:** VPs for IE: Who Are They? How Can I Become One? (87968) Wednesday 3:30 PM, Supreme Court.

2017 AIR Outstanding Service Award

The Outstanding Service Award recognizes a member for professional leadership and exemplary service to AIR. Gayle's extraordinary commitment to AIR is demonstrated by the myriad roles she has assumed in service to the Association, including her term as President (2014-2015). Several of her colleagues highlighted her service in AIR publications over the years, especially as editor of eAIR and co-author of a chapter in *The Handbook of Institutional Research*. She is celebrated not only for her leadership skills, but for her wisdom, encouragement, and positive attitude toward her work and colleagues. The essence of this praise was reflected by this note from one of these colleagues, "In providing her service, Gayle has always had an enthusiastic, positive presence, encouraging others to develop their skills, professionally practice institutional research, and then to go and help their colleagues. I feel she is richly deserving of this award."

Gayle Fink, Assistant Vice President for Institutional Effectiveness,
Bowie State University

2017 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. Chaffee's colleagues consider her a true leader in higher education and celebrate her "innovative work across a broad array of higher education and social issues." Dr. Chaffee's career is recognized as having significant impact across institutional types, varied organizations, and advocating for improvement in the quality of higher education and higher education management. One colleague noted that her "contributions to AIR as a past president expanded the institutional research database." Another colleague asserted, "In senior leadership roles, Dr. Chaffee has 'walked the talk,' using data-informed knowledge to manage and lead. She is a distinguished leader in higher education and I strongly support her recognition by the Association for Institutional Research for the award."

Ellen Chaffee, Senior Consultant,
Association of Governing Boards of Universities and Colleges

Charles F. Elton Best Paper Award

The Charles F. Elton Best Paper Award celebrates the scholarly papers presented at the AIR annual conference (Forum) that best exemplify the standards of excellence established by the award's namesake and that make significant contributions to the field of IR. The purpose of the award is to promote scholarship and to acknowledge that AIR members make a wide variety of scholarly contributions to the field, ranging from theory to practice. Understanding that acceptance of a paper for a scholarly journal can take time, AIR allows up to two years in order to provide proof of publication. Below are the articles selected for the Charles F. Elton Best Paper Award since the 2016 Forum.

Choice of Academic Major at a Public Research University: The Role of Gender and Self-Efficacy

Iryna Johnson, Auburn University
William Brian Muse, Columbus State University

Coupling Admissions and Curricular Data to Predict Medical Student Outcomes

Diana B. Sesate, Arizona State University-Tempe
Jeffrey F. Milem, University of California, Santa Barbara
Kadian L. McIntosh, University of Arizona
W. Patrick Bryan, University of Arizona

Mining Text Data: Making Sense of What Students Tell Us

John Zilvinskis, Indiana University
Greg Michalski, Florida State College at Jacksonville

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 2017 Scholarship Recipients:

JULIA M. DUCKWALL SCHOLARSHIP

Emily Zobel, *University of Wisconsin – Superior*
Megan Ryan, *Roger Williams University*
Jaclyn Butler, *Pennsylvania State University*

EDWARD DELANEY SCHOLARSHIP

Steven Babbin, *Tufts University*

AIR

www.airweb.org/Scholarships

AIR 2016-2017 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
James Firnberg
Adrian Harris
Richard Howard
F. Craig Johnson
Gerald McLaughlin
Michael Middaugh
James Montgomery
John Muffo
Marvin Peterson
Terrence Russell
Joe Saupe
Jeffrey Seybert
Bernard Sheehan
John Smart
Joan Stark
Deborah Teeter
Patrick Terenzini
J. Fredericks Volkwein

EMERITUS MEMBERS

W. Sam Adams
Stanley Adelman
Lawrence Baldwin
Trudy Bers
Kathleen Bissonnette
Marilyn Blaustein
C. Anthony Broh
Jennifer Brown
Susan Broyles
Edith Carter
Melodie Christal
Kari Coburn
Margaret Cohen
Robert Daly
Edward Delaney
Hannelore Delbridge
Ann Dickey
Franklin Duff
Jeffrey Dutton
William Fenstemacher
A. Lawrence Fincher
Thomas Flaherty
Carol Fuller
Daniel Gemoll
Charles Gilbert
Gary Graff
Martha Gray
Susan Griffith
Ross Griffith
Phyllis Grummon
Antonio Gutierrez-Marquez
Joan Harms
Sally Hart
Mary Ann Heverly
Stan Ikenberry
Richard Jacobs
John Jacobsen
Cel Johnson
Gordon Jones
John Kalb
Marsha Kelman
Paul Kunkel
Ira Langston
William Lasher
Cathy Lebo
Oscar Lenning
Fred Lillibridge
Sarah Lindquist
Larry Litten
Lowell Lueck
John Lyons
Bruce Mallette
Richard Mawditt
Mantha Mehallis
Jeffrey McLachlan
Virginia McMillan
Mark Meredith
Thomas Mortenson
Diane Muntal
Julie Noble
Richard Perry
Peter Plenge
David Preston
Donald Reichard
Gary Rice
Mary Ricks
Dana Rosenberg
Jack Rossmann
Mary Sapp
Laura Saunders
Frank Schmidtlein
John Schott
Albert Searway
Raj Sharma
Bobby Sharp
O. Robert Simha
Donna Smith
Edwin Smith
J. Stephen Smith
Denise Sokol
Elizabeth Stanley
Robert Starkey
Jacquelyn Stirn
Kalmer Stordahl
Douglas Stuart
Alan Sturtz
William Tetlow
William Todd
Norman Uhl
Michael Valiga
Charles Van Middlesworth
Piet Veugelers
Rick Voorhees
Robert Wallhaus
Timothy Walsh
Risdon Westen
Prudence Widlak
Kenneth Wilson
Patricia Windham
Marjorie Wiseman
Theodore Wright

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 2017 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)
Stuart Terry, Otago Polytechnic

