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Saturday	Sunday	Monday	Tuesday	Wednesday

# AIR | FORUM

LONG BEACH, CALIFORNIA • May 18-22, 2013

## Defining and Refining IR

Dear Forum Participants,

On behalf of the AIR Board of Directors, we are excited to welcome you to Long Beach, California for the 53rd Annual Forum! You are among 1,700+ of your colleagues, all of whom share a passion for institutional research, effectiveness, assessment, planning, and other related fields within higher education. As you page through the Program, notice that opportunities abound for networking with thought-leaders, colleagues, and friends (long-time and new). See the latest tools and technologies brought to you by our wonderful sponsors in the Exhibit Hall. Learn about cutting-edge research within the profession. With more than 600 presenters and 400 sessions organized in six topic areas—one conference has it all. That's the AIR Annual Forum! We appreciate that you are with us to celebrate our profession and hope to have the opportunity to greet you here in Long Beach. Enjoy your time at the Forum—you are among the best and brightest in higher education!

Warmest regards,



Julie Carpenter-Hubin  
AIR President



Sandi Bramblett  
AIR Vice President

## 2012-2013 Board of Directors

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## 2012–2013 Nominations and Elections Committee

Jennifer A. Brown (Chair)  
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Michelle Hall  
Southeastern Louisiana University

Allison Walters  
University of Delaware

Rachel Boon  
Ivy Tech Community College

Fred Lillibridge  
Doña Ana Community College

Karen Webber  
University of Georgia

Qing Mack  
Asnuntuck Community College

# General Forum Information

## Affiliated Organizations

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

## AIR Bucks

Conference attendees receive AIR Bucks with onsite registration materials, and additional AIR Bucks can be collected from Forum Sponsors in the AIR Exhibit Hall. AIR Bucks can be used to order 2013 Forum t-shirts at the AIR Store, and can be redeemed for food and beverage at SAVOR retail outlets in the Convention Center May 18-22, 2013 and/or at cash bars during the Welcome Reception (Monday, 4:00 – 5:00 p.m.) in the AIR Exhibit Hall. AIR Bucks are not redeemable for cash and have no cash value.

## AIR Store

The AIR Store, located at the Registration Desk, accepts AIR Bucks for 2013 Forum t-shirt orders.

Monday, May 20	12:00 p.m. – 6:00 p.m.
Tuesday, May 21	8:30 a.m. – 5:30 p.m.

## Dinner Groups

Meet new people, network with colleagues, and enjoy the city of Long Beach by joining a dinner group. Visit the Registration Desk for information and to select your dinner group location for Sunday, Monday, or Tuesday.

## Exhibit Hall

### —The AIR Networking Hub

Visit the Exhibit Hall, AIR's networking hub, located in Hall B on the lower level of the Convention Center to meet sponsors and learn about the latest information on software, products, and services. This is also the place to meet with colleagues or use the Cyber Café. The Exhibit Hall is the site of the Poster Sessions, daily lunch breaks, and the Monday Welcome Reception hosted by the AIR Board of Directors. See the full conference schedule for the complete list of activities in the Exhibit Hall.

Monday, May 20	10:00 a.m. – 5:00 p.m.
Tuesday, May 21	10:00 a.m. – 2:00 p.m.

## Facilitators

Facilitating a session is an opportunity to build your professional network and give back to your Association. It is easy and has a big impact on the success of the conference. Facilitators ensure that sessions start and end on time, introduce presenters, remind participants to complete session evaluations, and notify AIR staff if any issues arise. You can sign up to be a facilitator through AIR's MyForum web application. More information is available on the AIR Forum website.

## Local Information

**Show Your Badge and Save.** The Long Beach Convention and Visitors Bureau (LBCVB) offers this discount program at many local eateries. For more information and a list of participating restaurants, inquire at the LBCVB Information Kiosk located in the Convention Center Lobby.

**Free Passport Shuttle.** The bright red Passport Shuttle offers free service to major Long Beach attractions and makes several stops at downtown cultural spots. For maps, schedules, and more information, visit the LBCVB kiosk in the Convention Center Lobby.

## Lunch and Breaks

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**Dedicated Lunch Time.** The schedules for Monday and Tuesday include 1½ hours for **dedicated lunch breaks** and Poster Presentations (co-located in the Exhibit Hall). There are plenty of food choices throughout the Exhibit Hall, with many options at or below the federal per diem lunch rate. AIR Bucks, cash, and credit cards are accepted for food and beverage at SAVOR retail outlets in the AIR Exhibit Hall and in the Convention Center lobby.

**Your Break. Your Schedule.** You can choose to stop for a break between any of the sessions (find the time that works for you) and decide whether you want a cup of coffee or a cookie—or both. Food carts offering snacks and lunch items for purchase are available throughout the facility (with the most selections in the Exhibit Hall). Use a few of your AIR Bucks provided with your onsite registration materials, or pick up additional AIR Bucks at sponsor booths in the Exhibit Hall. *Please join us for a complimentary dessert break to thank our sponsors and close the Exhibit Hall on Tuesday, 1:15 – 1:45 p.m.*

## MyForum

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MyForum is a web-based application that provides Forum attendees tools to search for specific sessions, build schedules, and download presentation materials. In addition, presenters can use MyForum to upload presentation materials. Visit <http://forum.airweb.org/2013/MyForum/default.aspx> and sign in with your AIR username and password to make the most of your time before, during, and after the conference.

## Registration Desk

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Forum Registration is located in Lobby B on the 1<sup>st</sup> Floor of the Convention Center. The Registration Desk also hosts the AIR Store.

Sunday, May 19	10:00 a.m. – 5:00 p.m.
Monday, May 20	6:30 a.m. – 4:30 p.m.
Tuesday, May 21	7:30 a.m. – 4:00 p.m.
Wednesday, May 22	7:30 a.m. – 12:30 p.m.

## ***Research in Higher Education Special Forum Issue and 2013 Charles F. Elton Best Paper Award***

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The AIR 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. To be considered for the Charles F. Elton Best Paper Award, authors should submit their manuscripts to the *Research in Higher Education* Special Forum Issue. A standard blind review process is used, and the papers selected for inclusion in the Special Forum Issue are designated Charles F. Elton Best Paper Award winners. To be considered, authors should submit their manuscripts through the journal's online submission tool <http://rihe.edmgr.com/>. At the time of submission, please be sure to indicate that the manuscript is to be considered for the Special Forum Issue. The deadline for submission is June 28, 2013.

# Schedule and Program Highlights

## Saturday, May 18

*View the Saturday Daily Events section on page 14 for detailed descriptions.*

**7:30 a.m. – 4:00 p.m.**

**Pre-Conference Workshop and Seminar Registration Desk Open, 2nd Floor**

**8:00 a.m. – 4:00 p.m.**

**Pre-Conference Workshops**

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

## Sunday, May 19

*View the Sunday Daily Events section on page 16 for detailed descriptions.*

**7:30 a.m. – 12:00 p.m.**

**Pre-Conference Workshop and Seminar Registration Desk Open**

*1st Floor, Lobby B (at Forum Registration)*

**8:00 a.m. – 3:45 p.m.**

**Pre-Conference Workshops**

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

**9:00 a.m. – 2:30 p.m.**

**Pre-Conference Masters Seminars**

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

**10:00 a.m. – 5:00 p.m.**

**Forum Registration Desk Open**

*1st Floor, Lobby B*

**1:30 p.m. – 5:00 p.m.**

**Sunday Showcase**

The Sunday Showcase is open to all Forum attendees (advance registration is not required) and offers a rich variety of content for practitioners from all sectors of higher education. Showcase events include Hot Topics (IPEDS updates, Defining IR, and the Gates Foundation Postsecondary Success Strategy); the opening of the Community College Spotlight series, with specially-designated sessions throughout the Forum schedule; the International IR Caucus; and concurrent sessions.

**3:00 p.m. – 4:45 p.m.**

**Concurrent Sessions**

**5:00 p.m. – 6:00 p.m.**

**Graduate Student Gathering**

*Room 203C*

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

**5:30 p.m.**

**Dinner Groups**

Meet new people, network with colleagues, and enjoy the city of Long Beach by joining a dinner group. Visit the Registration Desk for information and to select your dinner group location.

**7:15 p.m. – 9:45 p.m.**

**Documentary Screening: First Generation**

*Grand Ballroom*

AIR is pleased to offer Forum attendees a private screening of *First Generation*, an award-winning documentary that explores the challenges faced by first-generation college students. This event includes a discussion with the filmmakers and cast following the film. Proceeds from ticket sales benefit AIR scholarships (\$18 per ticket at the Registration Desk; not included in your Forum registration).

## **Monday, May 20**

*View the Monday Daily Events section  
on page 26 for detailed descriptions.*

**6:30 a.m. – 4:30 p.m.**

### **Forum Registration Desk Open**

*1<sup>st</sup> Floor, Lobby B*

**7:00 a.m. – 8:00 a.m.**

### **@First Forum: Newcomers to Forum Breakfast Gathering**

*Grand Ballroom*

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

**7:00 a.m. – 8:00 a.m.**

### **Welcome Breakfast**

*Grand Ballroom*

Buffet line closes promptly at 8:00 a.m.

**8:00 a.m. – 9:20 a.m.**

### **Monday Keynote**

*Grand Ballroom*

*The Role of Institutional Research in a  
Time of Major Disruption*

Ralph A. Wolff, President, Senior College Commission,  
Western Association of Schools and Colleges

We are in a time of dramatic change—unsustainable business models in public and private higher education, innovative providers like MOOCs and StraighterLine, and almost daily criticisms of both higher education and accreditation in the State of the Union address and in the media. Based on his role as president of a regional accrediting commission and participant in many policy discussions, Ralph Wolff reviews the impact of these changes on institutions and accrediting agencies, and presents the challenges and opportunities they present for institutional researchers. He discusses the need for not only new metrics, but a new role for IR in all institutions.



**9:30 a.m. – 12:15 p.m.**

### **Concurrent Sessions**

**10:00 a.m. – 5:00 p.m.**

### **Exhibit Hall and AIR Networking Hub Open**

*Exhibit Hall B*

Visit with sponsors, meet with colleagues, stop by the Cyber Café, and enjoy a lunch break.

**11:30 a.m. – 12:30 p.m.**

### **Panel Sessions**

**12:15 p.m. – 1:45 p.m.**

### **Lunch Break and Poster Presentations**

*Exhibit Hall B*

A dedicated lunch break is co-located with the Poster Presentations (12:45 – 1:45 p.m.) There are plenty of food choices throughout the Exhibit Hall, with many options at or below the federal per diem lunch rate. AIR Bucks, cash, and credit cards are accepted for food and beverage at SAVOR retail outlets in the AIR Exhibit Hall and in the Convention Center lobby.

**2:00 p.m. – 2:45 p.m.**

### **Annual Business Meeting**

*Room 201A*

Julie Carpenter-Hubin, Convener

The Annual Business Meeting of the Association is scheduled at each year's Forum and all AIR members are invited to attend.

**2:00 p.m. – 3:45 p.m.**

### **Concurrent Sessions**

**3:00 p.m. – 4:00 p.m.**

### **Panel Sessions**

**4:00 p.m. – 5:00 p.m.**

### **Welcome Reception Hosted by AIR Board of Directors**

*Exhibit Hall B*

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, and visit with our sponsors to learn how to improve the effectiveness of your office with the newest tools, techniques, software, products, and services.

**5:00 p.m. – 6:00 p.m.**

**Affiliated Organization Meetings (Regional)**

Affiliated Organizations (AOs) are independent of AIR, but share a common mission of data use for the improvement of higher education. Forum attendees are encouraged to review the list of meetings on page 120 and explore opportunities of interest.

**6:00 p.m.**

**Dinner Groups**

Meet new people, network with colleagues, and enjoy the city of Long Beach by joining a dinner group. Visit the Registration Desk for information and to select your dinner group location.

## **Tuesday, May 21**

*View the Tuesday Daily Events section on page 65 for detailed descriptions.*

**7:30 a.m. – 4:00 p.m.**

**Forum Registration Desk Open**

*1<sup>st</sup> Floor, Lobby B*

**8:30 a.m. – 12:15 p.m.**

**Concurrent Sessions**

**9:30 a.m. – 10:15 a.m.**

**Faculty Who Teach IR**

*Room 104B (Promenade Ballroom)*

Moderators lead a discussion that addresses the evolving definition of institutional research; approaches for developing and delivering graduate-level institutional research courses; and the knowledge, skills, and abilities that graduate students need to be prepared for institutional research careers.

**10:00 a.m. – 2:00 p.m.**

**Exhibit Hall and AIR Networking Hub Open**

*Exhibit Hall B*

Visit with sponsors, meet with colleagues, stop by the Cyber Café, make time for a lunch break, and enjoy complimentary dessert, served 1:15 – 1:45 p.m.

**11:30 a.m. – 12:30 p.m.**

**Panel Sessions**

**12:15 p.m. – 1:15 p.m.**

**Data & Decisions® Academy Networking Lunch**

*Exhibit Hall B*

Grab lunch and join current and future Academy participants and AIR staff at reserved tables in the Exhibit Hall during the lunch break. This informal networking lunch will provide an opportunity to learn more about the Academy, ask questions of current participants and AIR staff, and expand your community college network.

**12:15 p.m. – 1:45 p.m.**

**Lunch Break, Poster Presentations, and Dessert**

*Exhibit Hall B*

A dedicated lunch break and complimentary dessert (served 1:15 – 1:45 p.m.) are co-located with the Poster Presentations (12:45 – 1:45 p.m.) There are plenty of food choices throughout the Exhibit Hall, with many options at or below the federal per diem lunch rate. AIR Bucks, cash, and credit cards are accepted for food and beverage at SAVOR retail outlets in the AIR Exhibit Hall and in the Convention Center lobby.

**2:00 p.m. – 4:45 p.m.**

**Concurrent Sessions**

**4:00 p.m. – 5:00 p.m.**

**Panel Sessions**

**5:00 p.m. – 6:00 p.m.**

**Affiliated Organization Meetings (State/International)**

Affiliated Organizations (AOs) are independent of AIR, but share a common mission of data use for the improvement of higher education. Forum attendees are encouraged to review the list of meetings on page 120 and explore opportunities of interest.

**6:00 p.m.**

**Dinner Groups**

Meet new people, network with colleagues, and enjoy the city of Long Beach by joining a dinner group. Visit the Registration Desk for information and to select your dinner group location.

## **Wednesday, May 22**

*View the Wednesday Daily Events section  
on page 111 for detailed descriptions.*

**7:30 a.m. – 12:30 p.m.**

**Forum Registration Desk Open**

*1<sup>st</sup> Floor, Lobby B*

**8:00 a.m. – 9:45 a.m.**

**Concurrent Sessions**

**10:00 a.m. – 12:00 p.m.**

**Farewell Brunch and Closing Keynote**

*Grand Ballroom*

*Contexts for Student Success: Lessons Learned*

Scott E. Evenbeck, President, The New Community College, City University of New York

Enhancing the academic achievement and persistence to graduation of entering students receives major attention as a central component of the completion agenda. There has been a great deal of national attention focused on principles that inform good practice in supporting student achievement. Scott Evenbeck shares the story of The New Community College at the City University of New York (CUNY), which has drawn on many of those recommendations in aspiring to be a campus centered on continuous learning and improvement.



**12:15 p.m. – 3:45 p.m.**

**Post-Conference Workshops (New for 2013)**

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



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



**For more information:  
[www.airweb.org/academy](http://www.airweb.org/academy)**

# Session Topic Areas and Formats

## Topic Areas

Sessions are organized by topic areas to help you design a schedule that meets your needs and interests. Topic areas are indicated in the abstracts with italicized descriptors—see Daily Events for details (pages 14–118).

**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 include 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

**Affiliated Organization (AO) Best Presentations** (45 minutes) are top performing sessions from regional and state IR conferences. *Note special icon.*

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

**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 to five presenters who represent different organizations or sectors and offer unique points of view on a topic.

**Posters** are on display in Exhibit Hall B from Monday at 10:00 a.m. to Tuesday at 2:00 p.m. Presenters are available for questions and answers during the Poster Galleries on Monday (odd numbered posters) or Tuesday (even numbered posters) from 12:45 to 1:45 p.m.



The logo for AIR (American Institutes for Research) features the letters "AIR" in a bold, blue, sans-serif font. To the right of the AIR logo is the IPEDS logo, which consists of four vertical bars of increasing height in orange, yellow, green, and blue, followed by the acronym "IPEDS" in a bold, blue, sans-serif font.

**IPEDS Resources Available From AIR**  
[www.airweb.org/IPEDS](http://www.airweb.org/IPEDS)

AIR offers IPEDS training and information at no charge to participants through face-to-face workshops and online tutorials. Funding for this work comes from the National Center for Education Statistics (NCES).

**Questions?**  
Contact the AIR IPEDS Team: 850-385-4155 x202  
[ipedsworkshops@airweb.org](mailto:ipedsworkshops@airweb.org)

# Using the Forum Program Book

Session Topic Area—See page 10 for detailed descriptions

Session Room Number—All events are in Convention Center unless noted

Session ID is used for session evaluations

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

**AIR**

**Monday**

**10:30 AM-11:15 AM**

**Analysis**

**Timing is Everything: What We Can Learn from "Survey Procrastinators" – 1031**

**103B**

Are respondents who begin a survey earlier or later after an invitation different from those who begin earlier? Understanding "survey procrastination" is important for institutional researchers. If the research shows procrastinators are markedly different from those who do not procrastinate, our data may be impacted in unexpected ways or we may be prompted to think about employing different survey practices. In this session, two definitions of "survey procrastinating" are considered. The researcher applies the definitions to a data set and explores the differences across these two groups on critical variables.

**Presenters**  
Lauren Conoscenti, Tufts University

**Using Blackboard Outcomes for Assessment – 1338**

**204**

Blackboard Outcomes is a promising tool for assessment of student learning that decreases time devoted to non-value-added work for faculty members through technologically-aided sampling and evaluation of existing student work products. Ball State University has developed a template for assessment in several of its academic departments, two colleges, and in general education. A conceptual overview, demonstration of the tool, and discussion of lessons learned are provided.

**Presenters**  
William Knight, Ball State University

**What's Completion Got to Do With It? Implications of Student Course-Taking Behavior – 1705**

**202C**

In both California and nationwide, completion has emerged as the key measure of community college success. But what current success measures capture the positive impact that community colleges have on their students? Do we even know how our students are using institutions to achieve their goals? This session shares findings of a cluster analysis of the course-taking patterns of first-time California community college students, which reveals a gap between where our students are succeeding and the success measures that are commonly recognized, particularly when wage data are taken into account.

**Presenters**  
Terrence Willett, RP Group

**Concurrent Sessions**

**A Model-Based, Dashboard-Navigated Knowledge Bank for Information Retailing – 1023**

**204**

Technologies

Knowledge banks of strategic indicators can be designed to recycle and deliver insightful trends and patterns of information. They should also be designed for ease of use by a wide range of audiences including staff, faculty, and the Board of Trustees. The presenter has implemented interactive knowledge banks at two different community colleges in much different educational landscapes. He demos these web-based solutions to demonstrate faster navigation around the principles of information retailing - rather than data warehousing. A strong conceptual model can serve as a menu of information categories. Each category consists of a dashboard of related information. Surfing the knowledge bank creates a culture of information sharing and learning. Users can quickly navigate to anywhere within the document with only three clicks of the mouse, while at the same time, gain a sense of how all the pieces of the knowledge base fit together in telling the story of the college.

**Presenters**  
Jeffrey Cornett, Ivy Tech Community College-Central Indiana

**AIRUM Best Presentation: Linking Library Data and Student Success – 1979**

**104C (Promenade Ballroom)**

**Decision-Support**

Academic libraries, like other university departments, are increasingly asked to demonstrate their value to institutions. This study presents the results of analyses predicting the relationships between library usage and first-year students' retention, college experiences, and academic success at a large, public research university. Usage statistics were gathered across 13 different library access points and outcomes were derived institutionally (e.g., retention, grade point average) and aggregated through student surveys (e.g., academic engagement, scholarship activity).

**Presenters**  
Krista Sora, University of Minnesota-Twin Cities  
Shane Nackerud, University of Minnesota-Twin Cities

**Long Beach, CA**

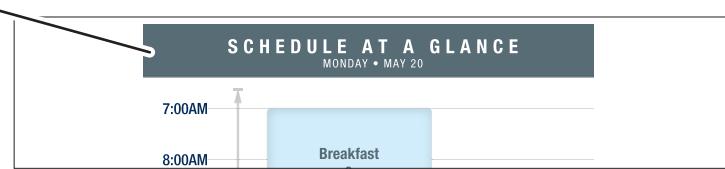
**31**

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

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

Tab denotes the day/event

Icons denote format of session



## Icon Key



AO Best Presentation Session



Scholarly Paper  
Download Available via MyForum



Community College Spotlight Session



Sponsor Session

## AIR Members,

The front cover of the Program Book is a metaphor for the Association for Institutional Research. AIR is “crowd sourced,” bringing the skills and knowledge of more than 4,000 members from 1,500 colleges and universities to bear on the difficult decisions facing higher education. The small print in the background is a sample of this year’s Forum session titles. (Can you find yours?) These concurrent sessions come from the professional experiences of AIR members and were selected through a peer review process.

The highlighted words call attention to some of the common issues that bind us together in this wonderful field of decision-support. The cover’s design, and the Forum itself, celebrate AIR’s long-standing tradition of sharing best practices and working together to find solutions and innovations that improve higher education around the world.

If you were at the 2012 Forum in New Orleans, this year’s theme may seem familiar. AIR embraced a two-year theme to “define and refine institutional research.” Given the rapid change in the higher education landscape, it is clear that new IR methods are required to meet the challenges of a more diverse student population, reductions in public financial support, and an ever-growing array of knowledge needed for life in the decades ahead. Whether under the heading big data, analytics, business intelligence, institutional effectiveness, or any other of the titles AIR members carry, IR remains the umbrella for data-informed and inspired decision making.

Sessions to build your skills in collecting, analyzing, and using data to support your employer’s mission are plentiful in this year’s Forum agenda. In fact, our attendance counts show that Forum participants rarely miss sessions, which is a testament to the value AIR members place on the professional development that takes place at our annual conference.

AIR members are “data people” in the highest and best sense of the term—skilled professionals who use evidence to dispel myths and are masters of the application of the scientific method to address messy, complex, real-world issues. But don’t discount the non-technical learning available at the conference. Forum participants often note their appreciation for being inspired, having flashes of insight, and snowballing ideas through which one thought adds to another to grow larger and larger as they are “rolled around” between members. My goal for every Forum participant is that the energy of learning, insight, and collegiality inspires you during our time together and carries you until we meet again.

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



Randy L. Swing  
AIR Executive Director

## 2013 AIR Forum Sponsors

### Diamond Sponsor

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**.:DigitalMeasures**

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### Gold Sponsors

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Sponsor descriptions can be found on pages 129–136.

# Saturday

Saturday

08:00 AM–04:00 PM

## Pre-Conference Workshops (additional fee)

### An Intensive Introduction to Data Mining in Institutional Research – 1883

*See Registration Desk*

In this workshop, participants will learn the basic foundations of data mining and address data mining's unique approach to data analysis from an institutional research perspective. Participants will learn about how to mix traditional institutional research tools with data mining, and field additional questions typically posed by novices. Participants will obtain these objectives by examining: institutional research data types, research questions and issues; data quality issues and data selection for data mining; data mining process; and data mining techniques and tools.

**Presenter(s)**

*Suttee Sujitparapitaya, San Jose State University  
Lin Chang, Colorado State University-Pueblo*

### Assessing Institutional Effectiveness: A Basic Toolbox – 1884

*See Registration Desk*

This workshop will examine a broad range of strategies, methodologies, and tools for assessing institutional effectiveness. The workshop will focus on measuring the effectiveness of institutional processes which affect prospective and current students, faculty, and staff; issues related to academic productivity and cost containment; administrative effectiveness; and tools for clearly communicating information about institutional effectiveness.

**Presenter(s)**

*Michael Middaugh, Higher Education Consultant*

### Excel Macros Boot Camp Parts I & II - From Basic Creation to Intermediate Programming – 1885

*See Registration Desk*

In this workshop, participants will learn how to set up, run and design Excel macros. This includes recording, running, editing, and using conditional logic and loop control statements. Participants will also learn overall design techniques as well as commands that cannot be recorded. A workbook with partial code examples and practice problems (completed during the workshop) will be provided. Prior

macro experience is not required, but participants should have a working knowledge of Excel.

**Presenter(s)**

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

12:30 PM–04:00 PM

## Pre-Conference Workshops (additional fee)

### Designing Effective Tables and Charts: Theory and Practice – 1886

*See Registration Desk*

Creating tables and charts is easy – all you need is software and some data. But designing them for maximum effectiveness is much more complicated. This workshop will present and demonstrate research-based best practices in the design of analytical tables and charts with a focus on clarity, comprehension, and communication. Participants will come away from the session with an understanding of what techniques work, what don't work and why. The workshop will include a combination of presentation, small group activities and discussion, and hands-on exercises. Participants are encouraged to bring their own content for evaluation and feedback.

**Presenter(s)**

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

### How to Evaluate Academic Support Programs – 1890

*See Registration Desk*

This workshop will guide participants through the process of planning, designing and implementing the evaluation of learning communities, advising, career services, tutoring, mentoring, or other support programs, using a logic model framework. Participants will then be able to confidently carry out the evaluation of academic support programs at their institutions at a reasonable cost and without the involvement of outside experts.

**Presenter(s)**

*Sharron Ronco, Marquette University*

**Introduction to Linear and Logistic Regression in SPSS – 1887***See Registration Desk*

This workshop builds upon participants' foundational knowledge in statistics and SPSS. In addition to a conceptual overview of the assumptions and principles of multiple linear regression and logistic regression the half-day workshop will offer some rules of thumb to consider when building regression models. A national dataset containing longitudinal information on college students will be provided.

**Presenter(s)**

*Kevin Eagan, University of California-Los Angeles  
Jessica Sharkness, Tufts University*

**IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness – Module 2 – 1891***See Registration Desk*

This workshop focuses on practical applications for using IPEDS data in an institutional effectiveness (accreditation) self-study. Participants will use enrollment data to create a benchmarking study, discuss specific research questions, and identify the types of comparison groups and key performance indicators that could address each. Participants will also learn how to extract and analyze data using the IPEDS Data Center. This module also presents useful techniques for effectively communicating data results to various constituencies.

**Presenter(s)**

*Kristina Cragg, Ashford University*

**S.O.S.: Student Outcomes Solutions for Program Assessment – 1888***See Registration Desk*

Participants will learn to lead groups in developing student learning outcomes and measures that will strengthen programs at their institutions. The workshop will include suggestions for working with faculty and student support personnel. It will highlight resources available to IR assessment practitioners. Learn how to guide faculty and staff in successful outcomes assessment at your institution!

**Presenter(s)**

*Paula Krist, University of San Diego*

**The Art and Science of Enrollment Forecasting – 1889***See Registration Desk*

This workshop will describe and demonstrate best practices in forecasting enrollment and FTES by academic level, residence, and location. Participants will be introduced to an Excel enrollment projection model (no sophisticated knowledge of complex statistical analysis tools needed) that can be adapted to institutions of any size, mission and complexity.

**Presenter(s)**

*Frank Doherty, James Madison University  
David Chase, James Madison University*

## SCHEDULE AT A GLANCE

Sunday

7:00AM

8:00AM

9:00AM

10:00AM

11:00AM

12:00PM

1:00PM

2:00PM

3:00PM

4:00PM

5:00PM

6:00PM

7:00PM

8:00PM

Pre-Conference Workshops  
& Seminar Registration

Forum Registration

Pre-Conference  
Workshops  
&  
Masters  
Seminars

Hot Topics,  
Community  
College  
Spotlight,  
& Concurrent  
Sessions

Dinner Groups

First Generation  
Documentary  
Screening

08:00 AM–11:30 AM

## Pre-Conference Workshops (additional fee)

### An Intensive Introduction to Business Intelligence and Analytics in Institutional Research – 1892

*See Registration Desk*

In spite of the increasing popularity of business intelligence (BI), BI means different things to different people. This workshop will provide an introduction to the basic foundations of business intelligence, decision support and predictive analytics in IR from a non-technical end-user perspective. Topics covered include BI tools (Ex: COGNOS, OBIEE), dashboards, scorecards, advanced and predictive analytics (Ex: SPSS, SAS). The presentation will also include tips and techniques for choosing the more appropriate BI and analytics tools to work with data from various ERP systems.

**Presenter(s)**

*Thulasi Kumar, Missouri University of Science and Technology  
Tom Bohannon, SAS Institute, Inc.*

### Dashboards in Excel: An Introduction – 1894

*See Registration Desk*

Participants will learn about various types of dashboards, how to create dashboards with high-quality graphs in Excel 2010/2007 and how to customize output to highlight the data's meaning. Topics covered will include creating and formatting charts for time-series, ranking, part-to-whole, deviation, and nominal comparison relationships.

**Presenter(s)**

*Craig Abbey, University at Buffalo*

### Fundamentals of Logic Models and Evaluation – 1895

*See Registration Desk*

This workshop will outline key concepts and effective tools to design, review and/or implement logic models with step-by-step suggestions on how to advance your logic models and evaluation plans. Participants will also learn how logic modeling can be used as a tool to describe intervention strategies and learn how to develop evaluation questions as part of sound evaluation plans.

**Presenter(s)**

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

### Introduction to Statistics Using R with R-Commander – 1893

*See Registration Desk*

Participants will learn how to run descriptive and inferential statistics using the R statistical programming environment including the basic R environment, loading and managing files, loading statistical packages from various servers and working with the R-commander GUI. Topics covered include how to produce descriptive statistics; basic inferential statistics such as Z-test and t-tests; test for group differences (i.e., t-tests, ANOVA); correlation; regression; basic graphics; and model evaluation.

**Presenter(s)**

*Dan Butorovich, Cochise College*

08:00 AM–3:45 PM

## Pre-Conference Workshop (additional fee)

### Data Mining: Clustering Techniques and Predictive Modeling – 1899

*See Registration Desk*

This workshop provides a full-day of hands-on training on both clustering techniques and predictive modeling skills using a live mock admissions and registration database. Participants will learn about and apply advanced data mining analysis and modeling techniques including comparing traditional statistics and data mining, concepts in segmentation; use of data mining, techniques in higher education, and advanced data-mining applications. Participants will learn how to acquire data from a transactional data warehouse, prepare data into an analytical file format, conduct a data audit and visualization, use TwoStep and K-means clustering nodes, and use Neural Net and C&RT predictive modeling nodes.

**Presenter(s)**

*Sutee Sujitparapitaya, San Jose State University  
Lin Chang, Colorado State University-Pueblo*

09:00 AM–11:15 AM

**Pre-Conference Masters Seminar** (additional fee)**Research Design, Statistics and the Practice of Institutional Research: Comparing Group Mean Differences – 1896***See Registration Desk*

This Masters Seminar will discuss the link between research design and statistics. More specifically, the seminar 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-test and Analysis of Variance (ANOVA). The seminar will explore the theory behind these statistics and the appropriate link to practical applications within the field of Institutional Research. The goal of this session is to empower participants to make informed decisions about group mean comparisons.

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

12:15 PM–02:30 PM

**Pre-Conference Masters Seminars** (additional fee)**A Few More Than 7 Principles of Good Practice in Assessment – 1897***See Registration Desk*

An assessment pioneer reflects on three decades of experience in assessing student learning and institutional effectiveness—from convincing colleagues to engage, to selecting assessment methods, to using findings to guide improvements (closing the loop). The seminar will explore the use of (or folly of using) standardized tests to compare the quality of institutions, but the focus will be on obtaining actionable data from embedded assessments, ePortfolios, surveys, and archival data.

**Presenter(s)***Trudy Banta, Indiana University-Purdue University Indianapolis***National Surveys: Pros and Cons and How to Know the Difference – 1898***See Registration Desk*

Surveys are an essential component of the IR toolbox. This Masters Seminar will discuss the pros and cons of using national surveys, including when to use a national survey versus a local survey, which surveys address which topics, and how to most effectively communicate results at your institution. The seminar will also examine the limitations of national surveys and recent criticisms that have been leveled at the enterprise and why not all national surveys are created equal.

**Presenter(s)***John Pryor, UCLA*

12:15 PM–03:45 PM

**Pre-Conference Workshops** (additional fee)**Dashboards in Excel: Advanced – 1902***See Registration Desk*

In this workshop, participants will learn how to dynamically update visual displays of data for dashboards including updating the functionality of graphs using the OFFSET function in Excel and how to use combo boxes to display data on multiple reporting units. Participants will also learn how to create traffic light indicators and how to automatically change the number of graphed data points.

**Presenter(s)***Craig Abbey, University at Buffalo***Improving Student Success: A Closer look at a Successful Institutional Change model – 1900***See Registration Desk*

This workshop will take the topic of improving student retention and success beyond simply reporting data on student retention. Workshop participants will draft the outline of a plan for rolling out data and information and preparing a student success intervention plan for their institution. Participants will define key milestone metrics associated with their institution's students' progression and explore key diagnostic methods for identifying barriers to retention and success.

**Presenter(s)***Jan Lyddon, Organizational Effectiveness Consultants**Bruce McComb, Organizational Effectiveness Consultants*

**Innovative Approaches to Qualitative Research – 1903***See Registration Desk*

This workshop will cover innovative practices in applying qualitative research methods to the study of higher education constituents/audiences. The workshop will cover qualitative research methods that reach more traditional constituents, including prospective and admitted students as well as current and graduating students, and also demonstrate how new methods in qualitative research can be used to gain insight into non-traditional populations.

**Presenter(s)**

*Bill Hayward, Huron Consulting Group  
Rachelle Brooks, Huron Consulting Group  
Megan Adams, Huron Consulting Group*

**IR Office Management Fundamentals: Productivity and Performance Tools – 1901***See Registration Desk*

Using a case study approach, hands-on exercises and facilitated group discussion, this workshop will focus on three best practice techniques—the functional audit, the activities inventory, and business process redesign—to assess and improve IR office work flow, productivity and performance. Participants will learn to balance competing priorities and to set measurable, realistic and achievable goals.

**Presenter(s)**

*Mary Lelik, University of Illinois at Chicago*

**S U N D A Y   S H O W C A S E**

1:30PM

**HOT TOPICS**

Defining IR: Identifying Tasks and Establishing a Baseline

2:30PM

IPEDS Updates for 2013-14 Data Collection and Beyond

3:30PM

The Gates Foundation's Postsecondary Success Strategy

4:30PM

⋮

7:30PM

**COMMUNITY COLLEGE SPOTLIGHT OPENS**

Community College IR Practitioners: From Number Crunchers to Change Agents

Lessons Learned in Community College IR

Pathways w/ a Student-Centered Approach

Joining Wage Data and Student Records

What Students Say They Need to Succeed

Community College Spotlight Continues Monday - Wednesday

**INTERNATIONAL IR CAUCUS****CONCURRENT SESSIONS BEGIN****FIRST GENERATION DOCUMENTARY SCREENING**

(Additional fee required - proceeds benefit AIR scholarship fund)

**Icon Key**

AO Best Presentation Session



Community College Spotlight Session

Scholarly Paper  
Download Available via MyForum

Sponsor Session

**01:30 PM–02:30 PM****Hot Topic****Defining IR: Identifying Work Tasks, Describing the Field, and Establishing Baseline Comparisons – 1948***104A (Promenade Ballroom)*

In an era of tight financial resources and increasing demands for IR studies, AIR members benefit from benchmarks about the various roles and tasks of IR at peer institutions. One step in the two-year focus on defining IR is to identify the tasks involved in the work of IR. This session includes presentation of a draft typology of IR positions and work tasks developed through an analysis of job descriptions and position announcements contributed by AIR members. Ultimately the work will be used by AIR members for office planning, resource comparisons, internal program review, and the formation of positions descriptions. Feedback will be sought from attendees on potential future products related to this work.

**Presenter(s)***Fred Lillbridge, Doña Ana Community College*

action. The panelists encourage IR practitioners to continue to focus on data skills, ethics, and traditional IR methodologies while also serving as change agents and creating meaningful campus conversations. To that end, the panelists will share insights and examples of how you can position yourself as a change agent and engage a broader group of people on your campus in using data to inform decisions.

**Presenter(s)***Kendall Guthrie, Bill & Melinda Gates Foundation**John Hetts, Long Beach City College**Robert Johnstone, The RP Group**Patrick Perry, California Community Colleges Chancellor's Office**Rigoberto Rincones Gomez, Broward College***02:45 PM–03:45 PM****Hot Topic****IPEDS Updates for the 2013-2014 Data Collection and Beyond – 1953***104A (Promenade Ballroom)*

This session includes a general update on the Integrated Postsecondary Education Data System (IPEDS) and a review of the 2012-2013 data collection year, an overview of changes for the upcoming 2013-2014 data collection, and requested changes submitted to the Office of Management and Budget for collection years beyond 2013-2014. An abbreviated version of this session will be offered on Wednesday.

**Presenter(s)***Jessica Shedd, National Center for Education Statistics***01:30 PM–02:45 PM****Community College Spotlight Opening Session****Community College IR Practitioners: From Number Crunchers to Change Agents – 1955***104B (Promenade Ballroom)*

A frequent criticism of institutional researchers is that our data and analysis are not used or that we only provide the data rather than recommendations for

03:00 PM–03:45 PM

## Concurrent Sessions

### Alternate Measures of Student Success: Where Are We Now? – 1232

201B                          Assessment

Higher education's primary reason for existence is to assist every student we serve to acquire the advanced knowledge needed to achieve their personal goals. Degree attainment alone does not represent the learning progress of today's students. Nationally, several initiatives have been developed by institutions, associations, and other organizations in response to the limitations of traditional graduate and retention metrics. This session highlights one such model: the Student Learning Progress Model (SLPM). Following a successful national beta test, this session takes a look at the successes, lessons learned, and next steps for the model in the context of other national initiatives.

**Presenter(s)**

Mary Ann Coughlin, Springfield College  
Gary Rice, Model Designer

### An Intersectional Analysis of the Female Postsecondary Advantage: Gender, Race, and College Selectivity – 1932

204                          Analysis

Female college enrollment has increased, and women have outnumbered men on college campuses since the beginning of late 1980s. The proportion of both men and women enrolling in college has increased over the years, but the increase for women has been much more substantial. The college enrollment rate for males increased by 36% between 1999 and 2009, but the rate increased substantially for women—63%. The size of the gender gap also varies among racial/ethnic groups and these differences suggest different causal factors may be at work. We do not know yet what might explain the combined effects of gender and race in college enrollment considering college selectivity. Utilizing the Education Longitudinal Study of 2002 (ELS:2002), this research identifies and analyzes the underlying mechanism that produces gendered and racialized outcomes in various college enrollment.

**Presenter(s)**

Gokhan Savas, Syracuse University

### Building a Longitudinal Database to Measure Student Performances – 1211

203C

Analysis

This presentation demonstrates the processes of building a longitudinal database. The considerations involved in database design and construction are explained, including primary data attributes, and the strengths, limitations, and possible issues associated with longitudinal databases. We illustrate one study that uses this type of database for decision making. Two institutions experienced similar challenges and successes when student performance was examined in different studies. The presenters also share their unique experiences in learning through the organization (Borden, 2004).

**Presenter(s)**

Li-Shyung Hwang, Georgia Gwinnett College  
Huiming Wang, Texas A&M University

### Creating a Web-Based Performance Dashboard for Institutional Accountability – 1396

202A                          Technologies

What do you do when your president says, "I want a way to track our progress on the long-range plan using 15 items or less"? You create a web-based Key Performance Indicator (KPI) dashboard, of course! In a climate in which accountability and transparency are important for any educational institution, it is critical to provide key pieces of information for upper administration, the governing board, and the public. This presentation describes how Missouri State University met this challenge through the development of a KPI dashboard. Discussion includes determining which 15 items to incorporate in the dashboard, preparing information for presentation, and creating a consistent, user-friendly navigation of data tables and charts using an open-source web application framework (GRAILS) which complements Java Web development. Discussion applies to anyone interested in designing a web-based display of key information. Attendees will have the option to request our scripts which are available for sharing on an as-is basis.

**Presenter(s)**

Katherine Coy, Missouri State University  
Annette Miller-Gartin, Missouri State University

03:00 PM–04:00 PM

Sunday

03:00 PM–04:00 PM

## Community College Spotlight

### Completion by Design: Building Pathways with a Student-Centered Approach – 1709

104C (Promenade Ballroom)

 Drawing from work done by The RP Group on the Completion by Design initiative, this session explores fundamental questions about student success within the framework of a completion agenda. A critical element in this initiative is to strengthen the capacity of practitioners (e.g. faculty, student services professionals, administrators, institutional researchers) to access, examine, and discuss student-centered data and findings. To that end, we share a framework to better understand students' abilities to navigate existing pathways, a set of analyses developed by the Community College Research Center that emphasizes student pathways through college, and a set of eight principles of redesign that can strengthen student pathways to completion. Attendees gain insights and tips on how to support student- and data-centered conversations about improving success.

#### Presenter(s)

*Robert Johnstone, The RP Group  
Priyadarshini Chplot, The RP Group*

### Looking in the Rearview Mirror: Lessons Learned in Community College IR – 1318

104B (Promenade Ballroom)

 Four well-seasoned institutional research veterans discuss hard-learned lessons with each other and participants at this session. They have a combined 90-plus years of experience in community colleges. This session is targeted to new researchers just entering the profession and those who have just begun their first directorships. Participants enhance their understandings of local, state, and national requirements and public expectations for information, learn 'lessons from the trenches', and have opportunities to seek advice about career development.

#### Presenter(s)

*Fred Lillbridge, Doña Ana Community College  
Trudy Bers, Oakton Community College  
Jeffrey Seybert, National Higher Education Benchmarking Institute  
Richard Voorhees, Voorhees Group LLC*

03:00 PM–05:00 PM

## Special Event

### International IR Caucus – 1951

103C

Join AIR members to learn from and network with IR practitioners from the U.S. and around the globe. The International IR Caucus will focus on global trends and challenges facing IR professionals, higher education systems, data quality, and other driving issues. Small group discussions will allow attendees to make meaningful connections with colleagues from around the world.

#### Convenor

*Jennifer Brown, University of Massachusetts – Boston*

04:00 PM–04:45 PM

## Concurrent Sessions

### Admitting College Ready Students: Beyond GPA to Ensure Postsecondary Success – 1386

204

*Decision-Support*

Student retention remains a key institutional measure of success. However, students are routinely entering postsecondary education in need of remediation and are not prepared for the rigor of postsecondary studies. This study aims to codify the salient factors associated with college readiness and hopes to provide postsecondary administrations with the information needed to develop holistic admission-based policies and continue the conversations regarding articulation between secondary and postsecondary institutions.

#### Presenter(s)

*Dennis Kramer, University of Georgia*

### Development of an Outcomes-Based State Funding Formula – 1146

202A

*Reporting*

Many states use funding formulas to allocate funding to public higher education institutions, and more and more states are basing their formulas on outcomes rather than inputs. New Mexico is in the middle of a process to revise its formula from a traditional input-based model to one based on institutional outcomes. Attendees learn about some of the issues that

are encountered when reporting measures are converted to funding measures and about types of political issues that are encountered in such a process. The presenter has significant experience with the New Mexico funding formula, including varied roles, responsibilities, and perspectives.

**Presenter(s)**

*Mark Chisholm*, University of New Mexico and New Mexico Higher Education Department

**Effect of Student Participation in Study Abroad on Persistence, Degree Attainment, and Time-to-Degree – 1962**

201A

Analysis



This presentation concerns a study that sought to understand the effect of student participation in study abroad on persistence, degree attainment, and time-to-degree. A hierarchical regression analysis procedure was used to assess the predictive effect of participation in study abroad on persistence degree attainment, and time-to-degree of undergraduate students, using the Beginning Postsecondary Students Longitudinal Study and the Baccalaureate and Beyond Longitudinal Study maintained by the National Center for Education Statistics. The presentation includes the specific effect and the directionality of the effects of participation in study abroad on student persistence, degree attainment, and time-to-degree.

**Presenter(s)**

*Emmanuel Jean Francois*, University of Wisconsin-Oshkosh  
*Jennifer Homa*, University of Wisconsin-Oshkosh

**Factors and Practices that Influence Students' Upward Transfer to Bachelor's Degree Programs – 1942**

202C

Analysis

Multi-level regression results report on the relative influence of key student, community college, and state policy factors that increase or reduce students' 2/4 transfer probability. Case studies report themes and illustrative examples of promising policies and practices and of how leaders make decisions about their implementation strategies to improve students' upward transfer. They also report on how leaders decide to amend or initiate new strategies related to transfer/articulation to baccalaureate-granting institutions or programs. This research also informs how state systems of support and policies boost or constrain public two-year colleges' efforts to improve 2/4 access and success, particularly for low-income, first generation, or under-represented minority students.

**Presenter(s)**

*Robin LaSota*, University of Washington-Seattle Campus

**Helping or Hindering? How Loans Impact Persistence Among Community College Students – 1950**

203B

Analysis

More community college students are turning to loans to finance higher education. This study used data from the Beginning Postsecondary Student Study (BPS:04/09) and propensity score matching techniques to examine how loans impact persistence for associate's degree-seeking community college students. Borrowing in the first year of college was not a predictor of persistence at the end of year one, but had a negative effect on persistence measured at two and three years after initial enrollment. Findings can be used to inform public policy and institutional decisions regarding the utility of loan borrowing among community college students.