Association for Institutional Research and Planning Officers (AIRPO)
Agatha Awuah, Onondaga Community College

Katherine Dorsey, SUNY Empire State

California Association for Institutional Research (CAIR)
Kelly Wahl, University of California-Los Angeles

Canadian Institutional Research & Planning Association (CIRPA)
Antonia Sly Nichols, Nova Scotia Community College

Illinois Association for Institutional Research (IAIR)
David Rudden, Elgin Community College

Indiana Association for Institutional Research (INAIR)
Bobby Wade, Purdue University

Louisiana Association for Institutional Research (LAIR)
Erica Hughes, Louisiana Community & Technical College System
Lesa Jeansonne, Louisiana State University
Vianka Miranda, Northwestern State University
Leonard Munghor, SOWELA Technical Community College

Maryland Association for Institutional Research (MdAIR)
Courtney Sanders, James Madison University
Nicholas Curtis, James Madison University

Mid America Association for Institutional Research (MidAIR)
Mary Ann Penniston, Northwest Missouri State University

North Carolina Association for Institutional Research (NCAIR)
Andrea DeSantis, North Carolina State University
Lauren Schoenheit, North Carolina State University

North Eastern Association for Institutional Research (NEAIR)
Melanie Larson, New England Educational Assessment Network
Allison Walters, University of Delaware

Overseas Chinese Association for Institutional Research (OCAIR)
Dai Li, Pittsburg State University

Pacific Northwest Association for Institutional Research and Planning (PNAIRP)
Kai I. Chang, Bastyr University

Rocky Mountain Association for Institutional Research (RMAIR)
Jeffrey Johnson, Utah Valley University
Mark Perkins, Laramie County Community College
Nicolas Valcik, West Virginia University

Southern Association for Institutional Research (SAIR)
Karen Webber, University of Georgia

Texas Association for Institutional Research (TAIR)
Rachel Jumper, Stephen F. Austin State University
Kara Larkan-Skinner, Our Lady of the Lake University

Our Sponsors

Academic Analytics [Booth 407]

Academic Analytics is a full-service provider of business intelligence solutions for higher education. The Academic Analytics database includes information on 220,000+ faculty, 9,700+ Ph.D. programs, and 11,000+ departments at 405 universities in the United States and abroad. All data are matched to individual scholars; the "person" is the unit of analysis. Through combining our data with university warehoused data, Academic Analytics has developed a customizable search environment that enables university, corporate, or industry users to identify faculty experts in specific fields to further collaborative research interests, to create new research projects, and to identify sources of federal or private funding.

ACAT [Booth 114]

PACAT is a leading provider of exit exams for evaluating learning in the major. With over 30 years of experience, ACAT provides faculty with flexible content to ensure the best fit with departmental teaching and learning goals. ACAT is available in 12 disciplines and has been administered to students on over 500 campuses. Three formats are available: ACAT pencil and paper, ACAT Online, and ACAT-N for un-proctored online administration.

AccessLex Institute [N/A]

AccessLex Institute℠, in partnership with its nearly 200 nonprofit and state-affiliated ABA-approved Member law schools, is committed to improving access to legal education and maximizing the affordability and value of a law degree. The AccessLex Center for Legal Education Excellence℠ advocates for policies that make legal education work better for students and society alike, and conducts research on the most critical issues facing legal education today. The AccessLex Center for Education and Financial Capability℠ offers financial education programming and resources to help students confidently manage their finances on their way to achieving personal and professional success. Learn more at AccessLex.org.

Blackboard [Booth 315]

Blackboard is the world's leading education technology company and brings together leading-edge technology, services, and data capabilities to create powerful, student-focused solutions. We thoughtfully innovate and collaborate with institutions across the world to increase student success and institutional performance. No other education partner matches our depth, breadth, and expertise.

Campus Labs [Booth 313]

Campus Labs empowers institutions to make valuable connections with their data. We offer a complete set of integrated solutions for areas such as assessment, retention, teaching and learning, student engagement, and institutional effectiveness. We're proud to serve more than 1,000 public and private colleges and universities. To learn more, visit campuslabs.com.

Chmura Economics & Analytics [Booth 117]

Chmura Economics & Analytics is an applied economics consulting firm specializing in quantitative research and technology solutions. We help our clients answer a multitude of questions, from "where can my students find jobs?" to "what courses will be in demand in the future?" We provide robust data and visualizations through JobsEQ, our accessible and time-saving research platform used by education professionals across the nation. Our services are backed by expert Ph.D. economists, big data scientists, black-belt data governance statisticians, and transformation strategists. We advise our clients on how to obtain good data and put it into action.

Clarivate Analytics [Booth 401]

Clarivate Analytics accelerates innovation by providing trusted insights and analytics to customers around the world, enabling them to discover, protect, and commercialize new ideas faster. For more information, visit Clarivate.com.

CollegeNET [Booth 104]

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 course and instructor evaluation, online surveys, event and academic scheduling, and recruitment and admissions management.

Collegiate Learning Assessment (CLA+) [Booth 106]

CLA+ is a performance-based assessment that measures and benchmarks general education outcomes on both the institutional and individual student level. Our standardized instrument measures critical thinking skills that help an institution better understand student ability and development.

Digital Measures [Booth 303]

Tell your university's story and showcase your most important asset 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 percent of the top U.S. universities and over 250,000 faculty leverage Digital Measures software.

Digital Science [Booth 200]

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 [Booth 417]

Elsevier's Research Intelligence portfolio offers solutions to the most pressing challenges faced by researchers and research managers. We provide innovative services that improve your ability to establish, execute, and evaluate research strategy and performance via rich data assets and metrics using tools such as SciVal and Pure, and custom analytical services.

Emsi [Booth 420]

Emsi provides labor market data that help colleges and universities measure their economic impact, align their programs with regional demand, and prepare students for the right careers. We believe that when colleges offer programs that match the needs of the market, and communicate the value of those programs to parents, students, taxpayers, and businesses, they boost economic prosperity—not just for students, but for employers and the broader region as well. For the past 17 years, Emsi's high-quality, user-friendly services have helped hundreds of institutions promote student success and strengthen workforce and economic development in the communities they serve.

ETS [Booth 101]

At nonprofit ETS, we advance quality and equity in education for people worldwide by creating high-quality assessments based on rigorous research. Institutions of higher education rely on ETS to help them demonstrate student learning outcomes and promote student success and institutional effectiveness. Visit us at www.ets.org/highered.

EvaluationKIT [Booth 422]

EvaluationKIT is an affordable, fully-hosted course evaluation and survey system with features to streamline course evaluation setup and drive response rates. EvaluationKIT provides all the functionality to manage these important institutional processes, including turnkey LMS integrations (Canvas, Blackboard, Brightspace, Moodle, etc.), survey authoring, customized communications, and automated reports for instructors and administrators. With hundreds of implementations throughout higher education, EvaluationKIT scales well for institutions of all types and sizes. There's no hardware to buy, set up, or maintain, so implementation is a snap. Visit www.evaluationkit.com for a free pilot and see for yourself why so many institutions have chosen EvaluationKIT.

eXplorance Inc. [Booth 113]

At eXplorance, a Learning Experience Management (LEM) solutions provider, we empower institutions to make the right decisions with fact-based learning analytics. eXplorance is the creator of the Blue®, an all-in-one evaluation platform that includes course evaluations, institutional surveys, 360 degree reviews, formative feedback, text analytics, data integrity tools, and much more. eXplorance's partners include academic institutions such as the University of Melbourne, University of Pennsylvania, University of Toronto, University of Maryland College Park, Indiana University System, University of Kentucky, Northwestern University, and hundreds more.

GradLeaders [Booth 416]

GradLeaders is the result of a merger between MBA Focus and CSO Research. We are now the market leader for ALL 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 number one choice of companies seeking high-quality, best-fit, and diverse students to join their team.

Gravic, Inc. - Remark Software [Booth 405]

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

HelioCampus [Booth 406]

HelioCampus combines data analytics, data storytelling and data science to turn your institutional data into a highly effective asset. A powerful business intelligence platform coupled with guided analysis from education experts, HelioCampus increases visibility into the connection amoung enrollment, student success, and institutional financial data, and provides guidance on how to take action. Built for and from higher education, the HelioCampus platform is open, extensible, and accessible, making it easy to use and understand for all institutional stakeholders. HelioCampus consolidates and presents your institutional data in ways that allow you to make faster, more informed decisions.

Higher Education Research Institute (HERI) [Booth 404]

The Higher Education Research Institute (HERI) is one of the premier educational research and policy organizations in the country. Housed at UCLA, the nonprofit institute is an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. HERI administers the Cooperative Institutional Research Program (CIRP), the nation's largest and oldest empirical study of higher education, with data collected from over 15 million students at more than 1,900 colleges and universities since 1966. CIRP consists of the Freshman Survey, Your First College Year survey, Diverse Learning Environments survey, College Senior Survey, and the triennial HERI Faculty Survey.

IBM [Booth 100]

IBM SPSS predictive analytics software offers advanced analytical techniques in an easy-to-use package with self-service analytics options. Get deeper, more meaningful insights from your data and predict what is likely to happen next so you can deliver the maximum amount of value to the end user for better decision making.

IData Incorporated [Booth 103]

IData is the leading data management firm for higher education. We provide consulting services as well as a line of innovative data management software products. Started in 2004, iData is based in Alexandria, Virginia. Our mission is helping higher education institutions be successful through effective data management and innovative technology.

IMPAQ International, LLC [Booth 108]

IMPAQ International evaluates and enhances public programs and policy. We provide leading edge research and consulting services to domestic and international clients, including: monitoring and program evaluations, research and policy analysis, implementation and technical assistance, technology solutions and data management, surveys and data collection, and communications and logistics support. Learn more at www.impaqint.com.

Incisive Analytics [Booth 122]

Incisive Analytics (IA) is a Business Intelligence consulting services firm. Our services focus on solving our clients' 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 them to make strategic decisions based on Take Action Analytics! We provide full life-cycle 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.

Interfolio [Booth 402]

At Interfolio, we're dedicated to increasing transparency, equity, and efficiency around the academic decisions at the heart of the university mission. Interfolio's products address the complex, shared-governance workflows of hiring, promotion, and tenure, and provide advanced faculty activity reporting technology to help faculty harness the voluminous and varied activity data – from research publications to program evaluations – that must be reported regularly to administrators for internal reviews, compliance, and accreditation.

IOTA360 [Booth 105]

Faculty activity/credentialing/vetting, course evaluations, and assessments all in one, easy to use, fully integrated system (or purchase modules separately). Improve your course delivery and student learning with more informed, data-driven decisions. Streamlines faculty course assignments and detects and prevents scheduling errors, making your accreditation reporting simpler, faster, and easier.

IPEDS [Booth 412]

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/.

JMP [Booth 120]

JMP® statistical discovery software from SAS is the tool of choice for scientists, engineers, and other data explorers worldwide. JMP links dynamic data visualization with powerful statistics, in memory and on the desktop. Interactive and visual, JMP reveals insights that raw tables of numbers or static graphs tend to hide.

Microsoft [Booth 316]

Microsoft (Nasdaq "MSFT" @microsoft) is the leading platform and productivity company for the mobile-first, cloud-first world, and its mission is to empower every person and every organization on the planet to achieve more.

ModernThink [Booth 112]

Founded in 2004, ModernThink is a strategic organizational development and management consulting firm with particular expertise in workplace quality, organizational assessment, and stakeholder engagement. In partnership with The Chronicle of Higher Education, ModernThink co-founded The Great Colleges to Work For® program in 2008. As the survey, research, and analysis engine for that program, we have surveyed over 1,000 colleges and universities. In addition to working with participants in recognition programs, ModernThink has been engaged by individual organizations to conduct specific research and analysis and give guidance to leadership on the path to improving their workplaces.