**Presenter(s)**

*Lyle McKinney*, University of Houston

**Pushing the Data Down and Out – 1290**

201B

Technologies

This session presents best practices for disseminating data to those in ideal positions to use data to benefit students and programs. We discuss the advantages of a multi-faceted approach consisting of (1) developing new reporting "products", (2) organizing data into tiers, (3) creating a new IR website to highlight these products and tiers, and (4) talking directly to those "in the trenches" about their data needs. Suggestions are made for reorganizing data into tiers based on whether the data are (1) critical to current year operations and strategic goals, (2) important to ongoing operations and programs, (3) useful to conducting unit-level self-studies and program reviews, and (4) helpful in observing general, comparative, and historical trends.

**Presenter(s)**

*Elizabeth Rider*, Elizabethtown College

**Unique IR Tools for Educating Your Community – 1688**

203C

Operations

Too often institutional research professionals remain behind the scenes. Since the profession relies on inter-institutional cooperation, it is important to brand yourself as a reliable, magnetic, and thought-provoking resource. This session shows a few ways to give back to the institution by communicating IR data in fun, factual ways while building a culture that appreciates data. Topics include non-traditional fact books, IMPACT statements, disseminating data for major institutional initiatives, our eminently successful weekly data

communications, and other fun activities around institutional data (seriously!) Discussion is encouraged.

**Presenter(s)**

*Donald Femino, Endicott College*

*Peter Hart, Endicott College*

*Gregory LaPointe, University of Maine at Augusta*

learning, performance measures, and research and advocacy will also be discussed.

**Presenter(s)**

*Elise Miller, The Bill & Melinda Gates Foundation*

*Kendall Guthrie, The Bill & Melinda Gates Foundation*

### **Why We Get Around: A Mixed Methods Understanding of Student Mobility – 1508**

202B

Analysis

Various forms of enrollment mobility may commonly be measured in institutional research singularly as attrition, particularly when assessment and enrollment data are limited to a single institution. This session presents mixed methods findings concerning college student enrollment mobility across multiple broad access institutions to present a more nuanced understanding of attrition and student retention. Data derive from the Diverse Learning Environments (DLE) project housed at UCLA's Higher Education Research Institute (HERI), and focus on results from the DLE survey now available nationally. Participants gain familiarity with the DLE survey items designed to measure various forms of mobility for students at a single site, and students' reasons for continuous and discontinuous attendance.

**Presenter(s)**

*Chelsea Guillermo-Wann, University of California-Los Angeles*

*Cynthia Alvarez, University of California-Los Angeles*

*Sylvia Hurtado, University of California-Los Angeles*

04:15 PM–05:00 PM

### **Community College Spotlight**

#### **Completers and Wage Progression: Joining Wage Data and Student Records – 1447**

104C (Promenade Ballroom)



In recent years, several statewide community college systems in the U.S. have developed methods to publish wage data by type of awards and disciplines. The common technique is to link students' records with state unemployment insurance (UI) wage data. As the largest community college system, California has a similar project that develops a method to track wage gains for a cohort of completers in a given academic year. We also used a second method with which we longitudinally track student progress in terms of starting wages before and after receipt of awards. Both methodologies represent significant steps for California, one of the many states that had not been able to join higher education wage data to state wage data in a robust way. Either methodology could serve as a template for colleges or systems in other states interested in examining completers' earnings by demographic characteristics and discipline.

**Presenter(s)**

*Ryan Fuller, California Community Colleges Chancellor's Office*

*Patrick Perry, California Community Colleges Chancellor's Office*

04:00 PM–05:00 PM

### **Hot Topic**

#### **The Bill and Melinda Gates Foundation's Postsecondary Success Strategy – 1954**

104A (Promenade Ballroom)

Staff from the Bill and Melinda Gates Foundation discuss the Foundation's Postsecondary Education Success strategy as updated in 2012, and review the focus areas necessary to achieve that strategy. The Foundation is working to help build on the best of practitioner knowledge, available research, and analogous experiences in related sectors to ensure all students have the opportunity to receive a high-quality education. The strategy also includes a rigorous evaluation of solutions in real-world settings, placing as much importance on effective implementation as on student outcomes. The Foundation's investment in college readiness, personalized

#### **Student Support (Re)defined: What Students Say They Need To Succeed – 1710**

104B (Promenade Ballroom)



In an environment of extreme scarcity, how can support be structured both inside and outside of the classroom to improve success for all students, and in particular for African Americans and Latinos? Come learn about what nearly 900 students at 13 California community colleges had to say about what helps them stay connected, engaged, directed, focused, nurtured, and valued. We provide an overview of support approaches and activities that students reported as most important to their completion and retention while highlighting supports that can be integrated into students' daily experiences and/or the overall curriculum. This session offers opportunities for you to explore how to

apply what we have learned to how supports are offered and structured at your own institution.

**Presenter(s)**

Darla Cooper, The RP Group  
Terrence Willett, The RP Group

07:15 PM–09:45 PM

05:00 PM–06:00 PM

Special Event

**Graduate Student Gathering – 2071**

203C

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

Special Event

(additional fee)

**Documentary Screening: First Generation – 1882**

*Grand Ballroom*

\$18 per ticket; not included in Forum registration

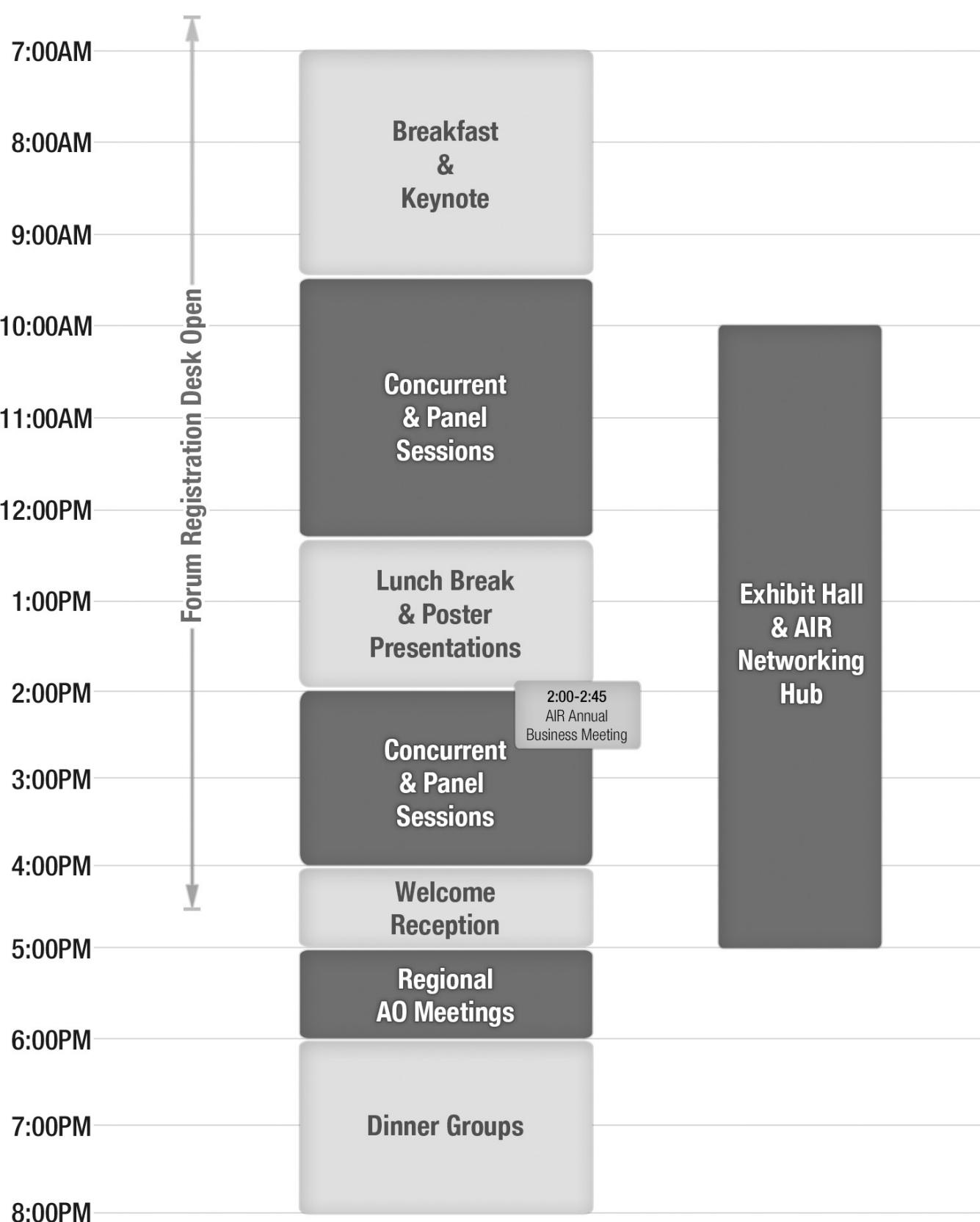
Narrated by Golden Globe nominee Blair Underwood, First Generation tells the story of four high school students - an inner city athlete, a small town waitress, a Samoan warrior dancer, and the daughter of migrant field workers - who set out to break the cycle of poverty and bring hope to their families and communities by pursuing a college education. Shot over the course of three years and featuring some of our nation's top educational experts (Richard Kahlenberg, The Century Foundation; J.B. Schramm, College Summit; Dr. Bill Tierney, University of Southern California), this 95-minute documentary explores the problem of college access faced by first generation and low-income students and how their success has major implications for the future of our nation. Q&A discussion with cast and filmmakers follows screening.

Sunday



## SCHEDULE AT A GLANCE

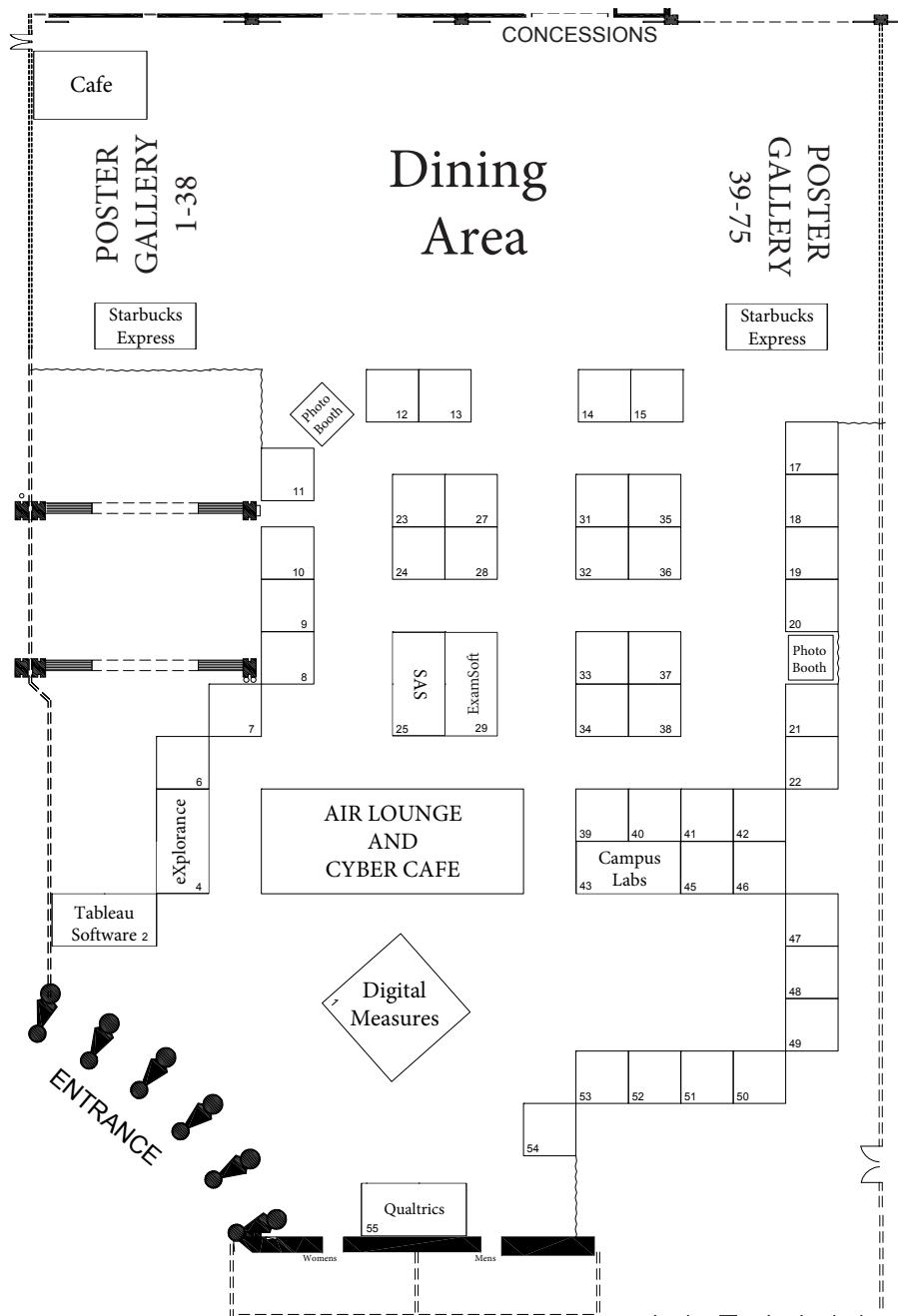
Monday



## Exhibit Hall Floor Plan (Hall B)

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Academic Analytics, LLC . . . . .	13
AIR Data & Decisions® Academy . . . . .	42
Campus Labs . . . . .	43
Chalk & Wire . . . . .	6
CollegeNET, Inc. . . . .	11
Collegiate Learning Assessment (CLA) . . . . .	27
Concord USA, Inc. . . . .	24
Data 180 . . . . .	35
Digital Measures . . . . .	1
EBI MAP-Works . . . . .	51
Educational Testing Service (ETS) . . . . .	45
EvaluationKIT . . . . .	12
Evisions, Inc. . . . .	54
ExamSoft Worldwide, Inc. . . . .	29
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Gravic – Remark Products Group . . . . .	40
Higher Education Research Institute (HERI) . . . . .	37
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IBM Business Analytics . . . . .	31
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Rcampus . . . . .	17
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Company Name . . . . .	Booth Number	Company Name . . . . .	Booth Number
SmartEvals . . . . .	49	Thomson Reuters . . . . .	34
Strategic Planning Online, LLC . . . . .	41	Tk20, Inc. . . . .	36
Tableau Software . . . . .	2	U.S. News & World Report . . . . .	48
Taskstream . . . . .	8	WEAVE . . . . .	14
The College Board . . . . .	10	ZogoTech . . . . .	7
The IDEA Center. . . . .	22		

07:00 AM–08:00 AM

Monday

7:00 AM–8:15 AM / 09:30 AM–10:15 AM

## Icon Key



AO Best Presentation Session



Community College Spotlight Session



Scholarly Paper  
Download Available via MyForum



Sponsor Session

07:00 AM–08:00 AM

## Breakfast Opportunities

### Forum Attendee Breakfast

*Grand Ballroom*

Buffet line closes promptly at 8:00 a.m.

### @First Forum: Newcomers to Forum Breakfast Gathering

*Grand Ballroom*

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

08:00 AM–09:20 AM

## Welcome and Monday Keynote

### Board Welcome

*Grand Ballroom*

The official Forum welcome conducted by the AIR Board of Directors includes acknowledgement of member volunteers, announcement of the AIR Outstanding Service Award and

Sidney Suslow Award winners, and introduction of our keynote speaker.

#### Convenor

*Julie Carpenter-Hubin, The Ohio State University*

### Keynote: The Role of Institutional Research in a Time of Major Disruption – 2035

*Grand Ballroom*

We are in a time of dramatic change—unsustainable business models in public and private higher education, innovative providers like MOOCs and StraighterLine, and almost daily criticisms of both higher education and accreditation in the State of the Union address and in the media. Based on his role as president of a regional accrediting commission and participant in many policy discussions, Ralph Wolff reviews the impact of these changes on institutions and accrediting agencies, and presents the challenges and opportunities they present for institutional researchers. He discusses the need for not only new metrics, but a new role for IR in all institutions.



#### Speaker

*Ralph A. Wolff, President, Senior College Commission, Western Association of Schools and Colleges*

09:30 AM–10:15 AM

## Concurrent Sessions

### An Inquiry of Factors Affecting Black Male College Success – 1070

201A

*Decision-Support*

Data obtained from this research on the growing problem of low Black male student enrollment and success assists institutional support services and systems with new

knowledge and insights into the phenomenon of Black male college attendance and success. IR departments can assist their institutions in implementing policies and self-studies that help this underserved population achieve academic success on their campuses.

**Presenter(s)**

Aaron Patawaran, Chicago State University  
 Latrice Eggleston, Chicago State University  
 Resche Hines, Chicago State University

### Assessing Student Learning Online: Two Institutional Approaches – 1333

203B Assessment

This session describes two institutional approaches to assessing student learning using web-based techniques. The first part of the session describes common benefits and challenges of assessing student learning in an online environment. The second part of the session is an in-depth look at each institution's efforts to assess student learning online, including the development and rollout of these efforts, learning management systems, faculty development and training, and use of assessment data to foster scholarship of teaching and learning (SoTL) projects.

**Presenter(s)**

Shannon Milligan, Loyola University Chicago  
 Andre Foisy, Columbia College Chicago

### Benefits of the Earned Doctorate: Equal for All? – 1944

104B (Promenade Ballroom) Analysis

 The doctorate degree holds an esteemed place in society, largely because doctoral degree recipients are the knowledge producers and hold high-ranking positions in many employment sectors. However, we know little about doctorate degree earners and their career trajectories. Using 1998-2008 data from the NSF Survey of Doctorate Recipients, this study examines the individual economic benefits that accrue for 12,100 doctoral degree recipients from the time of degree receipt (1998-99) to a decade beyond (2007-2008) and how those benefits differ by gender, race, discipline, and type of institution from which degrees were received. Implications for policy and practice are discussed.

**Presenter(s)**

Karen Webber, University of Georgia

### Can We Be All Things to All People? Balancing Metrics for Campus Decisions – 1119

104A (Promenade Ballroom) Decision-Support

Is there truth in the old maxim that we cannot be all things to all people? How does a campus decide which things and which people to prioritize? This presentation uses four sets

of metrics that are varied in their focuses and structures to examine ways in which disparate measures can be considered together to better understand the interactions on prioritizing campus goals. The metrics considered in this presentation are: AASHE STARS, NCES IPEDS student success data, U.S. News and World Report university rankings, and Times Higher Education World University Rankings.

**Presenter(s)**

Gina Johnson, University of Denver

### Comparability of Inter-Institutional Tuition and Required Fees Data – 1679

102B Analysis

Inter-institutional comparisons are used increasingly by university administrators to inform strategic planning and decision making. The expanding role of comparative indicators (e.g., tuition and required fees) in determining substantive policy necessitates greater emphasis on the collection of reliable and meaningful data. This presentation introduces a project to consolidate existing efforts to collect tuition and required fees data, standardize inter-group definitions, and systematically report differences between institutions in the specific configuration of tuition and fees.

**Presenter(s)**

Kathryn Felts, University of Missouri Columbia

### Data Geek to Storyteller: Gaining Consensus Through Storytelling – 1249

103A Operations

Once upon a time, IR professionals used computers to compile pages of reports. Now, we are asked to present data to a variety of audiences in a variety of settings. Our goal is to develop compelling, engaging presentations that prompt thoughtful attention, and even action. Storytellers have long engaged in this process, and their theories can help us. This session highlights key storytelling elements, relates them to IR, and provides concrete examples of how to combine the elements into a cohesive IR story, increasing your odds of a happy ending.

**Presenter(s)**

Matthew Hendrickson, Northeastern University  
 Sherry Woosley, Educational Benchmarking (EBI)

### Dispositions, Intentions, and Choice in the Transition to Higher Education – 1341

203C Analysis

 What factors influence high school students to choose public vs. private institutions or 4-year, 2-year, or less-than-2-year institutions in the U.S.? Are students likely to match college intentions and actual

participation within two years of high school graduation? How important are students' dispositions, beliefs, and attitudes in the college choice process? This study is based on the Education Longitudinal Survey of 2002 and takes advantage of the longitudinal nature of the data. The conceptual framework of the study is the Theory of Planned Behavior developed by Ajzen in the mid 1980s and recently reformulated by Fishbein and Ajzen. Use of multivariate statistics such as correspondence analysis and multinomial logistic regressions allows for the portrayal of the extent to which college intentions and actual educational behaviors are matched, and serves as the basis for discussion on how this might affect college access, choice, and retention policies.

**Presenter(s)**

Maria Adamuti-Trache, University of Texas at Arlington

**Engaging Students: Developing and Measuring Guiding Principles for Learning – 1623**

103C

Assessment

In an effort to begin changing campus culture, faculty, administrators, and students from a small, comprehensive undergraduate university participated in a two-year project to develop and measure key principles and activities that engage students in deeper learning. The institutional research team was tasked with the measurement and benchmarking of current student learning activities, opinions, and time usage. This presentation shares results from this study, helps participants learn about developing a set of guiding principles for deeper student learning, and analyzes students' predicted versus actual time usage.

**Presenter(s)**

Paul Freebairn, Brigham Young University Hawaii  
 Chad Compton, Brigham Young University Hawaii  
 Sela Unga, Brigham Young University Hawaii  
 Ronald Miller, Brigham Young University Hawaii  
 Talaileva Fa'apoi, Brigham Young University Hawaii  
 Lou Hue, Brigham Young University Hawaii

**Examining the Effects of Racial/Ethnic Classifications on Campus Outcomes – 1587**

202A

Decision-Support

This session considers how data on race/ethnicity are collected and utilized at our institutions of higher education. Attendees are pushed to think more critically about how their institutions collect racial/ethnic data, and how that information is used in campus decision making. Student data are presented to illustrate how variation in data reporting produces different results when considering student outcomes. Both aggregated and disaggregated versions of racial/ethnic categories are compared side-by-side on the same outcome to demonstrate how the way you look at your data skews your results.

**Presenter(s)**

Lucy Arellano, University of Hawai'i at Mānoa

**Expanding Your IR Knowledge and Skills: AIR's Data & Decisions Academy® – 1136**

203A

Operations



Where did you learn to perform institutional research work? Every institution needs this function, but no academic programs and few graduate certificate programs qualify professionals. Because of this lack of access, AIR developed the Data and Decisions Academy, a series of online, self-paced courses designed for community college IR professionals. In this presentation, an AIR representative discusses the Academy courses and proves a summary of program and course evaluations, and an IR professional discusses his participation in two courses and the impact of that training on his work.

**Presenter(s)**

Brian Hayden, Community College of Beaver County  
 Darlena Jones, EBI MAP-Works, LLC  
 Eric Godin, Association for Institutional Research (AIR)

**Framing Success: Using Surveys, Feedback, Data, and Interventions – 1381**

202B

Analysis



A large majority of the community college population is academically at-risk, but predictive models of student success based on traditional measures rarely provide more guidance than to improve the delivery of developmental education for these students. This session explores an expanded model that incorporates multiple non-cognitive and skill assessments with traditional demographic and academic measures. This project is designed to identify where the most effective use of resources may make the most difference within the academically at-risk population. The presentation demonstrates how information about student expectations, locus of control, technical knowledge, and proficiency are being used at one community college to develop student profiles and corresponding intervention strategies. Creative analytics provides student information and profiles to faculty and staff for immediate "real-time" student success course redirection, larger curriculum redesign, and program advising.

**Presenter(s)**

Jeffrey Smith, Ivy Tech Community College-Northeast  
 Maureen Pylman, University of Wisconsin-Milwaukee

**Laying the Tracks of Sustainable Assessment (Institutional Effectiveness) – 1192**

101B

Assessment

Although expectations of accountability have increased exponentially, a "culture of assessment" is still lacking among many institutions. Absence of ingrained assessment results from the lack of a sustainable assessment system. Without a strong foundation for growth, assessment of value will not

evolve, and an institution's effectiveness is questionable. Therefore, it is essential to build a robust assessment plan. This presentation provides the components for a strong foundation of sustainable assessment/institutional effectiveness through: (1) providing the tools to audit current assessment; (2) outlining aspects of a sustainable assessment plan; (3) sharing best practices in educating the institutional community and marketing to them; (4) discussing the importance of networking; and (5) communicating best practices to avoid common pitfalls of assessment/institutional effectiveness. Participants acquire knowledge to build sustainable assessment systems.

**Presenter(s)**

*Lisa Cobb, Cumberland University*

**Measuring Costs and Efficiency of Community College Student Pathways – 1276**

101A

*Decision-Support*

 Community colleges are under pressure to increase completion rates. As outcomes improve, costs increase as more students take more courses. Revenue also increases, but perhaps not enough to cover the added costs of serving more students. Colleges need to know the financial implications of strategies that improve completion. This session presents a methodology for measuring costs and revenues of completion-focused reforms, with emphasis on the efficiency effects of such reforms. We demonstrate how colleges can estimate costs of academic and vocational programs and describe a simulation method that estimates how reforms affect costs and efficiency metrics.

**Presenter(s)**

*Peter Crosta, Community College Research Center  
Terri Manning, Central Piedmont Community College*

**PACAIR Best Presentation: A Longitudinal Study of Learning in a General Education Program – 1983**104C (*Promenade Ballroom*)*Assessment*

 The University of Hawai'i at Mānoa (UHM) conducts program-level assessment of student learning to improve its programs and meet accreditation requirements. To assess core competencies and experiences in the general education program, the UHM Assessment Office began a 6-year longitudinal study in 2010. The presenter describes the purpose, methods, challenges, and select results from the first two years of the study. The students in the study complete online surveys, focus groups, and submit coursework. The survey and focus group questions ask what they are learning, how much they are learning, and what helps and hinders learning with regard to core competencies. The presenter describes strategies to maintain student participation and prevent missing data and how she collaborates with faculty groups. She also presents

findings on participants' perceptions of learning related to communication and global perspectives learning outcomes.

**Presenter(s)**

*Monica Stitt-Bergh, University of Hawai'i at Manoa*

**Repurposing Student Learning Outcomes Assessment – 1278**

102C

*Assessment*

Although the assessment movement was initiated more than 25 years ago, it still leaves many faculty perplexed and frustrated. This session focuses on how Webster University is reframing student learning outcomes assessment in a way that invites faculty to collaborate in addressing curricular and mission-related challenges that they and the institution face. The presenters offer suggestions about activities and questions participants can use at their own institutions to determine how student learning outcomes assessment can be repurposed.

**Presenter(s)**

*Julie Weissman, Webster University  
John Watts, Webster University*

**Scholarly Writing: Advice from Editors – 1980**

102A

*Analysis*

This session is for individuals interested to learn 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 Assessment Update, Journal of College Student Development, Journal of the First-Year Experience and Students in Transition, New Directions for Institutional Research, and Research in Higher Education. The Writing for AIR Publications session may also be of interest to authors (Tuesday at 8:30 a.m.).

**Presenter(s)**

*Trudy Banta, Indiana University-Purdue University Indianapolis  
Paul Gore, University of Utah  
Gary Pike, Indiana University-Purdue University Indianapolis  
Leah Ross, Association for Institutional Research  
Vasti Torres, Indiana University-Bloomington*

**Strategic Organization and Utilization of Faculty Separations Data – 1390**

201B

*Decision-Support*

Faculty salaries comprise a large portion of university budgeting, and as higher education funding decreases, it is essential for universities to adequately understand patterns of faculty separations to better inform policy decisions, such as incentivized retirement programs. The purpose of this research initiative was to better understand the separations

behavior of University of Texas at Austin faculty (tenured and tenure-track), specifically in terms of faculty trends toward resignation and retirement. Participants gain process-oriented perspectives on techniques utilized to clean, describe, and analyze faculty separations data in ways that inform future university retirement initiatives, as well as the use of Event Time Analyses as related to faculty separations.

**Presenter(s)**

*Breana Sylvester, The University of Texas at Austin*

**Timing is Everything: What We Can Learn from “Survey Procrastinators” – 1031**

103B

Analysis

Are respondents who begin a survey soon after an invitation different from those who wait longer? Understanding “survey procrastinating” is important for institutional researchers. If the responses from procrastinators are markedly different from those who do not procrastinate, our data may be impacted in unexpected ways or we may be prompted to think about employing different survey practices. In this session, two definitions of “survey procrastinating” are considered. The researcher applies the definitions to a data set and explores the differences across these two groups on critical variables.

**Presenter(s)**

*Lauren Conoscenti, Tufts University*

**Using Blackboard Outcomes for Assessment – 1338**

204

Technologies

Blackboard Outcomes is a promising tool for assessment of student learning that decreases time devoted to non-value-added work for faculty members through technologically-aided sampling and evaluation of existing student work products. Ball State University has used Outcomes for assessment in several of its academic departments, two colleges, and in general education. A conceptual overview, demonstration of the tool, and discussion of lessons learned are provided.

**Presenter(s)**

*William Knight, Ball State University*

**What's Completion Got to Do With It? Implications of Student Course-Taking Behavior – 1705**

202C

Decision-Support

 In both California and nationwide, completion has emerged as the key measure of community college success. But do our current success measures capture the positive impact that community colleges have on their students? Do we even know how our students are using our institutions to achieve their goals? This session shares findings of a cluster analysis of the course-taking patterns of first-time California community college students, which

reveals a gap between where our students are succeeding and the success measures that are commonly recognized, particularly when wage data are taken into account.

**Presenter(s)**

*Terrence Willett, RP Group*

10:30 AM–11:15 AM

**Concurrent Sessions****A Model-Based, Dashboard-Navigated Knowledge Bank for Information Retailing – 1023**

204

Technologies

 Knowledge banks of strategic indicators can be designed to recycle and deliver insightful trends and patterns of information.

They should also be designed for ease of use by a wide range of audiences including staff, faculty, and the Board of Trustees. The presenter has implemented interactive knowledge banks at two different community colleges in much different educational landscapes. He demos these with particular attention to navigational features designed around the principles of information retailing - rather than data warehousing. A strong conceptual model can serve as a menu of information categories. Each category consists of a dashboard of related information. Surfing the knowledge bank creates a culture of information sharing and learning. Users can quickly navigate to anywhere within the document with only three clicks of the mouse, while at the same time, gain a sense of how all the pieces of the knowledge base fit together in telling the story of the college.

**Presenter(s)**

*Jeffrey Cornett, Ivy Tech Community College-Central Indiana*

**AIRUM Best Presentation: Linking Library Data and Student Success – 1979**

104C (Promenade Ballroom)

Decision-Support

 Academic libraries, like other university departments, are increasingly asked to demonstrate their value to institutions.

This study presents the results of analyses predicting the relationships between library usage and first-year students' retention, college experiences, and academic success at a large, public research university. Usage statistics were gathered across 13 different library access points and outcomes were derived institutionally (e.g., retention, grade

point average) and aggregated through student surveys (e.g., academic engagement, scholarship activity).

**Presenter(s)**

Krista Soria, University of Minnesota-Twin Cities  
Shane Nackerud, University of Minnesota-Twin Cities

**Bringing Course Evaluations Back into the Classroom Using Mobile Devices – 1478**

101A Assessment

A low response rate on course evaluations is a concern for many higher education institutions, particularly in light of recent transitions to online surveying. In an effort to address this problem and improve the response rate of course evaluations, Georgia Gwinnett College has added a new option for course evaluation completion that allows students to complete course evaluations on their mobile devices. This provides the ease and immediacy of paper evaluations with the efficiency and accuracy of online evaluations. The session includes the development of this plan, the informing of faculty to get them on board with the new process, implementation of this process in the classroom, and the results of the comparison of the response rates of the electronic versus mobile course evaluation cohorts.

**Presenter(s)**

Austen Krill, Georgia Gwinnett College  
Juliana Lancaster, Georgia Gwinnett College

**College Outcomes and Career Achievements of Study Abroad Participants – 1477**

104B (Promenade Ballroom) Analysis

Although recent research on students' intent upon entry to college is helpful in understanding study abroad participants' characteristics and backgrounds, much remains unknown about the dynamic relationship between students' intent and their actual participation in study abroad during their undergraduate years; whether study abroad affects participants' college outcomes and career achievements; and if so, in what ways. Through linking students' characteristics and participation in study abroad with college outcomes from three cohorts, this study seeks to identify factors that are likely to promote or impede study abroad participation and to provide useful information on how to leverage study abroad programs to enhance students' intercultural skills development and related educational outcomes.

**Presenter(s)**

Jiali Luo, Duke University  
David Jamieson-Drake, Duke University

**Dashboards: Creating Effective and Dynamic Dashboards People Will Ask For – 1661**

203B

Operations

When institutions want to make decisions based on accurate and relevant data, they often create dashboards. The concept may seem simple, but the development, design, and dissemination can lead to the creation of dashboards that are confusing, overwhelming, overcomplicated, or oversimplified. When developing dashboards, many key questions need to be answered along the way, including: Who has access to the dashboards? Who maintains them? How often are they developed and updated? Are the data secure? What software is used to develop and maintain them? The list goes on and on. This presentation shows how one institution has developed dashboards for broad institution decision making as well as more specific program or marketing ROI measurements. Attendees learn what key questions to ask along the way, answers to those questions, and what to avoid (which can be just as important) while developing dashboards.

**Presenter(s)**

Patrick McDonald, Medaille College

**Developing a Comprehensive Institutional Effectiveness Model and Process – 1382**

201B

Assessment

Institutions often struggle with development of a sustainable and comprehensive institutional effectiveness (IE) process. One multi-campus institution with a large online population is implementing an approach grounded in a continuous quality improvement framework that is comprehensive, integrated, ongoing, and data-informed. This model includes the assessment of student learning in academic programs and co-curricular activities, as well as evaluation of administrative and educational support services (some of which are contracted with third parties). Participants gain insights from the IE framework that may be applied at their own institutions. In addition, the presenter shares lessons learned about practical considerations of implementing the model, including consistency, data sources, reporting, manageability, integration with strategic planning, and documentation.

**Presenter(s)**

Stephen Whitten, Colorado Technical University

**Extreme Makeover: PowerPoint Edition, Season 2 – 1284**

202B

Technologies

This session is a takeoff on the reality TV show Extreme Makeover: Home Edition in which deserving people receive complete renovations of their homes. This session is the second in a series in which the authors solicit a PowerPoint presentation in need of a makeover and completely revise

it based on best practices. Because the purpose of a presentation is to communicate, the session begins with three key findings in communications research that have implications for PowerPoint presentations. To demonstrate the best practices that are logical extensions of that research, the authors provide a series of before-and-after slides from a presentation delivered at a previous conference. In addition to showing the original and revised slides, the authors illustrate the transformation step-by-step and explain the guiding principles behind each revision. They recreate the presentation using best practices in visual design and communication.

**Presenter(s)**

*Mary Harrington, University of Mississippi  
Rebecca Carr, AAU Data Exchange  
Mona Levine, University of Maryland*

**Female Faculty Role Models and Student Outcomes: A Caveat about Aggregation – 1178**

*202C Analysis*

The idea that female faculty might serve as role models for female students has been integral to policies and initiatives aimed at hiring more female faculty members at colleges and universities. Due to varying levels of aggregation of the measure of student exposure to female faculty—percentage of female faculty at an institution or in a department, percentage of classes taught by females, or the effect of female instructors on female students in a class—existing research provides mixed and incompatible results. By applying both non-aggregated and aggregated measures of exposure to female role models to the same data, this analysis demonstrates how aggregation affects the association between exposure to female role models and student achievement.

**Presenter(s)**

*Iryna Johnson, Auburn University Main Campus*

**Have the U.S. News Rankings Influenced the Choices of College-Bound Students? – 1682**

*102B Analysis*

Do the U.S. News rankings actually matter? There has long been a presumption that these rankings influence public views of individual colleges sufficiently to affect prospective students' school-choice behaviors. However, to date, the question of whether or not this presumption is in fact the case has gone largely unexplored. This session presents the data, methodology, and findings of unique, first-time research designed to make direct, explicit measurements that address this area of inquiry. Both the national liberal arts colleges and the national universities are examined, and the full range of years that the rankings have existed are covered. Correlations between annual changes in rankings (up, down, and flat) and subsequent changes in the sizes of each school's freshman

applicant pool are explored. No correlations are found at national or institutional levels.

**Presenter(s)**

*David Davis-Van Atta, Vassar College*

**Identifying At-Risk Students to Raise Retention and Revenues – 1189**

*203A*

*Decision-Support*

This session demonstrates how IR development of a risk forecast model helped a medium-size research university raise its retention rate by 4 percentage points and significantly augmented its net tuition revenues. A detailed step-by-step illustration of forecast model development and timely use of risk score data by student advising personnel is followed by a discussion of how this model has been adopted by another institution to maximize retention. Since some institutions already use outside vendors for student risk assessment, the analysis presented here assesses the incremental benefit of such data to the institution. This session showcases how an IR analytical product used effectively by student support personnel can tangibly move the needle on student success (and revenue enhancement) for an institution.

**Presenter(s)**

*Serge Herzog, University of Nevada-Reno  
John Stanley, University of Hawai'i at Mānoa*

**IPEDS Data Tools – 1956**

*103B*

*Reporting*

The National Center for Education Statistics will present an update on the Integrated Postsecondary Education Data System (IPEDS) data tools. Topics for discussion will include a review of the IPEDS Data Center, IPEDS Trend Generator, the College and Career Tables Library, the Delta Cost Project Database, and other tools available to data users.

**Presenter(s)**

*Jessica Shedd, National Center for Education Statistics*

**Leadership Strategies for Engaging Colleagues in Assessment – 1108**

*104A (Promenade Ballroom)*

*Assessment*

Abundant resources describe how to conduct assessment. As practitioners, we can learn techniques from literature or experts, but what if we want to do more than practice assessment? How can we lead assessment? How can we engage colleagues in valuable, two-way dialogue about consistent use of assessment data to create deep cultural change, especially when issues and perceptions are complex? Higher education could benefit from a learning process that delivers better science and outcomes for the leaders and the led (Middlehurst, 2008). This workshop promises reflection and action, including video and

group exercises, to present skills for leading assessment. Participants learn to apply specific communication strategies—promoting inquiry and uncovering and testing assumptions—that minimize a control model and support a learning model drawn from Argyris' Action Science (1991), a social learning process that invites people to explore hidden beliefs and design and implement action.

**Presenter(s)**

*Linda Dickens, The University of Texas at Austin*

**Nearbies: Successful Non-Completers at a Community College – 1118**

103C

*Assessment*



President Obama's call to improve student success and move more students to earn degrees or certificates has directed much attention to supporting success of incoming students. Our research is about students at the other end of the pathway to completion—those who have successfully completed the equivalent of at least three semesters of college work, but left school without degrees or certificates. The research on these "nearbies" is based on three related studies: a quantitative study with data from the student information system, a survey of "nearbies," and a focus group with "nearbies." Attendees learn about "nearbies" and design brief studies for their own institutions.

**Presenter(s)**

*Trudy Bers, Oakton Community College  
Pam Schuetz, Northwestern University*

**Social Media: A Tool to Increase College Students' Engagement and Success – 1460**

102C

*Assessment*

Social media is an attractive option for colleges because it can cost-effectively catalyze connections between students and counselors, advisors, and faculty. It is critical to begin to examine if and how higher education institutions are incorporating the use of social media to connect with students and facilitate their success. The presentation addresses national trends in social media use at 2-year and 4-year colleges along with how institutional researchers can explore the use of social media on their own campuses. This information can inform policy decisions on the use of social media by institutional agents. This presentation is particularly important for institutional researchers, college leaders, and administrators seeking to assess the value and impact of social media to promote student success.

**Presenter(s)**

*Heather Haeger, National Survey of Student Engagement  
Cecilia Rios-Aguilar, Claremont Graduate University  
Regina Deil-Amen, University of Arizona  
Allison BrckaLorenz, National Survey of Student Engagement*

**Student Engagement and Time to Degree Completion – 1228**

102A

*Decision-Support*

Time to degree completion is a critical issue directly associated with student success, institutional effectiveness and accountability, educational expenditure, and time investment. This study intends to explore the impact of student engagement on time to degree and identify practices that motivate students to finish bachelor's programs within six years. Focusing on students who started bachelor's programs full-time at two different types of institutions, the study examines institutional data on student characteristics, enrollment patterns, and performance, as well as survey data on students' engagement in a variety of academic and non-academic activities and their perceptions of institutional support.

**Presenter(s)**

*Kang Bai, Troy University  
Ying Zhou, George Mason University  
Rita Xiaoyan Liu, Bucknell University*

**Student Expectations for Academic Performance – 1663**

101B

*Analysis*

First-year student expectations play an important role in academic success and second-year persistence. This study examined the role of unmet academic expectations and persistence. Persisters did not differ from non-persisters in self-reported academic confidence. However, the groups were quite different in academic performance, with non-persisters earning a mean GPA of 2.59, compared to 3.32 for persisters. This study found that 62% of those who persisted performed at or above their academic expectations, while only 41% of non-persisters met or exceeded their GPA expectations. More than one-third of non-persisters fell short of their expectations by a full letter grade or more.

**Presenter(s)**

*James Cole, National Survey of Student Engagement  
Douglas Anderson, Indiana University-Bloomington*

**The Economic Crisis' Impact on Community College Graduates—What To Do? – 1536**

203C

*Decision-Support*



This study analyzes employment outcomes of community college graduates over a five-year period, during the current economic crisis. The objectives of the presentation are: (1) understanding the impact of the economy on the employment opportunities of recent community college graduates; (2) analyzing and interpreting employment data at the program level in relation to the prevailing labor market in order to make decisions about program curricula, viability, and sustainability; and

(3) understanding the support services that colleges could provide to students and identifying ways to respond to temporary market fluctuations, economic downturns, a slumping economy, and deflated wages.

**Presenter(s)**

*Antonio Gutierrez-Marquez*, City Colleges of Chicago-District Office  
*Christian Collins*, City Colleges of Chicago  
*Daniel Gaichas*, City Colleges of Chicago

**The Economic Value of Degrees: A National and State-Level Analysis – 1564**

202A

Analysis

As part of the State Policy Resource Connection initiative, the State Higher Education Executive Officers (SHEEO) collaborated with the National Center for Higher Education Management Systems (NCHEMS) to conduct a state-level analysis of the economic value associated with two-year and four-year degrees. Relying on additional information collected through the American Community Survey to cross walk to IPEDS Completion Survey data, the analysts determined weighted average salaries for careers associated with specific degrees. This session presents this analysis and adds to the conversation on measuring value by providing state-level measures of the wage premium associated with these degrees in seven broad degree areas. Presenters share the results of the study and also discuss the issues they encountered and how they were addressed throughout the analysis.

**Presenter(s)**

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

**The Future of VSA Student Learning Outcomes: Lessons from the SLO Pilot – 1246**

103A

Reporting

In 2007, the Voluntary System of Accountability (VSA) embarked on a groundbreaking endeavor to publicly report common information about student learning outcomes at public colleges and universities using one of three value-added assessment instruments: the Collegiate Learning Assessment, the ETS Proficiency Profile, and the ACT CAAP. Some of our colleagues were skeptical, but many joined the VSA and contributed to this grand experiment. This session focuses on the results of several evaluation efforts of the SLO Pilot Project, including an independent NILOA evaluation report; the recommendations of the SLO Technical Work Group, VSA Communications Advisory Group, and subsequent VSA Oversight Board actions; and data gathered

in late 2012 from VSA institutions through a simple, three-part form publicly available on the VSA website.

**Presenter(s)**

*Teri Hinds*, Voluntary System of Accountability & APLU  
*Christine Keller*, Association of Public and Land-grant Universities  
*Robert Loveridge*, Utah Valley University

**Why Do They Return? First-Year Retention Findings Using Validation Theory – 1475**

201A

Decision-Support

Nationally, approximately 20-25% of students who start in four-year colleges fail to return for the sophomore year. Figures are more pronounced for students coming from underrepresented minority groups. As traditional retention theory has not resulted in successful policies and programs to increase retention rates, a new theory is warranted. In this study using CIRP's Your First College Year (YFCY) data, we test validation theory and the ability to predict if the student plans to return to the same institution for sophomore year or not. Implications of the findings on policy and programs are discussed.

**Presenter(s)**

*John Pryor*, UCLA  
*Adriana Ruiz Alvarado*, UCLA  
*Sylvia Hurtado*, UCLA

**Discussion Groups****Data-Informed Strategies to Improve in the U.S. News Rankings – 1842**

Grand Ballroom Table 3

Technologies

U.S. News rankings are consequential for colleges and universities, and many administrators have pursued strategies to move up in the rankings. This discussion focuses on how IR professionals analyze U.S. News rankings data to inform such efforts. Participants learn how Saint Louis University built a calculator to predict the overall U.S. News score and rank of schools in the national universities category. A graphical user interface allows calculator users to move sliding buttons to change the values of rankings criteria and see the predicted impact on the overall U.S. News score and rank. The calculator is demonstrated and discussion questions include: What information can help administrators develop strategies to improve an institution's position in the U.S. News rankings? What methods do IR professionals use to analyze U.S. News rankings data? How can results be presented so that they are easily accessible to campus decision makers?