National Survey of Student Engagement [Booth 107]

The National Survey of Student Engagement (NSSE), Beginning College Survey of Student Engagement (BCSSE), and Faculty Survey of Student Engagement (FSSE), help institutions assess quality in undergraduate education and strengthen the learning environment. NSSE is administered annually to first-year and senior students. Participating institutions receive diagnostic information about the extent to which students engage in educational practices related to learning and development, customizable comparison groups, and resources for interpreting and using results. NSSE's Annual Results highlight findings and document institutional improvement efforts. Updated reports and online tools are available to improve visual display and facilitate campus decision making.

NCSES [Booth 414]

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, improve our data collections, and disseminate our information broadly.

Public Insight [Booth 102]

Public Insight transforms complex, disparate public data into actionable information to rapidly benchmark institutions and conduct regional market analysis. Our data catalog syndicates over nine billion data points from across the spectrum of education and community data including IPEDS, Federal Student Aid, National Science Foundation, and U.S. Department of Education. Subscribers dynamically analyze this data through hosted self-service business intelligence dashboards (Interactives). We also market and sell software tools to analyze and extract data from these varied data sources.

Rapid Insight [Booth 424]

Rapid Insight develops easy to use analytic software enabling institutional researchers the ability 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.

Ruffalo Noel Levitz [Booth 426]

Ruffalo Noel Levitz (RNL) fuels higher education enrollment management and fundraising innovation for more than 1,800 colleges and universities. Through predictive analytics, marketing technology, and unparalleled expertise, RNL offers an intelligent approach to increasing revenue while providing insight on new opportunities for growth. Our student success services help campuses assess students, analyze data, intervene early, and remove barriers to persistence. Assessments include the Student Satisfaction Inventory, the College Student Inventory, the College Employee Satisfaction Survey, plus surveys for other campus populations. Visit www.RuffaloNL.com for more information.

SAS [Booth 204]

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 you THE POWER TO KNOW®. Find out more at www.sas.com/ir.

Scantron [Booth 317]

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 [Booth 216]

SmartEvals is a flexible, web-based platform designed to meet the diverse needs of colleges and universities. Offering solutions for course evaluations, student retention, learning outcomes, academic advising, Title IX, and benchmarking, SmartEvals is a comprehensive resource to support strategic planning and data-driven decision-making at your institution. With cutting-edge survey and reporting tools, SmartEvals delivers valuable insight into the quality of academic curricula, the quality of instruction, and overall student achievement and satisfaction. Learn more at info.smartevals.com.

StataCorp [Booth 212]

StataCorp is a leading developer in statistical software, primarily through its flagship product Stata. Used by professional researchers for more than 30 years, Stata provides everything for managing, graphing, and analyzing data. Professional researchers rely on Stata for a fully integrated, powerful, and intuitive set of tools for even the most demanding data management and statistical requirements. Headquartered in College Station, Texas, StataCorp distributes Stata software to users worldwide. For more information, visit www.stata.com.

Strategic Planning Online [Booth 110]

Strategic Planning Online (SPOL) helps institutions automate the strategic planning, budgeting, assessment, credentialing, and accreditation processes. We enable your institution to collaborate about institutional effectiveness while defining objectives, setting goals, conducting assessments, and measuring results. Bring the entire team together to work toward continuous improvement and institutional excellence with SPOL.

Stylus Publishing [Booth 115]

Founded in 1996, Stylus publishes books that focus on higher education and inclusive teaching in K-12. Our higher education program covers such areas as teaching and learning, service learning, assessment, online learning, racial and gender diversity on campus, student affairs, doctoral education, and leadership and administration. Visit www.styluspub.com.

Tableau [Booth 301]

Tableau Software helps people see and understand data. Tableau's award winning software delivers fast analytics, visualization, and rapid-fire business intelligence that connects directly to Oracle databases and many other sources. The result? Anyone can get answers from data quickly, 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 35,000 customer accounts, including some of the world's largest enterprises, rely on Tableau Software.

Taskstream-Tk20 [Booth 124]

Taskstream-Tk20 partners with colleges and universities to develop innovative solutions to gather, organize, and use better data for learning. With industry-leading assessment management and deep reporting capabilities, institutions get a comprehensive view of student learning and institutional effectiveness. Our commitment to helping students achieve their educational goals drives our mission to help the higher education community engage in more meaningful assessment. Visit taskstream.com/taskstream-tk20 to find a better way forward, together.

Times Higher Education [Booth 215]

Times Higher Education is the UK's leading publication in its field, and provides news analysis, insight, community, and a trusted list of the world's best universities – the World University Rankings. From our offices in London, Singapore, Melbourne, Chicago, and San Francisco, we offer a range of products and services designed to support institutions in their pursuit of excellence. These range from our analytical tools – underpinned by our rich data that enable planners to design partnerships and investment strategies – to our suite of brand-building products to raise your profile within the global higher education community

U.S. News Academic Insights [Booth 305]

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.

Unicon, Inc. [Booth 403]

Unicon provides IT consulting and services for learning analytics. Insightful student data assists with institutional research, effectiveness, assessment, and planning. Unicon services include Institutional Readiness Assessment, Standards-based Data Integration, Dashboard Visualizations, Predictive Analytics, and Intervention Management. The LA Quick Start service, featuring open source software with optional Amazon Web Services™, enables rapid analytics implementation. More information is available at www.unicon.net/services/learning-analytics.

Xitracs [Booth 415]

Xitracs™ for Assessment, Planning, and Compliance. Xitracs™ is the simple to use, yet feature-rich solution for all levels of assessment reporting including program, course, and student outcomes. Additionally, Xitracs provides curriculum and outcome mapping, strategic plan reporting, credentials management and reports, as well as agency compliance reporting. Discover how Xitracs gives you more reports while taking less time for you and your faculty. Learn more about Xitracs and the Assessment and Data Extraction modules by vising our website, www.xitracs.com.