**Presenter(s)**

*Pam Wald*, Saint Louis University-Main Campus  
*Cathleen Aubuchon*, Saint Louis University-Main Campus

## ePortfolios: Creating a Whole Greater than the Sum of its Parts – 1764

*Grand Ballroom Table 9*

*Assessment*

Since 2006, the University of Michigan's Division of Student Affairs has fostered the development of student learning through the MPORtfolio project. Initial research has demonstrated significant gains in integrative learning, while current research explores whether these gains persist over time and the efficacy of peer facilitation. In this session, discussion is focused on the practical implementation of ePortfolios, reflective practice in student affairs, and effective approaches to portfolio research. How has electronic portfolio use been implemented on your campus? What are its intended outcomes? What challenges has your campus faced regarding electronic portfolio use? What methods does your campus use to evaluate its electronic portfolio program? What evidence do you have that electronic portfolios contribute to student learning on your campus? How do you see electronic portfolio use evolving on your campus and beyond?

**Presenter(s)**

Thomas McGuinness, University of Michigan-Ann Arbor

## Establishing Academic Program Review: Reflections of Year One – 1787

*Grand Ballroom Table 6*

*Assessment*

Academic Program Reviews (APR) provide crucial information to influence executive decision making. Discussion leaders describe the unique model and components of the nascent process instituted at Boston University, and lead a discussion focused on best practices in fostering successful collaboration between administrative and academic units in establishing the APR process. Attention is given to the challenges related to data collection and interpretation faced in the context of self-study preparation. Participants learn strategies for enhancing the effectiveness and usefulness of academic program review. Questions for discussion include: What role does your IR office play in program review? How does your office collaborate with other key offices in the process? What types of analytical tools have you found useful in your APR process? What methods have you used to develop faculty confidence in your data and review process?

**Presenter(s)**

Linette Decarie, Boston University  
Nicole Hawkes, Boston University

## Examining the Research Methodology of Persistence Studies – 1838

*Grand Ballroom Table 4*

*Analysis*

This discussion addresses logistic regression in persistence studies as utilized by institutional research offices. Specifically, this session serves to discuss the following

questions: As an institutional researcher, how do you know which current studies best fit your institution's context? What studies might have the biggest impact on your campus? How can institutional researchers evaluate the practicality and accuracy of persistence studies? Discussion is informed by a review of student persistence studies using logistic regression published in *Research in Higher Education*, the *Journal of Higher Education*, and *Review of Higher Education* from 1988 until today. A comparative overview of findings regarding student persistence studies that analytically used logistic regression is used to address the discussion questions.

**Presenter(s)**

Kathryn Shirley Akers, Kentucky Department of Education  
Cody Davidson, Kentucky Council on Postsecondary Education

## Finishing the Assessment Loop: Institutional Research to Facilitate Change – 1737

*Grand Ballroom Table 7*

*Assessment*

Although the traditional role of IR has been to provide data analysis for decision makers, IR professionals are increasingly being asked to facilitate educational, organizational, and institutional change. This discussion focuses on the nature of these expectations and the skills required by this expanded role. To what degree is this shift occurring for IR professionals? How does this shift manifest itself in our day-to-day work? What specific skills are required of IR professionals in this new context? How might IR professionals develop these skills effectively? How might AIR or regional AIR networks support the development of these skills?

**Presenter(s)**

Mark Salisbury, Augustana College  
Larry Braskamp, Global Perspective Institute Inc.

## From Tomes to Tweets: #EffectivelyCommunicatingData@HarperCollege – 1853

*Grand Ballroom Table 2*

*Operations*

 This discussion addresses challenges institutions have faced in communicating data and allows IR professionals to share ideas about effective (and ineffective) communication strategies implemented at their institutions. An overview of the types of data communication methods that Harper College has utilized is shared. The discussion centers around the following questions: What does it mean to be a data-driven institution? What challenges have you faced in engaging data at your institution? How can we use technology to communicate data that are both complete and concise? What methods have you used to gauge whether or not a particular method of data communication was effective?

**Presenter(s)**

Sadya Khan, Harper College  
Ta-Tanisha Young, Harper College

## How Can I Improve My Survey Response Rates? – 1809

*Grand Ballroom Table 5*

*Analysis*

The decline in survey response rates is an increasing area of concern for institutional researchers. In an over-stimulated world, getting the attention of our intended audiences is, to put it mildly, challenging. How do you capture the attention of your audience? Three institutions, varying in size, type, and location, collaborated to address this question. They theorized that personalization and the content of the survey “ask” letters can affect response rates. They experimented using a control group and three test groups to determine which strategies had the greatest effect on response. For this discussion group, the results are briefly presented, followed by a guided discussion that address the following questions: What is the cause of declining survey response rates in higher education? How can you incentivize participation without...incentives? What other factors, beyond the “ask,” affect response rates?

**Presenter(s)**

*Erin Aselas, Bastyr University*

## How Colleges’ Financial Aid Data are Presented to Students and Families – 1834

*Grand Ballroom Table 1*

*Reporting*

Misperceptions about costs can lead students to rule out colleges that might be within their reach or to be surprised by higher-than-expected costs. Consumer tools presenting colleges’ financial aid data can help prospective students look beyond “sticker prices” to identify affordable colleges. Institutional researchers report their colleges’ financial aid data to a variety of organizations, but may not be aware of all the ways that those data are presented publicly, such as in the College Scorecard, College Navigator website, Financial Aid Shopping Sheet, and products based on the Common Data Set survey. During this session, participants discuss: What are the different ways that colleges’ financial aid data are presented to students and families? What challenges do institutional researchers face in reporting their colleges’ financial aid data? How can consumer tools be improved to help students and families better understand college costs and financial aid?

**Presenter(s)**

*Matt Reed, The Institute for College Access & Success*

*Mary Sapp, University of Miami*

## Supporting the Student Experience – 2063

*Grand Ballroom Table 10*

*Assessment*

 If you are similar to most institutions, you have been focusing efforts in complying with student learning assessment, in-classroom learning specifically. Therefore it is incumbent upon student and institutional

support areas to assess their out-of-class contributions to the student experience. These units provide significant support to the institution’s overall mission and goals and it is imperative that they evaluate progress in those activities

**Presenter(s)**

*Jennifer Gray, Weave*

## Using a Performance Rating Process for Assessing Student Learning Outcomes – 1867

*Grand Ballroom Table 8*

*Assessment*

As demands for evidence of student learning from higher education institutions continue to rise, so do the demands for scalable solutions that meet accountability requirements and quality improvement needs. This discussion addresses the roles, steps, and issues involved in use of a performance-rating process for assessing student-learning outcomes at the institutional level. How does your university assess institutional student-learning outcomes? What are the key steps involved in the processes? What challenges have you faced in implementing such processes? How do you determine the validity and reliability of the processes used? What decisions do these assessment data support?

**Presenter(s)**

*Timothy Chow, Rose-Hulman Institute of Technology*

11:30 AM–12:15 PM

## Concurrent Sessions

### AAIR Best Presentation: Graduate Job Search and Employment Outcomes—A Panel Data Investigation – 1982

*104C (Promenade Ballroom)*

*Analysis*



The transition from study to work is an important one. The jobs that graduates secure after completing their studies may very well shape the trajectories of their future careers, so an understanding of how job searches can influence employment outcomes has important implications for higher education practice. Our paper examines the monetary outcomes associated with different job search methods, based on a rich panel data sample of bachelor’s degree graduates from the 2011 Beyond Graduation Survey. The use of panel (longitudinal) data allows us to control for unobserved individual fixed effects, which might otherwise confound our wage estimates. We conclude by discussing the implications of our results and methodology for practice.

**Presenter(s)**

*David Carroll, Graduate Careers Australia*

**Academic Program Review: Role of Data in Evaluating and Improving Programs – 1563**

201A

Assessment

Academic program reviews have been used extensively throughout the U.S. for decades as a tool of accountability, improvement, and strategic planning. The process for conducting program reviews usually follows one or a combination of four specific models, each of which requires the use of data for decision making, programmatic improvement, or policymaking. This presentation provides an overview of the program review process and explores the types of data most useful for program review, why the data are important, and how the data can inform the evaluation of a program's productivity, quality, and effectiveness.

**Presenter(s)**

*Sundra Kinney, Florida Agricultural and Mechanical University  
Gita Pitter, Florida Agricultural and Mechanical University*

**Actual vs. Predicted Graduation Rates at California's Four-Year Institutions – 1599**

203B

Analysis

This study uses the IPEDS data for California's four-year institutions to examine the relationship between graduation rates and various institutional and student characteristics, including sector, selectivity, student demographics, financial aid profile, and others. The research identifies characteristics that are most strongly associated with the outcome of graduation rates. Institutional actual versus predicted graduation rates are discussed in light of their various characteristics.

**Presenter(s)**

*Dmitry Suspitsyn, California State University-Los Angeles*

**Analytics for Effectiveness: Strategic, Operational, and Predictive – 2023**

104B (Promenade Ballroom)

Technologies

**SPONSOR** In this session, we focus on how institutional intelligence can support data-driven decision making, and address needs for accountability, funding, and efficiency. Examples: Public-facing dashboards that have streamlined accreditation; interactive fact books that have increased efficiency. We also discuss how predictive analytics are being used in retention efforts.

**Presenter(s)**

*Sherri Sahs, Information Builders  
Kevin Merguerian, Information Builders*

**Are Hiring Gains for Underrepresented Faculty Being Undone by Attrition? – 1570**

103B

Analysis

It is important for universities not to undo hard-earned faculty recruitment gains by failing to retain female and minority faculty. But, how do institutional researchers know whether differential attrition is indeed occurring, especially when universities and departments have made relatively few new hires? Survival Analysis is ideal for quantifying differential attrition for faculty members entering the university at different points in time. The presentation focuses on helping attendees understand how to use Survival Analysis to determine beyond anecdotal evidence whether problems exist in the retention of faculty from underrepresented groups at their own institutions.

**Presenter(s)**

*Maureen Croft, University of Houston  
Amy O'Neal, University of Houston*

**Effective Data Displays to Support Strategic Decision Making – 1670**

204

Technologies

As the abundance of scientometric data available to universities is ever expanding, the need to effectively communicate these data becomes crucial in supporting strategic decision making. UC Irvine and Academic Analytics present a case study following the quest for new and, in some cases, unique display techniques for these data.

**Presenter(s)**

*Anthony Olejniczak, Academic Analytics, LLC  
Ryan Cherland, University of California-Irvine  
Court Crowther, University of California-Irvine*

**Get in the Driver's Seat: A Dashboard for Strategic Enrollment Management – 1200**

103A

Technologies

This presentation demonstrates how Excel macros can be utilized to create a dashboard that automatically updates and stores prior data for future comparisons. Participants learn how to create a dashboard that provides point-in-time comparisons across key indicators, such as applicant demographics, academic profile, academic program, and financial aid throughout the admissions funnel.

**Presenter(s)**

*Paul Prewitt-Freilino, Becker College*

## **Modeling Change and Variation in U.S. News & World Report College Rankings – 1281**

104A (Promenade Ballroom)

*Decision-Support*

A ranking model that faithfully recreates U.S. News outcomes and quantifies the inherent “noise” in the rankings for all nationally ranked universities is presented. The model developed can be a valuable tool to institutional researchers by providing detailed insight into the U.S. News ranking process. It allows the impact of changes to U.S. News subfactors to be studied when variation between universities and within subfactors is present. Numerous simulations are run using this model to determine what amount of change would be required for a university to improve its rank, or even move into the top 20. These results can serve as a basis for university discussions about the likelihood of significant changes in rank and provide valuable insight when formulating strategic plans.

**Presenter(s)**

Shari Gnolek, Scannell &amp; Kurz

## **Nontraditional Pathways at Commuter Institutions: An Event History Analysis – 1223**

202A

*Decision-Support*


Utilizing multilevel discrete time event history analysis, this study seeks to understand postsecondary pathways of first-time-in-college, adult, part-time, degree-seeking students who started at four-year commuter institutions within an eight-year window. Particularly, this study reveals time dependence in the drop-out hazard of nontraditional students and identifies factors that impede these students' persistence, such as disadvantaged background, poor academic performance, and financial need. This study provides insights into issues associated with student age, enrollment intensity, and academic progress as well as institutional practices that pertain to adult students.

**Presenter(s)**Jin Chen, Indiana University-Bloomington  
Vasti Torres, Indiana University-Bloomington

## **Systemizing Formative and Summative Program Data Capture in E-Portfolios – 1100**

202B

*Assessment*

Quantitative data have traditionally been the benchmark for program improvement in higher education. Utilization of systematic, highly directed processes by which to gather qualitative data to help enhance the decision making process has been more elusive. City University of Seattle created a program assessment process that utilizes Folio180's e-portfolio to gather and track both formative feedback and summative analysis of student learning directly related to achievement of program learning outcomes. Moreover, this process has enabled CityU to ensure quality control over

programs located on 3 continents, in 11 countries, and 30 locations by instituting a process that establishes a pathway to gather feedback on program improvement from numerous adjunct professors worldwide.

**Presenter(s)**

Sabrina Crawford, City University of Seattle

Laura Williamson, City University of Seattle

## **The “Win-Win” Project: IR Learning at the Finish Line – 1092**

203A

*Decision-Support*

You think degrees just happen? They don't. Project Win-Win, with 62 institutions in 9 states and a focus on the associate's degree, is at its finish line. The experience and wisdom of its participants guide you through the data and policy problems in tracking former degree-less students, both to recognize their attainment with retroactive degrees and to entice those with but a few credits to return for completion.

**Presenter(s)**

Clifford Adelman, Institute for Higher Education Policy

## **The Expanding Role of Institutional Research as Change Agent—A Case Study – 1667**

103C

*Operations*


At NOVA, the IR role has expanded and diversified enormously in the past few years and it has become an agent of change in the institution. IR functions are now fully integrated with the key elements of the college strategic plan (access and success), and the IR office plays an important role in evidence-based decision making that leads to policy changes. This presentation delves into the details of this process of transformation in becoming an agent of change. The audience learns important lessons in implementing similar transformations at their IR offices and become ‘agents of change’.

**Presenter(s)**

George Gabriel, Northern Virginia Community College

## **The Role of IR in Fostering Good Assessment Practice – 1363**

102B

*Assessment*

The National Institute for Learning Outcomes Assessment (NILOA) conducted a series of nine case studies focused on institutions that are engaged in good assessment practices and use the results of assessment to improve. While institutional structures and engagement of faculty played a role in developing and sustaining the examples of good assessment practices within the institutions, the specific role of offices of institutional research in such assessment efforts are explored and expanded upon. The session engages institutional research professionals in discussion and

reflection around the role of IR, including examining some of the barriers and successes to developing the role of IR in fostering good assessment practices.

**Presenter(s)**

Natasha Jankowski, National Institute for Learning Outcomes Assessment  
Jillian Kinzie, Indiana University-Bloomington

**Time-Varying Effects in Research on Degree Attainment – 1262**

202C Analysis

 Three recent studies show that degree attainment is significantly related to students' backgrounds, high school experiences, expectations for college, and initial enrollment characteristics. The studies demonstrate that results can be used to identify risk factors and at-risk students, and to provide baseline data for evaluations of program effectiveness. Significantly, these studies also suggest that effects vary by time to degree. Unfortunately, the presence of time-varying effects could not be assessed. Using data from one of these studies, this session demonstrates how to structure and analyze data to assess time-varying effects in research on retention and graduation.

**Presenter(s)**

Gary Pike, Indiana University-Purdue University Indianapolis

**Using Merit Scholarship as a Strategy to Increase Freshman Yield Rate – 1147 — Cancelled**

What To Expect When You're (Not) Expecting... To Do Well in College – 1387

203C Analysis

 Every collegiate faculty or staff member has stories about ridiculous student expectations for study, work, and instructor interaction. Research demonstrating the importance of reasonable expectations and a strong personal motivation to succeed often informs student orientation and advising processes. Many students come to community college with histories of poor preparation, inconsistent academic performance, unreasonable expectations, and a number of commitments competing for time, energy and personal resources. This presentation explores how much actual variance in student expectations, attitudes, and commitments occur within the academically at-risk population at one community college. Particular attention is given to differences in the salience of these expectations and commitment levels to the academic success of populations with different demographic and academic backgrounds.

**Presenter(s)**

Jeffrey Smith, Ivy Tech Community College-Northeast  
Maureen Pylman, University of Wisconsin-Milwaukee

**Discussion Groups****Continuous Quality and Process Improvement through Program Assessment – 1746**

Grand Ballroom Table 6 Assessment

The Office of Institutional Research at the University of Missouri recently became the Office of Institutional Research and Quality Improvement. The charge is to assist both administrative and academic units with improving processes using the methods of process and quality improvement (PI/QI) along with available institutional and comparative data. Academic process improvement is linked specifically to academic program assessment. The discussion focuses on MU's experience and the barriers encountered, and moves toward a broader discussion focusing on the following questions: How might PI/QI take advantage of being wedded to IR and vice versa? Should campuses attempt PI/QI that includes both academic and administrative units? What are some models for doing that? In addition to program assessments, how might PI/QI be introduced/embraced by academic units? Who do the champions of these efforts need to be? How can PI/QI be meshed with the goals of a research institution?

**Presenter(s)**

Julie Brandt, University of Missouri Columbia  
Mardy Eimers, University of Missouri Columbia

**Institutional Research in Latin America – 1759**

Grand Ballroom Table 3 Assessment

This discussion includes an overview of the current state of institutional research in four Latin American countries: Argentina, Chile, Ecuador, and Uruguay. The guiding questions are: Why might IR practices being developed in Latin America be interesting to IR professionals in the U.S. and around the world? What similarities and differences can be found in the practice of IR between Latin America and other regions? Since IR in Latin American countries is fairly new, what advice would institutional researchers offer for the development of these practices? How can institutional researchers in Latin America expand partnerships, consortia, and data sharing with their colleagues in the U.S. and around the world? In addition, discussion leaders share an update on efforts to establish a Latin American IR Association affiliated with AIR to provide support for IR professionals in the region.

**Presenter(s)**

Maria Pita Carranza, Universidad Austral  
Mauricio Saavedra, Universidad Internacional del Ecuador (UIDE)

## **Latino Males in Community Colleges: Academic Engagement and Re-enrollment – 1758**

*Grand Ballroom Table 7*

*Analysis*

 Latino males persistently lag behind in college enrollment and degree completion (Saenz & Ponjuan, 2009). Using the Center for Community College Student Engagement (CCSCE) 2007-2009 data, we seek to better understand the Latino male educational experience. This discussion is intended to connect research to practice and is structured around key questions: What student background characteristics and academic engagement behaviors affect their intent to re-enroll for the second year, and how is it different between Latino males and their female peers in community colleges? What institutional characteristics affect the relationship between student characteristics and intent to re-enroll for Latino males and their female peers? How do Achieving the Dream institutions compare to their peer institutions in affecting Latino males' intent to re-enroll? What are the implications for practice and policy regarding the educational experiences of Latino males?

**Presenter(s)**

*Kye-Hyoung Lee, University of Texas at Austin*

## **The Design of Structured Group Learning Experiences at Community Colleges – 1742**

*Grand Ballroom Table 2*

*Analysis*

 In this discussion group, we review preliminary results from a nationwide survey of community colleges that show the programmatic similarities and differences of structured group learning experiences (SGLEs) regardless of the names they go by. The questions framing the discussion are: What are the empirical differences and similarities across SGLE program types in terms of their curricular and programmatic designs? What are the relationships among curricular and programmatic elements across programs? Specifically, which elements do colleges tend to implement and in what combinations? Across all these SGLE programs, what do these programmatic differences and similarities mean for students? Namely, what is the reach and scale of such programs? Who benefits from them? What are their relationships to high-impact practices in general throughout colleges' organizations and operations?

**Presenter(s)**

*Deryl Hatch, CCCSE - University of Texas at Austin*

*E. Michael Bohlig, CCCSE - University of Texas at Austin*

## **The Influence of Push and Pull Factors on Faculty Retirement – 1777**

*Grand Ballroom Table 8*

*Analysis*

As "baby boomer" faculty approach retirement age, colleges and universities need to develop understandings of the individual and institutional factors that influence professors'

intentions to retire. This discussion group includes a brief presentation of findings from the HERI Faculty Survey to identify the key predictors of faculty members' plans to retire in the next three years. Following this brief setting of the context, participants discuss institutional strategies for addressing pending retirements and how campus initiatives might affect the climate for faculty. The following questions guide the conversation: Do you foresee a significant population of tenure-track faculty retiring in the coming years? How does your institution plan on replacing these faculty? What factors do you see at your institution as encouraging faculty to either retire early or delay retirement? How do these factors affect faculty climate?

**Presenter(s)**

*Kevin Eagan, University of California-Los Angeles*

*Jennifer Berdan, University of California-Los Angeles*

## **Use of Benchmarking Data for Ongoing Program Improvement and Accreditation – 1785**

*Grand Ballroom Table 5*

*Assessment*

Institutions committed to quality improvement regularly assess and benchmark their programs. Benchmarking, a process of comparing outcomes to peer programs on like metrics, allows for quick identification of areas of challenge and areas of strength, in turn focusing discussion and action for policies, procedures, and programming. In this group, we discuss questions like: What kinds of benchmarking information is available? How does benchmarking inform program improvement? What kinds of benchmarking information is best used in accreditation? How should we incorporate that information into our accreditation reports? Join this discussion group to share ideas of ways to use benchmarking information to inform program improvement and accreditation.

**Presenter(s)**

*Tanya Ostrogorsky, Oregon Health & Science University*

*Darlena Jones, EBI MAP-Works, LLC*

## **What are the Driving Factors of Continuing Tuition Increase? – 1766**

*Grand Ballroom Table 4*

*Assessment*

This discussion addresses the driving factors of tuition and fees increase based on research that draws on the past 10 years of panel data collected from the National Center for Education Statistics, U.S. Census Bureau, and the Bureau of Economic Analysis. Applying a dynamic regression model, the study provides the higher education community with critical information on the predictors associated with tuition and fees increases. Referring to the findings of the study, the following questions serve as the organizing structure of the discussion: What has been the rate of tuition increase at your institution? What were the driving factors of the tuition increase? How do you see tuition increase affecting your institution? What actions have been taken at your institution to contain tuition increase? Who should pay the tuition?

Should we cut back the costs of education or try to make the customers understand the importance of higher education and have them pay more?

**Presenter(s)**

Giljae Lee, City University of New York  
Jungmi Lee, Korean Educational Development Institute

### What Can an IR Office Do to Better Manage Workload? – 1851

Grand Ballroom Table 1

Operations

This discussion addresses better management of IR office workloads while dealing with increased reporting demands and fixed workforces. The discussion hosts share their own workload management practices and seek to discover what others in the field are doing. Attendees learn about strategies for planning and tracking workload, different technologies to use, and best practices. The following discussions questions are posed: What strategies did (or will) your office implement to plan and track workload? What technology (if any) have you employed in this effort? What have you learned from these efforts (what worked and what didn't work)?

**Presenter(s)**

Nicole Holland, Walden University  
Caro Smith, Walden University

11:30 AM–12:30 PM

## Panel Sessions

### Community College Benchmarking: Assessment, Improvement, and Accountability – 1225

101A

Reporting

 This panel presents three national community college assessment, evaluation, and benchmarking tools: The National Community College Cost and Productivity Project (NCCCPP), the National Community College Benchmark Project (NCCBP), and the new National Community College Workforce Training Study (NCCWTS). These tools collect data of interest to diverse community college constituencies for purposes of peer comparison and benchmarking. Data include instructional costs and faculty productivity, student success, learning outcomes, minority participation, various administrative and student support functions, staffing information, and a variety of workforce training and development issues.

**Presenter(s)**

Jeffrey Seybert, National Higher Education Benchmarking Institute  
Michelle Taylor, National Higher Education Benchmarking Institute

### Improving Student Outcomes with Pathway Analysis: Catalytic Effect of IR – 1448

102A

Decision-Support



This panel highlights the critical role of institutional researchers in an exemplar campus-wide, data-driven planning process employed at 9 colleges involved in a comprehensive community college performance improvement effort called Completion by Design. The 9-month planning process involved cross-functional teams of administrators, student services, institutional researchers, and faculty. The planning process included groundbreaking tools for analyzing and visualizing student outcomes data, creative facilitation techniques, and a new approach to having college teams develop performance improvement targets. The panel shares tools, inquiry guides, and practical wisdom from this planning process that could be used at other campuses.

**Presenter(s)**

Kendall Guthrie, Bill & Melinda Gates Foundation  
Robert Johnstone, The RP Group  
Bobbie Frye, Central Piedmont Community College  
David Kaiser, Miami Dade College

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## Using What We Know: Leadership Opportunities for the Institutional Research Professional – 2056

102C

Decision-Support

Higher Education is an ever evolving and increasingly complex enterprise. The rapidity of change can be breathtaking. The field requires ever more sophisticated and nuanced leadership. Building on Terenzini's hierarchy of institutional research skills and knowledge, this panel posits that to the degree that IR professionals can develop skills in the areas of issues and contextual intelligent, they can become important institutional influencers and leaders. Institutional researchers have unique opportunities to become industry and enterprise-wide experts. This session is designed to help IR professionals understand ways in which they can assume leadership roles – formal and informal – on their campuses.

### Presenter(s)

*James Trainer*, Villanova University  
*Jennifer Brown*, University of Massachusetts-Boston  
*Christina Leimer*, Ashford University

## What Every IR Rookie Should Know: Class of 2013 – 1063

101B

Operations

Three institutional researchers representing a public research university, a public master's university, and a large, online institution share their experiences, triumphs, and trials from their first five years of work in IR. The target audience is newcomers to IR, planning, and assessment, and those tasked with the establishment of new IR offices and/or assessment functions. This presentation allows time for a question and answer session with the panelists and an opportunity for audience members to share lessons learned during their initial experiences of working in IR.

### Presenter(s)

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

12:15 PM–01:45 PM

## Special Event

## Lunch Break and Poster Presentations – 2037

*Hall B*

A dedicated lunch break is co-located with the Poster Presentations (12:45 – 1:45 p.m.) There are plenty of food choices throughout the Exhibit Hall, with many options at or below the federal per diem lunch rate. AIR Bucks, cash, and

credit cards are accepted for food and beverage at SAVOR retail outlets in the AIR Exhibit Hall and in the Convention Center lobby.

12:45 PM–01:45 PM

## Posters Gallery Q&A

(odd numbered)

The Poster Gallery Q&A for even numbered posters is Tuesday 12:45-1:45 p.m.

## Help-Seeking Behavior and Predictions of Retention – 1104

*Hall B-Poster 1*

Decision-Support



LaGuardia recently came through re-accreditation with no required follow-up. This research demonstrates how the IR office supports the College in providing evidence before moving ahead with "good Ideas," like improving help-seeking in first-time students. This research has been designed to reveal whether students who demonstrate help-seeking are actually less likely to drop out. Participants also learn the value of action questions to reveal behavior inclinations. Directly asking students if they ordinarily seek help may not actually reveal help-seeking behavior.

### Presenter(s)

*Nathan Dickmeyer*, CUNY LaGuardia Community College  
*Chunjuan Zhu*, CUNY LaGuardia Community College

## Data Driven Counseling Intervention for Students on Academic Probation – 1414

*Hall B-Poster 3*

Decision-Support



Students on academic probation are at risk of dropping out and never completing their college educations, so it is important for institutions to reach out to them. At TMCC, we use a group counseling method to encourage students to explore possible courses of action to get back on track and continue their educations. Data have been collected and analyzed in order to determine if the group counseling treatment is more or less effective than no treatment. In this poster presentation, we outline TMCC's method for re-connecting with potential dropouts and summarize the analysis used to assess the success of the intervention. Viewers of this poster presentation will understand how to implement a counseling intervention at their institutions for students on academic probation and see the value of collecting and analyzing data in order to assess the performance of the intervention.

### Presenter(s)

*Ryan Fernandez*, Truckee Meadows Community College

## **Student ROI: Economic Benefit of an Iowa Community College Degree – 1506**

Hall B-Poster 5

Assessment

 Through a partnership, Iowa Workforce Development and the Iowa Department of Education have tracked Iowa community college students into the work force. In order to determine the value of an Iowa community college degree, a longitudinal wage analysis was utilized to compare the difference in wage trends between Completers (the student cohort that obtained awards) and Leavers (the student cohort that left the colleges before program completion). This poster shows the results of that analysis through graphical methods and with return on investment calculations, such as the net present value and internal rate of return for completing a community college degree. In short, these methods help answer the question: Does completing a community college degree provide an economic benefit to the student in the long-run?

**Presenter(s)**

Jason Crowley, Iowa Workforce Development

## **Improving how College Data are Collected and Reported to External Entities – 1340**

Hall B-Poster 7

Reporting

Each year, IR offices undertake the burdensome process of collecting data from campus offices to fulfill reports and surveys for external entities. A low-cost process developed at the College of Staten Island streamlines the collection of data across College offices and databases, which aids in completing these reports. Data entry forms are created in Excel for College clients in a way that normalizes the collection process. Completed forms are compiled using SPSS to speed up the data entry process. This data set becomes a longitudinal resource for ad hoc queries about institutional conditions, resources, and outcomes, and aids in accreditation reporting.

**Presenter(s)**

Sam Michalowski, College of Staten Island / CUNY

## **Online Certificate in IR at Florida State University–Professional Development – 1048**

Hall B-Poster 9

Operations

This online program is designed to provide academic and professional development opportunities for institutional researchers, administrators, doctoral students, and faculty from all higher education institutions. Whether you are new to the field or have a few years under your belt, our certificate program has something to offer in aiding you in your academic and professional development. Courses are offered to accommodate the working professional's schedule. The 18-credit hour curriculum focuses on institutional research theory, institutional administration, quantitative research

methods, utilization of national databases, and institutional research practice.

**Presenter(s)**

Paul Stonecipher, Florida State University

Robert Schwartz, Florida State University

## **Alternative Completion Measures for University Transfer Students – 1801**

Hall B-Poster 11

Analysis

 Degree completion rate is a common measure for institutional outcomes despite its limitation of considering solely first-time full-time freshmen (FTF) while ignoring increasingly larger groups of transfer students. This study provides two alternative measures of degree completion rates for transfer students: (1) direct cohort measure, which uses a standard cutoff time for graduation, and (2) freshman equivalent measure, which utilizes credit-taking patterns of FTF cohorts and equates each transfer student to an equivalent year of graduation. The results of the alternative measures showed that the FTF and transfer cohorts do not yield similar completion rates, and thus, it may be problematic to use only an FTF cohort to represent an entire college.

**Presenter(s)**

Tingho Huang, Eastern Michigan University

Bin Ning, Eastern Michigan University

## **Faculty Activity Reporting Tools: Mapping What's Available – 1822**

Hall B-Poster 13

Technologies

Exploration of various faculty activity reporting tools at a large Midwestern research university led to the development of a matrix to classify the types of tools available, including their strengths and weaknesses. The poster displays the matrix and lessons learned during the project.

**Presenter(s)**

Sheila Craft-Morgan, The Ohio State University

## **Explaining STEM Student Retention and Completion at an HBCU – 1839**

Hall B-Poster 15

Assessment

The retention and persistence of African-American students in science, technology, engineering, and mathematics (STEM) programs continue to be significant concerns for practitioners and theorists. However, to date, only a limited amount of empirical analysis has been conducted to explain what factors contribute to the success of African-American students in these programs. Because HBCUs have historically played significant roles in feeding African-American students into the STEM pipeline, understanding what factors contribute to both their short-term and long-term success at these institutions is important. With that goal in

mind, this study examines what factors influence second-year retention and six-year completion patterns for three first time in college (FTIC) STEM cohorts at an HBCU that has historically ranked among the top producers of African-Americans with undergraduate degrees in several STEM areas.

**Presenter(s)**

*Nathan Francis, Florida Agricultural and Mechanical University*

**“New-to-IR” IT Tools Applied to Analytics and Institutional Effectiveness – 1792**

*Hall B-Poster 17*

*Assessment*

The coexistence of institutional effectiveness and business-processes inefficiency is an oxymoron that remains unchallenged by higher education technology professionals. Evidence abounds in spurred legislative accountability clamors, and public resource allocations are declining as the leading revenue streams for colleges. This poster shows innovative Decision Sciences IT tools that infuse optimality into processes and efficiency in quality outcomes. The presenter describes strategies, unifying models, step-by-step procedures, and expected outcomes. The poster shares (1) strategies to develop rational priority-setting models and criteria-setting procedures to differentiate crucial versus unessential operations and (2) a simple model as a unifying framework for assessment, quality improvement, simulation, and process monitoring.

**Presenter(s)**

*Al Valbuena, Greenville Technical College  
Mark Sejman, Greenville Technical College*

**Predictive Analysis on How Institutional Practices Affect Student Success – 1864**

*Hall B-Poster 19*

*Analysis*

 Through predictive analysis that examines how student characteristics and student engagement affect developmental education student success, this poster presents a framework based on community colleges that develop targeted practices to improve student success through increased student engagement. This framework assists community colleges in identification of effective practices to enhance student learning, and also provides a guideline for institutional researchers to define operational variables, identify methods of data collection, and use appropriate analysis. Therefore, it provides a tool for community colleges to identify and monitor the progress of institutional practices designed to improve student learning.

**Presenter(s)**

*Wei Zhou, Copper Mountain College*

**Toward a Model of Graduate College Choice: Does Perna’s Framework Apply? – 1820**

*Hall B-Poster 21*

*Analysis*

An abundance of research examines the college choice process; however, little research has specifically investigated the decision to enroll in graduate/professional school. Understanding the issues that stimulate educational plans is an important focus as it also speaks to the influence of educational attainment. Adapting Perna's college choice model, this study utilizes three Baccalaureate & Beyond (B&B) datasets (93/94, 00/01, 08/09) and examines how applicable the model is to post-baccalaureate matriculation one year after completion of the undergraduate degree. Blocked logistic regressions revealed that GPA and parental education remain as consistent predictors of graduate school participation.

**Presenter(s)**

*Edward Collins, University of Nevada Las Vegas*

**National Study of Learning, Voting, and Engagement – 2014**

*Hall B-Poster 23*

*Assessment*

CIRCLE (the Center for Information and Research on Civic Learning Engagement) at Tufts University's Tisch College of Citizenship recently launched a new, national study of college student voting rates. NSLVE (the National Study of Learning, Voting, and Engagement) gives colleges and universities an opportunity to learn the aggregate registration and voting rates of their students. By participating, campuses help build a national database for future research. For example, CIRCLE examines aggregate voting rates among comparison groups of campuses and civic learning experiences on campuses with unexpected rates; we also correlate voting rates with other institutional data.

**Presenter(s)**

*Nancy Thomas, Tufts University*

**First In, Last Out: Time-to-Degree of First-Generation Students – 1515**

*Hall B-Poster 25*

*Analysis*

Research has shown that first-generation students struggle compared to their peers in many aspects of their college experiences. In particular, first-generation students are less likely to complete the four-year degree in a timely fashion. By decreasing time-to-degree, an institution is likely to decrease student loan debt and increase the number of students it can enroll over a period of time. Using Astin's I-E-O model, modified by Knight to study time-to-degree, this study examined the factors that lead to increased time-to-degree among first-generation students at a large, public, research institution in the Midwest. Results indicate that several factors, including stop outs, failed or withdrawn courses, and

fewer average credits attempted resulted in longer time-to-degree.

**Presenter(s)**

*Mark Umbricht, Pennsylvania State University*

**Validation of Post-Graduation Outcomes Survey – 1553**

*Hall B-Poster 27*

*Assessment*

Currently at The Ohio State University, the only university-wide source of post-graduation outcomes data is an annual survey with a poor response rate. Initial analyses have provided evidence that the data obtained in this way may be significantly affected by response bias. To assess the validity of the survey data for strategic planning purposes, we obtained data collected by the colleges of Business and Engineering, both of which use intensive collection efforts to obtain data on nearly all of their recent graduates. Comparing distributions of responses and respondent demographics from our sparse samples from these same colleges to the rich samples obtained by the colleges themselves, we have determined the degree to which our university-wide data are biased relative to our actual population of graduates and the degree to which intensive collection efforts at the college level are necessary to ensure data are sufficiently accurate for benchmarking and decision making.

**Presenter(s)**

*Jason Sullivan, The Ohio State University*

**Assessing Integrative Learning in the Context of Learning Communities – 1763**

*Hall B-Poster 29*

*Assessment*

The key goals for learning communities (LCs) are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Use of integrative learning assignments can be an effective strategy to ensure that LCs are quality “high impact practices” and to improve students’ abilities to make meaningful connections between classroom experiences, co-curricular experiences, and real world social issues. We employed a quasi-experimental design to investigate the learning and academic success outcomes associated with completing integrative learning assignments. Results suggested that integrative learning assignments are associated with deeper learning. Implications for practice are displayed.

**Presenter(s)**

*Michele Hansen, Indiana University-Purdue University Indianapolis*

**Academic Realignment: An Investigation of Change within a New Academic Unit – 1857**

*Hall B-Poster 31*

*Assessment*

There are few precedents for university administrators to follow in leading organizations during economic downturns. Little research has been conducted on the effectiveness of steps universities are taking to weather financial crises, such as academic realignment. Examination of the impact of academic restructuring on the newly realigned academic unit—the College of Arts and Sciences—at the University of Alabama at Birmingham (UAB) provided a better understanding of the effects of realignments on academic units during times of economic crises. This presentation offers insight into the administrative decision for the realignment that occurred during difficult economic times, and relevant outcomes of the realignment. The results and findings of the study may aid future academic realignment decisions for leaders at the site institution and beyond.

**Presenter(s)**

*Abbygail Langham, Auburn University*

**An Overlooked Achievement Gap: Analyzing Students in Subsidized Housing – 1776**

*Hall B-Poster 33*

*Analysis*

 New York City is home to the nation's largest urban public university system as well as the most extensive stock of public housing. Despite that, little research or policy work has focused on how well residents of one system fare as students in the other. This work uses matching techniques to identify the number and residential characteristics of students at the City University of New York (CUNY) and explores how students who live in publicly-assisted housing (place-based and voucher) compare to their peers once they reach CUNY. This work provides insight into a sizeable yet often overlooked population in higher education policy and research.

**Presenter(s)**

*Simon McDonnell, City University of New York*

*Colin Chellman, City University of New York Central Office*

**Assessment of SLO and Exploration of Test Validity – 1735**

*Hall B-Poster 35*

*Assessment*

 Assessing students' learning outcomes (SLO) plays an important role in institutional effectiveness. Stephen F. Austin University employs the ETS Proficiency Profile (ETS PP) and Critical Thinking Assessment Test (CAT) to compare SLOs between freshmen and seniors. By demonstrating the significant performance differences utilizing Analysis of Variance between the two academic levels, the academic effectiveness was assured. A correlation study between ETS PP critical thinking scores

(obtained from multiple choice questions) and CAT (obtained from essay-style assessment) was also conducted to explore the test validity of CAT because research in this area is lacking.

**Presenter(s)**

Dan Su, Stephen F. Austin State University

**Parents' Perspectives on the Financing of Higher Education – 1824**

Hall B-Poster 37

*Decision-Support*

As college prices rise, income stagnates, and family assets diminish, more students and their families perceive that college is "unaffordable" (Baum & Schwartz, 2012). In order to justify costs and inform financial aid policies, it is important for higher education to understand parents' perceptions of the financial impact of costs and to ascertain factors affecting their perceptions. Dartmouth is one of many institutions concerned with college affordability. Institutional data and data from a recent (2012) survey of parents were used to explore how parents of 1st and 2nd year enrolled students funded undergraduate education. IPEDS data were used to compare net price by income level and to estimate the percentage of income that parents paid for their students to attend college. Findings are compared for Dartmouth, other Ivy schools, and selected private and public universities.

**Presenter(s)**

Yanmin Zhang, Dartmouth College

**Revising Course and Program Learning Outcomes to Close the Assessment Loop – 1791**

Hall B-Poster 39

*Assessment*

 In light of accreditation requirements and Achieving the Dream outcomes, Edmonds Community College embarked on a college-wide review and update of all 15,000+ course-level learning objectives and 1,000+ program-level learning outcomes for every degree and certificate offered. These efforts and alignments created an enhanced advising conversation with students; highlighted areas of the college's curriculum that require attention; created new avenues of cross-departmental and cross-divisional conversations; and enabled the college to connect existing assessment efforts to create a formal assessment plan. Successes and challenges in crafting the systems necessary to complete this work are presented. Attendees who are interested in integrating student learning assessment at the three levels (course, program, and institution) would benefit from this display.

**Presenter(s)**

James Mulik, Edmonds Community College  
Beth Farley, Edmonds Community College

**Connecting Global Learning with High School and College Experiences – 1264**

Hall B-Poster 41

*Analysis*



Understanding the connections between student learning outcomes associated with global perspectives and curricular and co-curricular activities and experiences is an important area of expertise for IR staff today. The Global Perspective Inventory (GPI) is a survey instrument that provides information about cognitive, intrapersonal, and interpersonal dimensions of global learning and development (a global perspective) and student perceptions of curricular and co-curricular activities and experiences. Participants learn of the relationships between both high school and college curricular and co-curricular activities and student global learning and development. Participants also learn more about the purpose and uses of the GPI and how curricular and co-curricular activities can be used to enhance student global learning on their campuses.

**Presenter(s)**

David Braskamp, Global Perspective Institute Inc.

Larry Braskamp, Global Perspective Institute Inc.

**Degree Aspirations and Deep Approaches to Learning – 1780**

Hall B-Poster 43

*Assessment*

Engagement in deep approaches to learning has been linked to several beneficial outcomes, such as higher GPAs, retention of course material, and critical thinking skills. Previous studies indicated that higher degree aspirations have positive effects on student outcomes. This study investigated the relationship between students' levels of degree aspirations and their engagement in deep approaches to learning. Findings demonstrated that students with higher degree aspirations engaged more frequently in deep approaches to learning. However, this relationship was not consistent across discipline areas; for instance, compared with other academic disciplines, the effect of degree aspirations on deep learning was strongest for arts and humanities majors.

**Presenter(s)**

Amy Ribera, National Survey of Student Engagement

Louis Rocconi, National Survey of Student Engagement

Thomas Nelson Laird, National Survey of Student Engagement

**Estimating the Causal Effect of Centralized Advising on Academic Outcomes – 1800**

Hall B-Poster 45

*Decision-Support*



To enhance student success, many colleges and universities have expanded academic support services and programmatic interventions. One popular measure that has been recognized as critical to student success is academic advising. Many institutions have

expanded advising by creating centralized units staffed with professional advisors who serve specific student groups. This study used propensity score matching to estimate the effect of using centralized advising on first-year GPA and retention. I used a cohort of 2,745 first-time full-time freshmen who matriculated at a large metropolitan public research university in Fall 2010—with students' use of centralized advising being tracked in the first and second terms. I matched students who used this service with those who did not use this service. I then used parametric analyses to estimate the effect of using centralized advising on term GPA, first-year cumulative GPA, and first-year retention, and to simulate average treatment effects.

**Presenter(s)**

*Felly Chiteng Kot, Georgia State University*

**The Disconnect Between Recent High-Stakes Test Research and Education Policy – 1818**

*Hall B-Poster 47*

*Assessment*

The use of high-stakes tests (such as the ACT, SAT, COMPASS, and ACCUPLACER) for school evaluation and college placement has expanded substantially in recent years. Yet in the past two years, major research studies have found that many of these tests have minimal predictive power in terms of college persistence and academic performance in the college classroom. This presentation focuses on reviewing recent research and on the disconnect between increasing test use (both for high school accountability and college admissions) and new evidence that the tests have very limited use as a measure of college readiness.

**Presenter(s)**

*Steve Cordogan, Township High School District 214*

**Faculty-Driven Process of Developing, Revising, and Assessing Gen Ed Outcomes – 1693**

*Hall B-Poster 49*

*Assessment*

This poster session addresses (1) the development and revision of general education outcomes and curriculum and (2) the challenges of soliciting faculty participation in activities considered as add-ons in the view of many faculty members.

**Presenter(s)**

*Venkateswara Potluri, Chicago State University*

*Gebeyehu Mulugeta, Chicago State University*

**What Technology is Hot? Let's See what Students Say About It – 1327**

*Hall B-Poster 51*

*Technologies*

What classroom-based technologies do students value? What percentage of students own tablets, and how has that changed over time? These are the types of questions the EDUCAUSE Center for Applied Research (ECAR) can

answer with the results of its annual student Technology Study. Learn about undergraduate students' technology experiences and how to use these data to benchmark students' IT experiences at your institution. This annual study is free, open to any institution serving undergraduates, uses an EDUCAUSE-developed survey, and includes a custom benchmarking report about YOUR students.

**Presenter(s)**

*Eden Dahlstrom, EDUCAUSE*

**A Retrospective Analysis of Graduate Students' Baccalaureate Origins – 1861**

*Hall B-Poster 53*

*Assessment*

Using data from two extant, national surveys (the Survey of Earned Doctorates and the Baccalaureate and Beyond Longitudinal Study) as well as IPEDS institutional data, this study of doctoral recipients' baccalaureate origins identifies the characteristics of students who are mostly likely to pursue graduate education. It also reveals the types of institutions and undergraduate disciplines that deliver the greatest number of college graduates to doctoral programs. Some of the findings include (1) private liberal arts institutions deliver the highest proportion of bachelor's alumni to graduate schools and (2) more than half of bachelor's degree holders from public institutions go to graduate school.