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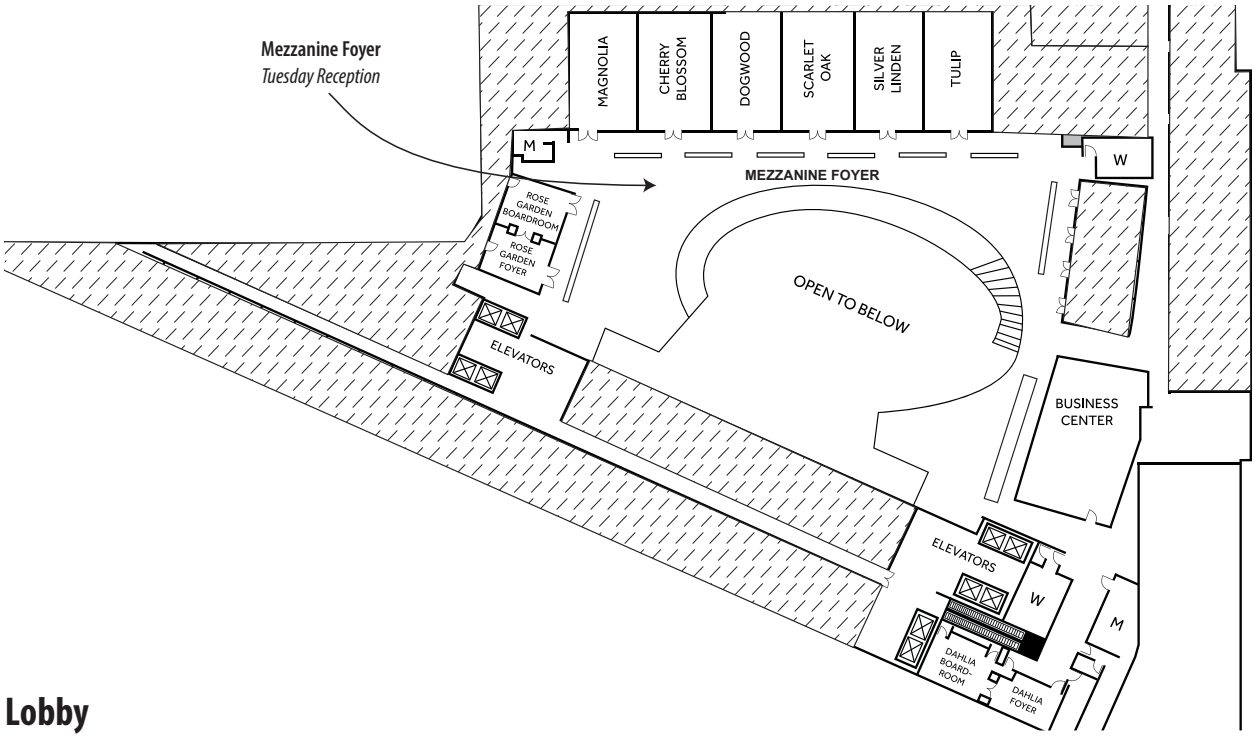
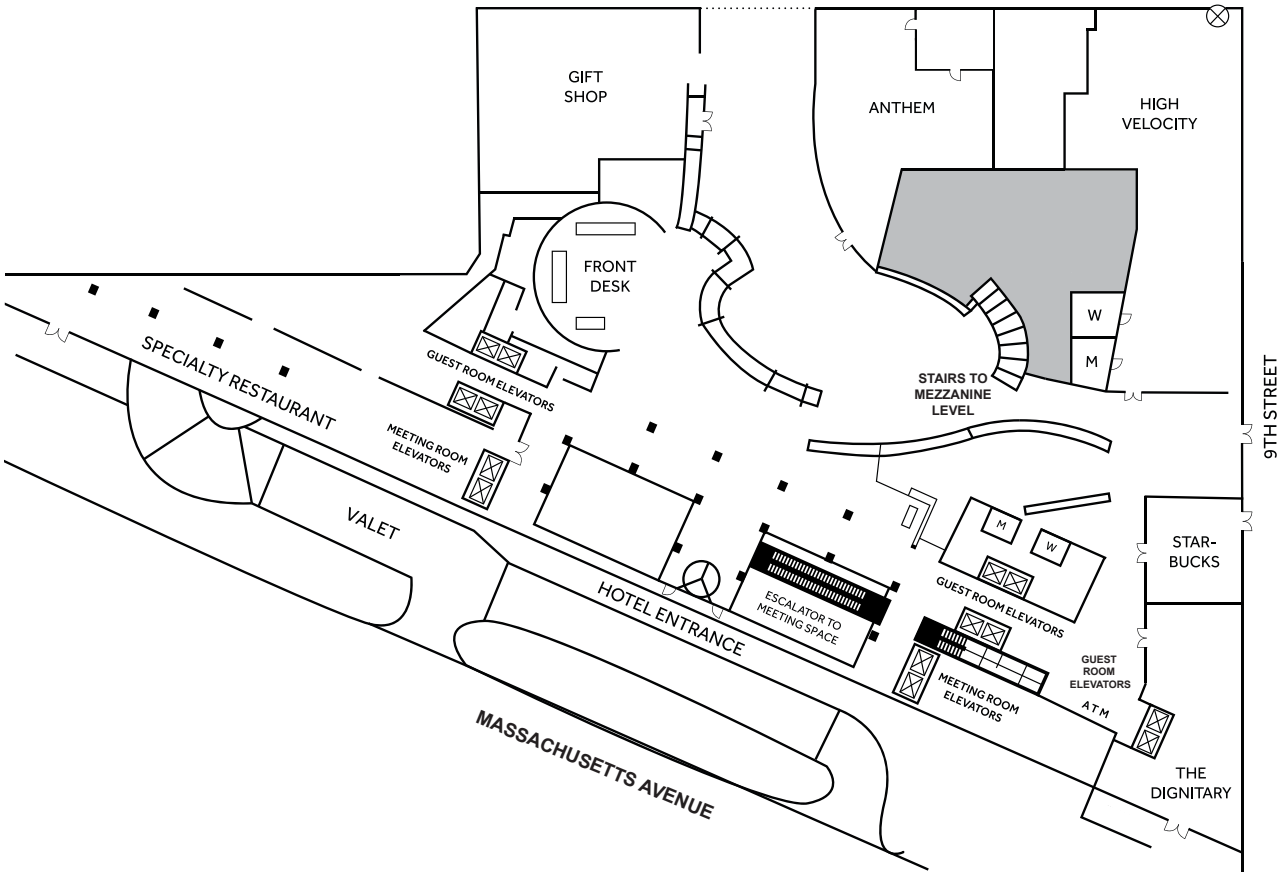
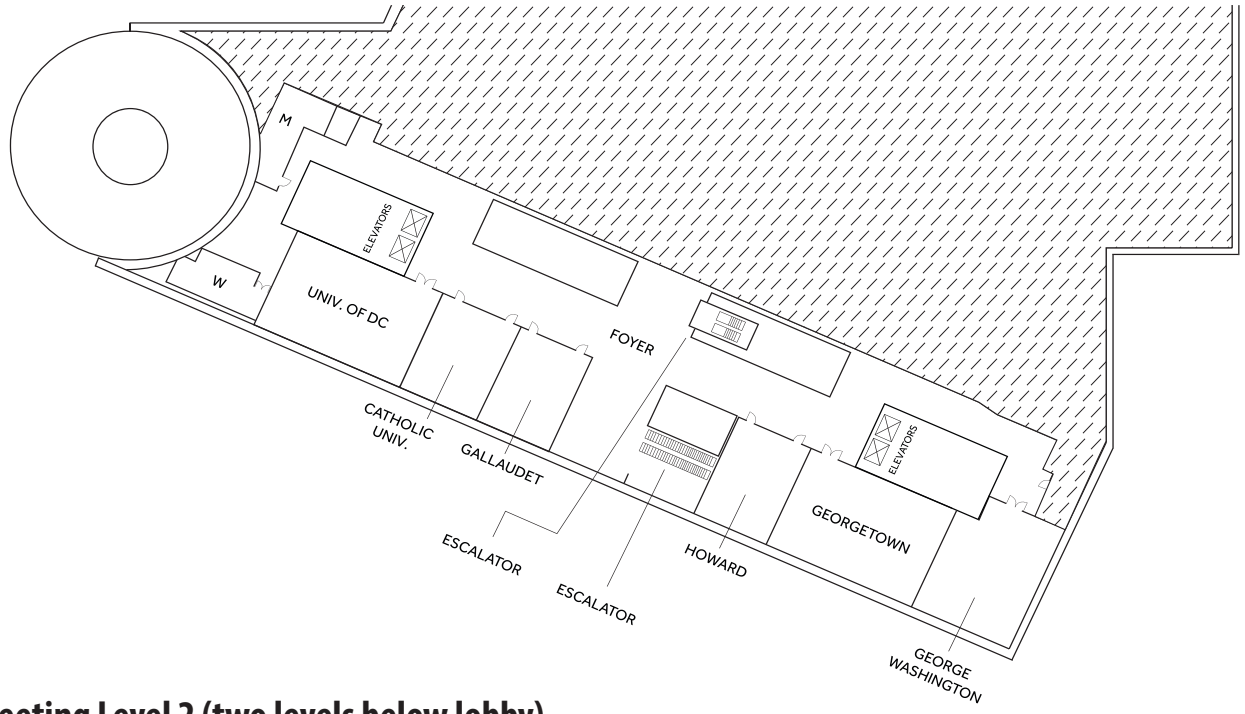
2nd Floor Mezzanine (one level above lobby)