**Presenter(s)**

*Yang Hu, Indiana University Bloomington*

**Is Your Loop Closed? Assessing Institutional Effectiveness – 1099**

*Hall B-Poster 55*

*Assessment*

This presentation provides administrators, institutional effectiveness and planning, and administrative units ideas for assessing the effectiveness of strategic plans. The session provides the rationale, cycles, assessment measures and reports needed to document the process. Examples of assessment plans, rubrics, reports, and supporting documentation are provided. Institutional growth depends on assessment findings, analysis, and plans for improvement. Assessing whether improvements are effective closes the loop of assessment and improvements for the institution.

**Presenter(s)**

*Su-Chuan He, Parker University*

**VSA Student Learning Outcomes Reporting Options Expanded – 1265**

*Hall B-Poster 57*

*Assessment*

In 2007, the Voluntary System of Accountability (VSA) embarked on a groundbreaking endeavor to publicly report common information about student learning outcomes at public colleges and universities. In May 2012, the VSA Board

endorsed the core recommendations from a National Institute for Learning Outcomes Assessment (NILOA) evaluation and a technical work of higher education assessment, institutional research, and measurement professionals. The options for the measurement and reporting of student learning outcomes within the VSA will be expanded in two primary areas: (1) the reporting options for each of the instruments will be expanded to include both value-added and benchmarking, where appropriate; and (2) the number of instruments will be increased from the three current tests—CAAP, CLA, and ETS Proficiency Profile—to include the AAC&U VALUE rubrics. This poster describes the new options, including administration guidelines and reporting screens.

**Presenter(s)**

*Teri Hinds*, Voluntary System of Accountability & APLU  
*Christine Keller*, Association of Public and Land-grant Universities

**The Impacts of Students' Course Experiences on Subsequent Course Success – 1176**

*Hall B-Poster 59* *Assessment*

Past literature lacks studies that examine the impact of prerequisite course experiences on students' success in subsequent courses within course series. This study examines factors related to instructors teaching prerequisite courses and their relationships with Student Evaluation of Teaching (SET) in the context of a university math course series. Results indicate that student experience varies by course. Students rated tenured instructors more favorably than non-tenured instructors, but no grade differences were found for these groups. We introduce two Subsequent Course Success Inflation factors/indexes (SCSIF) that compare with the SET. This study helps guide policy decision making in support of course and instructor improvements.

**Presenter(s)**

*Siew Ang*, University of Texas at Austin

**Assessment: Enabling Participation in Pedagogical Discourse – 1794**

*Hall B-Poster 61* *Assessment*

This study explains ways of developing assessment resources and processes via in-depth interviews with 30 teachers. It provides ideas that teachers use and apply to different assessment situations. The methodology was predominately qualitative and adopted a case study design. The case (one site) and respondents were selected judgmentally. The study revealed that assessors need to use different methods of assessment dependent on the socio-cultural settings of learners' environments and resources. We argue that teachers ought to note the socialization within their

domains as well as the cultures of their domains and domain-specific ways of talking, acting, and seeing the world.

**Presenter(s)**

*Liile Lekena*, Tshwane University of Technology  
*Anass Bayaga*, University of Fort Hare  
*Xoliswa Mtose*, University of Fort Hare

**Diversity Interactions Gone Sour: Their Effects on Students – 1807**

*Hall B-Poster 63* *Assessment*

Many assessment studies today pay little attention to students' social environments. Yet campus social environments and peer relationships are crucial for student development and academic achievement. Previous research by the authors on the freshman year—first, a study of two campuses, and second, initial analysis of all Wabash National Study institutions—uncovered that "negative diversity interactions" have an independent, harmful effect on both cognitive and affective dispositions that are important for student learning: lifelong learning (or enjoyment in effortful cognitive activities), intercultural effectiveness, and psychological well-being. The present study expands analysis to the senior year and to effects on critical thinking and retention. We also identify what colleges can do to minimize negative diversity interactions. Data come from 50 institutions participating in the Wabash National Study of Liberal Arts Education.

**Presenter(s)**

*Satu Riutta*, Oxford College of Emory University  
*Hui-Min Wen*, New College of Florida

**Comparing Student Achievement Motivation at Two Very Different Institutions – 1869**

*Hall B-Poster 65* *Decision-Support*

Achievement motivation can vary by institution. We studied two four-year institutions to assess differences in time to degree and grade point average. One institution is a Public Liberal Arts College with Carnegie Classification of Master's Colleges and Universities (medium programs) in New Jersey; the other institution is a Military Academy with Carnegie Classification of Baccalaureate Colleges--Arts and Sciences in New York. Multiple case study methodology with graduating seniors at the two institutions was used and we found (1) differences in time to degree, (2) differences in mean grade-point average, and (3) differences in the sources of achievement motivation. For the liberal arts college it is believed that motivation is more intrinsic; for the military academy it is more extrinsic.

**Presenter(s)**

*Charles Secolsky*, University of Illinois at Urbana-Champaign  
*Thomas Judd*, United States Military Academy  
*Sathasivam Krishnan*, The Richard Stockton College of New Jersey

**The Effects of Enrollment Date on Academic Achievement – 1852**

Hall B-Poster 67

Decision-Support

An analysis of enrollment date history for registered students over the past five years indicated that a substantial amount of students were enrolling within two weeks of classes starting at CSU. A study was conducted to obtain and analyze data to prompt change in the university's academic advising procedures. A research project was designed to determine if, over a five-year period, there were differences in three academic success measures by three enrollment date categories. The data revealed that students who enrolled early consistently performed better on all three academic measures than their counterparts who enrolled within weeks of the beginning of classes.

**Presenter(s)**

*William Sanders, Chicago State University  
Resche Hines, Chicago State University  
Latrice Eggleston, Chicago State University  
Theodore Hampton, Chicago State University*

**Exploratory Research on Learning Outcomes of Student Athletes in Japan – 1359**

Hall B-Poster 69

Assessment

Quality assurance is one of the most important issues in Japan. A complicated entrance examination system due to the low birthrate causes student diversity in campus. This study addressed assessment of learning outcomes and investigated relevant factors focused on student athletes in a large Japanese university. Their activities both in and out of class were extensively examined. This study is of great significance in the sense that it provides a framework of research on a specific body of students. Discussion with staff who engage in student support for their success and comments from international perspectives are expected.

**Presenter(s)**

*Takashi Kawanabe, Ritsumeikan University  
Tomoko Torii, Ritsumeikan University*

**The Academic Odyssey of New Freshmen: Building a First Year Program – 1849**

Hall B-Poster 71

Decision-Support

First Year Programs have gained popularity among higher education institutions in the U.S. Building a program that is truly helpful to students requires the concerted effort of the whole institution; IR can play an especially important role, as demonstrated in this poster presentation that illustrates how an IR office help develop the First-Year Odyssey Seminars (FYOS) program at a doctoral research university. The findings show that student satisfaction and engagement had more positive changes as measured by differences between similar BCSSSE and NSSE items for the 2011 cohort than for the 2010 cohort. Also, the 2011 cohort demonstrated

that bigger gains were achieved with seminars focused on faculty research interests and experiences and with seminars delivered in intensive learning environments. Dissemination of the findings guided the faculty and university administrators in enriching current seminars and developing new ones.

**Presenter(s)**

*Ning Wang, University of Georgia*

**Challenges of Accreditation in the Credit Hour System in the U.S. and Japan – 1056**

Hall B-Poster 73

Assessment

This comparative study discusses perceptions of the credit hour system in terms of linkages with learning outcomes and the expected role of accreditation in enhancing the system's effectiveness in the U.S. and Japan. Government policies, institutions, and accreditation bodies encounter dilemmas and difficulties in implementing the credit hour system. This study examines whether the credit hour system appropriately measures learning outcomes, how its quality can be assured, and whether it can be internationally compatible. This study discusses the efforts, challenges, and dilemmas facing institutions and accreditation bodies in the U.S. and Japan regarding the implementation and evaluation of the credit hour system.

**Presenter(s)**

*Ayaka Noda, NIAD-UE  
Susumu Shibui, Kagoshima University, NIAD-UE*

**Academic Grades for Course Alignment and Articulation – 1855**

Hall B-Poster 75

Assessment

A list of recommendations is presented for academic services to help students transition seamlessly from course to course, and to encourage teaching staff to participate in course reflection. For example, a college can encourage teaching staff to design collaborative curricula. Possible strategies are (1) to allocate 1/15 semester to introduce other higher-level courses to encourage seamless transitions between courses, and (2) to divide an extremely hard course into two to let the former act as a preliminary course for the later.

**Presenter(s)**

*Chul Lee, Elms College*

02:00 PM–02:45 PM

## Concurrent Sessions

### A Predictive Model for Student Persistence at a Rural Two-Year College – 1030

201B Analysis

 As part of a student persistence plan, a development of a predictive model was needed. A comparison of data mining and statistical analysis methods for predicting student persistence at a rural public two-year technical college was conducted. R-language was employed and ten methods were considered, including Decision Tree, Naive Bayes Classifier, Neural Network, Support Vector Machine, Bagging, Boosting, and Random Forest. Cross-validation was used to estimate the model performance. The results were compared in terms of overall classification rate, sensitivity, and specificity. Other studies using data from our sister system institutions are also presented to enhance the analysis.

**Presenter(s)**

Koji Fujiwara, Bemidji State University and Northwest Technical College

Douglas Olney, Bemidji State University and Northwest Technical College

### A Survey of Survey Management Processes: Trends and Learnings – 1585

101A Operations

Over the past decade or so, declining survey response rates have plagued the IR survey function. Establishment of survey management processes should help resolve this situation, and many institutions are employing this approach. However, while survey management appears to be increasing, there is little sharing among institutions about their procedures and experiences in managing surveys, hence progress toward best practices is delayed. Results of a survey of a broad range of academic institutions regarding survey management processes is presented to help clarify features of survey management, help reinvigorate the IR survey function, and work toward best practices.

**Presenter(s)**

Charles Rich, East Carolina University

### Affordability Research: Student-Level Dataset Construction and Use – 1133

103C

Decision-Support

Institutional data from multiple sources were used to examine the affordability of attending the University of Texas at Austin. This presentation describes the process by which data were combined to create a full-census student-level dataset used to comprehensively and flexibly answer a variety of questions posed by university decision makers. Results from a selection of these questions are discussed, specifically a cross-sectional trend analysis of net tuition cost by student socioeconomic status and a longitudinal regression analysis of the propensity to take out student loans and, conditional upon taking out loans, differences in the total amounts of loans incurred for students by varied academic factors, demographic characteristics, and outcomes (e.g., graduation).

**Presenter(s)**

Rebecca Bryant, The University of Texas at Austin

### An Institutional Academic Assessment Initiative: One Story of Student Learning and Continuous Improvement – 2033

104B (Promenade Ballroom)

Assessment

 Fresno Pacific University is dedicated to the development of a culture of assessment on behalf of its students and its mission. Join the presenter as she shares the story of how FPU's electronic assessment system was quickly developed, implemented, and scaled to measure student learning at the course, program, and institutional levels, as well as to facilitate program review. Hear how faculty own the assessment of student learning through outcomes development, signature assignments, scoring rubrics, and use of the data to close the assessment loop for continuous improvement purposes.

**Presenter(s)**

Joanne Weiss, Fresno Pacific University

### Assessing Transcript-Based Placement – 1708

202C

Decision-Support

 In 2012, 20 California community colleges participated in a study that explored the efficacy of transcript analysis for assessing college readiness, based on research done by Long Beach City College. LBCC found that local high school grades were unrelated to placement, but were the strongest predictors of course performance, whereas 11th grade California Standards Test scores were the best predictor of placement, but only weakly related to college success. This session shares the results

of the statewide study, including variables that appeared to influence the usefulness of transcript analysis.

**Presenter(s)**

*Terrence Willett, RP Group  
John Hetts, Long Beach City College*

**Counting Every Student: New Methods for Measuring Student Success – 1343**

101B

*Assessment*

Increasing retention and graduation rates is among many institutions' goals. However, many students in higher education are not counted in retention or graduation rates, leaving successful students uncounted and incomplete pictures of colleges and universities and the students they enroll. Institutions do not need to wait for changes to federal reporting retention and graduation definitions; instead, existing institutional data can be leveraged to measure institutional effectiveness of all enrolled students. This presentation focuses on two new methods for measuring retention, graduation, and persistence rates of all students entering the institution. Practical application, including technical aspects, of the two methods are shared and discussed with participants.

**Presenter(s)**

*Kristina Cragg, Ashford University  
Rebecca Wood, Ashford University  
Amanda Fluharty, Ashford University*

**Critical Thinking and Deep Learning: Using NSSE with Local Survey Results – 1240**

102A

*Assessment*

 This study used a local administration of the National Survey of Student Engagement (NSSE) in conjunction with a locally developed student survey to explore the relationship between deep approaches to learning (DAL) and an indirect assessment of critical thinking. Demographic and academic variables were used in conjunction with three scales imbedded within NSSE that are designed to measure engagement in DAL. Ordinary least-squared regression analyses were conducted to determine the existence of a relationship between engagement in DAL and self-reports of critical thinking skills. This session describes a model for linking NSSE with other locally developed instruments and highlights opportunities to learn about indirect assessment of learning outcomes and assessing student engagement in DAL. Discussion focuses on the use of direct and indirect assessment as well as linking the results of DAL scales with pedagogical strategies for faculty development.

**Presenter(s)**

*Steven Graunke, Indiana University-Purdue University-Indianapolis*

**Evaluating Faculty Learning Communities: Lessons from High-Performing Cases – 1491**

203C

*Decision-Support*

This session describes findings from a study of faculty learning communities (FLCs) conducted in community/technical colleges. FLCs are groups of self-organized faculty (and sometimes staff) who meet regularly over extended periods of time to engage in professional development, usually concerning teaching and learning. Past studies have tended to focus on one or more FLC at a given institution, making it difficult to generalize findings across institutions. The present study used quantitative and qualitative methods to gather data from 68 FLCs at 22 colleges in Washington State. The goal of this cross-institutional analysis was to identify practices and structures that contribute to success in FLCs.

**Presenter(s)**

*Stanford Goto, Western Washington University  
Maureen Pettitt, Skagit Valley College*

**General Education Goals and Assessment in a Comprehensive Review Process – 1610**

204

*Reporting*

The purpose of general education is to provide students with broad ranges of courses designed to integrate general knowledge with their major fields of study. To this end, students are provided with curricular environments aimed at broadening and deepening intellectual awareness and perspective, historical understanding, technological and communicative expertise, information acquisition and analysis, and multicultural and global awareness. It is essential for students to grow personally and professionally so that they are equipped with the skills necessary to meet the challenges they will face as global citizens in ever-changing workplaces. Presenters share their experiences working with faculty to complete a comprehensive general education program review. Lessons learned may assist other institutions that wish to undertake similar initiatives.

**Presenter(s)**

*Susan Malekpour, American Intercontinental University Online*

**Improving Retention Models by Using Text Mining – 1526**

202B

*Analysis*

Text mining is becoming more and more important in research as the amount of textual data grows at an exponential rate. Textual data in institutional research exists in a wide variety of formats, including student opinions in surveys, focus groups, blogs, and university web sites. This presentation shows the use of textual data in building a retention model. The textual data or unstructured data must first be converted to numeric data, which can be used

alongside the usual numeric variables. The resulting model is used to score a new set of students.

**Presenter(s)**

*Tom Bohannon, SAS Institute, Inc.*

*Thulasi Kumar, Missouri University of Science and Technology*

**Innovations in Collecting and Reporting Complex Survey Data – 1505**

102B

Analysis

Within survey research, online data collection allows for the implementation of several complex processes, such as skip logic and conditional response options. However, these components can complicate data management and the reporting of results. To illustrate some of these issues and potential solutions, the presenters use experiences from five years of administering the Strategic National Arts Alumni Project (SNAAP) and discuss some effective practices for including skip logic as valid response values and differentiating between data points where respondents are skipped due to survey filters and those that are missing due to non-response or break-off. Some implications for reporting results while communicating the specifics of the survey questions, including the use of codebooks, are presented as well.

**Presenter(s)**

*Angie Miller, Indiana University-Bloomington*

*Amber Lambert, Indiana University-Bloomington*

**OPIR Data Service: Ad Hoc Reporting Made Easy – 1653**

203B

Technologies

IR offices are frequently inundated with ad hoc data requests. Further examination may reveal that these requests often ask for the same data with different slices. This session presents one office's solution for managing certain ad hoc requests using technology available on most office computers. Coding examples and training documentation on using the pivot table capabilities of Microsoft Excel are provided.

**Presenter(s)**

*Karen Egypt, Georgetown University*

**SAAIR Best Presentation: Process and Progress on Identifying Students 'At-Risk' at Unisa – 1973**

104C (Promenade Ballroom)

Decision-Support

 The purpose is to describe the method being used in addressing the area of modules and students "at risk" at Unisa. Risk was described as: (1) the probability of registering for the module but not passing the exam, a risk area related to the measure of overall success, (2) the probability of registering for the module but cancelling before the exam, which is a risk of attrition prior to the exam, and (3) the probability of sitting for the exam but not passing,

which is the risk of exam failure. The results from the different modules varied markedly and indicated the importance of considering variables in combination with each other. At the aggregated level, younger age groups and female students were consistently associated with lower risk. The paper presents the aggregated results of these analyses, a method which is both new and informative for the purposes of decision making, but less informative for the purposes of applying interventions.

**Presenter(s)**

*Glen Barnes, University of South Africa (UNISA)*

**Social Network Analysis and Faculty Citation Analysis – 1641**

104A (Promenade Ballroom)

Analysis

 Research productivity is a topic of interest to many in the university. This is especially true as it pertains to faculty promotion and tenure decisions, salary increases, and other merits. In recent years, a great deal of focus has been placed on various research indicators, such as publication counts, citation analysis, journal impact factors, and so on. While others have made great strides in evaluating the quantity, quality, and value of research by way of publication and citation counts, we believe it is also helpful to evaluate research collaboration networks. This presentation introduces participants to social network analysis, the study of individuals or groups and their connections. Additionally, this study uses readily available, public data to give a visual representation of data and accompanying quantitative results.

**Presenter(s)**

*Kathryn Shirley Akers, Kentucky Department of Education*

**Student Retention and Financial Aid: Evaluating Alternative Policies – 1704**

103A

Decision-Support

Many institutions struggle with financial aid funding, retention, and the often elusive relationship between the two. In our presentation, we demonstrate various means of gathering predictive data from multiple sources, and methods for incorporating data into models that can be useful in determining which financial aid policies are most likely to improve student retention. Simple techniques of data gathering and model building are illustrated with case studies from a large multi-campus university.

**Presenter(s)**

*Claude Cheek, Long Island University-University Center*

*Daniel Rodas, Long Island University-University Center*

**Survey Data Quality: Do Verbal Ability and Text Readability Matter? – 1161**203A *Analysis*

This study examined data quality by levels of respondents' verbal abilities and grade level reading estimates of survey text. Results indicate that students with very low verbal ability (relative to their college peers) were significantly more likely to take longer to complete each screen, skip items, break off from the survey, "skip through" screens, and straight-line items. Four estimates of grade level readability were very accurate in predicting the occurrence of straight-lining. This presentation includes a detailed discussion of results, implications for developing surveys, and the use of common computer programs to calculate readability of text.

**Presenter(s)***James Cole, National Survey of Student Engagement***The NSSE Report Builder: An Online Tool for Assessing Student Engagement – 1172**103B *Technologies*

The National Survey of Student Engagement (NSSE) Report Builder is an online interactive tool that allows users to create custom reports derived from NSSE data by selecting from a variety of student and institutional characteristics. The session demonstrates how the report builder can aid in the assessment of student engagement through its ability to compare both students and institutions. Participants learn how to analyze their institutions' NSSE data with the report builder and to create their own personalized reports.

**Presenter(s)***Kevin Fosnacht, National Survey of Student Engagement***The Program Evaluator's Toolkit: An Integrated Resource for Evaluating the Assessment of Student Learning Outcomes – 1034**102C *Assessment*

So much data, so little time! Data-driven decision making incorporates the comparison of evaluation results to defined benchmarks. Integrating curriculum mapping strategies paired with methods of assessing student performance is time efficient and illustrates the circle of evaluation as it occurs within a cohesive program. This session provides a hands-on, collaborative opportunity for creating a model that can be applied across institutions. Participants develop tailored foundational approaches for evaluating their programs and share feedback with each another.

**Presenter(s)***Christine Savi, University of Arizona College of Medicine Phoenix***Understanding Student Behavior and Progress by Classifying Transcripts – 1622**202A *Analysis*

Student course transcript information tends to be under-analyzed due to its complexity. Two methods for categorizing the transcripts of students who have not yet completed into the existing awards of the institution are presented, based on information about the behavior of students who have completed. These methods are compared and the relative advantages and disadvantages of each described. The classifications of student transcripts potentially can be more accurate than the declared majors of students because they describe actual behavior rather than intent. In addition, the classifications can be used to assess progress of students by examining the extent to which students have taken courses commonly pursued by completers of the awards in which they are classified.

**Presenter(s)***Matthew Zeidenberg, Community College Research Center, Teachers College, Columbia University**Peter Crosta, Community College Research Center, Teachers College, Columbia University*

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**Discussion Groups**

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**Computing Sufficient Sample Size for Collegiate Learning Assessment (CLA) – 1823**Grand Ballroom Table 5 *Analysis*

This discussion addresses methodological issues associated with sample size and statistical power analysis for Collegiate Learning Assessment (CLA) data. Five questions guide the discussion: What do we need to select a sufficient sample size? Are there any challenges of getting a sufficient sample size for CLA? How do we estimate sample size to achieve statistically significant power? How do we measure the effect magnitude using CLA data? For small sample sizes, do we need to interpret and report findings? We also discuss effect size measures and their relationships to statistical power analysis. Findings from nine academic institutions inform the discussion.

**Presenter(s)***Mehary Stafford, The University of Texas System***Global Trends in Performance Management Reporting – 1752**Grand Ballroom Table 1 *Reporting*

Participants will share their experiences and insights into changing expectations for performance reporting in different countries. As higher education institutions across the globe are pressured to be more efficient and effective, what common themes or trends are reflected in changing reporting

expectations? What metrics drive funding formulas and what are the pros and cons of different approaches? Participants will develop an understanding of how diverse countries approach measuring the outcomes of higher education, including the priorities of different higher education systems as reflected in their chosen performance metrics, and gain insights into shared and unique national public policy goals.

**Presenter(s)**

*Guilbert Brown, George Mason University  
David Dowell, California State University Long Beach  
Carrie Birckbichler, Slippery Rock University*

**Increasing Course Evaluation Response Rates:  
Strategies and Best Practices – 2027***Grand Ballroom Table 6**Assessment*

**SPONSOR** Course evaluations are capable of providing invaluable assessment data, but only if your campus community is active and engaged in the evaluation process. Join us for an informative discussion of effective strategies for increasing student participation, engaging faculty, and overcoming the challenges of survey administration. This not-to-miss session provides the strategies and best practices needed to maximize your course evaluation data!

**Presenter(s)**

*Lawrence Piegza, SmartEvals*

**Operational Management of an IR Office – 1826***Grand Ballroom Table 2**Operations*

This discussion addresses best practices and challenges in IR office operations. How do you develop and maintain relationships between IR offices and other operation areas? How do you produce and manage census data efficiently? How do you manage data requests from internal and external parties? How do you plan and manage reporting when institutions go global? Participants share lessons they have learned in the past and take away ideas and suggestions that could be implemented in their offices.

**Presenter(s)**

*Minjie Chen, Savannah College of Art and Design*

**Predicted Trends in Institutional Research  
Conducted by Community Colleges – 1803***Grand Ballroom Table 7**Analysis*

 In this discussion group, we explore community college-based institutional research in the U.S. To open this discussion, a case study of one for-profit research company is presented; patterns uncovered within 800 research reports conducted over the past three years are described. Subsequently, participants discuss the trends participants see in community college-based institutional research in the U.S. The following questions

guide discussion: What trends in institutional research have session participants seen in community colleges over the past five years? How does the type of requested institutional research vary according to the institutional characteristics of community colleges and institutional characteristics of the research company (for-profit, non-for profit, internal)? What community college-based IR trends are predicted for the next one to three years? Why?

**Presenter(s)**

*Breyette Lorntz, Hanover Research*

**Spending Metrics and Use: Delta Cost Project –  
1480***Grand Ballroom Table 4**Assessment*

With the transition of the analytic work of the Delta Cost Project to the American Institutes for Research in 2012 and the growing importance of monitoring higher education spending, this discussion focuses on possible ways the project can better serve the needs of the institutional research community. Some of the questions this discussion poses include: What are the key spending indicators your institution currently monitors? What are some additional metrics the Delta project can develop? How can the project better serve the needs of the institutional research community?

**Presenter(s)**

*Rita Kirshstein, American Institutes for Research  
Steven Hurlburt, American Institutes for Research*

**Using SAS in an Institutional Research Office –  
1815***Grand Ballroom Table 3**Technologies*

SAS is used extensively in many fields, including education, engineering, banking, and health care. Institutional research professionals use this tool to provide management with timely and accurate information to facilitate and enhance decision making, strategic planning, and assessment. The following questions guide a discussion on using SAS at the IR office: How do you utilize SAS? How do you compare SAS to other applications? What are the pros and cons of SAS as an IR tool? What are the major improvements to the latest version of SAS Enterprise Guide? How should we share ideas among IR SAS users? Create SAS SAIR listserv group, videos, etc.?

**Presenter(s)**

*Jamil Ibrahim, University of Mississippi Medical Center*

02:00 PM–02:45 PM

## Governance Meeting

### AIR Annual Business Meeting – 1906

201A

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

**Convener**

*Julie Carpenter-Hubin, The Ohio State University*

03:00 PM–03:45 PM

## Concurrent Sessions

### A Comparison of SAS Data Mining Algorithms in Predicting Retention – 1373

203A

Analysis



This study applied several data mining algorithms of SAS Enterprise Miner to institutional data to predict student retention. By comparing the misclassification rates, model performances are compared for selecting the best retention prediction technique. The two decision tree techniques provided the best prediction accuracy. As found by Herzog (2006), the widely-used logistic regression is an excellent tool for exploring relationships between predictor and student retention. However, when dealing with large numbers of predictors and collinearities, decision trees handle the prediction task better.

**Presenter(s)**

*Ying Liu, McMaster University  
Jin Zhang, McMaster University*

### Academic Support for Underrepresented STEM Students: Satisfaction and Impact – 1207

203B

Assessment

This session presents findings from ongoing assessment efforts related to the UCLA Program for Excellence in Education and Research in the Sciences (PEERS), an academic support program designed to encourage retention and engagement of underrepresented students in math and sciences. Presenters share information about the history and objectives of the PEERS program, the assessment framework, numerous assessment tools, and results from data collection including satisfaction surveys, a control group study, and individual interviews with participants. This session engages participants in critical dialogue about administering and evaluating a grant-funded program for historically underrepresented college students. It highlights practical examples of effective, multifaceted assessment activities that address questions about student learning outcomes, engagement, retention, and self-efficacy.

**Presenter(s)**

*Brit Toven-Lindsey, UCLA  
Tama Hasson, UCLA  
Marc Levis-Fitzgerald, UCLA*

### Assessing and Addressing Measurement Error in College Performance Measures – 1542

202C

Assessment



Over the past quarter century, there has been an increased call for colleges to better demonstrate their effectiveness. Using college-level indicators, such as graduation, transfer, or licensure pass rates, accrediting agencies are piloting models to use these metrics to benchmark improvement efforts and externally validate academic quality. State and federal governments are also using performance indicators to guide policy decisions. Inter-institutional comparison using quantitative measures must be stable, consistent, and validly map to the construct of institutional effectiveness. In this session, a multiple regression model is proposed to understand how and why institutional differences arise and to assess how those colleges that perform less well can be brought about to achieve better. Intermediate measures as predictors of later, terminal outcomes are also evaluated. The model examined data from the community college accountability system in California.

**Presenter(s)**

*Robert Pacheco, MiraCosta College  
Dennis Hocevar, University of Southern California*

## Assessing Oral Communication Competency in Virginia's Community Colleges – 1642

203C

Assessment

 This session explores the challenges of implementing a system-wide, authentic assessment of graduating students' oral communication competencies. Due to the great emphasis on creating a culture of assessment and effectively evaluating student learning outcomes, the Virginia Community College System has successfully implemented a new assessment methodology across its exceptionally diverse range of 23 colleges using web conferencing and survey tools. Participants are introduced to the implementation challenges a system office may face in executing such an assessment, including fine-tuning the assessment to work with existing assessment practices in place within each college, gaining administrative support for the effort, and developing strategies for student participation in the absence of course-embedded assessment.

**Presenter(s)**

Catherine Finnegan, Virginia Community College System  
 Aris Bearse, Virginia Community College System  
 Lindsey Interlante, Virginia Community College System

## From Fact Book to Dashboard at The University of Texas System – 1157

204

Technologies

The University of Texas System has been publishing detailed data on institutional performance across critical mission areas for years using static PDFs and Excel documents. With increasing requests for more data, this approach was not sustainable. The Office of Strategic Initiatives (OSI) was spending too much time on the collection and processing of data in response to growing numbers of requests from The Chancellor, Board of Regents, and media—there was no time for in-depth research or analysis of complex policy issues. Instead of using the data to help support better management, the data were managing us. What grew from an internal office need morphed into a larger UT System need for a BI System that could support the Chancellor's Framework by providing an accessible, customizable tool for monitoring institutional performance and progress towards transparency and accountability goals.

**Presenter(s)**

Alicia Betsinger, The University of Texas System  
 Annette Royal, The University of Texas System  
 Jennifer Whitman, The University of Texas System

## Haven't We Done This Before? Tracking Requests for Continuous Improvement – 1065

103B

Operations

 Tracking service requests is increasingly important as IR offices are asked to take on more diverse responsibilities and provide data for increasing

numbers of areas at their institutions. In this session, the presenters discuss the service request tracking system they implemented at their college and highlight how the system has promoted efficiency, consistent reporting, and strategic planning. The presenters also discuss other efforts to promote data literacy and use at their college, including expanded use of their business intelligence tool and development of a new departmental website. Participants will leave with better understandings of the benefits of tracking IR service requests in systematic manners, of key features to include in service request forms, and of ways that IR offices can promote cultures of evidence at their institutions.

**Presenter(s)**

Kevin David, Tulsa Community College  
 John Bruce, Tulsa Community College

## iSavvy: Using Technology and Web 2.0 Approaches to Reach Your Users – 1304

103A

Technologies

 Have you ever crafted a quality research report that didn't get the attention it deserved? Increasingly, our leaders seek to make data-driven decisions with little time to read reports (and on little devices such as smart phones and tablets). The presenters discuss the pros and cons of a variety of information-delivery approaches, ways to make the best use of available technology, and the use of social media to enliven output and engage clients. This presentation helps participants implement new approaches at their institutions to convey research in meaningful but effective ways in the millennial age.

**Presenter(s)**

Irene Graff, El Camino College  
 Rica Young, El Camino College

## Research on Higher Education Racial Identification and Designation – 1576

202B

Reporting

Institutional researchers and higher education scholars often use racial statistics in their research and reporting. After the federal government changed the racial data collecting and reporting guidance allowing individuals to report multiple racial categories, there has been an increasing desire to understand new racial data collected in higher education. To raise awareness of the changing meaning of racial statistics and provide theoretical and practical recommendations on how to make racial statistics more meaningful, two higher education scholars present their recent research on racial identification and designation patterns.

**Presenter(s)**

Yang Zhang, University of Hawai'i at Mānoa  
 Casandra Harper, University of Missouri

## RMAIR Best Presentation: Ethics of Data Mining and Predictive Analytics in Higher Education – 1970

104C (Promenade Ballroom)

*Operations*

  Data mining and predictive analytics are increasingly used in higher education to classify students and predict student behavior. But while the potential benefits of such techniques are significant, realizing them presents a range of ethical and social challenges. The immediate challenge considers the extent to which data mining's outcomes are themselves ethical with respect to both individuals and institutions. A deep challenge, not readily apparent to institutional researchers or administrators, considers the implications of uncritical understanding of the scientific basis of data mining. These challenges can be met by understanding data mining as part of a value-laden nexus of problems, models, and interventions; by protecting the contextual integrity of information flows; and by ensuring both the scientific and normative validity of data mining applications.

### Presenter(s)

Jeffrey Johnson, Utah Valley University

## Student Perspectives on the Importance and Use of Technology in Learning – 1463

104A (Promenade Ballroom)

*Assessment*

 This presentation focuses on students' use of technology at 42 college and university campuses. Findings include to what extent students' technology use enabled them to understand, demonstrate their understandings, study, or communicate with various people on and off campus as well as how important it was to students to have access to more or better technology for themselves or their instructors. We explore how students' use of technology differs by academic disciplines, in different institutional settings, and for different groups of students. We also address how technology use is related to other forms of student engagement and how important technology is to students, for their own use and for use by instructors.

### Presenter(s)

Allison BrckaLorenz, National Survey of Student Engagement  
Heather Haeger, National Survey of Student Engagement  
Jennifer Nailos, National Survey of Student Engagement

## The Impact of Incentives on Surveys of Learner Satisfaction – 1393

201B

*Decision-Support*

Many universities use incentives as a way to increase response rates, but little research exists that discusses the impact of incentives on response rates and response quality in a university setting. This presentation discusses results from a study in which two groups of active learners, sampled in the same way from the same population, were

given the same learner satisfaction survey over the course of six months. One group was offered entries into a drawing to win an iPad; the other was not offered any incentive.

Survey response rates and aggregate responses are discussed relating to the impact of offering the incentive for survey completion. Participants learn about the implications of offering incentives, and whether or not the increases in response rates from offering incentives results in increases in the quality of responses.

### Presenter(s)

Katie Tanner, Capella University

## The New Accountability Scorecard for the California Community Colleges – 1258

201A

*Reporting*

 A new accountability framework was one of the most widely supported recommendations from the California Community Colleges Student Success Task Force (SSTF). This presentation reviews the revisions and highlights the differences to the existing reporting system, the Accountability Reporting for the Community Colleges (ARCC), to address scorecard recommendations made by the task force. The New ARCC Scorecard delivers a four-tiered, online reporting system that leverages many research advancements made over the years, including wage outcomes, outcome differentiation by level of remediation upon entry, momentum point tracking, and peer grouping.

### Presenter(s)

Patrick Perry, California Community Colleges Chancellor's Office  
Alice Van Ommeren, California Community College Chancellor's Office  
Ryan Fuller, California Community Colleges Chancellor's Office

## What Does College Readiness REALLY Mean for Community College Students? – 1455

202A

*Decision-Support*

 This session is intended to broaden the national discussion about college readiness. It explores the results from a longitudinal study of the effects of college readiness assessments and developmental education on student success at a large, urban community college. It introduces innovative methods for measuring student progress and success in a community college context.

### Presenter(s)

John Asmussen, Asmussen Research & Consulting LLC  
Kathryn DeBoer, Minneapolis Community and Technical College

## What's Getting in the Way of Using Data for Improvement? – 1115

103C

Assessment

Most institutions have sufficient actionable assessment information; there's little evidence that they are making good use of that information, yet they continue to collect more. The concept of "weighing the pig" is applicable here: institutions can't continue to collect information on performance without taking the necessary steps to improve performance. In this presentation, we discuss the assessment cycle, where failures to progress are occurring, and offer potential solutions. Come to this presentation to explore ways to improve your ability to convert information into action.

### Presenter(s)

Jillian Kinzie, Indiana University-Bloomington  
Darlena Jones, EBI MAP-Works, LLC

## Where IR and Student Assessment Meet: A Value Proposition – 2019

104B (Promenade Ballroom)

Assessment

**SPONSOR** Join Chalk & Wire's CEO as he unveils several years of research into the data sets of more than 40 different institutions that suggests that there is a compelling model at work -- one that IR professionals can use to help their institutions leverage value from all types of assessment carried out for many reasons. Highlights include the challenges posed by compliance processes and how they can be mediated.

### Presenter(s)

Geoffrey Irvine, Chalk & Wire

## Discussion Groups

### Assessing Graduate Attributes and Students' Generic Skills in the Asia-Pacific – 1805

Grand Ballroom Table 4

Assessment

This discussion group aims to develop a general understanding of how an aspiring world-class public research university in the Asia-Pacific intends to measure graduate attributes, identify appropriate assessments, and obtain data to evaluate institutional effectiveness regarding student outcomes. More specifically, the session provides participants an opportunity to understand how an assessment process is being developed from an international context in the Faculty of Education at the University of Auckland, New Zealand. We explore two questions: What are the differences between students' and universities' overall aims, expectations, goals, outcomes, and purposes with regards to generic skills and dispositional outcomes of bachelor's degree education in New Zealand?

What is the most feasible assessment (CLA, SERU-S, NILOA, or AHELO) to measure the added value perceived by undergraduate students for completing a university degree in the Asia-Pacific?

### Presenter(s)

Roy Chan, Boston College - Center for International Higher Education (CIHE)

## Breaking Down Silos to Transform Developmental Mathematics and Writing – 1866

Grand Ballroom Table 8

Assessment

 Often universities and colleges are divided by department and office silos, which create systemic gaps that effect student success and achievement. This discussion provides specific recommendations on how to avoid stumbling blocks and identify successful strategies for institutional effectiveness and successful coalition building to facilitate quality, data-informed decisions that increase student retention and progression. Questions to be addressed include: What are challenges to collaborating with other departments or offices to implement changes for student success? What are specific examples in effectively overcoming these challenges? Which of the best practices provided would you be able to implement at your institution? What institutional research data are helpful in assessing the effectiveness of developmental mathematics and writing?

### Presenter(s)

Marco Sausa, Hawai'i Pacific University

## Common Data Set (CDS) and XML: Bridging the Data Gap through Standards – 1816

Grand Ballroom Table 2

Technologies

This session provides details on an XML standard that is being developed by the Common Data Set (CDS) Initiative as represented by The College Board, U.S. News & World Report, and Peterson's. The CDS/XML schema would use IPEDS XML definitions and other higher education XML standards for congruent data fields along with specific tags for CDS unique questions. The XML format could reduce institutional burden through use of existing data queries that can be re-used each year. The goal of this discussion is to gain IR community feedback on its possible use in external data reporting. How do you think a CDS/XML format will help to streamline the survey submission process for IR professionals? How many schools would use it? What are pros and cons of using XML format, short-term and long-term? What are the hurdles from institution and publisher perspectives? What are the steps institutions would take to set up for use of the CDS/XML format? Could this be used for other purposes within IR?

### Presenter(s)

Doris Chow, The College Board

## Higher Education's Civic Purpose: Measuring Effectiveness – 2015

*Grand Ballroom Table 5*

*Assessment*

This discussion considers “civic impact” research—how colleges and universities understand and measure the effectiveness of their efforts as institutional citizens and partners in communities and societies, and as educators of the next generation of engaged, knowledgeable citizens in a democracy. Do our institutions support mutually beneficial changes in our communities or society, and if so, how? What should we be evaluating (e.g., medical research, student service, public access to facilities, community-based research)? And how do we do it? How do we measure students’ development into active citizens? Participants share tips and tools and learn about interesting research already underway.

**Presenter(s)**

*Nancy Thomas, Tufts University*

## International Enrollment Management – 1724

*Grand Ballroom Table 1*

*Decision-Support*

This discussion addresses institutional experiences on recruiting and hosting international students in recent decades with the purpose of helping U.S. higher education institutions improve international enrollment management. This discussion is guided by the following questions: What do U.S. higher education institutions know about international students? What benefits do international students bring to institutions? What problems do international students bring to institutions? What have institutions done to handle the problems and keep the benefits? What can be done—but not done yet—by institutions?

**Presenter(s)**

*Jie Zhang, University of Missouri*

## Introduction to U.S. News Academic Insights – 2030

*Grand Ballroom Table 9*

*Technologies*

**SPONSOR** This is an informational session regarding U.S. News Academic Insights, an analytics dashboard, that utilizes high-level graphic capabilities and data visualizations and features a historical archive of rankings and rankings data.

**Presenter(s)**

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

## Navigating the Waters: A Code of Conduct for Institutional Researchers – 1754

*Grand Ballroom Table 7*

*Operations*

AIR developed its Code of Ethics to provide members with “broad ethical statements...to guide their professional lives and to identify relevant considerations when ethical

uncertainties arise”. During this interactive session, participants identify ethical issues that affect research and assessment processes. Participants discuss case studies taken from the annals of The Chronicle of Higher Education, including institutions that inflate test scores and the use of assessment data in decision making. The discussion is guided by the following questions: What is ethics and why is it important to our field? Data reporting: Where is the data sheriff? What are key challenges faced in IR and how might the Code help guide your actions? The case studies prompt discussions on how to navigate the vast and sometimes challenging waters of institutional research.

**Presenter(s)**

*Felisha Shepard-White, Clayton State University*

## The Evolution of Institutional Research: Exploring Client Based Practices – 1829

*Grand Ballroom Table 3*

*Operations*

 The purpose of this discussion is to examine the evolution of institutional research offices in an effort to meet organizations' needs to become more efficient in data usage. The conceptual framework of this discussion explores both institutional research as a profession and the growing trend of becoming more analogous to field of customer service. Questions addressed include: Who defines institutional research as a profession? Does the current state of the field accurately reflect the profession? In supporting our institutions, how can we effectively address need without compromising quality? How do we avoid the pitfall of becoming elite customer service agents? What is the future of institutional research?

**Presenter(s)**

*Ta-Tanisha Young, Harper College*

*Sadya Khan, Harper College*

## Using Applications, Admissions, and Student Data to Forecast Enrollment – 1781

*Grand Ballroom Table 6*

*Decision-Support*

This discussion focuses on five questions: What are the key issues (e.g., time horizon, purpose) in selecting a forecast model? Given an institution’s mission and student characteristics, what are the appropriate forecasting models for the institution? What are the central issues with use of applications and admissions data to forecast new enrollment? What are the effects of continuing students, stop-outs, and graduates on enrollment forecasts? How can enrollment forecasts be utilized to set enrollment targets?

**Presenter(s)**

*Lawrence Redlinger, The University of Texas at Dallas*

*John Wiorkowski, The University of Texas at Dallas*

*Sharon Etheredge, The University of Texas at Dallas*

## Working with Academic Analytics Data to Support Strategic Decision Making – 2041

*Grand Ballroom Table 10*

**SPONSOR** Academic Analytics is a full-service provider of business intelligence data and solutions for higher education administrators. The company was founded in 2005 as the product of a research project started at Stony Brook University by Lawrence Martin and co-founded by Anthony Olejniczak in response to universities' needs for business intelligence techniques. Our data support university leaders as they strive for excellence and serve as useful tools to guide them in understanding strengths and weaknesses, establishing standards, allocating resources, and monitoring performance. Our database includes information on over 270,000 faculty members associated with more than 9,000 Ph.D. programs and 10,000 departments at 383 universities in the U.S. and abroad.

### Presenter(s)

*Michael Rohlinger, Academic Analytics, LLC  
Anthony Olejniczak, Academic Analytics, LLC*

*Analysis*

## Global Perspectives on IR: Issues for Today and Considerations for the Future – 1275

*102C*

*Operations*

There is increasing evidence of international influence in the transfer of knowledge, and globalized higher education produces an even greater need for the decision support function of institutional research. In this presentation, panelists discuss highlights from the recent NDIR volume Global Perspectives on Institutional Research: Relevant Issues for Today and Considerations for the Future. Key issues, such as access, accountability, distance education, quality assurance, and educational policy priorities, as well as development of national and multi-national higher education data systems are noted as panelists engage the audience in discussion throughout this session.

### Presenter(s)

*Karen Webber, University of Georgia  
Victor Borden, Indiana University Bloomington  
Mauricio Saavedra, Universidad Internacional del Ecuador (UIDE)  
Jeanine Romano, University of South Florida, Tampa*

03:00 PM–04:00 PM

## Panel Sessions

### Building Capacity and Cultures of Inquiry: Student Success BY THE NUMBERS – 1293

*101A*

*Decision-Support*

 This session explores practical steps for increasing data capacity and creating a culture of inquiry for 14 institutions that participate in a new initiative to improve student success known as Student Success BY THE NUMBERS (SSBTN). Some SSBTN colleges already have institutional research capabilities, while others are beginning from scratch. This session's panelists are consultants to these institutions and share their insights about what works and what doesn't when community colleges start down the path to use data to make decisions about student success.

### Presenter(s)

*Richard Voorhees, Voorhees Group LLC  
John Muffo, John A. Muffo and Associates, Inc.  
Cathy Hasson, San Diego Community College District-District Office  
Jacquelyn Stirn, JS Higher Education Associates  
Richard Plott, Eastfield College - Dallas County Community College District*

### Non-Cognitive Measurement in Admissions: Value, Impact, and Implications – 1579

*102A*

*Decision-Support*

An extensive body of literature examines the predictive power of non-cognitive characteristics and their impact on educational outcomes. The validity and reliability of such measures continues to be widely debated as numerous colleges and universities look to implement these nontraditional indicators to support complex institutional missions. This panel session includes three professionals with recent experience in the development and assessment of admissions models that incorporate non-cognitive measurement. Participants gain insight into the value of non-cognitive assessment, its impact on admissions and student success, and its future role at these institutions.

### Presenter(s)

*Jacqueline McLaughlin, University of North Carolina  
Susan Stachler, DePaul University  
Ross Griffith, Wake Forest University  
Gerald McLaughlin, DePaul University*

### The Role of Institutional Research in Data Management – 1656

*102B*

*Operations*

Data management at institutions of higher education has grown from large database management to transforming vast amounts of operational data into accessible data warehouses and decision support systems. This panel includes three IR professionals who have been involved in data management at different levels at three large public research institutions. They provide their perspectives of the changing role of IR in data management, including answers to the following

questions: (1) How important is it to have institutional research professionals involved in data management process, and at what levels? (2) As data management has become more complex, what is essential for institutional researchers to know about data management? (3) As institutions of higher education begin to follow a more business-oriented model, what context does IR bring to data management?

**Presenter(s)**

*Kathryn Felts*, University of Missouri Columbia  
*Ryan Cherland*, University of California-Irvine  
*Mona Levine*, University of Maryland  
*Kristi Fisher*, The University of Texas at Austin

**Using Direct/Indirect Assessments to Improve Student Outcomes – 1660**

*101B* *Assessment*

Direct and indirect measures of assessment are valuable tools in the continuous improvement model at any institution. This panel session brings together four assessment experts to discuss direct measures of assessment, indirect measures of assessment, utilizing the VALUE as a framework for direct measures of assessment, and perspectives on how to improve student outcomes and satisfy accreditation requirements.

**Presenter(s)**

*Tammie Cumming*, CUNY New York City College of Technology  
*Terrel Rhodes*, Association of American Colleges and Universities  
*Michael Valiga*, ACT, Inc.  
*Ramon Moncada*, CUNY New York City College of Technology  
*Rochelle Williams*, ABET

04:00 PM–05:00 PM

**Special Event****Welcome Reception Hosted by AIR Board of Directors – 2039**

*Hall B*

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, and visit with our sponsors to learn how to improve the effectiveness of your office with the newest tools, techniques, software, products and services.

05:00 PM–06:00 PM

**Affiliated Organization Meetings****Association for Institutional Research in the Upper Midwest (AIRUM) – 1999**

*203B*

Members of AIRUM and all 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 2013 AIRUM annual meeting. AIRUM consists of members from Minnesota, North Dakota, Wisconsin, South Dakota, Iowa and the Upper Peninsula of Michigan. Plan on joining your colleagues for dinner/social hour after the meeting. Convener: Ron Huesman

**Mid-America Association for Institutional Research (MidAIR) – 1987**

*202A*

Mid-America Association for Institutional Research (MidAIR): This informal gathering and networking opportunity is for MidAIR members, prospective members, and other interested colleagues. MidAIR consists of members from Arkansas, Iowa, Kansas, Nebraska, Missouri, and Oklahoma. We will also have information on the MidAIR annual conference, which will be held Nov. 6-8, 2013 at The Hotel Phillips, Kansas City, MO. Meet here for dinner group plans with other MidAIR members. Convener: Michelle S. Flynn, President-MidAIR

**North East Association for Institutional Research (NEAIR) – 1995**

*103A*

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

**Overseas Chinese Association for Institutional Research (OCAIR) – 1988**

*201B*

The Overseas Chinese AIR (OCAIR) session is open to all current OCAIR members and those who are interested in joining OCAIR. The annual meeting will include a brief business meeting, presentation of award, and discussion of IR topics of interest. There will also be a group picture

and dinner after the meeting. Conveners: Yingxia Cao and Xiaobing Cao

**Pacific Association for Institutional Research  
(PacAIR) – 1996**

Hyatt- Seaview Ballroom A

Join fellow PacAIR members attending the AIR Forum in Long Beach for a brief meeting, fun and fellowship. Anyone interested may attend. We will be gathering a dinner group right after our meeting and you are welcome to join us. Aloha! Convener: Paul Freebairn

**Pacific Northwest Association of Institutional Research and Planning (PNAIRP) – 1998**

103B

Our organization serves WA, OR, and AK in the United States, British Columbia, Canada and The Yukon Territory. Come hear about our upcoming conference and network with

your colleagues. Dinner reservations are possible afterward. Convener: Tonya Benton, PNAIRP President

**Southern Association for Institutional Research  
(SAIR) – 1990**

202C

SAIR members, individuals working at SAIR institutions, and all interested parties should attend to meet and socialize with other SAIR colleagues, discuss current activities of the SAIR organization, and learn more about our fall conference. Convener: Kathleen Morley, Baylor University

**SUNY Association for Institutional Research & Planning Officers (AIRPO) – 1997**

203A

Join your SUNY colleagues for informal conversation about assessment and institutional research issues particular to the SUNY system. Convener: Robert Karp, SUNY Plattsburgh



# GRANTS

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

**AIR Grant Recipients Presenting at the 2013 Forum**

Dissertation Grant Presentations

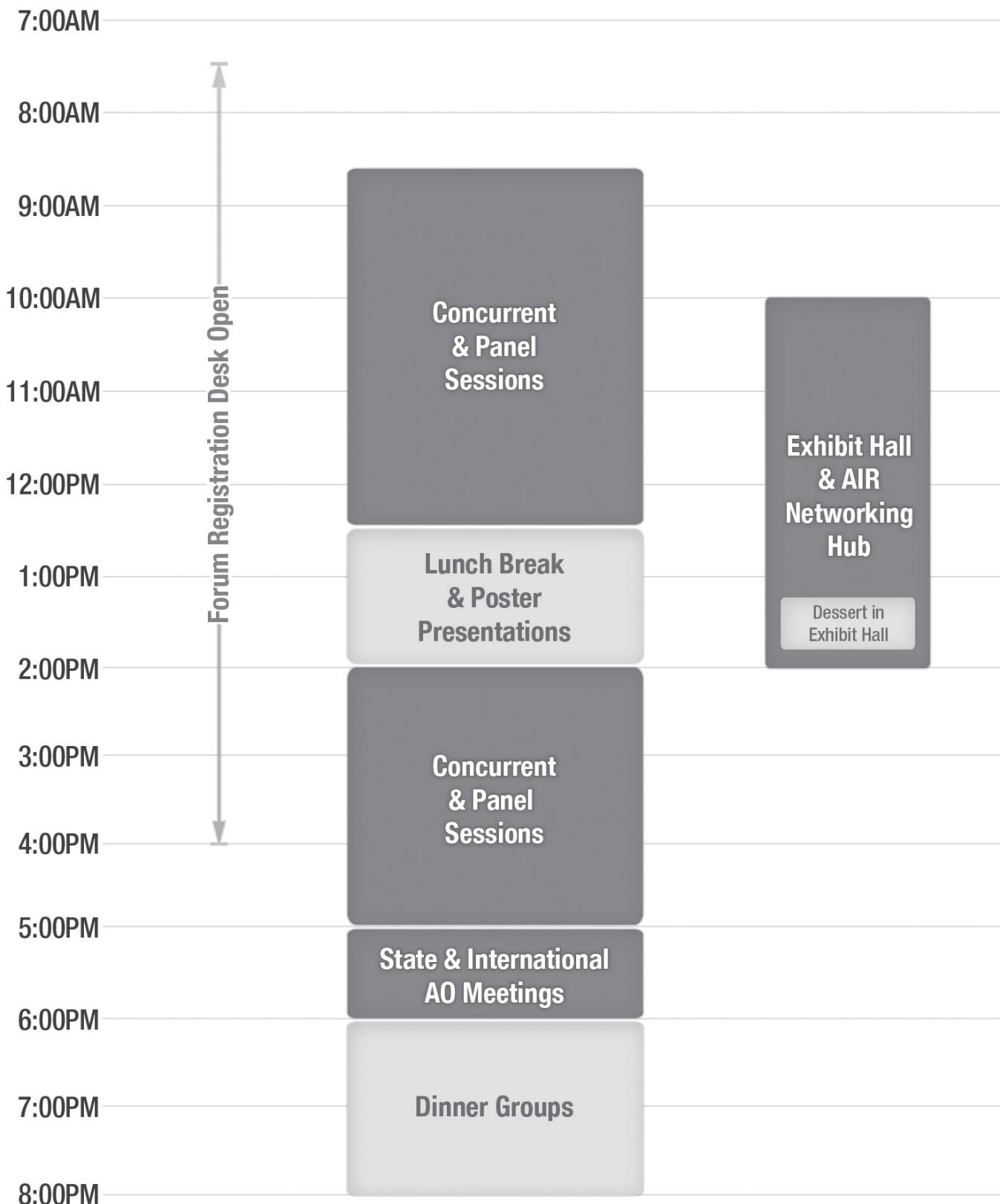
Sondra Barringer, *University of Arizona*  
Jin Chen, *Indiana University*  
Mina Dadgar, *Columbia University*  
Rodney Hughes, *Pennsylvania State University*  
Robin LaSota, *University of Washington*  
Jungmin Lee, *Vanderbilt University*  
Lian Niu, *University of Florida*  
Ritu Sapra, *Rutgers University*  
Gokhan Savas, *Syracuse University*  
Shomon Shamsuddin, *Massachusetts Institute of Technology*

Research Grant Presentations

Emmanuel Jean Francois, *University of Wisconsin*  
Lyle McKinney, *University of Houston*  
Karen Webber, *University of Georgia*



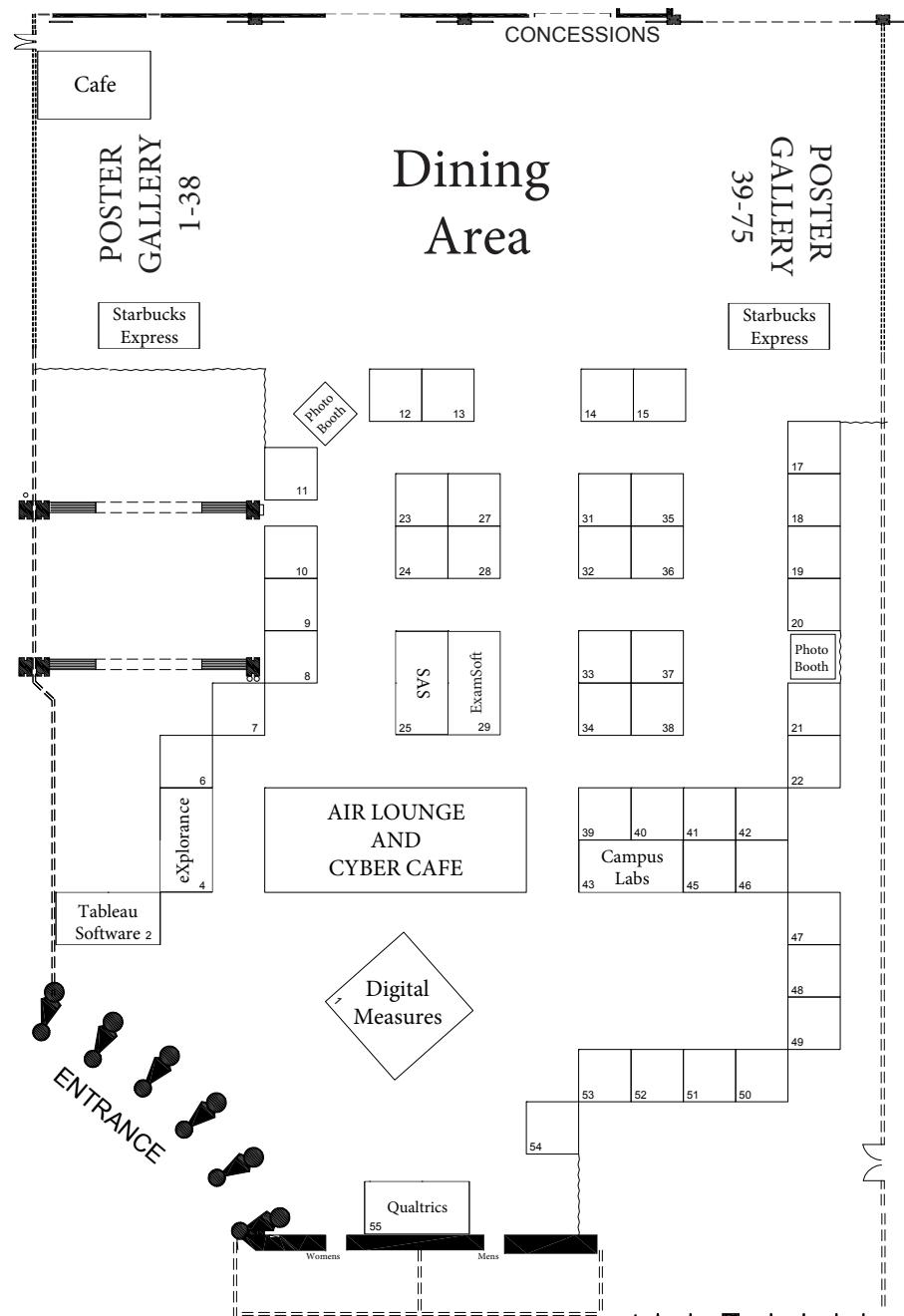
## SCHEDULE AT A GLANCE



## Exhibit Hall Floor Plan (Hall B)

### Company Name . . . . . Booth Number

Academic Analytics, LLC	13
AIR Data & Decisions® Academy	42
Campus Labs	43
Chalk & Wire	6
CollegeNET, Inc.	11
Collegiate Learning Assessment (CLA)	27
Concord USA, Inc.	24
Data 180	35
Digital Measures	1
EBI MAP-Works	51
Educational Testing Service (ETS)	45
EvaluationKIT	12
Evisions, Inc.	54
ExamSoft Worldwide, Inc.	29
eXplorance	4
Gravic – Remark Products Group	40
Higher Education Research Institute (HERI)	37
Humboldt State University	50
IBM Business Analytics	31
iDashboards	33
IData Incorporated	47
Incisive Analytics	20
Information Builders	38
Integrated Postsecondary Education Data System (IPEDS)	18
LiveText, Inc.	23
Mentor by Axiom Education	28
National Student Clearinghouse	46
National Survey of Student Engagement (NSSE)	32
Noel-Levitz	15
Nuventive	21
PACAT Inc.	19
QS Intelligence Unit	39
Qualtrics	55
Rapid Insight	52
Rcampus	17
SAS Institute Inc.	25
Scantron	53
SmarterServices	9



Company Name . . . . .	Booth Number	Company Name . . . . .	Booth Number
SmartEvals	49	Thomson Reuters	34
Strategic Planning Online, LLC	41	Tk20, Inc.	36
Tableau Software	2	U.S. News & World Report	48
Taskstream	8	WEAVE	14
The College Board	10	ZogoTech	7
The IDEA Center	22		

## Icon Key



AO Best Presentation Session



Community College Spotlight Session

Scholarly Paper  
Download Available via MyForum

Sponsor Session

08:30 AM–09:15 AM

### Concurrent Sessions

#### A Program to Assist Non-Measurement Faculty with Assessment Processes – 1076

203B Technologies

This presentation demonstrates a tool for IR professionals to use during their assessment training initiatives with faculty. The program is an Excel macro that imports an assessment file, produces classical item indices, and constructs aggregate pivot-tables for user-defined evaluation. The presenters provide access to the program to all who attend and share macro development tips.

**Presenter(s)**

Amanda Ferster, University of Kansas

Fei Zhao, Center for Educational Testing and Evaluation

#### Assessing Effectiveness of Student and Professional Learning Communities – 1494

101A Assessment

 Building on a thorough review of research and a “100-Institution Survey” that achieved an 81% response rate, Lenning et al.’s (2013) book on Powerful Learning Communities found that specific learning community principles/techniques lead to optimum learning success at both student and professional levels, whether face-to-face, virtual/online, or hybrid/blended. As stated in the book’s assessment chapter, “Assessment is not just about verifying that learning has occurred; it offers important insights into ways to enhance the learning process itself.” This paper discusses the assessment of learning community effectiveness presented in the book with the special information needs of institutional researchers in mind.

**Presenter(s)**

Kevin Saunders, Drake University

#### Collaborative Assessment to Improve and Sustain Curriculum Innovation – 1631

202A

Assessment

Often the institutional assessment cycle starts with data collection, analysis, and ends with assessment reports for external compliance with accrediting agencies. Assessment results are often not incorporated into the institution’s core decision making process to enhance student learning. The presenters share how the Office of Institutional Research and Assessment engaged faculty, students, and administrators to develop assessment questions and used the assessment results to improve and sustain Maymester, a new curriculum initiative for QEP. The collaboration contributed to the full adoption of Maymester by the university. The presenters share the collaborative assessment process, multiple assessment methods and instruments, assessment results of five years, and tips on engaging administrators and faculty in the assessment process and in closing the assessment loop.

**Presenter(s)**

Anna Li, University of North Carolina

#### Data Dictionary: An Incremental Approach to Quality Data – 1335 — Cancelled

**Evaluating Learning Assistance Centers: Valuable Tools for Student Success – 1160**

102A

Assessment

Community colleges serve large numbers of underprepared and underrepresented students who often require academic support outside of the classroom. The results of a survey of centers that offer such support in math, writing, study skills, etc. are examined. Audience members learn the current state of program evaluation in these centers. Information about the characteristics of these centers, the obstacles and limitations they face in carrying out program evaluation, the types of measures currently being used, and the extent to which evaluation is actually shaping practice are discussed. Successful program evaluation of these centers can assist colleges in meeting the increased demand for graduates with postsecondary credentials.

**Presenter(s)**

*Doug Franklin*, Illinois Board of Higher Education  
*Bob Blankenberger*, University of Illinois at Springfield

**Faculty Mentors and Good Practice in Undergraduate Education – 1500**

103B

Assessment

Student-faculty interaction is one of the cornerstones of quality undergraduate education and is tied to a host of positive outcomes for students, including educational expectations and degree attainment. Using data from 74 faculty interviews, this session examines faculty attitudes toward and engagement in mentoring behaviors and how faculty understanding of institutional mission and faculty rewards shape interaction and engagement decisions. We expect attendees to gain new perspectives on ways to motivate faculty and improve institutional capacity for mentorship, thus bettering undergraduate education.

**Presenter(s)**

*Linda DeAngelo*, University of Pittsburgh  
*Dana Winters*, University of Pittsburgh

**From Response Rates to Assessment: Our Journey with Online Course Evals – 1634**

203C

Technologies

This session focuses on Embry-Riddle's journey with online course evaluations. We highlight the strategies that worked in increasing and maintaining our response rates and discuss new ways of using course evaluations to gather indirect measures for assessment and accreditation needs.

**Presenter(s)**

*Kimberly Brantley*, Embry-Riddle Aeronautical University

**Gains in Learning Outcomes of Korean and Japanese College Students – 1368**

102C

Assessment



Quality assurance of higher education institutions and enhancement of global competitiveness have become major concerns worldwide. In such environments, gains in learning outcomes of college students become the major concern for higher education institutions. This research explores the association between college experiences and degree of learning through the comparative research of student self-reported surveys between Korea and Japan. This study uses a quantitative research design with data obtained from JCSS 2010 and KCSS 2012. In particular, the research focuses on the relationship between learning environments and learning outcomes.

**Presenter(s)**

*Reiko Yamada*, Doshisha University  
*Byung-Shik Rhee*, Yonsei University

**How to Get the Most Out of Your CCSSE Results – 1525**

201B

Decision-Support



This presentation covers the following areas: (1) How two colleges linked student-level responses from the Community College Survey of Student Engagement (CCSSE) to institutional data to better understand the relationship between student engagement and stated institutional learning outcomes; (2) how the data can be shared to engage in conversations that lead to institutional decision making and change; and (3) how the results can be incorporated in the accreditation reporting process and embedded in the college culture.

**Presenter(s)**

*Mallory Newell*, De Anza College  
*Elaine Kuo*, Foothill College  
*Andrew LaManque*, Foothill-De Anza Community College District

**IAIR Best Presentation: Comparing Native and Transfer Students Using Multiple Informational Sources – 1975**

104C (Promenade Ballroom)

Analysis



This presentation highlights key findings of a collaborative project between the IERC and two four-year institutions, one private and one public. The study evaluates the use of data from multiple sources—National Student Clearinghouse, ACT, and the institutions—as well as the potential limitations of the data, such as definitional issues and matching across systems. Differences in graduation rates for native students are presented by key demographics and college readiness levels, and it is determined if and how those differences hold up for transfer students with varying amounts of transferred credit. Also

contributing to this research as a co-author, but unable to attend the Forum, is Liz Sanders, Assistant VP of Institutional Research and Marketing Analytics at DePaul University.

**Presenter(s)**

*Eric Lichtenberger, Illinois Education Research Council  
Gerald McLaughlin, DePaul University*

**Improving Graduation Rates: Doing the Right Things vs. Doing Things Right – 1346**

101B

Decision-Support

 A model to predict graduation rates among public, four-year colleges was developed and used to identify peer institutions that had higher than predicted graduation rates for a set of regional, commuter campuses. Two frameworks—high impact practices and the Completion by Design Pathway Principles—were used to conduct web scans of both the high performing peers and target institutions and reveal only minor differences between the two groups in terms of “doing the right things.” Ensuing analysis and discussion with campus colleagues focused on program integration and implementation fidelity—that is, “doing things right.”

**Presenter(s)**

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

**Increasing First-Year Retention through Student Connections – 1527**

102B

Decision-Support

This presentation outlines Arizona State University's efforts to develop, administer, and use a survey to support freshman retention efforts through intervention. ASU designed the Student Connections survey to assess risk factors for attrition (e.g. study habits, health, finances, and social well-being) and allow students a mechanism to ask for assistance in targeted areas. In Fall 2012, ASU administered the survey to more than 7,000 first-time freshmen within a two week period and began outreach initiatives the following week based on student responses. Survey results were also analyzed using regressions to identify predictive items in terms of student retention. This presentation provides a model for quickly identifying attrition risk factors and targeting intervention efforts to support student retention.

**Presenter(s)**

*Gerald Blankson, Arizona State University at the Tempe Campus  
William Krause, Arizona State University at the Tempe Campus  
Chelsea Mazar, Arizona State University at the Tempe Campus*

**OCAIR Best Presentation: Modeling Direct and Indirect Relationships between Factors and Retention – 1164**

202B

Analysis



The retention of undergraduate students remains an important issue in higher education and a core area of focus for institutions. This study investigated the relationships between a variety of factors and the first-year retention of full-time, first time in college students. The analyses were completed using linear regression, logistic regression, and structural equation modeling. The application of these statistical methods is illustrated in the presentation. Results show that race/ethnicity is directly related to retention. Campus housing and high school GPA are indirectly related to retention through the mediation of academic performance in the first fall semester. The presentation provides possible explanations of findings, as well as a brief discussion on university policy recommendations related to student retention.

**Presenter(s)**

*Yue Ma, University of South Florida*

**Student Goals, Engagement, and Outcomes: The Path to Success – 1618**

202C

Assessment

As colleges and universities turn to measuring engagement as a major component of assessment strategies, it is worth examining the relationship between engagement and learning outcomes.

**Presenter(s)**

*Mark Troy, Texas A&M University  
Yunhee Bae, Texas A&M University*

**Survey of Graduate Students and Postdocs in S&E (GSS): Data Upload Demo – 1560**

103C

Reporting

This presentation informs institutional researchers about the option of directly uploading GSS data into the web instrument. The GSS is an annual survey sponsored by the National Science Foundation (NSF) and the National Institutes of Health (NIH). GSS contractor staff answer questions and give step-by-step instructions on using this feature, including a demonstration of the software. The panel also includes two institutional researchers experienced in using the upload feature who share their experiences.

**Presenter(s)**

*Robert Steele, Research Triangle Institute, International  
Kelly Kang, National Science Foundation / National Center for Science & Engineering Statistics*

**The New Role of Institutional Researchers—****Knowledge Workers – 1544**

103A

Operations

The environment of higher education is changing rapidly. To adapt to these changes, the role of an IR office also needs to evolve. The purpose of this presentation is to illustrate how institutional researchers play the roles of “knowledge workers” rather than data managers. An example of how our IR office worked with an institutional effectiveness administrator and with faculty members to develop a new program review model is discussed: (1) The benefits of a new analytical data system that has given data stewards the ability to customize reports for their needs. As a result, it allowed the IR office to greatly reduce the number of routine static reporting updates. (2) How institutional researchers’ roles evolved from being data providers to “knowledge workers”. (3) Understand how IR staff members worked collaboratively with IE to develop new data models for program review and how that model supports short- and long-term strategic plans across the university.

**Presenter(s)**

Xiaobing Cao, University of the Pacific  
 Margaret Luu, University of the Pacific  
 Brian Severin, University of the Pacific  
 Judit Sztaray, University of the Pacific

**The Relationship Between Student-Institution Fit and Academic Outcomes – 1236**

203A

Analysis



Student retention is a topic of increased interest both nationally and internationally, with research investigating the numerous factors that enhance or detract from college retention. The majority of the available research has focused on students' entering characteristics, assuming that student preparedness, and to some extent student engagement, are the key factors that contribute to student persistence. However, the role of student-institution fit is often overlooked in these inquiries. This session provides an overview of current perspectives on student-institution fit and shares evidence regarding key dimensions of fit and how they predict indicators of student outcomes. Participants learn about—and potentially have the opportunity to participate in—an international study that examines the link between student-institution fit and retention.

**Presenter(s)**

Nicholas Bowman, Bowling Green State University

**Trends in Higher Education: A Primer on Environmental Scanning – 1441**

204

Analysis

Whether or not a campus pays attention to them, trends in higher education affect the success of institutional planning efforts. Scanning needs to be done on multiple levels and for

a variety of reasons to inform present and future planning. Campuses benefit from having clear pictures of their external and internal environments, and scanning allows them to do that. This session provides the steps to take in creating a local scan that directly benefits a campus by providing information for strategic planning.

**Presenter(s)**

Phyllis Grummon, Society for College and University Planning

**Why Has Student Engagement Increased? A Decomposition Analysis – 1303**

104A (Promenade Ballroom)

Analysis

In response to stakeholders' demands to improve the quality of undergraduate education, institutions have implemented a wide variety of reforms. It is unclear if these reforms have resulted in systemic improvement in educational outcomes for undergraduates. Using data from the National Survey of Student Engagement, this study investigates how student engagement changed between the 2004 and 2010 academic years and the reasons for the changes over time. The results suggest that students have become more engaged and indicate that the quality of undergraduate education is improving nationally. Implications of these findings are discussed.

**Presenter(s)**

Kevin Fosnacht, National Survey of Student Engagement

**Writing for AIR Publications – 1981**

104B (Promenade Ballroom)

Analysis

AIR provides opportunities for members to publish for the first time and for seasoned authors to share practical advice in formats that are less restrictive than traditional journals. This session is for individuals interested to learn more about writing for AIR Publications, including Professional Files, white papers, opinion essays, and Resource Reviews. The Scholarly Writing: Advice from Editors session may also be of interest to authors (Monday at 9:30 a.m.).

**Presenter(s)**

Gerard Dzinno, The University of Texas at San Antonio

Michelle Kiec, Kutztown University

Leah Ross, Association for Institutional Research

**Discussion Groups****Data Presentation, Statistical Explanation: Explaining Stats with Tact – 1775**

Grand Ballroom Table 1

Operations

This discussion addresses issues we have encountered as institutional researchers when collaborating with individuals or groups in the university who are not as versed in or

comfortable with complex data and analyses. How do you explain technical data to administrators with non-quantitative backgrounds? What should you do when asked to analyze data in a way that would support questionable initiatives? What do you say to a faculty member who discards a factor analysis because it seems too "magical?" How and when should you petition for CO-PI status on research you are conducting for administrators or faculty?

**Presenter(s)**

*Teresa Ward, Georgia State University  
Erik Lauffer, Georgia State University  
Michael Crow, Savannah State University*

**How do Survey Messages Affect Response Rates? – 1828***Grand Ballroom Table 3**Analysis*

One of the biggest concerns about survey data quality is low response rates. With the growing reliance on email contacts as the mode of survey invite, understanding barriers to the delivery of those invitations is critical to ensure higher response rates. The research team members for the Strategic National Arts Alumni Project (SNAAP) use their own experiences to guide a discussion about what makes an invite most effective. This session explores the following questions: What factors are important to consider when designing survey invitations (i.e., delivery method, format, design layout)? How can survey invitation design affect delivery of those messages, and thus response rates? How can timing of an invitation message affect response rates (i.e., time of day, time of year, day of week)? How often should you survey (contact) your alumni in order to maintain a relationship yet avoid overburdening them, and how can this contact affect response rates?

**Presenter(s)**

*Amber Lambert, Indiana University-Bloomington  
Angie Miller, Indiana University-Bloomington*

**Ideas and Solutions on Predictive Modeling for Enrollment and Retention – 2032***Grand Ballroom Table 8**Decision-Support*

**SPONSOR** A conversation on the use of predictive modeling to guide enrollment and retention strategies. The Rapid Insight representative is present to exchange ideas and share experiences and bases his exchange on customer case studies and papers. Interested attendees are offered a free 30-day software trial.

**Presenter(s)**

*John Paiva, Rapid Insight Inc*

**Linking Self-Concept Variables on the CIRP Freshmen Survey to Retention – 1843***Grand Ballroom Table 4**Decision-Support*

This discussion examines the self-concept questions on the CIRP survey of incoming freshmen students, and the correlation of students who score high on these questions to their retention and graduation over a six-year period at a large metropolitan university. Discussion questions include: Are the self-concept questions on the CIRP survey good to use as predictor variables for retention and graduation rates? Are these questions on the CIRP being answered truthfully? Are the predictability results generalizable to other institutions? Are there other factors, like institutional fit, that may confound predictability of the CIRP self-concept factors?

**Presenter(s)**

*Arnold Hook, University of Louisville*

**NSSE Engagement Indicators: A Conversation about Transition and Use – 1549***Grand Ballroom Table 6**Analysis*

With the update to the National Survey of Student Engagement instrument in 2013, new measures of engagement were rigorously tested to replace the historic Benchmarks of Effective Educational Practice. Participants discuss and compare the overall content of these new Engagement Indicators to see how the updated content has been added, retained, or rearranged from the benchmarks. Participants discuss the challenge of longitudinal comparability of individual questions and indicators, and learn new ways to evaluate longitudinal questions. Discussion focuses on three questions: What are the compositions and properties of NSSE's new Engagement Indicators? How do the Engagement Indicators relate to the NSSE Benchmarks? How can institutions transition between using these two measures of engagement?

**Presenter(s)**

*Allison BrckaLorenz, National Survey of Student Engagement  
Robert Gonyea, Indiana University-Bloomington*

**Performance Metrics: Developing a Dashboard with Tools You Already Have – 1749***Grand Ballroom Table 2**Technologies*

 Many of us have already been called upon to develop dashboards of performance indicators for our institutions. For those who have not, this session shows you how to get started. From canvassing colleagues to select metrics, to working with executives to refine the metrics, to choosing how to display the data, to using readily-available tools (MS Office) to create and maintain your dashboard, this discussion highlights simple guidelines that result in an attractive and (relatively) easy to maintain dashboard of performance indicators. To guide our

discussion, we focus on questions like: Which metrics should I include? How can I get buy-in for these metrics? How can I keep this going with limited resources?

**Presenter(s)**

*Joseph Baumann, Blinn College*

### **Program Evaluation: Supplemental Instruction at a Community College – 1732**

*Grand Ballroom Table 5*

*Decision-Support*



This discussion addresses the multiple approaches used to evaluate the effectiveness of Supplemental Instruction (SI) at Northern Essex Community College (NECC). Assessment of SI followed an iterative process, with data gathered in the spring of 2010 providing the starting place for a series of program modifications informed each term since by the data gathered. Questions for the discussion group include: How are the essential elements of a program extracted to best focus an evaluation? Why is it important to make program evaluation a continuous process? What are the benefits of conducting program evaluations and the risks of failing to do so? Who should be included in program evaluation efforts?

**Presenter(s)**

*Ellen Wentland, Northern Essex Community College  
Linda Shea, Northern Essex Community College*

### **Use Excel to Check Pilot Survey and Survey Item Reliability – 1770**

*Grand Ballroom Table 7*

*Analysis*

IR and assessment professionals often use surveys to collect data. It is very important that we know that the instrument we are going to use can produce valid and reliable data before we proceed to data collection. This discussion addresses use of Excel to check pilot survey and survey item reliability within the context of in-house developed surveys. The discussion focuses on the following questions: How do you check reliability for surveys at your institution? What has been your experience in using Excel to check survey reliability versus other software? What action can we take if we find that an item has a low correlation with the total score of the survey?

**Presenter(s)**

*Xiaowen Qin, University of North Carolina at Chapel Hill*

## Concurrent Sessions

### **Attention Retention! Qualitative Analysis Methods for IR – 1498**

*201A*

*Analysis*

This informative session demonstrates qualitative analysis methods that may be used to facilitate decision making, increase retention and graduation rates, and improve institutional effectiveness. The project began by analyzing freshmen entrance essays to detect possible patterns that denote/predict retention or transfer. The results showed that students with high levels of self-regulatory skills were more likely to be retained. A second round of analysis was conducted to test for validity. Then a sample of students, some of whom transferred, were selected to participate in a case study for in-depth analysis of student motivation, persistence, and self-determination.

**Presenter(s)**

*Elisabeth Barrett, Georgia College & State University*

### **Building Campus Capacity for Graduate Program Assessment – 1590**

*102C*

*Assessment*

This session explores assessment of graduate programs from the perspective of student learning and success. The presenters share their experiences reviewing the graduate program assessment processes on their own campus, including review of the available data and plans for collection of additional data needed to complete effective assessment. The presentation considers the role of traditional metrics, such as key performance indicators, and how those metrics may change in the future as expectations for graduate education adapt to new economic and employment realities.

**Presenter(s)**

*Gina Johnson, University of Denver  
Laura Martin, University of California, Merced*

### **Creating an Institutional Research Data Request System – 1226**

*203B*

*Operations*



As accountability increases in higher education, data usage rises. Institutional Research departments have experienced increases in requests for data, and as a result, tracking and prioritizing have become increasingly important. By creating our own work request system utilizing online survey software and Excel, our department created a simple tracking system for logging data

requests and gathering statistics on how IR requests align with the institution's strategic plan, continuous improvement processes, and accreditation requirements. The methodology for how this new request system was developed and implemented is presented.

**Presenter(s)**

*Barb Johnson, Colorado Mountain College*

**Data for Decision Making: The Why, What, and How – 1490**

204

*Decision-Support*

Today's higher education environment calls for institutional leaders to make many critical and complex decisions for which data are essential. Institutional researchers must be in continuous states of readiness to provide useful data on short notice. This presentation is organized into practical categories of required data for decision making, including efficiency, accountability, productivity, progress/continuous improvement, and strategic planning/new initiatives. Each of the categories addresses student, faculty, assessment, accreditation, and planning data. The presentation addresses the theoretical why of data for decision making, provides examples of what data are required, and presents the how of delivering data to decision makers.

**Presenter(s)**

*Gita Pitter, Florida Agricultural and Mechanical University*

*James Posey, College of Charleston*

**Faculty Who Teach IR – 2016**

104B (Promenade Ballroom)

*Operations*

As the demand for institutional researchers continues to increase, so does the need to identify successful practices for delivering IR-related instruction. The moderators lead a discussion that addresses the evolving definition of institutional research; approaches for developing and delivering graduate-level institutional research courses; and the knowledge, skills, and abilities that graduate students need to be prepared for institutional research careers. The session is open to all Forum participants, but is designed for individuals who teach IR courses or are planning to start new IR courses in the future.

**Presenter(s)**

*William Knight, Ball State University*

*Robert Schwartz, Florida State University*

**IE Assessment Web Application: Characteristics and Benefits – 1062**

103C

*Technologies*

The assessment movement is firmly seated in the culture of higher education institutions. A paradigm shift is occurring in the use of web applications to capture the knowledge derived from institutional effectiveness assessment processes. This

presentation describes the University of Central Florida's Institutional Effectiveness Assessment Web Application with emphasis on its characteristics, functionality, and benefits. Participants will be able to identify best practices in the structure and design of an assessment web application, recognize the major benefits, and analyze how this system could be customized and transferred to their institutional effectiveness processes.

**Presenter(s)**

*Divya Bhati, University of Central Florida*

**Integrating Multi-Institutional Data for Predicting Student Success – 1657**

201B

*Decision-Support*

Integrating multi-institutional data using detailed variable examination, rigorous data mining, and statistical modeling can yield actionable results that increase the likelihood of interventions that align with institutional goals. These techniques allow researchers to detect and predict student success. This research examines these processes in depth, from inception of database management to statistical analysis, in order to explore implications for campus decision making. This presentation provides attendees with guidelines for handling multi-institutional student-level data, accommodating dynamic variables across and within institutions based on institutional knowledge and current research, and using data mining and statistical predictive modeling for student success.

**Presenter(s)**

*Denise Nadasen, University of Maryland-University College*

*Anna Van Wie, University of Maryland-University College*

**LEAD Scholars: Promoting Diversity in an Affirmative Action Banned State – 1572**

102B

*Decision-Support*

 With the use of affirmative action in college admissions being challenged, institutional leaders must think strategically about achieving diversity goals when race cannot be used as a criterion in admissions decisions. This session explores an alternative approach that institutions and independently incorporated organizations can take to achieve diversity goals. Using binary logistic regression, the authors model the entire sequence of the student choice process (application, admission, enrollment) of underrepresented minority students. The analysis informs a segmentation process that aids recruitment efforts and optimizes aid allocation. This session is of interest to anyone concerned about underrepresented minority recruitment and success, affirmative action, or the use of quantitative methods for program improvement.

**Presenter(s)**

*Thomas McGuinness, University of Michigan-Ann Arbor*

*Stephen DesJardins, University of Michigan-Ann Arbor*

*Kimberly Reyes, University of Michigan-Ann Arbor*

**Making it!...Or Not: Institutional Contexts and Biomedical Degree Attainment – 1247**

103A

*Decision-Support*

Some institutions are more likely to graduate students in the biomedical sciences than others, contingent on whether the students develop the skills of aspiring scientists or talented, motivated students are diverted to other fields. This study examines the individual student characteristics, institutional contexts, and faculty and peer normative environments that account for differences in biomedical completion rates among 32,382 biomedical major aspirants across U.S. colleges and universities. We use multilevel modeling to analyze merged data derived from a number of national databases. Attendees will understand the institutional conditions under which talented students interested in the biomedical sciences can best be retained.

**Presenter(s)**

*Tanya Figueroa, University of California-Los Angeles  
Kevin Eagan, University of California-Los Angeles  
Sylvia Hurtado, University of California-Los Angeles*

**Meaning and Doing: Helping Student Services Make Sense of Academic Analytics – 1513**

203C

*Operations*

 Though analytics are hardly a new tool for institutional researchers, the amount of available data about students' behaviors has increased exponentially. This session explores how institutional researchers can best assist student services professionals in their use of academic analytics to increase understanding of student behavior and student environments. A short case study highlights ways that this process can be implemented, inclusive of the unique challenges and opportunities specific to student services work. This discussion also offers suggestions for how an academic analytics professional development plan for student affairs units could be structured.

**Presenter(s)**

*Michael Brown, University of Michigan*

**Panic in Year Zero: How to Create Assessment Capacity Post-Accreditation – 1400**

203A

*Assessment*

This presentation highlights how a mid-sized private university developed a sustainable General Education Assessment framework in the "post-accreditation" period without creating a heavy administrative structure. Rather, a highly participatory governance system was developed that leverages faculty passion for student learning, invests in faculty development and support, and provides appropriate

professional consultation within an "authentic" assessment framework.

**Presenter(s)**

*Raymond Barclay, Stetson University  
Toni Blum, Stetson University*

**SAIR Best Presentation: Best Practices in Enrollment Modeling: Understanding Processes and Methods – 1420**

202A

*Decision-Support*

An important segment of any college or university's planning activities involves projecting student enrollment for future academic years. In looking to refine our institution's enrollment projection model, a literature review was conducted to find methods that could describe best practices in the field. While many enrollment forecasting studies have been conducted theoretically, little information has been published regarding actual best practices. This paper discusses findings in the literature on this topic as well as the methods adopted at our institution. Attendees can expect to gain insight into possible ways to refine the enrollment projection process at their own institutions.

**Presenter(s)**

*Elayne Reiss, University of Central Florida/District of Columbia Public Schools*

**STEM Defined: Understanding the Implications of STEM Classification Systems – 1221**

101B

*Decision-Support*

What constitutes a STEM field may appear obvious, but associating STEM with specific majors is often not a straightforward process. With heightened interest and emphasis placed on educating and graduating more students in STEM disciplines, many institutions struggle with defining what constitutes STEM programs on their campus. Institutional researchers on one campus recognized the need to create a systematic framework to compare three distinct STEM definitions in an effort to lead a campus-wide discussion on which best fit the needs of the large land-grant flagship institution. Definitions from the National Center for Educational Statistics (NCES), the National Science Foundation (NSF) and the Department of Homeland Security (DHS) were considered. Data on student enrollment in STEM majors, retention in STEM fields of study, and graduation from STEM degree programs as classified by the three definitions were compared and the implications of using each definition are discussed.

**Presenter(s)**

*Mary Moore, University of Georgia  
Tracie Sapp, University of Georgia*

## **TAIR Best Presentation: Moving Program Assessment from Perfunctory to Profound – 1977**

104C (Promenade Ballroom)

Assessment

 When organizations are first conducting outcome assessment, it can be difficult to appreciate the value that a systematic evaluation can provide. There is a tendency for assessment to be perfunctory, further reinforcing the view that assessment is “busy work.” This session covers practical strategies that can help break the cycle of perfunctory data collection and faculty frustration including: (1) helping faculty develop clearly-defined learning outcomes and appropriate measures, (2) viewing assessment in the context of research and the Scholarship of Teaching and Learning, (3) garnering buy-in and addressing faculty concerns, and (4) building confidence in data collection and analysis.

### **Presenter(s)**

*Carol Campbell, University of Houston-Downtown*

## **The Economic Downturn's Impact on State Tuition and Financial Aid Policies – 1565**

104A (Promenade Ballroom)

Analysis

This session presents the results from SHEEO’s 2012-2013 Survey of State Tuition, Fees, and Financial Assistance Policies. Participants learn how the economic downturn impacted the tuition setting philosophy and authority for resident undergraduate and nonresident students among the states. Participants also learn how the economic downturn impacted the structure, allocation, and awarding of state financial aid funds to students.

### **Presenter(s)**

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

## **The Impact of Institutional Revenues on Faculty Composition Over Time – 1504**

103B

Analysis

 Public higher education institutions’ revenue streams have shifted dramatically over the last decade. Declining state support has made it necessary for institutions to seek alternative sources of revenue to support their core educational functions. As institutions struggle to meet the demands of increasing student enrollments, they have also turned to cost-cutting strategies, such as reducing education and related expenditures. Our study systematically examines how changes in institutional revenue streams affect institutional decision making, particularly related to the hiring of part-time, or contingent, faculty. We employ a longitudinal

fixed-effects model to estimate the impact of changing revenue sources on institutions’ faculty composition.

### **Presenter(s)**

*Joanna Frye, University of Michigan*

*Noe Ortega, University of Michigan*

## **U.S. News Best Colleges: Inside Last Year's and Upcoming Rankings – 1126**

202C

Assessment

This session reviews the methodology changes that were made in the 2013 edition of the Best Colleges rankings (published in September 2012). We explain how and why U.S. News averaged the two most recent years’ of High School Counselor results and how last year’s High School Counselor rating respondent sample was determined. U.S. News also discusses any new ideas being considered for the upcoming 2014 edition of the Best Colleges rankings. U.S. News provides status updates on some of the other rankings that are being published, including Best High Schools, Best Online Education Programs, and Connectivity. We talk about Academic Insights, a new data analysis tool geared toward institutions and the institutional research community that uses U.S. News historic data. We explain in detail how and why U.S. News gives back to the institutional research community.

### **Presenter(s)**

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

*Samuel Flanigan, U.S. News & World Report*

*Diane Tolis, U.S. News & World Report*

*Eric Brooks, U.S. News & World Report*

## **University of Texas System Productivity Dashboard - A Model for Excellence – 1038**

102A

Assessment

This session explores implementation of The University of Texas System (UT System) Productivity Dashboard, an unprecedented Business Intelligence project to increase transparency and measure productivity and accountability in higher education. The Dashboard offers public, web-based applications for extracting and analyzing current data, trends over time, and comparative benchmarking for decision- and policy-making. The UT System Productivity Dashboard provides a singular example of how a higher education system with over 200,000 students across 15 campuses (both academic and health) is approaching the issue of transparency in higher education with use of business analytics.

### **Presenter(s)**

*Stephanie Bond Huie, The University of Texas System Administration*

*Jennifer Whitman, The University of Texas System Administration*

## Using GIS and BI tools to Effectively Present Data to Different Stakeholders – 1664

202B

Technologies

 Complex information can be presented by using visualization tools such as Geographical Information Systems (GIS) and Business Intelligence (BI/ dashboards). When different stakeholders are involved, the analysis has to be easily presented in different formats. A community college CEO salary survey is used as an example to demonstrate the use of GIS and dashboards. The survey includes CEO compensation data disaggregated by institutional characteristics, such as institution type, size, region, urbanicity, and demographics. This session discusses how data can be packaged and presented using geospatial analysis and dashboards to show results in a simple and user-friendly way.