Lobby



Meeting Level 1 (one level below lobby)



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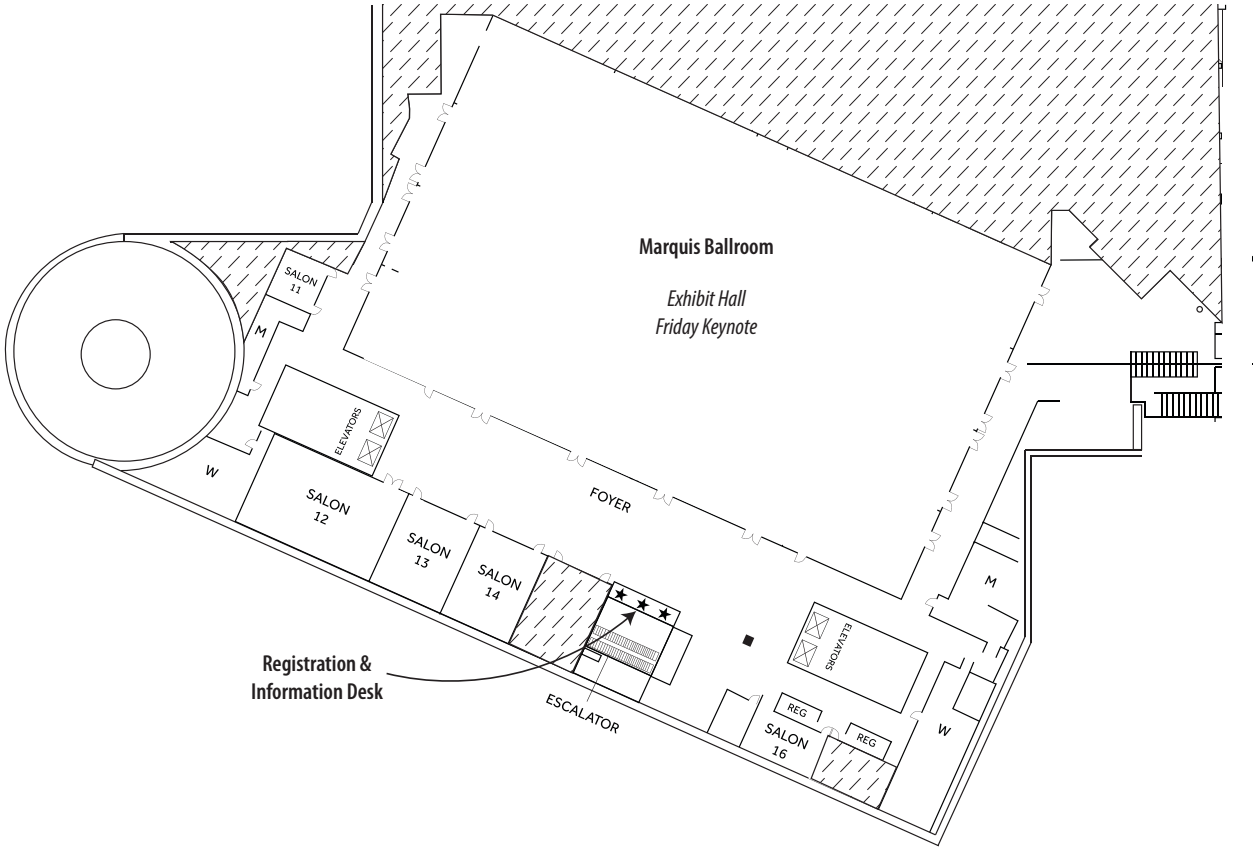
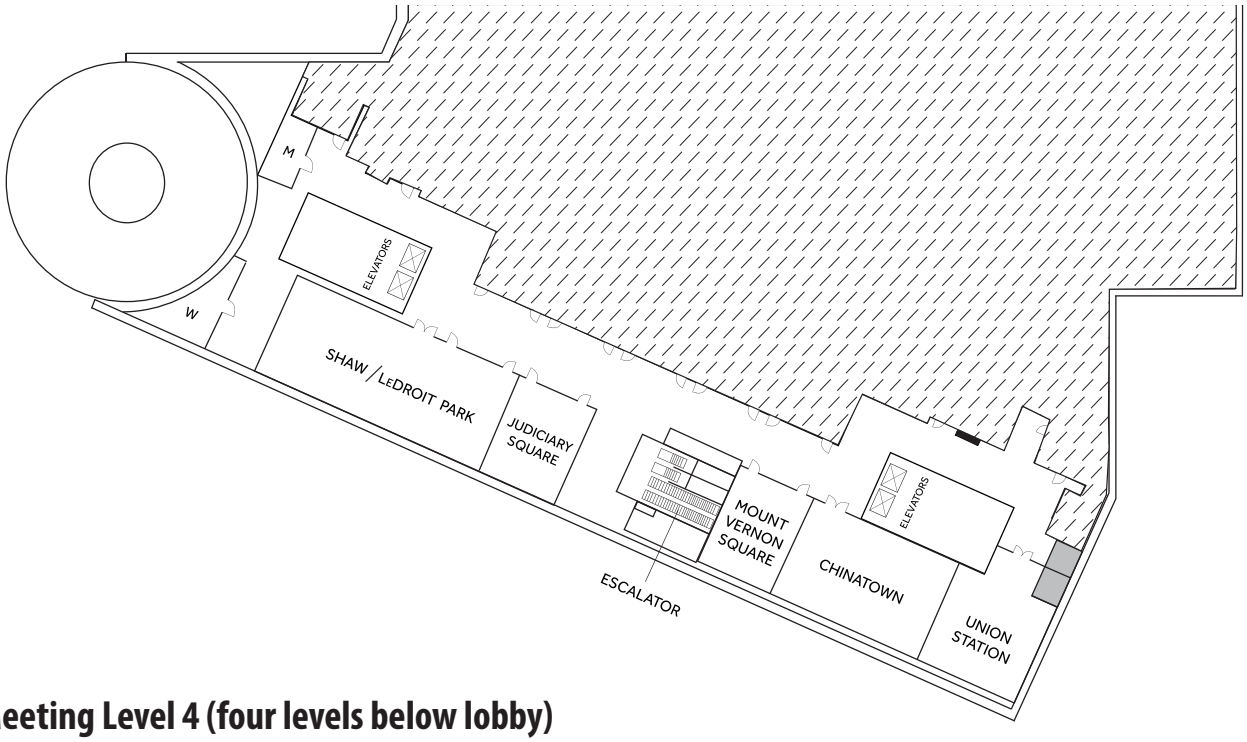


Meeting Level 3 (three levels below lobby)