**Presenter(s)**

Rahel Tekle, American Association of Community Colleges

## Who Files the FAFSA on Time and Why Does it Matter? – 1169

101A

Analysis

This study used data from the Beginning Postsecondary Student Study (BPS:04/09) to examine FAFSA filing behavior (i.e., early, late, did not file) among first-year students attending public postsecondary institutions. Results indicate that late filers received significantly less state and/or institutional grant aid compared to students who filed early. The study also identified those student groups at the greatest risk of not filing or filing late. These findings serve as the basis for recommendations aimed at increasing the rates of early FAFSA filing among students at the greatest risk of leaving money on the table.

**Presenter(s)**

Heather Novak, Colorado State University

Lyle McKinney, University of Houston

10:30 AM–11:15 AM

## Concurrent Sessions

### Aid and Persistence: Assessing the Effectiveness of Minnesota State Grants – 1415

101B

Analysis

States play critical roles in ensuring affordability for underrepresented and lower-income college students. While research shows a positive relationship between grant aid and persistence, there has been a lack of systematic evaluation of the effectiveness of state aid programs. This

study investigates the impact of Minnesota State Grants on persistence using administrative data from 2001-2011. The results provide an understanding of the impact of grant aid on persistence for specific students not traditionally analyzed, including two-year students and independent students. The analysis also compares the value of using logistic regression and multi-level modeling from a multiple institution perspective.

**Presenter(s)**Meredith Fergus, Minnesota Office of Higher Education  
Qian Zhao, Minnesota Office of Higher Education

## Assessing and Documenting Learning Outcomes: Simplifying the Process – 1301

101A

Assessment

Increased demand for accountability in higher education emphasizes the need for assessing and documenting student learning outcomes (SLOs). IR professionals struggle with the task of obtaining learning outcomes results and buy-in from faculty; faculty struggle with assessing SLOs. This presentation demonstrates how institutional researchers can collaborate with faculty to obtain SLO results across all levels of assessment, and how they can present results in a performance dashboard that also provides important feedback about student learning. This dashboard increases faculty interest in assessing SLOs and allows for improving curricula, instructional effectiveness, and student learning.

**Presenter(s)**

Karen McClendon, California Northstate University

## Assessment, Planning, and Evaluation: What's Actually Happening? – 1607

201A

Assessment

The assessment, planning, and evaluation of student learning outcomes are at the front of the higher education curve. Our study sought to link institutional policies to student success by the use of survey data that have been linked to data from the 2012 National Survey of Student Engagement. Participating institutions were from 5 states and varied in type. Most participating institutions have engaged in formal and wide-spread data collection activities related to institutional research, program assessment, and course evaluations. Far less common, however, is the use of such data for instructional development, academic planning, and resource allocation.

**Presenter(s)**

Sarah Luczyk, University of West Florida

**Better Late Than Never? Developing a Better Understanding of Readmits – 1482**

202C

*Decision-Support*

This session presents the demographic profiles and retention/graduation trajectories of re-admitted students, a non-traditional student population about which little is known. This study illuminates the differences between a more well-researched non-traditional undergraduate population—transfer students—and undergraduate students who are readmitted after stop-out. Participants in this session gain deeper understandings of the disparities and similarities between these two non-traditional student populations. This facilitates formulating strategies for providing academic support and social integration for students returning to college after absences for institutional stakeholders and institutional research offices who support these efforts.

**Presenter(s)**

Irina Voloshin, Seattle University

Cyndy Snyder, University of Washington, Tacoma

**Developing a Data Sharing Policy for Student Unit Records – 1510**

203B

*Operations*

This presentation discusses the development of a Data Sharing Policy for the University of Wisconsin System to address the increasing interest from researchers to gain access to student unit record data for research and evaluation projects. The presentation focuses on the development of recommended policies, procedures, and criteria for sharing student unit record information. The presenters discuss the challenges of the group's work in addressing and resolving various perspectives of institutional representatives. Also addressed is the contribution to Wisconsin's State Longitudinal Data System governance and review practices. The presenters invite discussion of experiences at other institutions and systems.

**Presenter(s)**

Sue Buth, University of Wisconsin System

David Blough, University of Wisconsin System

Heather Kim, University of Wisconsin System

**Developing Key Applications to Meet Internal and External Information Needs – 1029**

203C

*Technologies*

Preparing reports with high levels of user accessibility, data consistency, and useful analytical information can be challenging and overwhelming, especially at larger and more complicated institutions. This presentation uses two web-based designs—the Academic Decision Support Tool and Community College Transfer Student Tool—to showcase how using technology and developing web-based applications can improve effectiveness and consistency of communicating

information to both internal and external users. These tools can be used for planning, program review, specialized accreditation, grant development, and other research purposes. Specific context, design logic, and technical requirements are discussed.

**Presenter(s)**

Bin Ning, Eastern Michigan University

Sinji Yang, Eastern Michigan University

**Discover a Comprehensive Approach to Institutional Effectiveness with Campus Labs – 2058**

103A

*Assessment*

**SPONSOR** Every campus runs on data. The process of efficiently collecting and sharing data in meaningful ways can be a daunting task. The Campus Labs® platform, in use at over 750 colleges and universities, provides a centralized location to house assessment data and planning documentation. Our solution allows campuses to increase transparency, to interpret data for decision-making and resource allocation, and to embed a culture of assessment into the campus community. Attend this session to see first-hand how the Campus Labs platform can be used for institutional effectiveness efforts.

**Presenter(s)**

John White, Campus Labs

**Does Taking Developmental Courses Improve Student Success in College? – 1141**

103B

*Analysis*

 Is subsidizing developmental education a wise use of public money? Does taking developmental courses benefit students at all? Are students more successful than they would have been if they had not taken developmental courses? Using ACT and college outcomes data for over 118,000 first-time students from 75 two-year and four-year institutions, the presenters compared the conditional probabilities of success of developmental students with those of similar, non-developmental students. Probabilities of success were conditioned on ACT score, full- or part-time enrollment, institution type, and grade in the developmental course. Outcomes ranged from success in the higher-level course to six-year degree completion. Participants in this session learn about a unique application of hierarchical logistic regression as well as the implications of educational preparation, college grading practices, and enrollment status for evaluating the effectiveness of developmental coursework.

**Presenter(s)**

Julie Noble, ACT, Inc.

### **From Paper and Pencil to Electronic Course Evaluations: A Pilot Study – 1250**

104A (Promenade Ballroom)

*Decision-Support*

Student course evaluations, historically administered with paper forms, provide an important means of measuring instruction effectiveness. However, traditional paper evaluations have several limitations, including the time and labor required to administer and process paper forms. More efficient web-based evaluation systems have become common alternatives to paper and pencil methods. This study, undertaken at a private university in the southern U.S., explores a two year-long electronic course evaluation pilot. We review the lessons learned during the administration of the pilot, compare the paper and electronic evaluation results, and discuss the receptiveness on the part of students and faculty.

**Presenter(s)**

Kathleen Morley, Baylor University

### **GAIRPAQ Best Presentation: Analyzing Student Data Using MS Excel 2010 & PivotTables – 2055**

104B (Promenade Ballroom)

*Technologies*

This presentation provides a basic overview of data management tools available in MS Excel. These functions are useful in aiding institutional researchers in understanding how MS Excel tables and pivot tables can quickly summarize large amounts of data. Ways in which MS Excel 2010 can be used for Dashboard and Business Intelligence (B.I.) applications are demonstrated.

**Presenter(s)**

Donyell Francis, Technical College System of Georgia

### **How Do I Know I Belong Here? Student-Institution Connectedness – 1598**

102B

*Decision-Support*

Students' perceptions of connectedness with their colleges is an important motivational force for satisfaction, success, and retention. This study examined the degree to which student satisfaction and time spent in academic and non-academic activities can account for student-institution connectedness at USC. It revealed that satisfaction with overall social and academic experiences contributes to students' senses of belongingness, and that while time spent socializing with friends and gathering in social settings were associated with greater satisfaction with social experiences, a greater amount of completed assigned readings and less time commuting to campus were associated with greater satisfaction with academic experiences.

**Presenter(s)**

Urvi Patel, University of Southern California

### **How Important are High Response Rates for College Surveys? – 1288**

102A

*Analysis*

How important are high survey response rates for estimating population statistics related to the college experience? Given a general decline in survey participation rates among college students, the answer to this question has broad implications for institutional researchers who often use surveys. Survey methodologists have found that low response rates do not necessarily bias results. This study tests this proposition using results from about 250 colleges and universities that administered NSSE. Findings indicate that survey population estimates based on simulated low response rates are very similar to those based on actual high response rates.

**Presenter(s)**

Shimon Sarraf, Indiana University-Bloomington

Kevin Fosnacht, National Survey of Student Engagement

Elijah Howe, National Survey of Student Engagement

Leah Peck, National Survey of Student Engagement

### **Improving Program Action by Improving Assessment Measures – 1369**

202A

*Assessment*

Measurement techniques within the field of rater-mediated assessment have advanced significantly since the standard measures of inter-rater reliability. However, because these techniques often appear to require a more in-depth understanding of psychometrics, they have had low adoption rates in higher education student learning assessment. Using three examples from Portland State University, this presentation introduces multi-faceted Rasch modeling for rater-mediated assessment, demystifies any perceived complexities, and discusses the advantages of using a modeling approach over standard reliability measures.

**Presenter(s)**

Tyler Matta, Portland State University

### **Lessons in Implementing a Post-Graduation and Learning-Gains Questionnaire – 1266**

202B

*Assessment*

A large research university asks all graduating seniors to respond to an online questionnaire about their post-graduation plans for employment, education, or other activities, and to reflect on their learning gains in relation to the university's learning outcomes, aligned with the AACU's Essential Learning Outcomes. The resulting information serves as a cross-campus assessment of student perceptions of their learning experiences. This presentation focuses on the opportunities and challenges of implementing an online exit survey for graduating seniors, analyzing the

data collected from this type of questionnaire, and uses at the campus and program levels.

**Presenter(s)**

*Sara Lazenby, University of Wisconsin-Madison*

**MIAIR Best Presentation: Utilizing Decision Trees to Understand Retention Predictors – 1976**

104C (*Promenade Ballroom*)

*Technologies*



This presentation discusses and demonstrates how the recursive partitioning/CART (Classification and Regression Trees) capabilities of SAS JMP Pro software played a crucial role in identifying and visualizing the impact of multiple FTIAC retention predictors during a recent collaborative retention study.

**Presenter(s)**

*Anthony Brumar, University of Michigan-Flint*

**Openness to Diversity as a Predictor of Student Engagement and Success – 1156**

203A

*Analysis*

Researchers and practitioners have become increasingly interested in “noncognitive” attributes or skills that appear to promote student achievement and persistence. This presentation provides an overview of current research on the topic, and the presenter argues that openness to diversity/challenge also constitutes an important student characteristic that may contribute to student engagement and success. Using a longitudinal dataset of 8,614 first-year students at 49 colleges and universities, hierarchical linear modeling analyses show that openness to diversity/challenge is positively associated with several indices of college experiences, first-year college GPAs, and first-to-second year retention. The presentation is followed by a group discussion about the assessment and use of noncognitive attributes in higher education and institutional research.

**Presenter(s)**

*Nicholas Bowman, Bowling Green State University*

**Predicting the Cohort: Using Historical Data to Assign Probability of Yield – 1263**

102C

*Decision-Support*

Each year, The University of Texas at Austin admits twice the amount of students than enroll for the upcoming academic year. Who are the students that matriculate, and do we, as a university, have any influence over which students yield? This presentation demonstrates how the use of pre-matriculated variables can help predict the yield of admitted students. A dataset of historical pre-matriculated variables was created and used to model a logistic regression to predict the probability of students matriculating. The presentation shares an interactive dashboard created for university decision

makers to use to assign financial awards based on these probabilities.

**Presenter(s)**

*Rita Thornton, The University of Texas at Austin*

**The Graduation Shortfall? A Frontier Analysis of Graduation Rates – 1410**

201B

*Analysis*

This study demonstrates how a production frontier analysis can provide a more appropriate approach in modeling and evaluating institutional graduation rates. Production frontier analysis allows for an examination of an institution's rates with respect to the optimal graduation rate; whereas standard regression techniques focus on comparisons against average performance. The paper examines the graduation rates of selected four-year public, private, and for-profit institutions by analyzing panel data of student, financial, and institutional predictors.

**Presenter(s)**

*James Byars, University of Georgia*

**Transfer Data for Student Achievement and Strategic Planning – 1671**

103C

*Decision-Support*



Transfer rates to four-year institutions are a source of pride for a community college. However, the information beyond the actual transfer rates can be used to assess student achievement and for strategic planning purposes. Using National Student Clearinghouse data, an open admissions institution was able to examine patterns of transfer and subsequent credential or degree attainment at technical schools, other community colleges, and four-year institutions. The information is being used at multiple levels in the organization—from the departmental level for program improvement to the senior staff level for potential articulation agreements.

**Presenter(s)**

*Wendy Kallina, Georgia Military College*

**Using Predictive Analytics to Determine the Probability of Student Success – 1080**

204

*Decision-Support*

It is critical for all institutions to ensure that students receive high-quality degrees in timely manners. This study examines student-level pre-matriculated and time-varying variables associated with retention and graduation. Multinomial logits and Markov chain analyses are used to produce transition probability matrixes. The findings can inform university decision makers when making ‘student success’ policy and program decisions. The use of probability coefficients to forecast persistence after one, two, and three years and to

forecast the number of students who will graduate in four, five, and six years are discussed.

**Presenter(s)**

*David Troutman, The University of Texas System*

## Discussion Groups

### Assessing Alternative Spring Breaks as Transformative Experiences – 1767

*Grand Ballroom Table 8*

*Decision-Support*

This discussion focuses on methods for effectively assessing Alternative Spring Break (ASB) programs. ASB programs are short-term immersion experiences that have recently gained popularity as means of fostering civic mindedness among students. Using a case study of Robert Morris University's ASB program to set the introductory context, this discussion explores questions related to the goals of ASB programs, how ASB fits into the mission of an institution (or not), how factors into how trips are structured, and how to effectively assess ASB. How does your institution assess its alternative spring break program? How does alternative break programming relate to the mission and vision of your institution as a whole? How does this factor in to the manner in which your trips are structured and assessed? What would you consider the main goals and learning outcomes of your alternative break programs? How successful is your program at achieving said items?

**Presenter(s)**

*Jessica Mann, University of Pittsburgh  
Linda DeAngelo, University of Pittsburgh*

### Dashboards, SLOs and Enrollment Prediction: Best Practices in Using Data for Strategic Planning – 2034

*Grand Ballroom Table 6*

*Decision-Support*

**SPONSOR** In this presentation, we highlight best practices from our work with 50 community colleges over 10 years.

We discuss how two Aspen prize finalists measure student learning outcomes, how another college uses predictive analytics to predict enrollment within 1%, and how several colleges use dashboards to measure institutional performance. We focus on specific cases of success, how challenges have been overcome, and the best practices that other colleges can implement immediately.

**Presenter(s)**

*Michael Taft, ZogoTech*

### Getting Data to Work for You – 2028

*Grand Ballroom Table 2*

*Decision-Support*

**SPONSOR** Review our educational research service, StudentTracker, which enables institutions and researchers to study postsecondary success by querying out unique nationwide coverage of postsecondary enrollment and degree records. Discuss sample research studies completed by our Research CenterTM, which collaborates with many entities as part of a national effort to use accurate longitudinal data outcomes reporting to make informed educational policy decisions that lead to improved student outcomes.

**Presenter(s)**

*Sue Ledwell, National Student Clearinghouse  
Afet Dundar, National Student Clearinghouse Research Center*

### Implementing Planning, Assessment, and Accreditation Software Solutions – 1476

*Grand Ballroom Table 5*

*Assessment*

This discussion addresses the implementation of hosted assessment and planning solutions within higher education institutions. UVU has adopted a software solution—we can share of our insights related to marketing, training, and culture-building, but are eager to learn from our peers as well. Questions for discussion include: Who is your system's audience? How have you integrated it into the culture of the institution? How do you incentivize participation? How successful was your strategy for implementation? What would you do differently? This discussion is not about which solution is best, but rather about best practices in implementing any solution.

**Presenter(s)**

*Tim Stanley, Utah Valley University*

### Implementing Successful Student Retention Systems: Two Schools' Experiences – 1751

*Grand Ballroom Table 4*

*Operations*

With enrollment at postsecondary institutions expanding rapidly from year to year, strategic retention initiatives are now more vital than ever to ensure that campus resources are deployed effectively to support student success. Led by Bethel University and MidAmerica Nazarene University, this session focuses on differing approaches to retention, with particular emphasis on the implementation of centralized, data-driven student retention systems. Questions to be discussed include: What data points does your campus use to predict and track student retention? How does your campus track and report retention data? What challenges have you experienced in gathering and reporting retention data? How have particular institutional characteristics affected

your retention strategy? How are data used to design and/or refine your campus retention strategy?

**Presenter(s)**

*Lawrence Piegza, SmartEvals*

*Lori Stafford, Bethel University*

*Mark Ford, MidAmerica Nazarene University*

### **Reaching Consensus: Best Practice for Validating Assessment Instruments – 1806**

*Grand Ballroom Table 1*

*Assessment*

This discussion addresses the role of institutional research within the assessment of internally developed measures, especially for reliability and validity. Participants will be able to create and determine appropriateness of their own assessment plans. Questions to be explored include: How does assessment type (for example, double blind versus consensus scoring) affect reliability and validity findings? What analytical methods are most useful in determining bias? What is the basis for determining bias? How can data be used by to strengthen or improve the assessment process, instruments, and outcome interpretation?

**Presenter(s)**

*Marisa Yates, Miami Dade College*

*John Frederick, Miami Dade College*

### **Track and Report the Increasingly Diverse International Student Population – 1543**

*Grand Ballroom Table 7*

*Reporting*

The IPEDS definition of “non-resident alien” only includes international students who physically reside in the U.S. However, this definition may not apply to all kinds of programs that enroll international students, such as joint programs, online programs, and short language and culture programs. To address the confusion of reporting international students, the presenter will discuss the following questions with the group: (1) What are the different types of programs that enroll international students? (2) How should we define and report international students in different types of programs? (3) Will the method be different for different reporting purposes?

**Presenter(s)**

*Yang Zhang, University of Hawai'i at Mānoa*

### **Using Key Performance Indicators to Report Diversity Information – 1740**

*Grand Ballroom Table 3*

*Assessment*

Are you tired of creating assessment reports focused on improving diversity knowing that few use that information? In this group, we discuss ways to effectively report diversity information to drive action. We discuss questions like: What kinds of diversity information is needed by your institution? How should that information be used? How do you compress a wealth of diversity information into formats that don’t

overwhelm the reader? How do you make that information easily accessible to those who need it? Join us to discuss the importance of diversity information, the people on campus who need access to that information, reporting techniques that compress a large amount of information into easily understood reports, and ways to make that information quickly accessible.

**Presenter(s)**

*Kristin Moser, University of Northern Iowa*

*Darlena Jones, EBI MAP-Works, LLC*

11:30 AM–12:15 PM

### **Concurrent Sessions**

#### **“15 to Finish”—Using Research and Communications to Improve Student Success – 1562**

*204*

*Decision-Support*

This presentation illustrates how a policy initiative of the senior leaders of the University of Hawai'i to promote student success was supported by the timely delivery of data-driven analysis. The session shows how 12 credits had become the accepted measure of full-time enrollment at the University, how a creative analysis helped to explode the myths around credit hour load, and how a media-driven campaign to promote taking 15 credits a semester to finish on time has met with dramatic success. The policy background, research context, analyses, and findings are provided and the media campaign and follow-up research results are discussed.

**Presenter(s)**

*David Mongold, University of Hawai'i System, Institutional Research and Analysis Office*

*Pearl Iboishi, University of Hawai'i System, Institutional Research and Analysis Office*

*Sarah Takemoto, University of Hawai'i System, Institutional Research and Analysis Office*

#### **Assessing Institutional Effectiveness in an Era of Student Mobility – 1427**

*202C*

*Analysis*

In assessing institutional effectiveness, researchers must consider the increasing trends in student mobility. Student movement across institutions requires the need to account for and acknowledge the institutional impact of each college attended within a student's postsecondary pathway. This study utilizes multiple membership random effects modeling to account for student mobility and examine institutional effects on persistence and degree attainment among

a nationally representative sample of college students. Implications for research, practice, and policy are discussed.

**Presenter(s)**

*Felisha Herrera, Oregon State University*

**Blue Software for the Automation of Surveys and Course Evaluations – 2059**

104B (Promenade Ballroom)

*Technologies*

**SPONSOR** Blue is native ENTERPRISE FEEDBACK MANAGEMENT (EFM) software that provides a complete set of automated tools for authoring, testing, and distributing feedback forms, collating and analyzing responses, and reporting the results in an organized way. In this session, eXplorance demonstrates Blue software for advanced automation of surveys and course evaluations. Key demonstration highlights include: (1) Creation of surveys and course evaluation projects and reports. (2) Management of ongoing surveys and course evaluation projects and reports. (3) Illustration of Blue's instructor and student experience. (4) Description of value-add functionality with focus on LMS and portal integration.

**Presenter(s)**

*Francois Beneteau, eXplorance*

**Building and Using a Database for Tracking Faculty Retention – 1499**

102B

*Technologies*

The costs associated with hiring and retaining faculty are significant; exploring patterns of why faculty members leave an institution can be very beneficial. The presenters share their approach to designing a database to track faculty retention, promotions, and separations. Building a dedicated database rather than relying on established institutional data sources is discussed. Topics covered include longitudinal data consistency, obtaining and ensuring connectivity to data, techniques for flexible reporting, and how to deal with small cohort sizes. An extract of information from a faculty retention system is shared as are examples of data and reports.

**Presenter(s)**

*Christopher Maxwell, Purdue University-Main Campus  
Jacquelyn Frost, Purdue University-Main Campus*

**Creating a Data Driven Institution with Visual Analytics – 2052**

Room 104A (Promenade Ballroom)

*Reporting*

**SPONSOR** This session presents a state of the art tool for survey analysis and reporting. This discussion presents visual analytics tools that help to highlight factors, both student and institutional, that influence college retention and success. This technology allows anyone to utilize data for decision making, institutional improvements, retention

and attrition, student success, and academic program effectiveness.

**Presenter(s)**

*Barbara Nicoletti, Clackamas Community College*

**Employer Survey as Evidence to Support Success of Programs – 1073**

203C

*Analysis*

This presentation focuses on how to begin collecting employer contact information so an employer survey is possible, what to include on the survey instrument, contacting employers, and how to use the results to inform success of programs and the institution as a whole.

**Presenter(s)**

*Crissie Grove Jameson, Walden University  
Kathryn Hupp, Walden University*

**Evidence-Based Curriculum Mapping and Assessment – 1255**

203B

*Assessment*

This session demonstrates how a school at St. John Fisher College mined existing course-level assessments to address accreditation standards at the course, curricular, and student levels. Participants learn this strategy of coding exam questions to correspond to learning outcomes and accreditation standards, and then use the resulting data for multiple purposes. The session demonstrates how an existing rich data source can simultaneously track student longitudinal progress, quality of exam questions, and density of curriculum coverage. Strategies are offered to implement this embedded assessment approach to evidence-based curriculum mapping and assessment.

**Presenter(s)**

*Jane Souza, St. John Fisher College*

**Personal and Positional Predictors of Faculty and Staff Giving – 1342**

103C

*Decision-Support*

 This study explores the association between propensity toward giving and personal and positional characteristics of faculty and staff at a large, public, multi-campus higher education system. Informed by the literature about faculty and staff giving and about the higher education workforce, the study combines data from the University's operational human resources system and the Indiana University Foundation's donor information database and uses the specialized regression technique of hurdle analysis to explore who gives and how much. The results have significant implications for campus campaign planning

and demonstrate a strategy for institutional researchers to engage with colleagues in institutional advancement.

**Presenter(s)**

*Victor Borden, Indiana University Bloomington  
Gen Shaker, IUPUI*

**PNAIRP Best Presentation: Excel Automation via Visual Basic for Applications (VBA) – 1958**

*104C (Promenade Ballroom)*

*Technologies*



This is aimed at people who have ‘dabbled’ in excel macros, but haven’t found them particularly useful or time-saving. Faced with a quarterly reporting requirement involving the creation of multiple pivot tables and charts, the author automated a significant portion of the process, cutting several hours or so of error-prone work down to less than 1 minute. This session demonstrates the final product and creates a practical macro ‘live’ that will generate multiple pivot table views from a worksheet data source with content (but not structure) that may change.

**Presenter(s)**

*Joseph Duggan, Shoreline Community College*

**Program Review, Enrollment, and Related Dashboards – 1597**

*201A*

*Assessment*

During this session, participants learn how UVU has employed a Business Intelligence tool to reform the way it presents information to the university that is used in program reviews, accreditation, course management and analysis, retention, and graduation in a manner that enables departments and programs to “slice and dice” their information. The dashboards that have been developed are easy to update and have created and excitement on campus to examine data that were, in many cases, viewed as intimidating to users. Participants learn what was done at the institution to make the dashboards available in a timely fashion and in many ways has reformed both the way IR and the university consider and utilize data.

**Presenter(s)**

*Robert Loveridge, Utah Valley University  
Jeffrey Johnson, Utah Valley University*

**Quasi-Experimental Analysis of Advising Using Propensity Score Matching – 1123**

*201B*

*Analysis*

This study analyzed the impact of student advising on student retention at a community college in a metropolitan urban city setting using Propensity Score Matching (PSM). PSM is a quasi-experimental technique to minimize the impact of selection bias that results from non-randomized sampling, a typical research setup with which institutional researchers are often forced to work. This session shares the results

obtained from multiple PSM approaches and discusses which approach produced the most plausible result. Participants gain introductory exposure to R and learn how to conduct PSM using R.

**Presenter(s)**

*Takeshi Yanagiura, University of the District of Columbia-Community College*

**Strategies for Improving Retention and Student Success – 1636**

*103A*

*Decision-Support*

Three institutional case studies describe various strategies for improving retention and student success. Presenters from small, private colleges and a comprehensive public four-year college share their institutional approaches and illustrate the supportive and collaborative role that institutional research plays in enhancing student achievement.

**Presenter(s)**

*Jerold Laguilles, Springfield College  
Mary Ann Coughlin, Springfield College  
Laura Uerling, Stonehill College  
Jean Hamler, Stonehill College  
Gayle Fink, Bowie State University*

**To Build or Not Build? Getting a Data Warehouse Off the Ground – 1604**

*202B*

*Technologies*

From an institutional research perspective, the changing analytic and reporting needs of decision makers and shrinking budgets are forcing institutions to look at flexible and affordable alternatives. An ideal reporting tool should give report users and technical support staff the data objects required by the business context of easily understandable facts and dimensions. Building such a flexible and reliable data model requires a cohesive, flexible, and comprehensive approach, and is cost-effective and scalable. During this presentation, we discuss such a framework built at a private, comprehensive university.

**Presenter(s)**

*Raymond Barclay, Stetson University  
Kiran Kodithala, N2N Services Inc.*

**Using Predictive Analytics to Understand and Foster Degree Completion – 1109**

*103B*

*Decision-Support*

With renewed emphasis on college completion receiving heightened national attention, institutions are increasingly adopting predictive analytics to support key leadership decisions affecting their results. Using multiple predictive models, this study examined associate-level degree completion for a cohort of 5,879 students who applied for fall 2008 admission at Florida State College at Jacksonville.

Student enrollment and progression was tracked for eight consecutive academic terms and cohort graduation status was evaluated in the spring 2011 term using a set of 13 predictors for enrollment and 16 predictors for degree completion. Session attendees learn specifically which predictors and models performed best, and more generally, how predictive analytic techniques can be used on existing institutional data to support decisions affecting key goals and objectives.

**Presenter(s)**

*Greg Michalski, Florida State College at Jacksonville*

**Using Survey Data for Improvement: Strategies for Analyzing and Presenting – 1224**

202A

*Decision-Support*

In The Signal and the Noise, Silver (2012) reminds us that “numbers have no way of speaking for themselves. We speak for them.” As institutional researchers, our job is not only to speak for data, but oftentimes includes managing the data-driven conversations on campus. This presentation identifies strategies for analyzing, summarizing, and presenting survey data in a manner that encourages all members of the institutional community, including students, faculty, and staff, to understand and use the data. Faculty and administrators interested in making the most of their survey data to improve the student experience benefit from this session.

**Presenter(s)**

*Laura Palucki Blake, University of California-Los Angeles  
C Ellen Peters, University of Puget Sound*

**Discussion Groups****Autopsy of an RN (Program): Using Process Analysis to Revive a Program – 1844**

Grand Ballroom Table 7

*Decision-Support*

 This discussion session addresses issues of learning outcomes, assessment, and program review. The core case is an example of how one institution utilized quality control process analysis to identify curricular issues. Key discussion questions include: How can process analysis (e.g., from manufacturing) be utilized in an academic setting to identify key issues and opportunities for program improvement? How can curriculum mapping against outcomes rise above “teach to the test” arguments? What are the conditions under which current faculty will engage in critical program and course overhaul to change performance and outcomes?

**Presenter(s)**

*Larry Sanderson, New Mexico Junior College*

**Curriculum Development and Validation through Job Analytic Methods – 1720**

Grand Ballroom Table 5

*Analysis*

One of the challenges of adult education is to ensure that programs have noticeable application to students’ workplaces while simultaneously ensuring that core competences are addressed. This challenge is of intensified importance for institutions that offer career-oriented certifications that require the academic rigor of typical college programs and have to demonstrate discernible application to the workplaces for which they were developed. Typical forms of assessment are necessary; however, a job analysis study is more appropriate to ensure both rigor and application are met. The focus of this discussion includes: How do IR offices help academic departments ensure that curricula align with workplace demands while simultaneously covering all relevant subjects? How do institutions form relationships with business partners to determine current workplace demands? What are the best methods for conducting job analysis studies to develop curriculum and learning assessments?

**Presenter(s)**

*Jason Brunner, College for Financial Planning*

**Empower Your Planning Process – 2073**

Grand Ballroom Table 2

*Assessment*

 Strategic Planning Online is highly effective, integrated, web-based solution for planning, budgeting, assessment, and accreditation. SPOL not only documents these efforts, but keeps users focused on priorities and thoughtfully engaged in institutional effectiveness. Strategic Planning Online builds institutional intelligence and brings consistency to IE, while optimizing internal communication and collaboration.

**Presenter(s)**

*Erin Bell, Strategic Planning Online  
Larry Squarini, Strategic Planning Online*

**Faculty Productivity and Efficiency, Transparency, Accountability – 1046**

Grand Ballroom Table 6

*Decision-Support*

Public college and university leaders nationwide must respond to questions regarding the productivity and efficiency of their institutions with specific attention to faculty. Discussion group participants consider the following questions: What metrics are being used on your campus to measure faculty productivity and efficiency? How are you benchmarking faculty performance against peer institutions? What feedback have you received from faculty and administrators on your campus when you have presented the findings? What best

practices you would recommend other institutions employ when undertaking such a project?

**Presenter(s)**

*Alicia Betsinger, The University of Texas System*

**Non-Cognitive Factors as Predictors of Success in Healthcare Education – 1753**

*Grand Ballroom Table 3*

*Assessment*

This discussion focuses on the use of non-cognitive measures to facilitate decision making in the context of higher education. The discussion is structured around the following questions: What variables, both pre-admission and post-admission, do your institutions collect on your students? How effective have these variables been in predicting student academic success? What characteristics that are neither cognitive nor demographic do you believe have effects on determining student academic success? Why do you believe these factors are important? How would the use of non-cognitive measures benefit your students and your institutions?

**Presenter(s)**

*Stephanie Dykes, Chamberlain College of Learning*

**Shaping the Future of Performance-Based Funding – 1439**

*Grand Ballroom Table 4*

*Assessment*

This discussion addresses performance-based funding (PBF), which has a checkered history, but is gaining popularity as a way to allocate limited higher education resources and increase accountability. Any PBF model relies on data developed and supplied by institutional researchers; the IR community can influence how it might be structured and how the metrics are defined. Participants share experiences with PBF and gain understandings of how institutional researchers can shape the design of PBF in their states. Questions to be addressed include: How can IR play a proactive role for IR in the development of PBF? How can IR ensure that institutional mission is protected in PBF? How IR can design metrics that are simple enough for external constituencies to understand that also accurately measure performance for different higher education segments?

**Presenter(s)**

*Mona Levine, University of Maryland*

**Using Mixed Methods to Study Student Growth in Learning Communities – 1736**

*Grand Ballroom Table 1*

*Decision-Support*

 Colleges often implement multi-faceted initiatives to increase the success and persistence of first-time students. These initiatives can provide novel opportunities and challenges for institutional researchers;

learning communities are a prime example. Although the success of these initiatives can be gauged through common indicators of student outcomes, understanding the experiences leading to student success can require the collection of primary data. This discussion addresses using mixed-methods approaches to the study of learning community initiatives and includes the following questions: Which process, experiential, and outcome factors are important to consider? How can colleges create appropriate comparison groups for learning communities? What are the distinctive student experiences in learning communities? Which methods can be used to engage the unique student gains in learning communities? How do IR offices develop the research capacity to conduct mixed-methods research?

**Presenter(s)**

*James Sass, Rio Hondo College  
Annel Medina, Mt San Antonio College*

**Governance Meeting****Engaging with the AIR Code of Ethics and Professional Practice – 1907**

*203A*

Over the past two years, the AIR Code of Ethics has undergone a member-led review and revision process. This session briefly describes the process and outcome. Most discussion addresses application of the revised Code at member institutions and the varied ethical challenges present for IR professionals today. At the conclusion, presenters describe a call for authors for an upcoming NDIR volume on ethics in IR.

**Presenter(s)**

*Alice M. Simpkins, Paine College  
Rachel Boon, Ivy Tech Community College  
Dawn Geronimo Terkla, Tufts University*

**11:30 AM–12:30 PM**

**Panel Sessions****Building Effective Partnerships with Government and Public Affairs – 1295**

*101A*

*Reporting*

Data are sexy. Everyone from politicians to the public to pundits to the press wants to get their hands on more and more data! Representatives from government affairs and public affairs share examples of the questions and requests that often come to them from external constituent groups

and provide insights on how IR offices can more efficiently provide the data and information they need to address the concerns and questions of external audiences.

**Presenter(s)**

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

*Natasha Jankowski*, National Institute for Learning Outcomes Assessment

*Maureen Howard*, New Mexico State University

*Terri M. Carbaugh*, California State University, Long Beach

### Florida's Most Wanted: More College Graduates – 1350

102C

Reporting

 The Florida College System aims to double the number of graduates by the year 2020. An array of outreach, retention, re-engagement, acceleration, policy enhancement, and automation activities are part of the mix of strategies being implemented and explored. Officials from Indian River State College, Daytona State College, and the System's Chancellor's Office share data-driven progress reports on selected national (e.g., Win-Win, Credit When It's Due) and state initiatives to increase the number of college graduates. Large college, small college, and state perspectives are included. Sufficient detail is provided so that initiatives can be adapted or replicated.

**Presenter(s)**

*Scott Parke*, Florida College System

*Eileen Storck*, Indian River State College

### Measuring Co-Curricular Student Learning Outcomes: A Candid Conversation – 1072

101B

Assessment

This panel discussion examines the emergence of co-curricular student learning outcomes. Members of the panel—including IR and student affairs professionals—provide commentary on the relative importance of measuring students' out-of-class experiences, how colleges and universities can systemically identify and measure these learning experiences, and appropriate means for integrating curricular and co-curricular learning outcomes assessment.

**Presenter(s)**

*Lance Kennedy-Phillips*, Ohio State University-Main Campus/Clemson

*Angela Baldasare*, University of Arizona

*Bruce Szelest*, University at Albany - SUNY

*Gerald McLaughlin*, DePaul University

*Richard Kroc*, University of Arizona

### Research to Practice: Using CCSSE Data to Increase Student Success – 1711

102A

Decision-Support



Various entities with vested interests in education and the workforce have drawn attention to the pressing need for a significant increase in the number of young American adults completing post-secondary credentials in order to meet workforce demands over the next eight to ten years. Community colleges play a major role in closing this gap. This panel discusses the relationship between CCSSE data and student outcomes, shares examples of how colleges are using CCSSE data to identify areas of improvement and target interventions, and what those colleges are doing to monitor the effects of their interventions.

**Presenter(s)**

*Derek Price*, DVP-Praxis, Ltd.

*E. Michael Bohlig*, CCCSE, UT-Austin, College of Education

*Esau Tovar*, Claremont Graduate University

12:15 PM–01:15 PM

### Special Events

### Data & Decisions® Academy Networking Lunch – 2074

Hall B



Grab lunch and join current and future Academy participants and AIR staff at reserved tables in the Exhibit Hall during the lunch break. This informal networking lunch will provide an opportunity to learn more about the Academy, ask questions of current participants and AIR staff, and expand your community college network.

### Lunch Break and Poster Presentations – 2038

Hall B

A dedicated lunch break is co-located with the Poster Presentations (12:45 – 1:45 p.m.) There are plenty of food choices throughout the Exhibit Hall, with many options at or below the federal per diem lunch rate. AIR Bucks, cash, and credit cards are accepted for food and beverage at SAVOR retail outlets in the AIR Exhibit Hall and in the Convention Center lobby.

01:15 PM-01:45 PM

Special Event**Dessert Break—Thank You to Our Sponsors***Hall B*

Please join us for a complimentary dessert break to close the Exhibit Hall and thank our 2013 Sponsors.

12:45 PM-01:45 PM

**Posters Gallery Q&A**

(even numbered)

The Poster Gallery Q&A for odd numbered posters is Monday 12:45-1:45 p.m.

**We're Moving—From Term and Weekly Counts to Daily Counts, with Details Too! – 1465***Hall B-Poster 2**Technologies*


The challenge was to provide our medium size 2-year community college a daily summary of inquiries, applicants, and registrants along with information such as college, major, gender, county, etc. The college uses Banner as its ERP, and historically, a SQL routine would be used to request information between two dates. Besides being unwieldy, record-level data were not available. Using Microsoft Access and an ODBC connection, we were able to create a query that appends daily records to an existing table. With such data, leadership has access to timely application and registration data, which helps inform potential changes to recruiting strategies.

**Presenter(s)***Steven Miller, Rhodes State College***Output Costing in Higher Education – 1103***Hall B-Poster 4**Analysis*


What does it cost a college to produce a graduate, a transfer student, or a leaver without a degree (dropout)? How does this compare to the national average? We demonstrate how to use institutional academic career and finance data to determine average annual output costs for each category. Trends in output costs are useful for monitoring productivity and the financial burden of improving retention to graduation. Cost information for community

colleges at the national level, using BPS 2004:09 and IPEDS, is compared with institution-level estimates.

**Presenter(s)**
*Nathan Dickmeyer, CUNY LaGuardia Community College  
Chunjuan Zhu, CUNY LaGuardia Community College  
Erez Lenchner, CUNY LaGuardia Community College*
**Breaking Down Walls: Professorial Tutoring – 1020***Hall B-Poster 6**Decision-Support*


This poster session provides a viable model for a professorial tutoring program provided at no cost to students and no additional time for faculty. It is offered through supplemental instruction via professors in a Student Success Center. Data are shared about the positive gains in grade point averages for developmental and underprepared students who use this service.

**Presenter(s)***Glenna Kay Pulley, Trinity Valley Community College***Strategies and Valued Practices for Strengthening the Culture of Assessment – 1625***Hall B-Poster 8**Assessment*


Ten senior-level administrators were interviewed to document practices they value most in their work to achieve systemic change in the culture of assessment at their institutions. These findings have been paired with lessons learned from ten assessment and institutional research professionals who were interviewed about the ways they work alongside senior administrators in order to strengthen the culture on campus. This poster is based on an article written for publication, and it is intended to help spark conversations among assessment and IR professionals regarding systemic change on their own campuses.

**Presenter(s)***Laura Blasi, Valencia College***How to Summarize and Use College Course Evaluations – 1865***Hall B-Poster 10**Assessment*

Course evaluation is a high stakes instrument that becomes an arena of micropolitics. It is often taboo to bring evaluations into a central office; rather, many prefer that they be handed directly to instructors to avoid friction. Even if a central office has the authority to collect and review course evaluation data, there are challenges in using the data in decision making. As a result, some colleges and universities use course evaluations as score sheets only rather than as benchmarks for change and innovation. Course evaluations can play important roles in academic affairs, and the practice

of routine assessment can thrive if the college community accepts and rationalizes the use of these data.

**Presenter(s)**

*Chul Lee, Elms College*

**A Look in the Mirror: Comprehensive Internal Assessment of an IR Office – 1796**

*Hall B-Poster 12*

*Operations*

With unlimited demand and limited resources, IR offices must be efficient and effective in their operations. Effectiveness can be optimized through an ongoing process of self-assessment. This poster shows how a small-shop IR office, through careful planning, time tracking, and data analysis, was able to focus resources and energy to accomplish the departmental mission and ultimately better serve the needs of the institution. The assessment process includes (1) developing an IR departmental mission statement and guiding documents, (2) data collection/measurement, and (3) analysis, reflection, and changes toward improvement. The poster shows key lessons learned and steps going forward.

**Presenter(s)**

*Anthony Parandi, Indiana Wesleyan University  
Donald Sprowl, Indiana Wesleyan University*

**Examining the Relationship Between SRL and Postsecondary Remediation – 1733**

*Hall B-Poster 14*

*Analysis*

This study examines the relationship between self-regulated learning (SRL) and postsecondary remedial education. Postsecondary remediation is a topic of national importance that has a major effect on the cost of college enrollment, degree completion rates, and time to degree. This is an observational study using first year college student data from the National Center for Education Statistics (NCES) Education Longitudinal Study of 2002 (ELS: 2002). Propensity score analysis is used to address selection bias in the sample. This study uses logistic regression to predict the odds of avoiding the need for postsecondary remediation based on exhibited SRL behaviors.

**Presenter(s)**

*John Orange, Trinity University*

**Improving Latina/o STEM Success: Realizing the Potential of HSIs – 1835**

*Hall B-Poster 16*

*Analysis*

HSIs carry the responsibility for contributing to the growth of STEM degrees for Latinas/os and achieve this goal with fewer resources, including limited funding and the enrollment of students with less college preparation and fewer financial resources than students at non-HSIs. Using IPEDS data, this poster explores the relationship between Latina/o

STEM degree completion and institutional expenditures and characteristics. Also, it gives IR professionals and scholars at current and emerging HSIs a framework and method to provide data to inform financial decisions that affect policies, practices, and services that contribute to a campus climate and culture to increase Latina/o STEM success. These findings aid institutional assessment and program evaluation.

**Presenter(s)**

*Diane Elizondo, The University of Texas at San Antonio*

**Program Review: IR Graduate Certificate at Penn State – 1412**

*Hall B-Poster 18*

*Operations*

Penn State offers an online graduate program for institutional researchers. The program is designed to provide students with the skills that support institutional planning, analysis, and policy formation, benefiting in-career professionals, institutional researchers, graduate students, and persons in related fields. This poster session describes the results of an academic program review of the Institutional Research certificate, including recommended changes in the curriculum, support, and delivery of the program. This poster is of interest to new professionals in the field as well as executives who desire to provide professional development opportunities to their staff members.

**Presenter(s)**

*Frederick Loomis, Pennsylvania State University*

**The Relationship between Homework and Student Math Achievement for Eighth Graders – 1833**

*Hall B-Poster 20*

*Analysis*

Homework helps students learn and is a common practice in secondary education. The relationship between the amount of homework assigned by teachers and student mathematics achievement in middle schools was examined. Particularly, students' expectations of postsecondary education was involved in the study. The research findings focus on (1) how HLM techniques are manipulated to conduct the study involving nested datasets; (2) the relationship between students' expectations of postsecondary education and their achievement; and (3) how the frequency of time spent on homework is associated with achievement when students' aspirations of postsecondary education are considered.

**Presenter(s)**

*Ming-Chih Lan, University of Washington*

**Using a Graduation Cohort as a Tool to Understand Progress to Degree – 1121**

Hall B-Poster 22

Decision-Support

The study is a descriptive analysis conducted at a public research university. It examines a 2009-2010 undergraduate graduation cohort and provides detail about paths to degree completion. Understanding and identifying characteristics and enrollment patterns of students who were successful in their quests for degrees may inform campus student success initiatives and provide a guide to campus advisors and student support services for future students.

**Presenter(s)***Patricia Inman, University of Illinois at Chicago***Using the SSI to Maximize the College Experience for Every Student – 1848**

Hall B-Poster 24

Assessment

Universities try to structure students' experiences in ways that meet their needs and aspirations. Using five years of longitudinal data from the Student Satisfaction Survey (SSI), the presenters attempted to find answers to the following questions. First, to what extent are universities successful in meeting their students' needs and aspirations? Second, which students' needs do universities meet? Third, which student needs do universities fail to meet? Fourth, do universities perform better at meeting some students' needs versus all students' needs? Finally, what are the characteristics of the students whose needs the university meets and what are the characteristics of the students whose needs the university fails to meet?

**Presenter(s)***Renate Otterbach, University of San Francisco  
William Murry, University of San Francisco***Institutional Satisfaction and the Development of Transferable Skills – 1778**

Hall B-Poster 26

Analysis

In the current uncertain economy, students are increasingly focused on ensuring that their academic investments result in employability. Attainment of transferable skills, such as problem solving and analytical writing, plays an important role in whether students are desirable to prospective employers. This study explores whether senior students' development of these transferable skills was related to their perceptions of satisfaction with their higher education institutions. Using data from the 2012 administration of the National Survey of Student Engagement, regression analyses suggest that problem solving skills were a significant positive predictor of institutional satisfaction, even when controlling for other demographic and institutional characteristics. Analytical writing skills were also a significant positive predictor of institutional satisfaction. Potential reasons for these findings,

along with implications for incorporating transferable skills into curricula, are included in this presentation.

**Presenter(s)***Angie Miller, Indiana University-Bloomington**Kevin Fosnacht, National Survey of Student Engagement***Connecting the Campus around the Student Experience – 1808**

Hall B-Poster 28

Decision-Support

This poster provides an overview of a cost effective open source campus decision-support system that incorporates student survey data resources and institutional data for a large public research university. Though developed within a large university environment, the technical process, open-source software, and implementation are applicable across all types of institutions. Utilization ranges in both depth and breadth, including program evaluation, service enhancement, college and program assessment, accreditation and accountability, and research. The approach outlined provides a common language and base of evidence around which we can convene conversations on our campuses about the student experience.

**Presenter(s)***Ronald Huesman, University of Minnesota-Twin Cities**David Peterson, University of Minnesota-Twin Cities**Peter Radcliffe, University of Minnesota-Twin Cities***The Development of an Office of Institutional Research Assessment Plan – 1309**

Hall B-Poster 30

Assessment

As a part of the college-wide assessment, the Office of Institutional Research needs to create its assessment plan for measuring office effectiveness. This presentation outlines the development process of an IR assessment plan. Participants learn how a two-person IR office at a small liberal arts college started planning its own assessment plan from scratch, and the steps of plan development in detail. This process provides IR the opportunity to reflect on its current state and areas important to the office in order to consider how it might enhance efficiency and effectiveness while still contributing towards the college mission.

**Presenter(s)***Minghui Wang, Hartwick College***Crafting a Class: College Entrance Exam Scores and Teacher Persistence – 1196**

Hall B-Poster 32

Analysis

Higher admissions standards for teacher education programs are among the criteria being considered to ensure that teachers are adequately prepared for the classroom. Yet stricter admissions standards for teacher education programs remain controversial for various reasons. Using data from

the first student cohort of the National Center for Education Statistics (NCES) Baccalaureate and Beyond Longitudinal Study (B&B), this session examines the relationship between selective college admissions standards, teacher persistence, and teacher characteristics.

**Presenter(s)**

*Marlene Clapp, University of Massachusetts-Dartmouth*

**Faculty Understanding and Perceptions of the Tenure Process – 1783**

*Hall B-Poster 34*

*Assessment*

The tenure process varies greatly by disciplinary area and institutional type. Gender, race or ethnicity, and age have also shaped the way faculty experience and perceive the process. In order to support faculty members with diverse backgrounds and interests, campus leaders should make it a priority to routinely evaluate the equity of tenure processes at their institutions. This poster informs participants of a multi-institutional study that assessed the peer support faculty received while going through the process as well as to what extent their processes were reasonable, fair, work-life balanced, and satisfying. Differences by faculty and institutional characteristics are shared.

**Presenter(s)**

*Allison BrckaLorenz, National Survey of Student Engagement*

*Amy Ribera, National Survey of Student Engagement*

*Leah Peck, National Survey of Student Engagement*

**Top of Mind Awareness and Perception of College Choice for Decision Making – 1860**

*Hall B-Poster 36*

*Decision-Support*

Enrollment management is a key component of some institutions' efforts to increase student enrollment. This is especially true for colleges and universities with limited funding. As such, when it comes to attracting students, it is important to evaluate both the market's awareness of the university (known within the field of marketing as Top of Mind Awareness) and the factors involved in college choice. This poster presentation displays (1) the results of a university's Top of Mind Awareness study, (2) the way to implement this type of study, and (3) the factors involved in college choice for prospective students of this particular university. The study was performed in a private university in Quito, Ecuador, and participants are introduced to college choice factors that are important to prospective students in South America, which is valuable information when recruiting international students from this part of the world.

**Presenter(s)**

*Mauricio Saavedra, Universidad Internacional del Ecuador (UIDE)*

**Engagement and Academic Success of Engineering Undergraduates: A Case Study – 1771**

*Hall B-Poster 38*

*Decision-Support*

A study at the University of Central Florida was conducted to examine the relationships among participation in various engagement activities, social integration, and academic success for students graduating with engineering or computer science bachelor's degrees. One of the main objectives of this study was to compare if first time in college (FTIC) students and transfer students connect to the campus in similar ways. Data from the university senior exit survey were analyzed to assess the relationships among participation in various engagement activities, social integration, and academic success. This poster presents methods, findings, and the effects these results have for the College of Engineering and Computer Science.

**Presenter(s)**

*Rachel Straney, University of Central Florida*

*Uday Nair, University of Central Florida*

**Poster 40 — Cancelled****Who are our Students? Clustering Habits of Mind: Achievers, Wanderers, and Cruisers – 1009**

*Hall B-Poster 42*

*Decision-Support*

This poster presents the results of a cluster analysis of the habits of mind scale of the CIRP freshman survey. In response to the research question "Who are our students?" three clusters of students are identified: Explorers, Cruisers, and Slackers. The items that are most predictive of cluster membership include seeking solutions to problems and explaining them to others, integrating skills and knowledge from different sources, and seeking alternative solutions to a problem. These results indicate that students begin their studies at Franklin Pierce University with a wide range of problem solving and critical thinking skills. Understanding differences in incoming students' habits of mind will impact teaching, learning, and assessment at Franklin Pierce.

**Presenter(s)**

*Rachel Krug, Franklin Pierce University*

**STEM Career Aspirations of High School Students: A National Survey – 1218**

*Hall B-Poster 44*

*Analysis*

Shortage in the participation of female and minority students in the science, technology, engineering, and mathematics professional careers (STEM) careers has prompted researchers and policymakers to examine the pipeline of supply. This study examined characteristics of female and minority students who aspire to STEM careers, as indicated in a recent nationally representative sample of 9th graders (2009 High School Longitudinal Study). These characteristics

include math and science self-efficacy, interests, course selection, STEM-related activities, school engagement, academic proficiencies, familial background, and educational aspirations.

**Presenter(s)**

*Wei-Cheng Mau, Wichita State University*

**Impact of Email Reminders on Response Rates for Online Course Evaluations – 1351**

Hall B-Poster 46

Assessment

With the growth of technology in nursing education in the U.S., at many schools, online course evaluations play important roles in curricula improvements. At the University of Maryland School of Nursing, course evaluation surveys are administered by paper and pencil in traditional face-to-face classes and online electronically for online courses. However, the response rates for online course evaluations have been much lower than those administered by paper and pencil. The low response rates for online course evaluations is a concern for nursing school faculty, especially for online course instructors. This evaluation project explored the impact of use of email reminders on the response rates for completion of online course evaluation surveys by nursing students.

**Presenter(s)**

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

**Influence of STEM Policies on STEM Degree Production: A Panel Data Analysis – 1872**

Hall B-Poster 48

Analysis

There is growing concern that the United States is not producing a sufficient number of college graduates in STEM (Chen & Weko, 2009; Kuenzi, Matthews, & Mangan, 2006; PCAST, 2012). This discussion addresses how state higher education STEM policies influence undergraduate STEM degree production within a 10 year period and across all 50 states. This study addresses the following questions in a more holistic way with greater relevance to educational policy: (1) How is undergraduate STEM degree production within a state related to state characteristics? (2) Controlling for state characteristics, how are states' undergraduate STEM degree productions influenced by state higher education STEM policies?

**Presenter(s)**

*Erin Knepler, University System of Maryland*

**Assessing and Comparing Outcomes in Instructional Delivery Modalities – 1814**

Hall B-Poster 50

Assessment

Substantial efforts have been made to compare the effectiveness of traditional course formats and alternative formats (most often, traditional on-site delivery compared to

online formats). With the improvement of technology, there has been a rapid increase in online degree programs. This study is designed to compare online courses and traditional face-to-face courses on a variety of outcome measures. Comparisons include student ratings of instructors and course quality and student learning outcome measures, such as weekly quizzes, weekly assignments, projects, and final course grades. Through the analysis of real-time course data, the study aims to provide a better understanding of the differences and similarities between these delivery modes and highlight issues of concern for administrators, educators, and institutional researchers.

**Presenter(s)**

*Jamil Ibrahim, University of Mississippi Medical Center*

**Online PhD Program Delivery Models' Relationships to Student Success – 1730**

Hall B-Poster 52

Assessment

Institutions of higher education spend time and money on initiatives to improve student retention and satisfaction. However, these efforts can be derailed if institutions do not understand how specific factors, such as student demographics and program characteristics, interact to effect retention and satisfaction. This poster shares results of a study that looked at student demographics and measures of student success, and also how program characteristics interact with these factors in predicting retention and student satisfaction. Information is shared about why students choose the program models they do and why some students change models.

**Presenter(s)**

*Shari Jorissen, Walden University*

**An Analysis of Faculty Rating Data Based on the Time Period of Completion – 1727**

Hall B-Poster 54

Assessment

As student evaluations of faculty go online, new advantages are produced, such as the ability to begin evaluations earlier and make them available longer. Now students have more time to offer their perceptions. However, from a faculty perspective, longer evaluation timeframes might allow students to change or revise their perceptions of a faculty member corollary to a tough midterm, assignment, or other course-based activity. The purpose of this study is to explore whether there are significant differences in mean scores over the rating period, and whether significant differences exist between populations, academic departments, and schedule types. Implications for these results on best practices and future research are presented.

**Presenter(s)**

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

**Data-Driven Reform: Re-envisioning GE with the Help of Stakeholders – 1358***Hall B-Poster 56**Assessment*

This poster session delineates the results of a systematic study designed and implemented by The University of Findlay to shift the general education program from a distribution model to a learning outcome-based model. The study, which began with surveys of various internal and external stakeholders, has provided quantitative data with regard to specific knowledge, skills, and dispositions students should possess upon graduation. Follow-up Town Hall meetings have provided the qualitative component of the study, and the guidance of an outside facilitator has allowed for additional feedback and perspective. A further key component of the study includes data analysis from the university's Institutional Research Team and Assessment Committee. The intentional design of this study demonstrates that general education reform has a greater likelihood of success when the process includes information and data from a variety of stakeholders beyond the university's General Education Committee.

**Presenter(s)**

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

**Student Perceptions of Liberal Learning – 1836***Hall B-Poster 58**Assessment*

U.S. undergraduate education focuses not on training within narrow domains, but rather, it addresses the need for citizens of a democracy to be informed on a host of sociocultural (AAC&U, 2011; Lin et al. 2010) and technical issues (Hazen & Trefil 2009a; Meinwald & Hildebrand 2010). As a result, we have developed a new set of scales to evaluate the extent to which students expect and perceive that their general education courses meet those liberal learning outcomes. The poster includes details about steps leading to the development of the survey, measures of validity and reliability, limitations, and the findings regarding student conceptual change. All scales developed in this project are made available.

**Presenter(s)**

*Carmen McCallum, Michigan State University  
Sarah Jardeleza, Michigan State University*

**The Gender Divide in Salaries of Non-tenure Track and STEM Faculty during an Economic Downturn – 1435***Hall B-Poster 60**Analysis*

The focus of this poster is on the gender divide among faculty. There are two main elements to the poster. The first is the focus on faculty salary off the tenure track. The second is the focus on the number of women faculty in STEM fields. This allows for a review of non-tenured faculty salaries

and the gender divide in STEM fields during an economic recession.

**Presenter(s)**

*Austin Ryland, University of Alabama*

**Using Structural Equation Modeling to Advance IR Survey Research – 1719***Hall B-Poster 62**Analysis*

IR professionals often engage in survey research without decision makers' attention. The authors believe one main problem lies in how analyses are employed and presented. The presenters recommend that IR professionals adopt structural equation modeling for survey research. It can show a survey's big picture and indicate what is most important for the research (Kline, 2010). Specifically, we recommend SmartPLS (Ringle, Wende, & Will, 2005), which is relatively flexible and less complicated. We show how a structural model can be built and how SmartPLS can be used, with an example of analysis of a survey of faculty report on international students.

**Presenter(s)**

*Yingxia Cao, University of La Verne  
Kang Bai, Troy University*

**How a Community College Successfully Coexists within a University – 1731***Hall B-Poster 64**Decision-Support*

Policy makers and analysts have argued that more citizens must complete some form of postsecondary education to compete for employment in the coming decades. Utah Valley University, a large, public open-enrollment university in Orem has developed a unique mission of providing broad educational programming – from certificates to master's degrees – to serve this vital public interest. We examine several different sources of institutional data to demonstrate the importance of the community college to students and stakeholders within the community, and show how a community college can successfully coexist within a university.

**Presenter(s)**

*Shannen Robson, Utah Valley University  
Geoff Matthews, Utah Valley University  
Linda Makin, Utah Valley University*

**Connecting Student Engagement to Leadership Support for Innovative Teaching – 1825***Hall B-Poster 66**Analysis*

Using data from the Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE), this presentation explores the relationship between faculty views of senior leaders' (e.g., presidents, deans, provosts) support of new ways of teaching and students'

engagement. Findings suggest there are significant differences in student ratings of the quality of campus relationships and deep approaches to learning, among other areas, when comparing institutions in the top quartile of faculty perceptions of senior leaders. Differences with and without controls for student demographics are presented. Implications for assessment and institutional research are displayed.

**Presenter(s)**

*Eddie Cole, National Survey of Student Engagement  
Thomas Nelson Laird, National Survey of Student Engagement  
Amber Lambert, Indiana University-Bloomington*

**Applying Data Analytics in Institutional Research – 1788**

*Hall B-Poster 68                                      Decision-Support*

Analytics is a growing topic of interest in higher education. This poster presentation showcases three “early wins” to help the conference attendees develop analytics projects at their institutions: (1) prediction of new students’ likelihood of departure using a standard regression model and how the results were used at a 4-year institution; (2) classification of comparison groups from cluster analysis using IPEDS data and how the results were used to create a new institutional peer group; and (3) development of a dashboard to track institutional progress toward strategic goals.

**Presenter(s)**

*John Stanley, University of Hawai‘i at Mānoa*

**Data Integration: Using Survey Data to Inform Assessment Plans – 1666**

*Hall B-Poster 70                                      Analysis*

This poster illustrates how multiple survey sources can be combined into concise and useable data reports, which can then be used by academic units in preparation of assessment plans. Feedback from academic units is then used to improve surveys in order to collect information that units need in order to evaluate their programs.

**Presenter(s)**

*Chelsea Mazar, Arizona State University  
Gerald Blankson, Arizona State University*

**Course Placement Influences on Student Motivation – 1757**

*Hall B-Poster 72                                      Analysis*

 This study uses student panel data from an urban Californian school district to examine how mathematics course placement in middle school influences student motivation. We use achievement goal and expectancy value frameworks to characterize the motivational changes for students enrolled in algebra compared with peers placed in other mathematics courses. Findings from this

study suggest that algebra course placement can depend on students’ prior achievement in order to alleviate motivational decline in mathematics. Findings also support a person-environment fit perspective for tracking practices by providing information about the influences of ability grouping on student motivation and consequential learning strategies.

**Presenter(s)**

*Rahila Simzar, University of California, Irvine*

**One-Faculty-One-Campus: A Viable Model for the Multi-Campus University? – 1810**

*Hall B-Poster 74                                      Decision-Support*

This is an analysis of the One-Campus-One-Faculty model at Tshwane University of Technology (TUT) in relation to whether or not it is a viable model for a multi-campus university. A quantitative approach using data from MIS is adopted to establish trends in student and academic staff profiles prior to and after relocation. Significant declines and profile changes for both staff and students are noted. We argue that the declines can be attributable to merger challenges; location and economic interplay within the context of higher education transformation in South Africa. One-Campus-One-Faculty can be a viable model with time and equitable resource allocation.

**Presenter(s)**

*Liile Lekena, Tshwane University of Technology  
Anass Bayaga, University of Fort Hare  
Xoliswa Mtose, University of Fort Hare*

02:00 PM–02:45 PM

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**Concurrent Sessions**

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**Anatomy of a Campus Survey Policy – 1389**

*203A    Operations*

Several campus survey policies that have been posted by universities are examined and a “checklist” of items is developed that may be included in a campus survey policy. For example, what regulations impact surveys (FERPA, HIPAA), survey calendars, survey databases, review committees, requests for mailing lists, etc. Each item is discussed and several examples and options are presented to allow participants to see the different types of survey policies that would help them select one or a combination of several to best suit their needs.

**Presenter(s)**

*Craig This, Wright State University-Main Campus*

## Coding Audit: A Qualitative Assessment at FIU – 1554

201B

*Assessment*

 The presenters describe a case study in which FIU's assessment team used qualitative assessment methods to code the improvement strategies generated by all academic and administrative units across the university. Inferences made from the research led to a greater understanding of the types of assessment-based improvements that have been implemented as well as the quantity and quality of these improvements. Since the purpose of assessment is to focus on continuous improvement, this audit has also served to promote and encourage that focus among our stakeholders. The audience will learn about the exact methodology used to gather evidence and will understand how to apply this methodology to different scenarios across a variety of settings.

### Presenter(s)

Katherine Perez, Florida International University  
 Bridgette Cram, Florida International University  
 Claudia Grigorescu, Florida International University

## Common Data Set (CDS) Update and Feedback

### Session – 1444

102C

*Reporting*

Based on feedback from AIR and other educational associations, the publishers who created and fine-tuned the Common Data Set (CDS) template update the audience on changes to the Fall 2013 CDS and invite feedback on the future of the CDS. Attendees are briefed on the status of current efforts to update the CDS-H financial aid section as well as the very early stages of an experimental effort on the part of the CDS publishers to provide an XML version, which will ease the survey burden of institutional researchers significantly.

### Presenter(s)

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

## Diving Deeper: A Comparison of Three Text Analysis Programs – 1621

203C

*Technologies*

This session provides an overview and explores benefits, features, and qualitative data analyses between three software programs: SPSS, NVivo, and WordStat. Data used in this presentation were collected from the Multi-Institutional Study of Leadership conducted on our campus in 2012. To enrich quantitative survey results, we looked at respondents' actual open-ended comments through the lens of three text analysis programs in a side-by-side comparison. This presentation helps participants explore criteria to use in

selecting software programs that best suit their individual needs and preferences.

### Presenter(s)

Ronald Miller, Brigham Young University Hawaii  
 Talaleva Fa'apoi, Brigham Young University Hawaii  
 Lou Hue, Brigham Young University Hawaii

## Establishing the Cost of Attendance: Reasons, Findings, and Revelations – 1592

202B

*Decision-Support*

This session discusses the process of conducting a survey to empirically establish the cost of attendance and net price of an institution. The session discusses the benefits and costs of using more systematic way to determine the actual cost for students to pursue college degrees. Cost of attendance and net price are of interest to the public, legislators, and institutional decision makers nation-wide. The components are also required elements in IPEDS; implications for improving reporting on these elements are discussed.

### Presenter(s)

Robert Loveridge, Utah Valley University  
 Tim Stanley, Utah Valley University

## Faculty Confidence and Engagement Survey: Analysis with the Rasch Model – 1568

101A

*Analysis*

The presenter explains how the Item Response Theory Rasch model was used to validate and analyze the Faculty Confidence and Engagement Survey (FaCES) administered at a large urban community college. The presenter illustrates the advantages of using the Rasch model to analyze survey ratings, the major steps in the analysis, and the important statistics to be used for instrument revision, interpretation, and reporting purposes. The presenter shares major findings related to the survey's construct validity as well as findings on faculty/staff members' levels of confidence and engagement in different aspects.

### Presenter(s)

Yao Hill, University of Hawai'i at Manoa

## Faculty/Staff Job Satisfaction/Diversity Climate Survey: Lessons Learned – 1113

102B

*Decision-Support*

Periodically examining job satisfaction and perceptions of the institutional environment is an important task for institutional researchers everywhere. This presentation focuses on lessons learned from a recent faculty and staff survey, including working with institutional leadership, the importance of advance communication, consideration for special populations in accessing the survey, concerns over

confidentiality and legal liability, and the importance of the integrity of the employee database.

**Presenter(s)**

*William Knight, Ball State University  
Brian Pickerill, Ball State University*

**General Education Outcomes by Instructional Location Using a State Database – 1170**

102A

*Decision-Support*

Statewide individual student-level longitudinal databases are widespread and their importance in evaluating the outcomes of educational programs from PreK to postsecondary is rapidly increasing. In this study, we use a state database to compare passage and retention rates for the basic skills courses (English, college algebra, and speech) and common initial STEM courses (chemistry I, physics I, general biology I and college algebra) by students' demographic and academic characteristics and by sectors (community college vs. 4-year schools). Success rates in the second STEM courses are determined for college transfer students vs. those entering the university as freshmen.

**Presenter(s)**

*Donna Hawley, Wichita State University*

**Impact of Co-Enrollment at CSUs and CCCs on Retention and Degree Attainment – 1053**

203B

*Decision-Support*



Student-driven co-enrollment at California Community Colleges (CCCs) has become a means by which California State University (CSU) students supplement or complete their post-secondary careers. The CCCs are providing greater opportunities for this activity to CSU students. It is uncertain whether this practice benefits both higher education systems. This session uses data collected by Cal-PASS to explore the extent to which undergraduate degree-seeking students within the CSU simultaneously enroll at CCCs. The impact of students' co-enrollment at these institutions on persistence and time to degree and the implications for the CSU, CCC, students, and the Legislative Office are discussed.

**Presenter(s)**

*Veronica Chukwuemeka, California State University-Monterey Bay  
Sathyam Sundaram, California State University-Monterey Bay*

**Implementation of the Program Assessment Process – 1098**

104A (*Promenade Ballroom*)

*Assessment*

This presentation provides program coordinators, institutional effectiveness and planning, and department chairs the process to assess student learning outcomes at the program level. Program assessment is a faculty-driven process taking place from the bottom up. This session provides

examples of program assessment structure, curriculum mapping, assessment mapping, program assessment plans, IE assessment rubrics, and the reporting of program assessment results, including improvement action plans and supporting documentation. Participants learn how to organize and successfully implement program assessment to support CS 3.3.1.1 within their institutions.

**Presenter(s)**

*Su-Chuan He, Parker University*

**MAP-Works: A Focus on Student Success and Retention – 2020**

204

*Assessment*

**SPONSOR** Understanding student success and retention is the foundation for fulfilling your mission and having a positive influence on the lives of students. During this presentation, we focus on MAP-Works, a web-based, campus-wide, retention solution that utilizes institutional information, student perceptions via surveys, and faculty/staff input to identify students at risk for attrition or poor academic performance. Individual student information is provided to front-line faculty and staff, such as residence hall professionals, academic advisors, and instructors. MAP-Works, utilized on more than 125 campuses nationwide, has a proven performance record and provides a measurable impact on student retention. Implementation, examples of reporting functions, and campus stories of improved retention, tighter collaborations between departments, and improved campus culture are discussed.

**Presenter(s)**

*Sherry Woosley, Educational Benchmarking (EBI)  
Michelle Zimmerman, EBI MAP-Works*

**MidAIR Best Presentation: Identifying Strategic Growth Opportunities Through Geo-mapping Students – 1945**

104C (*Promenade Ballroom*)

*Decision-Support*



Ozarks Technical Community College, created in 1990, has a defined service area of 12 counties that is home to over 650,000 residents and the fastest growing area in the state of Missouri. With numerous other educational institutions located within its service area, OTC had to think strategically about how to be responsive to the diverse educational needs of the community. In 2010, the chancellor commissioned a study on where our students live and where might future growth opportunities be recognized to help meet the needs of our constituents. This research led to the creation of maps to examine the residential location of students and identify where expansion opportunities through regionalized centers and campuses, thus reducing the physical distance between students and educational opportunities. It also identified

counties where OTC is not penetrating the market based on state/national benchmarked data.

**Presenter(s)**

*John Clayton, Ozarks Technical Community College*

**NSSE 2013: Discussing the Updated Survey and Reports – 2024**

104B (Promenade Ballroom)

Assessment

**SPONSOR** The year 2013 marks an important milestone for the National Survey of Student Engagement (NSSE) with the first substantial update to the survey since its inaugural administration in 2000. During this session, participants learn about changes to survey items and benchmarks, and issues related to transitioning to the new survey (for example, longitudinal comparisons). We also discuss the updates to companion tools, the Faculty Survey of Student Engagement (FSSE), and the Beginning College Survey of Student Engagement (BCSSE). Most importantly, we invite you to give feedback on new ideas for institutional reports and helpful resources

**Presenter(s)**

*Robert Gonyea, Indiana University-Bloomington*

*Alexander McCormick, Indiana University-Bloomington*

**Online Course Evaluations: Is there a Perfect Time?**

– 1314

103C

Assessment

This session addresses the issue of timing of online course evaluations. The presenter shares findings about differences in student characteristics and ratings based on when online course evaluations are completed. Discussion addresses the implications of when and how long to schedule online course evaluations.

**Presenter(s)**

*Cassandra Jones, Marymount University*

*Michael Anuszkiewicz, Marymount University*

**Preparing Students for College and Careers: The Causal Role of Algebra II – 1339**

103B

Analysis

 Researchers estimate that approximately 60% of students entering community colleges are referred to one or more developmental education courses. Because significant numbers of students are arriving at college underprepared, concerted efforts are underway to improve college and career readiness among high school students by requiring advanced coursework for graduation. This study investigates the impact of Algebra II completion in high school on college and career outcomes, including college course grades, graduation, salary, and career advancement. We employ an Instrumental Variables approach to statistical modeling to address known selection effects

associated with students who choose to take Algebra II in high school. This session is of interest to anyone interested in postsecondary readiness, reducing remediation and developmental education rates, or the application of advanced statistical methods to support robust, data-driven decision making in higher education.

**Presenter(s)**

*Matthew Gaertner, Pearson*

*Stephen DesJardins, University of Michigan-Ann Arbor*

*Katie McClarty, Pearson*

*Jeongeon Kim, University of Michigan-Ann Arbor*

**Qualtrics: Research Made Sexy – 2060**

201A

Technologies

**SPONSOR** In a world of Big Data, Qualtrics gives IR departments the ability to centralize and streamline data collection for their institutions. Whether you struggle with keeping your students engaged during the survey process or desire to create better looking reports, Qualtrics allows for the flexibility to collect and analyze data quickly and easily.

**Presenter(s)**

*Gretchen Schwartz, Qualtrics Labs, Inc.*

*Craig Stevens, Qualtrics Labs, Inc.*

*Ryan Durrant, Qualtrics Labs, Inc.*

**SHEEO Strong Foundations Update on State Postsecondary Data Sharing Efforts – 1227**

103A

Analysis

In 2010, the State Higher Education Executive Officers Association released the results of its national report on state postsecondary data systems in 44 states and the District of Columbia, Strong Foundations: The State of State Postsecondary Data Systems. Join us for an update that focuses on the data sharing activities of these state postsecondary agencies/entities with their respective state K-12 and labor agencies. Participants learn that many states have not only increased their data sharing efforts, but also expanded their access to K-12 and labor elements. Institutional researchers can supplement their rich data sets with these state data that can shed light on topics such as student progression and return on investment.

**Presenter(s)**

*Tanya Garcia, State Higher Education Executive Officers Association (SHEEO)*

*Hans L'Orange, State Higher Education Executive Officers Association (SHEEO)*

**Student Choice: Three Paths to Degree Completion****– 1378**

202A

*Assessment*

Western Illinois University-Quad Cities (WIU-QC) presents enrollment/retention data on three entry points into a baccalaureate degree: an associate's degree incentive program, a new dual enrollment program, and a new general education/honors program. WIU-QC collaborates with local community colleges to support local, state, and national initiatives to increase student access and baccalaureate degree completion rates. Those most likely to benefit from the session include (1) Individuals charged with institutional planning and oversight, (2) academic administrators at all levels, (3) admissions, academic advising, financial aid, and institutional research/effectiveness professionals, and (4) public policymakers and advisors.

**Presenter(s)***Lindsay Fender, Western Illinois University~Quad Cities**Kristi Mindrup, Western Illinois University~Quad Cities**Joseph Rives, Western Illinois University~Quad Cities***The Next Step in Data Analysis: Predictive Analytics****– 1307**

101B

*Analysis*

The next step in data analysis is using data about past activities to detect problems and predict student academic behavior. This presentation highlights two large-scale predictive analytics projects, one within a single institution and the second using cross-institutional data. We discuss the tools and techniques used and the process of identifying the right elements to include in the models. Attendees learn which variables prove predictive and which ones are not included in the final models. Finally, we discuss the political processes around the implementation of such models within an institution. The session provides a starting point for institutions interested in implementing predictive models for use in retention efforts.

**Presenter(s)***Rebecca Barber, Arizona State University***The Role of Mentoring in Faculty Perceptions of Organizational Support – 1079**

202C

*Analysis*

This study examines the mediating role of perceived organizational support in the relationship between mentoring support availability and work attitudes of faculty. Perceived organizational support partly mediates the relationship between mentoring and job satisfaction, organizational commitment, and psychological empowerment. The findings confirm that mentors serve as lenses through which

protégés view their organizations. Policy implications are also discussed.

**Presenter(s)***Chia-Han Tsai, National Chiayi University, Chiayi, Taiwan**Sheila Shu-Ling Huang, Kaohsiung Medical University, Taiwan***Discussion Groups****Analyzing CCSSE Data for Trends Over Time – 1850***Grand Ballroom Table 3**Decision-Support*


The Community College Survey of Student Engagement (CCSSE) has remained unchanged since 2005 to facilitate longitudinal analysis of results. As community college researchers and administrators acquire data from three or more time points, they are increasingly interested in looking at trends in their survey results. This discussion group focuses on approaches to, benefits of, and issues involved with analyzing CCSSE data over time. The following four questions guide the discussion: What can be learned by analyzing CCSSE data over time? How do you connect efforts on campus to CCSSE results? How can you identify important trends in your data? What cautions are applicable when planning longitudinal analysis of CCSSE data? The facilitator will distribute copies of a paper that describes analyzing CCSSE data over time, including the use of two different software tools.

**Presenter(s)***E. Michael Bohlig, CCCSE, UT-Austin, College of Education***Best Practices in Determining Institutional Research Requests and Protocols – 1434***Grand Ballroom Table 7**Analysis*

This discussion addresses the need for and successful protocols employed to discern strategic research questions for analysis within institutional research offices. The session moderator shares effective and ineffective examples, and attendees share protocols from their respective institutions and experiences. Questions to be addressed include: What protocols are used within your offices to determine which institutional and ad hoc analyses are strategic? What protocols are used within your offices to determine the core research questions for institutional and ad hoc analyses? Who are the "organizational sages" at your institutions who can provide insight into strategic requests for analyses?

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

## Implementing a Research Infrastructure that Builds Information Capacity – 1743

Grand Ballroom Table 4

Operations

 This discussion focuses on various aspects of establishing and maintaining an efficient and productive office of institutional research. The discussion is based on an organizational model and infrastructure developed by the Office of Institutional Research and Planning at the San Diego Community College District. The discussion answers: What is your institution doing to build and sustain an infrastructure that supports a culture of evidence and collaborative inquiry? How does your institution empower stakeholders to take action on data and information? What are some of the obstacles your institution is facing that prevent it from using data and information?

### Presenter(s)

Cathy Hasson, San Diego Community College District-District Office  
 Daniel Miramontez, San Diego Community College District-Miramar College

## Linking Mission and Assessment at a Faith-Based University – 1782

Grand Ballroom Table 6

Assessment

This interactive discussion addresses the ways to link mission to assessment at faith-based institutions, identify measurable outcomes and assessment tools for potentially “unmeasurable” goals and priorities, apply assessment data to demonstration of accomplishment of faith-based missions and outcomes, and share best practices. Five questions guide this discussion: How does the mission of a faith-based institution differ from the mission of a secular college or university? How does your institution ensure integration of the mission across all areas of campus? How do you go about developing measurable outcomes for potentially “unmeasurable” mission components and strategic priorities? Which assessment tools do you use to measure those outcomes? How do you use assessment results to demonstrate accomplishment of the faith-based mission and outcomes?

### Presenter(s)

Kathryn Doherty, Notre Dame of Maryland University

## Predicting Community College Remedial Course Success Rates with Athletes – 1859

Grand Ballroom Table 5

Decision-Support

 This discussion addresses predictive modeling for referring students who take remedial education courses to student services proactively as a method to increase their course success rates based on the predictive success probability using athletes. Attendees learn about the need for predictive models, the development of models, how campus buy-in is crucial, and how modeling

can be used for improving student success. The discussion questions include: Does your institution use predictive modeling for data-driven decision making or for evidence-based improvements? What has been the most difficult aspect of using predictive modeling? What is one successful strategy your campus used to get buy-in to the model? What is one successful strategy your campus used to get the model used for improvement? Did the application of the model result in improvement in the university/college?

### Presenter(s)

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

## Responsible Data Reporting: Considerations for Disseminating Data Outside Your Office – 1431

Grand Ballroom Table 1

Reporting

IR professionals (and those in data-related offices) are often asked to produce reports and respond to requests for specific data that can change hands repeatedly or end up in various public domains. For these reasons it is essential that careful consideration be given to how data are framed and packaged prior to “leaving the office.” Following an initial overview to establish the problem area and scope, the facilitators guide participants in discussion about key questions for consideration, including: To what audiences are data provided on request? In what forms are these data requests presented? What sort of contextual information is typically included when delivering these data and what formats do you use for delivery? Through the conversation, participants become more aware of these important issues and will leave with strategies to manage them.

### Presenter(s)

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

## SQL Best Practices: Creating Complex Queries that are Clean and Useful – 1858

Grand Ballroom Table 2

Technologies

As institutional researchers, we deal with a lot of data. Much of that comes from databases that are accessed via SQL queries. The problem with a SQL query is that the more complex it gets, the messier it is to read (and update later). Since I often write complex queries, I have developed methods to make them easier to manage. Other SQL programmers have done the same. In this group we can share our best practices. What formatting methods help with SQL queries? How can SQL code be grouped (including sub-queries) to build complex queries? What miscellaneous SQL tips are consistently helpful? This discussion won’t teach you SQL programming; you need to at least know the basics. But, if you already write queries, join this session to discuss some ways you can improve your own query-writing style.

### Presenter(s)

Mark Leany, Utah Valley University

03:00 PM–03:45 PM

## Concurrent Sessions

### Academic Progress and Time to Degree: Evidence from Event History Analysis – 1473

202B    Analysis

Increase in time to completion of the baccalaureate degree in the U.S. has caught the attention of educators and researchers in recent years. However, our understanding is still limited with the factors affecting students' time to degree, particularly in the relationship between academic progress and time to degree. This presentation applies Event History Analysis to answer this question: Beyond students' time-fixing characteristics, such as demographics and academic preparation, what aspects of their academic progress affect their time to degree? Student progress is conceptualized by four time-varying categories: enrollment patterns, course taking behaviors, major choice, and academic performance. Expected learning outcomes include: (1) a framework for conceptualizing and tracking students' academic progress across terms, and (2) a Cox regression model for understanding how student academic progress affects graduation and time to degree.

**Presenter(s)**

Hongtao Yue, California State University-Fresno  
Xuanning Fu, California State University-Fresno

### All Aboard for Outcomes Assessment – 1507

201B    Assessment

IR Professionals are often tapped to lead institutional effectiveness assessment efforts. Faculty members and other personnel who are asked to be involved in outcomes assessment for their programs or units might view this kind of effort as bureaucratically imposed and a waste of time. This session focuses on identifying and reducing barriers to successful outcomes assessment. Empower those involved in outcomes assessment!

**Presenter(s)**

Paula Krist, University of San Diego  
Holly Hoffman, University of San Diego

### Automating Institutional Research – 1385

201A    Operations

With the growth of data needs in higher education, the need for streamlined processes that use technology has also increased. This session is focused on tools that can be used to manage an efficient and effective IR office. We share our experiences, how we identified our requirements, what we

have implemented, and future plans for improvements. The goal is to demonstrate the concept behind the usage of the tool. Even though some tools are demonstrated, this is not meant to be a sales pitch for specific tools.

**Presenter(s)**

Misty Haskamp, Columbia College

### Crossing the Finish Line: From Matriculation to Graduation – 1144

103C    Decision-Support

Growing discontent with return on investment in higher education has catapulted public discussion on college completion to the forefront. This study evaluated the profiles of students who have attained four-year degrees in six or less years to predict the relative importance of demographic, pre-college, and behavioral variables on retention, progression, and graduation. A logistic regression analysis was used to evaluate those student characteristics. The results show that first semester grade point average, full-time enrollment, early selection of a major or pre-major are highly critical for academic success. The results informed policy-making for improving retention, progression, and graduation at the focus institution.

**Presenter(s)**

Ebenezer Kolajo, Radford University

### Do High School Graduates Attend College In-State or Out-of-State? – 1968

101A    Analysis

This research empirically examines various individual-level and state-level factors, including state policies, that determine a high school graduate's decision to attend college in-state or out-of-state. Differences in out-of-state enrollment by student ability are analyzed. If it turns out that high academic ability students are more likely to leave their home states to attend colleges out-of-state, the finding would support the notion that states facing out-migration experience 'brain-drains' since they tend to lose their brightest students to other states. In addition, this research focuses on the role of state public policies. This is a subject of great interest for both university officials and state policymakers. Public universities have a financial incentive to favor out-of-state students given that they pay higher tuition. State legislators, on the other hand, seek to stem the brain drain of their states' top high school graduates and retain them to attend college in-state.

**Presenter(s)**

Ritu Sapra, Rutgers University

### **From Admission to Advancement: Using Predictive Analytics to Focus Marketing, Retention, and Outreach Efforts – 2053**

104A (Promenade Ballroom)

*Analysis*

**SPONSOR** What if we could predict not only who is most likely to leave the institution, but also why? What if we could determine which students are most likely to be successful in an academic program? What if we could pinpoint the likelihood an alumnus will donate to the institution? With predictive analytics, institutions can garner insights from and about prospective students, current students, and alumni to determine contributors to key outcomes, identify which students are most likely to enroll, leave, or donate, and align outreach efforts more efficiently. Utilizing IBM SPSS solutions, colleges and universities will have the ability to leverage data sources and determine how to better allocate resources to maximize marketing campaigns, retention interventions, and alumni giving efforts. In this session, attendees learn about the possibilities that exist in their structured and unstructured data and see how IBM SPSS solutions transform these data sources to rich, analytical insight.

**Presenter(s)**

Nicole Alioto, IBM Corporation

### **Integrating Assessment into the Culture of Academic Support Units – 1516**

101B

*Assessment*

Due to the ever-changing requirements in assessment from accrediting bodies, the need to assess academic support units and co-curricular programs is becoming extremely popular. The presenters share their accounts on how to integrate the culture of assessment into academic support units. Session attendees learn how to incorporate student learning outcomes and program objectives into the assessment of Academic Support Units. The presenters share their university's process of assessing student learning in academic support units to fill SACS standard requirements.

**Presenter(s)**

Shantya Plater, Elizabeth City State University

Damon Wade, Elizabeth City State University

### **Making Assessment an Integral Part of Online Course Development – 1360**

203C

*Assessment*

This presentation shares one institution's success in adapting a learning outcomes assessment process for traditional courses to online courses. Over three years, the university has put significant effort in developing online course standards, integrating a faculty course portfolio assessment into its online course proposal and development process, providing timely feedback to faculty on course design, and

ensuring the comparability of online courses to face-to-face courses. Its online course development program has evolved into a process called the Five-Ps: Proposal, Production, Preview, Pilot, and Portfolio. The Five-Ps represents strong institutional commitment to the quality of online education.

**Presenter(s)**

Ying Zhou, George Mason University

### **Meaningful Data Visualization for Stakeholders in Weeks Using iDashboards – 2021**

104B (Promenade Ballroom)

*Technologies*

**SPONSOR** The need for meaningful visualization of data for higher education administrators is becoming increasingly important in these current times of increased need for transparency and accountability, and where data are under more scrutiny than ever. iDashboards has used a right click menu-based build and customization (no programming) to quickly (weeks) provide consolidated platforms where key stakeholders can visualize and interact with dashboards that look great, are easy to use, and provide administrators with the straight forward access to metrics they crave.

**Presenter(s)**

Brian Stevens, iDashboards

### **Measuring our Success: Providing Evidence for CTE Outcomes – 1706**

202C

*Decision-Support*


If the ultimate goal of a CTE program is to prepare students for employment, shouldn't our measure of success be whether students find jobs in their fields of study? This past year, 14 colleges participated in a pilot survey of CTE completers and leavers. This workshop reviews the methodology for the study, the major findings, how they compare to wage data available through the state unemployment insurance database, and how colleges are applying the findings to drive program improvement. Workshop participants explore the implications of wider use of follow-up studies of employment and the potential impacts on programs and funding.

**Presenter(s)**

Terrence Willett, RP Group

K. C. Greaney, Santa Rosa Junior College

Mallory Newell, De Anza College

### **Modern Missing Data Methods: A Review and Practical Guide – 1452**

103B

*Analysis*

Missing data are a nearly-universal problem in education research. This presentation reviews multiple methods of addressing missing data (including list-wise deletion, multiple imputation, and full information maximum likelihood). These

methods are demonstrated with different size populations to illustrate the strengths and weakness of each and to allow participants to determine which methods are most appropriate for their research. Concrete examples of each type of missing data method, along with examples of syntax for participants to adapt and use at their campuses, allows institutional researchers to better understand the implications of missing data in their research and utilize different strategies for handling missing data.

**Presenter(s)**

*Yiran Dong, National Survey of Student Engagement*

*Heather Haeger, National Survey of Student Engagement*

**Next-Generation Dashboards: Facilitating Meaning in Campus Performance Data – 1406**

204

*Reporting*

Designing a postsecondary performance dashboard system capable of meeting multiple stakeholder interests with constrained campus resources and increasing reporting demands is a growing consideration for many institutional research offices. Further complicating the task, the expanses of performance data that are becoming available to institutions and the broader public alike have frequently not translated into enhanced utilization in decision making, even as the stakes for postsecondary education have grown increasingly higher. This presentation details the development and usage of a web-based application at the University of Minnesota to measure institutional performance along campus strategic goals with enhanced tools for providing meaning from data for a broad audience of internal and external stakeholders. The results of this case study can inform practice for institutional research practitioners and policymakers.

**Presenter(s)**

*Lesley Lydell, University of Minnesota*

**Postsecondary Co-Enrollment and Baccalaureate Completion – 1128**

102B

*Analysis*

 This study draws on the Beginning Postsecondary Students Longitudinal Study (BPS: 04/09) and the Postsecondary Education Transcript Study (PETS: 09) to document various forms of postsecondary co-enrollment and explore its relationship with baccalaureate completion. Analyzing community college and four-year entrants separately, this study also assesses the potentially differential effect of postsecondary co-enrollment on baccalaureate completion among these two distinct student populations.

**Presenter(s)**

*Xueli Wang, University of Wisconsin-Madison*

**Quantitative and Qualitative Data You Need with Output Options You Require – 2031**

104C (Promenade Ballroom)

*Technologies*

 Do you need a reporting solution that helps you collect, analyze, and distribute data and information related to the general operation of your institution? Argos, an enterprise reporting solution designed specifically for colleges and universities, is easy to use and gives you quick access to the quantitative and qualitative data you need with output options you require. Use OLAP and data cubes to analyze your students, faculty, staff, curricula, course offerings, and learning outcomes. Use Dashboards to report your results to executives, governments, and the public. Schedule reports to run automatically or let users run them when they want. Argos has the rich features you need in a user-friendly tool. Come see how other institutions are using Argos to help enhance and support institutional research.

**Presenter(s)**

*Tom O'Rourke, Evisions, Inc.*

**The Effects of Early Academic Disengagement: A Three Time-Point Study – 1233**

203B

*Analysis*

 Research suggests that students are arriving at colleges and universities less prepared and more academically disengaged, and their academic disengagement translates into poor student outcomes, including reduced retention probabilities and lower first-year GPAs. This presentation provides strategies for institutions to implement to curb students' academic disengagement early in college in hopes of getting them more excited about their learning and improving student retention and academic success.

**Presenter(s)**

*Kevin Eagan, University of California-Los Angeles*

*Adriana Ruiz Alvarez, University of California-Los Angeles*

**The FroYo Effect: Using Small Incentives for a 51% University Response Rate – 1013**

202A

*Operations*

We improved a university-wide assessment by 18 percentage points over the prior year with a branded marketing campaign, a weekly incentive scheme, and frozen yogurt. Using the message functions in Qualtrics, we sent each student an email describing a guaranteed small incentive, and then sent each respondent a thank you email that explained how to receive the incentive certificate and included an invitation to a closing party. We describe the efficacy of the different incentives (froyo, funnel cakes, fitness classes, and coffee) and different incentive schemes (guaranteed small incentive compared to chance at large incentive) using a small logistic regression study. We focus

on the process of creating the campaign, the incentive retrieval rates, the redemption rates, and the total costs for the incentives, including the launch event, closing party, and marketing campaign (\$143 per additional percentage point or \$2.61 per additional student over the 2011 study).