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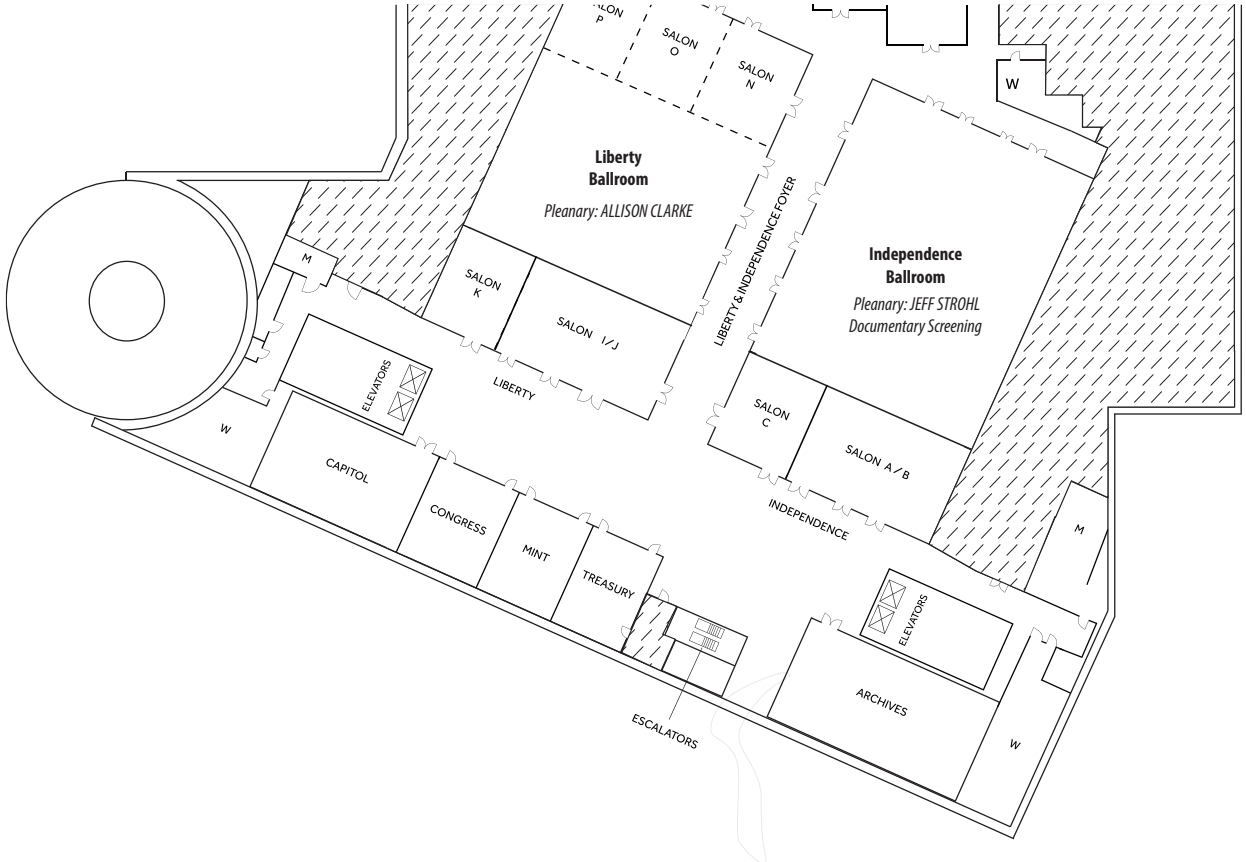
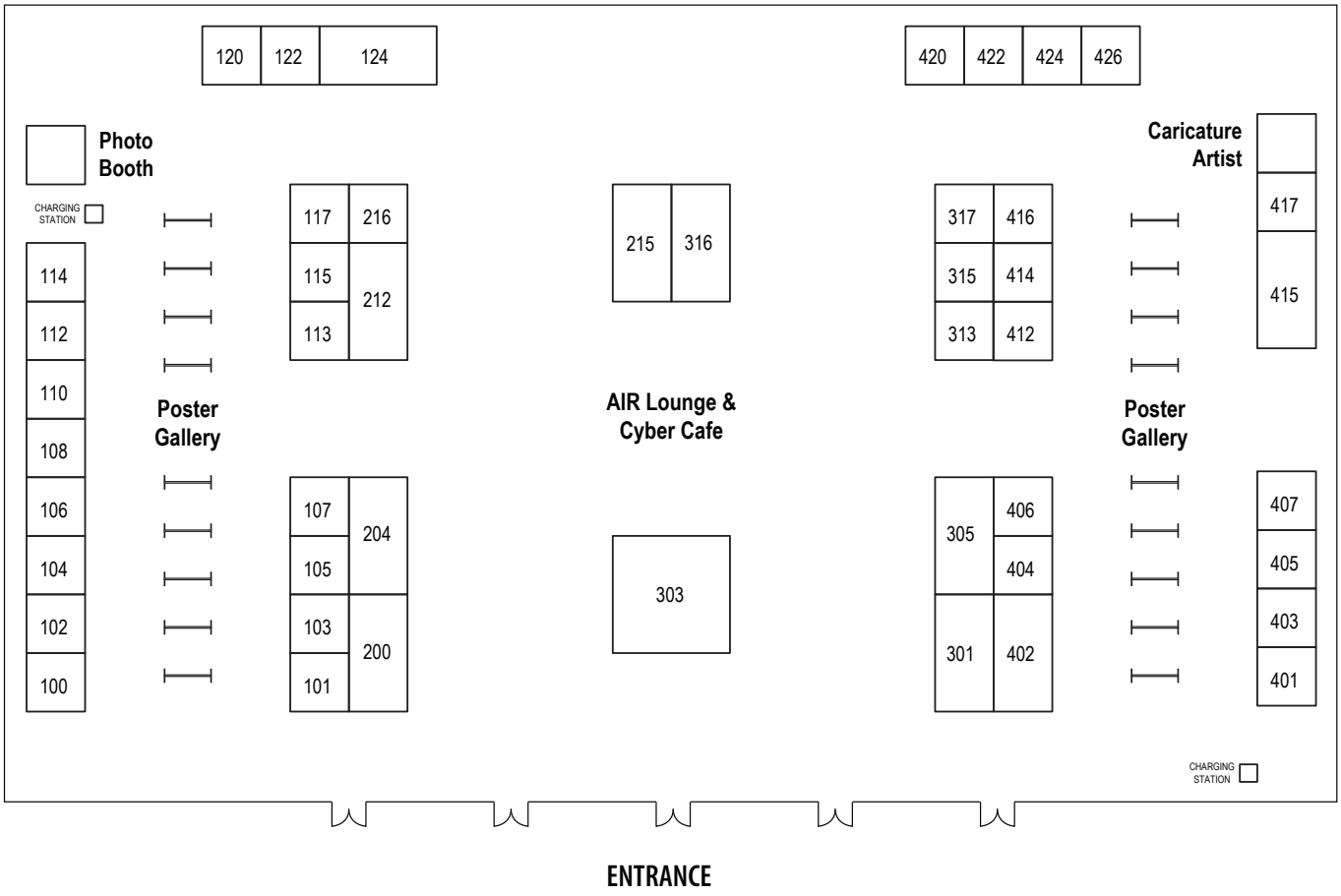


Exhibit Hall Floor Plan—Marquis Ballroom



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