**Presenter(s)**

*Janel Sutkus, Carnegie Mellon University  
Hyun Kyung Ro, Carnegie Mellon University*

**Three Predictive Models to Assess Student Risk and Attrition – 1214**

103A

*Decision-Support*

The presentation addresses different modeling procedures that can be utilized to examine student data. Participants gain general understandings of each procedure, including how each can be implemented with student data, and are provided with resources for additional learning.

**Presenter(s)**

*Dan Butorovich, Cochise College*

**Tracking 2003 High School Graduates: College Readiness and Long-Term Success – 1183**

102C

*Analysis*

This presentation examines relationships between college success and college readiness indicators—those that provide students with early momentum towards degree completion. A random sample of 24,850 ACT-tested 2003 high school graduates who enrolled in college in Fall 2003 is tracked for seven years using National Student Clearinghouse data. Outcomes include retention over time and degree completion. Readiness indicators include ACT scores and Benchmark attainment, high school coursework, and high school GPAs. Success rates estimated from weighted hierarchical models are reported by institutional type, race/ethnicity, gender, and family income. College readiness has positive effects on retention and degree completion and also helps reduce gaps in outcomes among racial/ethnic and family income groups. Indicators differ in their utility for predicting college success, however. The session concludes with a discussion on using NSC and admission assessment data for research on retention and degree completion.

**Presenter(s)**

*Julie Noble, ACT, Inc.*

**What Can We Learn from the Learning Centers?****Toward an Assessment Model – 1279**

102A

*Assessment*

At most institutions, academic departments and many administrative units participate in formal learning outcomes assessment. Learning centers (disciplinary academic support services) are rarely included in campus assessment cycles. This study is a step toward a learning outcomes-based assessment of a mathematics learning center at a public research university. It is a case study example of the merging of various data sources to develop a clearer picture of the role of a learning center in student outcomes.

**Presenter(s)**

*Patricia Inman, University of Illinois at Chicago*

**What Data Do I Need? And How Do I Report Almost Anything with CEDS Tools? – 1518**

103A

*Technologies*

Members of the Common Education Data Standards Stakeholder Group demonstrate how the new “Align” and “Connect” tools can take the mystery out of some of our toughest questions. What data do I need? How exactly is it defined? What elements do I need for reporting or answering policy questions? What exactly do I do with the data to get the desired results? And how are others doing the same or comparable things? The presenters demonstrate the new tools and show at least six different ways that the tools can save you time and improve the accuracy and reliability of your work. We invite the audience to participate in using the tool to document the details necessary to produce a performance metric.

**Presenter(s)**

*Hans L'Orange, State Higher Education Executive Officers (SHEEO)  
Michelle Appel, University of Maryland-College Park  
Teri Hinds, Voluntary System of Accountability & APLU*

**Discussion Groups****Exploring New Reporting Capabilities with the Updated FSSE Instrument – 1845**

Grand Ballroom Table 1

*Technologies*

The primary purpose of this session is to discuss the updates and changes to the FSSE 2013 instrument and reporting, including how the updates and changes will assist institutions in their improvement efforts. Discussion questions include: How will my reports change? How can I use this new information? How will these updates correspond with NSSE

2013 updates? Together participants will explore ways to enhance future survey findings.

**Presenter(s)**

*Leah Peck, National Survey of Student Engagement  
Eddie Cole, National Survey of Student Engagement*

**IR Departments as Catalysts for Developing a Culture of Evidence – 1738**

*Grand Ballroom Table 4*

*Operations*

 This discussion focuses on strategies that IR departments can employ for engaging stakeholders in data use and ownership with the goal of promoting data-informed decision making. Attendees develop understandings of the challenges facing colleges that seek to promote cultures of evidence, of strategies that can help build institution-wide engagements in using data to inform decisions, and of ways to build reporting capacity with existing resources. Questions used to structure the discussion include the following: How can IR departments best promote data use and ownership among all stakeholders? Are there particular offices and individuals that should be responsible for extracting institutional data? What are best practices regarding the relative roles of IR and IT departments in data extraction and support? Which executive administrators should play critical roles in making decisions about policies and procedures regarding data management and use?

**Presenter(s)**

*Kevin David, Tulsa Community College  
Jeanine Nowell, Tulsa Community College*

**Leadership Opportunities for the IR Professional: A Roundtable Discussion – 2057**

*Grand Ballroom Table 5*

*Decision-Support*

Attendees will be invited to join a conversation about assuming leadership roles – formal and informal – on their campuses. We will explore the opportunities that may exist for IR professionals to become campus leaders, what strengths we may bring to such positions, and what challenges we may face in becoming leaders. We will enjoin the conversation operating from the premise that IR professionals have opportunities to become leaders due to our unique industry and enterprise-wide expertise.

**Presenter(s)**

*James Trainer, Villanova University  
Jennifer Brown, University of Massachusetts-Boston  
Christina Leimer, Ashford University*

**QS Stars: An In-Depth Analysis and Great Auditing Tool – 2067**

*Grand Ballroom Table 3*

*Decision-Support*



QS Stars is the chosen evaluation system for universities worldwide. It has been designed to probe deeper than any ranking can and to be more sensitive to differences in institutional mission and regional conditions. By comprehensively auditing universities across more than 30 indicators against a global standard, the system allows institutions of all shapes and sizes to stand out and be recognized in those areas in which they excel. The QS Stars audit, which is valid for three years, assists an institution in the orderly collection and dissemination of key performance data.

**Presenter(s)**

*Mark Shay, QS Intelligence Unit*

**The Development of Learning Analytics: IR's Role in the 'Third Wave' – 1120**

*Grand Ballroom Table 2*

*Analysis*

This session addresses the role of institutional researchers in campuses' development of learning analytical tools. Learning analytics have been termed the 'third wave' in a revolution in instructional technology that began in the 1990s with the adoption of learning management systems. This session provides a forum for discussion on the following questions: What tools do we need? What tools best integrate with our existing systems? What tools best harness the data we have? How do we identify promising practices?

**Presenter(s)**

*Michael Brown, University of Michigan*

**Who Needs a Raise? Improving an NSF-Endorsed Method to Study Salary Equity – 1804**

*Grand Ballroom Table 6*

*Analysis*

What is it about the study of faculty salary that necessitates complex analyses? What factors should universities consider and how can they tailor studies to understand whether discrepancies in salary exist at their own institutions? What are the strengths and limitations of various methodologies employed in the study of faculty salary? The University of Houston Gender Salary Study built upon the seminal Michigan Study, but made several design changes, including use of a more precise method to control for salary differences between fields. This discussion focuses on the context with which universities discuss and act on suspicions of gender inequity in salaries. Participants are given a general roadmap for replication of the UH study along with suggestions for tailoring designs and methodologies to their own needs.

**Presenter(s)**

*Maureen Croft, University of Houston*

04:00 PM–04:45 PM

## Concurrent Sessions

**Analytics in Higher Education: An EDUCAUSE Study of IR and IT Professionals – 1584**

201B

Assessment

 Many colleges and universities have demonstrated that analytics can help significantly advance an institution in such strategic areas as resource allocation, student success, and finance. This presentation uses results from the 2012 ECAR Study of Analytics in Higher Education to provide information on the current state of analytics in higher education, the benefits of and barriers to the use of analytics, and recommendations for IR professionals who want to play roles in advancing their institutions' strategic use of analytics. The study uses results from a survey and multiple focus groups conducted with hundreds of IR and IT professionals. Participants learn about the current state of analytics in higher education, how to benchmark their own institutions' progress in analytics, how to leverage their expertise in making the case for analytics, and how to use analytics to become more involved in strategic decision making.

**Presenter(s)***Jacqueline Bichsel, EDUCAUSE***Benchmarking the Impact of Institutional Research Offices – 1456**

102B

Assessment

How do you benchmark the impact of your institutional research office? There is a multitude of research on the effectiveness of an institutional research professional, but not as much on the office's impact. Our research uses a multiple case study design with document analysis, a survey, and interviews for a holistic mixed-method analysis. Fourteen large public institutions are examined and compared, and the results help measure the value of an IR office. The presentation concludes with a how other institutions might implement their own evaluations of their IR offices.

**Presenter(s)***Margaret Dalrymple, Purdue University-Main Campus  
Jacquelyn Frost, Purdue University-Main Campus***Dental and Medical Students: Debt, Career Decisions, and Access to Care – 1168**

202A

Analysis

Current strategies and policies aim to address access to health care, especially for the underserved. Many such efforts are directed to the health care workforce, subsequently involving academic health centers. Many health professionals graduate with overwhelming debt, which may have implications for the health care systems—student debt may deter incoming health professionals from serving in primary care or underserved areas in which compensation is typically much lower. A closer look at increasing debt within the dental and medical professions may provide key insights about debt's influence on career decisions. This session examines dental and medical debt and its impact on graduating students' decisions to specialize or work in underserved areas. Also, the session offers an understanding of other determinants (e.g. race/ethnicity, parental income, clinical experiences) that may predict practice behaviors and inform institutional policy makers in higher education.

**Presenter(s)***Evelyn Lucas-Perry, American Dental Education Association  
Gwen Garrison, American Dental Education Association***Examining the National Picture of Assessment of First-Year Seminars – 1252**

103B

Assessment

First-year seminars have become a nearly ubiquitous intervention to support student transition into postsecondary study. Recent estimates indicate that nearly 90% of institutions in the U.S. offer some type of first-year seminar. With such widespread implementation, ongoing assessment of these seminars has become important to demonstrate the effectiveness of this intervention. This presentation provides an up-to-date overview of assessment practices in first-year seminars nationwide based on responses to the 2012-2013 National Survey of First-Year Seminars conducted by the National Resource Center for The First-Year Experience and Students in Transition. Attendees learn about recent evidence that describes assessment methods, student outcomes, and important findings. They also learn how institutional characteristics and the use of high-impact educational practices are influencing the assessment of first-year seminars.

**Presenter(s)***Dallin Young, University of South Carolina*

## Exploring the Effects of Community-Based Learning on Academic/Social Gains – 1254

203A

Analysis

In this paper, we utilize data from a multi-institutional study of student engagement to estimate potential direct and indirect effects of community engagement on students' academic and social gains. A latent variable structural equation model of student achievement was developed to explore the potential relationship between participation in community-based learning activities (e.g. enrollment in a course with a service-learning component and involvement in community-based research) and students' perceptions of academic and cultural development. Specifically, our empirical investigation asks: Does participation in community-based learning opportunities contribute, either directly or indirectly, to improved academic and social skills development for students? Finally, we reflect on nuances to consider when using SERU data that are related to community-based learning, and more specifically, the Community and Civic Engagement Module.

### Presenter(s)

*Daniel Jones-White, University of Minnesota-Twin Cities  
Ronald Huesman, University of Minnesota-Twin Cities*

## Factors Influencing Students' Choices of STEM Majors and Degree Completion – 1458

104A (Promenade Ballroom)

Analysis

Low participation and completion rates in the science, technology, engineering, or mathematics (STEM) college majors are a national concern. The importance of increasing the number of college students completing degrees in STEM has been recognized by Congress in the Goals 2000 Educate America Act (Goals 2000, 1994, section). This study tracked college students over a 5-year period and identified factors that determine decisions that lead to choosing STEM majors and, in turn, successfully earning STEM degrees. Implications for educational leaders and college personnel are discussed.

### Presenter(s)

*Wei-Cheng Mau, Wichita State University*

## Graduating Elsewhere: College Completions Beyond Starting Institutions – 1426

103C

Analysis

 College completion is considered a key college success outcome. Yet institutions and policymakers in the U.S. know surprisingly little about completion rates for students who follow all but the most traditional of postsecondary pathways. This is because traditional graduation rate calculations are institution-based and only count students who finish at their starting institutions. This paper presents the results from a completion study that encompasses postsecondary credentials of all levels and types, at any institution in any state. Using student-level data

from the National Student Clearinghouse, the study explores six-year outcomes of a cohort of first-time students who started in Fall 2006. Results show that counting students who graduated at institutions other than their starting institutions increased the completion rate for every institution type and student subgroup studied. Implications for academic researchers and institutional and public policymakers are discussed.

### Presenter(s)

*Afet Dundar, National Student Clearinghouse Research Center  
Doug Shapiro, National Student Clearinghouse  
Vasti Torres, Indiana University-Bloomington  
Jin Chen, Indiana University-Bloomington*

## Identify Evidence-Based English-Proficient Criteria for ESL Applicants – 1676

202C

Decision-Support

This research investigates an analytics framework to identify evidence-based criteria for admitting international undergraduate ESL students which maximizes students' English proficiency without running risk of excluding a substantial amount of applicants. In addition to the criteria used for TOEFL composite scores, our research shows that the writing component, followed by speaking component, of TOEFL has the highest amount of predictive power to project students' future academic success on campus. Multiple robust and rigorous statistical methods are proposed and performed in deriving standards for undergraduate admission policy purposes.

### Presenter(s)

*Ying Lin, Syracuse University*

## LiveText to Ensure Institutional Effectiveness – 2065

104C (Promenade Ballroom)

Assessment



LiveText is a leading provider of campus-wide solutions for strategic planning, assessment, and institutional effectiveness. LiveText develops web-based assessment solutions to support evidence-based learning. During this session, learn how LiveText builds best-practice processes of assessment at institutions so that faculty can more easily communicate with students, students engage in deep reflective learning, and administrators rich collect data that supports and informs program and institutional improvement. Since 1997, LiveText has been remarkably successful at helping institutions improve learning, ensure quality, and increase student engagement

### Presenter(s)

*Katie Kalmus, LiveText, Inc.*

### **Managing Information, Not Technology: A Case Study of Public Higher Education – 1245**

203C

Analysis

The loss of institutional knowledge poses a threat to the competitive advantage. It is essential to adopt and implement knowledge management strategies and tools to facilitate the harvesting and storing of institutional knowledge into a single repository. In the process of translation, the business analyst exploits this repository, ensuring effective design, providing quality data for an effective MIS, and supporting effective decision making. By conducting a combination of qualitative and quantitative methodologies, this case study explores the extent harvesting of institutional knowledge contributes to the constructs in the higher education sector in South Africa. This study recommends further exploration of this phenomenon and that the conceptual framework be used to inform a better understanding of the moderating effect the harvesting of institutional knowledge has on all the various processes illustrated in the model, enabling the retention of competitive advantage.

**Presenter(s)**

Neels Bezuidenhout, University of South Africa

### **Maximizing the Use of Web Forms and Surveys Through Effective Design – 1502**

203B

Technologies

This presentation addresses techniques using new media to obtain meaningful data from faculty, students, and staff via web forms/surveys while minimizing issues with data integrity that are vital to effective reporting. More importantly, it emphasizes techniques on approaches to designing forms that are intuitive to the user, eliminate user error entries, gain time for other tasks, and improve the overall response time and quality of data collected for reporting.

**Presenter(s)**

Theodore Hampton, Chicago State University  
 Resche Hines, Chicago State University  
 Latrice Eggleston, Chicago State University  
 William Sanders, Chicago State University

### **Persistence Puzzles' Missing Pieces: Non-Cognitive Data from e-Portfolios – 1677**

201A

Decision-Support

Can non-cognitive data scooped out of freshman e-portfolio reflections serve as missing pieces in persistence and progress puzzles? Based on an improved prediction of persistence and graduation outcomes at a four-year university, the answer may be "yes"! Non-cognitive variables are the pieces assumed to matter as much or more than cognitive items or other objective data included in prediction models (academic preparedness, family finances, demographics). Their omission has been viewed

as regrettable, yet unavoidable, given the inability to derive useable measures. Our work suggests that we need not accept that there will always be an entire class of vital-but-missing non-cognitive variables that explain "the rest" of what the models do not, including goal clarity, support of family and friends, social integration, academic engagement, and student effort.

**Presenter(s)**

M. Easterling, Seton Hall University

### **Process and Methods for Actionable Predictive Models – 1556**

202B

Analysis

As analytics in higher education become more popular, there are many software solutions and home-grown models designed to predict which students are at risk of dropping out. While many predictive modeling solutions exist, most are underutilized. Building an actionable predictive model requires selecting the best algorithm, finding the right independent variables, and developing an iterative process with student-facing staff who implement actions based on the output of the model. In this presentation, attendees learn about the latest predictive algorithms, some creative ways to create independent variables, and a process of incorporating non-technical stakeholders into the development process.

**Presenter(s)**

Jason Levin, Western Governors University

### **TENNAIR Best Presentation: Bachelor's Degree Attainment: A Comparison of Native and Transfer Students – 1588**

204

Decision-Support

 This study compared baccalaureate degree attainment of native juniors and community college transfer juniors at a comprehensive public university. The session provides recommendations for how institutions can improve in helping these two groups of students to succeed in their quests for baccalaureate degree attainment.

**Presenter(s)**

Glenn James, Tennessee Technological University  
 Brian Scruggs, University of Maryland, Baltimore

### **The Best Way to Build a Data Dictionary is to NOT Build a Data Dictionary! – 2022**

104B (Promenade Ballroom)

Technologies

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

We debunk these notions and talk about a new way to look at implementing a reporting solution.

**Presenter(s)**

*Scott Flory, IDATA, Inc  
Sue Kumpf, IDATA Inc.*

**Using Self-Regulated Learning to Predict Student Success in a Hybrid Course – 1467**

103A

*Assessment*

This paper describes an ongoing study at the University of Delaware that examines the relationship between self-regulated learning and success in a hybrid course. We conducted a quasi-experiment in four sections of an introductory Spanish course using a modified version of the Motivated Strategies for Learning Questionnaire (MSLQ) to determine how self-regulated learning is related to success in a hybrid course. We use this research to help students make informed choices about (1) the kinds of courses in which they enroll and (2) successful studying habits and learning behaviors in hybrid courses.

**Presenter(s)**

*Kevin Guidry, University of Delaware*

## Discussion Groups

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**A Comparative Analysis of Performance and Participation Rates on the CLA – 1726**

Grand Ballroom Table 2

*Assessment*

This discussion addresses the role of institutional characteristics in motivating students to excel on exam-based measures of learning, such as the Collegiate Learning Assessment (CLA). The discussion explores the following questions: To what extent do differing testing strategies and characteristics of student participation at two institutions produce different results on the CLA test? How can students be motivated to participate on the CLA at institutions where participation rates are low? How could one create optimal conditions and strategies for administering measurement tools like the CLA? Is student motivation to participate related to student performance on the CLA? How can students be motivated to perform to their full capacities when the instruments are low stakes for them?

**Presenter(s)**

*Sathasivam Krishnan, The Richard Stockton College of New Jersey  
Thomas Judd, United States Military Academy*

**Data Warehousing, BI, Business Analytics and Big Data – 1840**
*Grand Ballroom Table 1**Technologies*

Providing key decision makers with useful reports based on clean, up-to-date, and sufficient data in a time-efficient manner is always challenging for IR offices. Participants evaluate the efficiency of the systems implemented in their IR offices for data warehousing, analysis, and reporting, and consider additional options to improve the IR function by discussing: How successful is the current system implemented in your IR office as far as providing useful reports to top administrators in a time-efficient manner? Have you been able to respond to continuous, multiple requests from top administrators by automating the reporting component of your system and providing direct access? How successful has your system been for external reporting mandates and accreditation data needs? What are the main challenges and limitations of your current system? What other options can realistically be implemented in your IR office to overcome these challenges and limitations?

**Presenter(s)**

*Mauricio Saavedra, Universidad Internacional del Ecuador (UIDE)*

**Equal Opportunity, Graduation Proficiencies, and the Law: Assessing Risk – 1762**
*Grand Ballroom Table 3**Analysis*

This discussion addresses how and why the college degree was transformed into a job credential following the U.S. Supreme Court's seminal 1970 employment discrimination decision in *Griggs v Duke Power*, and how that transformation into a job credential creates new legal liabilities and financial risks for institutions that award degrees. We discuss the following questions: Should post-secondary educational institutions assess what the Degree Qualifications Profile refers to as intellectual skills, or should such assessment be carried out by employers when they screen job applicants? If schools succumb to accreditor demands to externally validate graduation proficiencies, are they exposing themselves to legal liabilities established by the Court's *Griggs* decision? How will the Court's decision in *Fisher v. University of Texas* blur the line between educational and employment law, thereby creating new legal liabilities for colleges?

**Presenter(s)**

*Michael Wrona, University of California - Merced*

**Higher Education Data Sharing Consortium (HEDS) – 1966**
*Grand Ballroom Table 5**Analysis*

Join us for a meeting of current and potential Higher Education Data Sharing (HEDS) Consortium representatives to discuss the Consortium's services, surveys, and upcoming activities. The HEDS Consortium serves the needs of private

higher education for institutional research, decision support, assessment, and the advancement of liberal learning. Discussion questions include: How are institutions using their HEDS membership? How can the HEDS Senior Survey, HEDS Alumni Survey, and Research Practices Survey be used to assess educational outcomes? What do HEDS survey reports include? What can institutional teams expect at a HEDS Workshop?

**Presenter(s)**

*Kirsten Skillrud, Higher Education Data Sharing Consortium  
Hannah Spirrison, Higher Education Data Sharing Consortium*

**IR in a Non-IR Office: Managing IR Functions and IR Operations – 1421***Grand Ballroom Table 4**Operations*

This discussion will consider how institutions are managing IR/Assessment functions while faced with challenges of limited resources, demands for efficiency, and ill-defined operational structure. Across the field, the distinction between institutional research, institutional effectiveness, and assessment professional are blurring. Data analysts, assessment professionals, and others may be doing “institutional research” without this label or designation. Colleagues will meet to talk about how institutions are doing IR without a specialized office or staff devoted to IR. Who does IR if not housed an IR office? Who are the key individuals that make up an IR “team”? How does the institutional climate change when IR offices are dissolved or integrated? We will discuss how data-informed decision-making is taking place when resources are limited or not well-defined. Maneuvering the complicated work environment and operational structure will be the focus of our discussion.

**Presenter(s)**

*Katherine Beck, Alta Colleges, Inc. - Westwood College*

about the history and scope of differential tuition, the current prevalence of this practice, and implications for the future. This presentation is of interest to institutions that currently offer or might plan to offer differential tuition of any kind (by course, major, program of study, or grade level). It brings the viewpoints of subject matter experts and practitioners to address this issue from multiple perspectives, including the campus level.

**Presenter(s)**

*Stanley Bernstein, College Board  
Doris Chow, College Board  
Glen Nelson, Arizona Board of Regents  
Bernard Lentz, Drexel University*

**Managing Surveying on Campus: Strategies for Success – 1438***101A**Operations*

Surveys are vital institutional assessment tools for IR professionals. However, management of surveying on campus can be a challenge. A firm understanding of surveying within the context of campus culture and strong communication of survey results allows institutional researchers to provide true value to their institutions. This panel addresses four different techniques for management of institutional surveys and communication of results at four vastly different institutions. Topics include Institutional Audits of Campus Surveys, Dissemination of Results as a Survey Management Technique, Survey Data Visualization and Sharing, and Improving Response Rates without Sticks or Carrots.

**Presenter(s)**

*C Ellen Peters, University of Puget Sound  
Erin Aselas, Bastyr University  
Jeffrey Johnson, Utah Valley University  
Laura Jimenez-Snelson, Utah Valley University*

**Peer Selection and Benchmarking: Methodological Issues and Political Realities – 1208***102C**Decision-Support*

The importance of transparency and accountability has reached a fevered pitch across the country. Public institutions of higher education must distinguish their efforts and justify the need for increased tuition and fees as state appropriations continue to shrink. Benchmarking allows institutions to highlight areas where they are outperforming peers on a variety of metrics. The process also helps institutions identify performance gaps that can spark campus conversations about the best means of addressing those areas in need of improvement.

**Presenter(s)**

*Alicia Betsinger, The University of Texas System  
Lawrence Redlinger, The University of Texas at Dallas  
Steven Wilkerson, The University of Texas at San Antonio  
Sharon Etheredge, The University of Texas at Dallas  
Roy Mathew, The University of Texas at El Paso*

**Panel Sessions****An Examination of Differential Tuition from Multiple Perspectives – 1367***101B**Analysis*

Differential tuition is a fast growing trend that affects every segment of higher education and has many dimensions. It impacts institutional revenue and adds to the complexity of college pricing. In light of the close scrutiny given to tuition rates, transparency, and net price, this is a timely topic. The presenters provide an examination of differential tuition from policy, data collection and reporting, and institutional perspectives. Institutional research professionals learn

## The SUM > WHOLE: Cross-Institutional Collaboration and the PAR Framework – 1532

102A *Reporting*

The Predictive Analytics Reporting (PAR) Framework set out to create a collaborative cross-institutional data set to which the team could apply big-data style analytics in order to better understand patterns of student loss and suggest responses to retention risks. This panel discussion reviews the processes through which the proof-of-concept (POC) team approached the initial data analysis, the results of the POC, and how those results along with the feedback of the new partners led the larger PAR phase II team to change its approach. Attendees learn about the insights discovered through data analysis, active collaboration, and iteration among institutions of varying sizes, business models, and missions.

### Presenter(s)

*Rebecca Barber*, Arizona State University  
*Pearl Iboshi*, University of Hawai'i System, Institutional Research and Analysis Office  
*Janet Dillon*, Pennsylvania State University - Outreach  
*Denise Nadasen*, University of Maryland-University College

05:00 PM–06:00 PM

## Affiliated Organization Meetings

### California Association for Institutional Research (CAIR) – 2050

*Hyatt- Seaview Ballroom A*

This meeting is open to those interested in learning more about the California Association for Institutional Research (CAIR) events and activities for the coming year. The informal session provides an opportunity to meet colleagues from across the same state/region with the intent of sharing ideas and providing networking opportunities. Convener: Alice van Ommeren, President, CAIR

### Canadian Institutional Research and Planning Association/Association canadienne de planification et de recherche institutionnelles (CIRPA/ACPRI) – 1952

201A

Delegates are invited to attend a roundtable session to meet fellow Canadians and share information about projects underway or issues at their institutions/province. Following the session, the group will go out for a group dinner at a local establishment (dinner at delegate's expense). Convener:

Cameron Tilson, Concordia University, Montreal (President, CIRPA/ACPRI)

### Georgia Association of Institutional Research, Planning, Assessment, and Quality (GAIRPAQ) – 1985

201B

All Georgia AIR conference attendees involved in institutional research, institutional effectiveness, planning, and assessment are invited to attend our special interest group meeting. Georgia post secondary institutions, both private and public, are currently facing significant challenges. The need has never been greater for good data and analysis, both for effective internal planning on our respective campuses and for collectively and individually making the case for support of higher education to policy-makers. Come meet our friendly GAIRPAQ board members, hear about our plans for the year ahead, and offer us your suggestions and input! Conveners: Katherine McGuire, GAIRPAQ President and Wendy Kallina, GAIRPAQ Vice-President

### Illinois Association for Institutional Research (IAIR) – 1993

103A

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

### Indiana Association for Institutional Research (INAIR) – 1986

202A

An informal meeting for INAIR members and those interested in connecting with Institutional Researchers in Indiana. We will be discussing recent happenings, our 2014 Annual conference, and other important and noteworthy topics. Come connect and re-connect with colleagues in a casual atmosphere. Convener: Steve Graunke

### Maryland Association of Institutional Research (MdAIR) – 2051

203C

Meeting for all MdAIR members attending the AIR Conference. Optional dinner group to follow at 6:00 pm. Convener: Kathryn Doherty, President, MdAIR

**Michigan Association of Institutional Research  
(MIAIR) – 1992**

203A

Join your Michigan colleagues for a lively discussion of interesting topics, new research, and food. Come to catch up with old friends and meet new colleagues, as well as to talk about our upcoming conference in November. Anyone, even those from outside of Michigan, are welcome to attend.

**Middle East North Africa AIR (MENA-AIR) – 2064**

204

Meet with those who are interested to know and get involved in many initiatives and activities of MENA-AIR. Discuss newly formed committee. Contact and communication with potential speakers, sponsors, and exhibitors for 2013 annual forum. Discuss the annual conference in 2013 and other issue/topics relevant to the association. Convener/President: Jamir Chowdhury

**Tennessee Association for Institutional Research  
(TENNAIR) – 1994**

203B

Members and all those interested in learning more about the Tennessee Association for Institutional Research (TENNAIR) are invited to attend this informal session for the exchange of ideas, discussion of current events, and an opportunity to plan activities for the next year. Convener: Robert Lester

**Texas Association for Institutional Research (TAIR)  
– 1991**

202C

Members and those interested in learning about the Texas Association for Institutional Research are invited to attend this informal session for the exchange of ideas, discussion of current events, and planning for future activities. Convener: Susan Thompson, Texas State University

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7:00AM

8:00AM

9:00AM

10:00AM

11:00AM

12:00PM

1:00PM

2:00PM

3:00PM

↑  
Forum Registration Desk Open  
↓

**Concurrent  
Sessions**

**Farewell Brunch  
& Closing Keynote**

**Post-Conference  
Workshops**

Wednesday

## Icon Key



AO Best Presentation Session



Community College Spotlight Session



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### Concurrent Sessions

#### **Advancing Equity in the Midst of Demographic Change – 1182**

*201A                          Decision-Support*

The Western Interstate Commission for Higher Education (WICHE) recently released its latest edition of projections of high school graduates by state and race/ethnicity, commonly known as Knocking at the College Door. This session highlights findings from that report and offers broad implications for policy and practice, especially around equitable outcomes. Following that overview, the Center for Urban Education (CUE) at the University of Southern California shares one exemplary model for equipping institutional researchers with tools for leading iterative inquiry-based dialogue with faculty designed to address the equity agenda in a sustained and effective way.

**Presenter(s)**

*Brian Prescott, Western Interstate Commission for Higher Education  
Estela Bensimon, University of Southern California*

#### **Charting Community College Student Pathways to a Bachelor's Degree – 1362**

*202C                          Analysis*

This presentation examines new research designed to help community colleges strengthen four-year college transfer pathways for students. We present findings from multivariate analyses of (1) patterns of transfer from a state's community college system to four-year colleges, (2) the relationship between courses taught at community colleges and transfer success, and (3) rates and determinants of bachelor's degree completion for community college students. The presentation highlights methods

institutional researchers can use to better understand students' transfer behaviors and outcomes.

**Presenter(s)**

*Sung-Woo Cho, Community College Research Center  
Elizabeth Kopko, Community College Research Center*

#### **Choosing a STEM Major in College: Family Socioeconomic Status, Individual, and Institutional Factors – 1963**

*101B                          Analysis*

From the perspective of family socioeconomic status, this discussion examines a series of individual and institutional factors that might be associated with college students' choices of STEM majors. The following questions are addressed: (1) In general, are students' family SES related to their decisions of whether to enroll in STEM majors in college? (2) Does the enrollment pattern in STEM fields vary for students with different college investment levels? (3) Does the enrollment pattern in STEM fields vary at institutions with different STEM major offerings?

**Presenter(s)**

*Lian Niu, University of Florida*

#### **Developing Reporting Capability for Institutional Data – 1033**

*103A                          Operations*

Information gaps and technological obstacles often prevent the reporting process from being automated or reliable. Institutional researchers may find themselves in situations in which they must choose between software systems that can produce reports required by internal constituents or reports required by external constituents. Institutions can explore different paths to comply with new data needs, but some paths are not viable for all higher education institutions. This research paper explores the options of developing systems and purchasing systems

from vendors, and addresses the relevant advantages and disadvantages for IR operations and for entire organizations.

**Presenter(s)**

Nicolas Valcik, The University of Texas at Dallas

**Does State Merit Aid Improve College Affordability?  
Bennett Hypothesis in the Era of Merit Aid – 1964**

202A

*Analysis*



This study examines whether or not colleges in a state with a broad-based merit aid program increase tuition or decrease institutional grants in order to capture additional revenue from state aid. This study raises a significant, but rarely examined, question about whether or not increasing financial aid actually makes our colleges more affordable. Attendees will understand that colleges can mediate or moderate the intended impact of government financial aid on students by changing their tuition and institutional grants.

**Presenter(s)**

Jungmin Lee, Vanderbilt University

**Estimating the Effects of College Selectivity on Graduation Rates – 1971**

104C (Promenade Ballroom)

*Analysis*



Low income students predominantly attend less selective or nonselective colleges, where less than 50% of enrollees finish degrees. Scholars argue that students should enroll in higher quality colleges because they have higher graduation rates. However, if more able students choose to attend more selective colleges, the higher graduation rates at these institutions may be due to incoming student characteristics, not college quality. My research identifies the causal impact of selective public universities on the probability of bachelor's degree completion. Using the National Longitudinal Study of Youth 1997, I find that attendance at state flagships and other selective public colleges increases the probability of graduation, controlling for student grades and demographic characteristics.

**Presenter(s)**

Shomon Shamsuddin, Massachusetts Institute of Technology

**Factors that Affect Students' Time to Degree – 1550**

102C

*Decision-Support*

Researchers conducted a mixed method study to examine factors that helped or prevented college students from timely graduation. Survey data were collected from a Midwest liberal arts college. Eight factors were generated from students' narrative responses: Curriculum Length, Academic Planning, Academic Choice, Student Accountability, Personal Experience and Preference, Finances, Facilitators, and Procedures and Scheduling. Results of this research

help faculty members and administrators gain better understandings of how to help students decrease time to degree while simultaneously ensuring they have enriched and meaningful undergraduate experiences.

**Presenter(s)**

Yang Zhang, University of Hawai'i at Mānoa

Pat Estes, Edgewood College

**From Boring to Brilliant! Using Tableau to Transform Static Reports – 1131**

202B

*Technologies*

Data dissemination has evolved significantly over time. The advent of new tools has allowed users to manipulate data in personally meaningful ways. In an effort to modernize our reports, we implemented Tableau to improve data delivery of an academic program assessment. Rather than have the user look at a static report of historical and annual numbers of academic departments and programs, the Tableau dashboard allows the user to quickly filter the data to the exact item of interest. This presentation demonstrates how to take an existing static report and recreate it into a Tableau dashboard.

**Presenter(s)**

Bethany Butson, Purdue University-Main Campus

Margaret Dalrymple, Purdue University-Main Campus

**Increasing Credential Attainment and Labor Market Outcomes for Community College Students – 1941**

104A (Promenade Ballroom)

*Assessment*

Community college students increasingly combine studying with paid employment, but there is little evidence on the academic consequences of students' term-time employment. The study compares academic outcomes for students who were more or less likely to work in retail based on pre-enrollment association with retail jobs. The findings suggest there are no large negative effects for small increases in employment for community college students. The presentation also integrates related research by the author on the labor market outcomes of various community college credentials using the same Washington dataset, as well as recent work by the author to help community college practitioners know how to use data and engagement tools to help faculty and staff think strategically about increasing completion rates.

**Presenter(s)**

Mina Dadgar, West Ed

**Making Data Manageable: Working with Faculty for Best Practice Results – 1633**

101A

*Decision-Support*

This hands-on interactive workshop allows IR professionals, assessment experts, and faculty to come to terms with the premise that the data needs of faculty are specific, focused, and live—and are not always the same data that

IR offices submit to external agencies and government offices. Presenting the results from a campus survey of faculty data needs, the session leader discusses the results, demonstrates gaps between supposition and reality, presents a model for bridging the gap, and helps participants identify similar gaps at their own institutions as well as ways to blur the boundaries that separate the IR office from the front lines of academic life.

**Presenter(s)**

*Kathryn Doherty, Notre Dame of Maryland University*

**MDAIR Best Presentation: Using a Balanced Scorecard - with Benchmarking – 2017**

104B (Promenade Ballroom) *Technologies*



Washington Adventist University (WAU) has created a balanced scorecard of key performance indicators (KPI), based on the work of Kaplan and Norton. The KPI allow the institution to set quantitative goals and target years to meet these goals, to document several years of historical trends, to benchmark against peers, and to establish leader accountability for these goals. Goals are set for KPI related to areas such as retention and graduation rates, enrollment levels, employee engagement, student satisfaction, financial health, and community service. The implementation and use of the scorecard earned WAU several commendations during our recent re-accreditation site visit for Institutional Assessment and Integrity.

**Presenter(s)**

*Janette Neufville, Washington Adventist University*

**Streamlining External Reporting: A Supplement to the Common Data Set – 1374**

102A *Reporting*

This workshare discusses one office's attempt to streamline the process of responding to external requests, such as the Peterson's and ACT surveys. The resulting Excel file is a supplement to the Common Data Set and provides a crosswalk of data points across these external surveys. Session attendees who have devised their own systems for simplifying this process are welcome to share their work.

**Presenter(s)**

*Heather Roscoe, Simmons College*

**Student-Institution Fit, Retention, and Grid-Group Theory – 1388**

102B *Analysis*

How important is institutional culture to student success? This analysis uses an anthropological approach to the study of social organization (grid-group theory) to develop an operational definition of student-institution fit. The author uses student survey data from a number of small private

institutions to develop indices of grid and group, and analyzes these in combination with student experiences, retention data, other academic and social measures of how similar individual students are to their peers, and the overall structural characteristics of each institution. The results provide evidence of which features of colleges have the greatest effect on student retention, success, and satisfaction.

**Presenter(s)**

*Carol Trosset, Bennington College*

**The Struggles of Higher Education: Organizational Interdependencies and Higher Education Finances – 1969**

201B *Analysis*

To increase our knowledge about how higher education organizations change, adapt, or remain the same, I analyze the financial behaviors of four-year colleges and universities over time. The focus for this analysis is on understanding the substantive changes that colleges and universities make in their financial behaviors and what factors influence the nature of those changes. Specifically I use multilevel latent class analysis to estimate the revenue and expenditure profiles of colleges and universities in the U.S. from 1980 to 2010. By using this technique, I examine organizational and field-level changes and evaluate how these factors impact the field as a whole.

**Presenter(s)**

*Sondra Barringer, University of Arizona*

09:00 AM–09:45 AM

**Concurrent Sessions****A Longitudinal Study of the Effects of Financial Aid on Nontraditional Students' College Success – 1967**

203B *Analysis*

By applying discrete time event history models with propensity score covariate adjustment to a nationally representative sample from BPS: 04/09, this study answers research questions centering around the effects of Pell Grants, subsidized student loans and unsubsidized student loans on six-year outcomes (i.e. degree attainment, system departure, and continuous enrollment without a degree) of first-time degree-seeking nontraditional students. Findings from this study will further our understanding of the effectiveness of current financial aid programs in addressing the needs of students whose situation or experience fall outside of the expectations of the original policy design. In addition, study findings contribute to discussions on ways to fund nontraditional students and provide recommendations

for institutional practices to promote the academic success of nontraditional students.

**Presenter(s)**

Jin Chen, Indiana University-Bloomington

**An Objective Analysis of People, Programs, and Peers – 2029**

104B (Promenade Ballroom)

Decision-Support

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**Presenter(s)**

Daphne Grecchi, Thomson Reuters

**Beyond Borders: Evidence From a Project Linking Data Systems Across States – 1445**

201A

Reporting

The Western Interstate Commission for Higher Education (WICHE) is leading an effort to build a pilot multistate data exchange incorporating information extracted from state databases for K-12 education, postsecondary education, and workforce information. Initially working with four states—Hawai'i, Idaho, Oregon, and Washington—the exchange is intended to provide more comprehensive information about how human capital is created and deployed within a region, rather than being bounded by state borders. This session updates the audience on progress to date, including findings from the analysis performed on the combined data, and offers a state view of the resulting learning.

**Presenter(s)**

Brian Prescott, Western Interstate Commission for Higher Education  
Andy Mehl, Idaho State Board of Education

**Beyond the Bachelor's: What Influences STEM Post-Baccalaureate Pathways – 1481**

202A

Analysis

While advisors to the U.S. President have called for an additional one million STEM bachelor's degrees over the next decade, changes in STEM fields increasingly require graduate-level preparation for long-term career success. This

study identifies the key college experiences and institutional factors that predict STEM baccalaureate recipients' matriculation into STEM graduate degree programs. Using data gathered by the Higher Education Research Institute that has followed a cohort of underrepresented STEM students and their majority counterparts for seven years after college entry, this paper uses multilevel modeling techniques to better understand how college contributes to STEM students' post-college pathways.

**Presenter(s)**

Juan Garibay, University of California-Los Angeles

Bryce Hughes, University of California-Los Angeles

Kevin Eagan, University of California-Los Angeles

Sylvia Hurtado, University of California-Los Angeles

**CAIR Best Presentation: Classification of Peer Groups from Cluster Analysis Using IPEDS Data – 1946**

104C (Promenade Ballroom)

Decision-Support



Identifying institutional peers is a common practice for universities. This presentation describes recent initiatives at a public university to evaluate current peers and identify new, more relevant peer institutions using IPEDS data. With a variety of methods available to institutional researchers, the presenter demonstrates the use of cluster analysis as a flexible and straightforward approach for identifying peers and other comparison groups. Use of this methodology is discussed and compared to complementary methods, such as factor and discriminant analyses. The presenter discusses experiences in engaging campus stakeholders and how their feedback was used to strategically select IPEDS variables.

**Presenter(s)**

John Stanley, University of Hawai'i at Mānoa

**Changing the Context of Student Engagement Through the Use of Social Media – 1533**

101B

Decision-Support

Many interventions that promote student engagement have been implemented with practically no success. Community colleges are now turning to social media for new opportunities to increase engagement. Social media is an attractive option because it can bridge the important, yet limited, services of counselors and advisors, providing a potentially effective mechanism for catalyzing such connections for students. This presentation discusses aspects of the collaborative work between university researchers and community college leaders to assess the impact of social media strategies on students' engagement. We give concrete

examples of how social media can be used effectively to provide financial aid services.

**Presenter(s)**

*Cecilia Rios-Aguilar*, Claremont Graduate University  
*Regina Deil-Amen*, University of Arizona  
*Leticia Barajas*, Los Angeles Trade-Technical College

**Connecting with Faculty: Using Survey Data to Improve Student Learning – 1296**

203A

*Operations*

Colleges and universities are facing ever-increasing pressure to use data to demonstrate their impact on student learning. The majority of institutional research offices have considerable data on student experiences and learning, yet they are often underutilized. Institutional researchers have a critical role to play in helping to create campus cultures that utilize evidence about student experiences to improve faculty teaching and student learning. In this session, participants learn strategies for working with faculty to make meaning of survey data in ways that are useful to their teaching, helping to cultivate campus cultures of evidence-based decision making.

**Presenter(s)**

*Laura Palucki Blake*, University of California-Los Angeles

**CUNY Best Presentation: Assessment of General Education – 2054**

102C

*Assessment*

New York City College of Technology - City University of New York faculty members across various disciplines worked together to design assessment instruments utilizing the AAC&U VALUE framework to assess general education competencies. The assessment model has been well received by faculty and colleagues throughout the CUNY system. The assessment cycle began with instrument development activities during Fall 2010 and a pilot-test in Fall 2011 (17 departments throughout the institution). Inter-rater reliability analyses and content validity activities were conducted during Winter 2011. The assessments were revised and a full scale data collection was launched during Spring 2012. The college is in the process of closing the loop for these outcomes and faculty have become enthusiastic about the use of assessment data to improve learning outcomes.

**Presenter(s)**

*Tammie Cumming*, CUNY New York City College of Technology  
*Ramon Moncada*, CUNY New York City College of Technology  
*Mosen Auryan*, CUNY Hunter College

**Development of a Comprehensive Data Management System: Desktop to Enterprise – 1594**

102A

*Analysis*

Applying information from discrete data collection systems designed to address specific needs is a daily reality for institutional researchers. However, these resources often provide incomplete pictures of the success of individual students and programs. The Office of Evaluation, Research and Assessment at Central Washington University's Center for Teaching and Learning, along with the Office of Organizational Effectiveness, has developed a strategy and database designed to address multiple reporting requirements (i.e. accreditation, along with external and internal reporting) that revolve around the collection of student data from admission through post-graduation. This session highlights the process, decisions, and solutions in moving the Comprehensive Data Management System (CDMS) from desktop to enterprise solution, including a demonstration of the system.

**Presenter(s)**

*Daniel Matthews*, Central Washington University  
*Jim DePaepe*, Central Washington University

**Document Processing with LyX - Simple Memos to Complex Reports – 1018**

201B

*Technologies*

Introduction and quick-start to using LyX - the open-source, easy-to-use document-processing software that allows you to produce superior-quality publications. This session orients attendees to the fundamental differences between document creation in MS Word and LyX (and why Word documents usually look so terrible). Sample documents are compared to illustrate differences, with worked examples included to demonstrate functionality. Specific guidance is offered on downloading and installing LyX and LaTeX. Useful support resources are highlighted.

**Presenter(s)**

*Gary Moser*, California State University, East Bay

**Essays on Admissions Matching and Associated Outcomes in the Market for Higher Education in the U.S. – 1972**

103A

*Analysis*

This research advances an approach to modeling variation in students' preferences for institutional characteristics like academic selectivity and non-academic amenities in addition to price and financial aid. The study draws on student-level data from the 1997 National Longitudinal Survey of Youth (NLSY) and institutional information from IPEDS. Simulations using estimates of students' preferences illustrate how students might be expected to substitute among different institution types in response to policy changes or changes in

institutional characteristics. Results also include illustrations using NLSY of the impact of institution type attended on time to degree and labor market outcomes.

**Presenter(s)**

Rodney Hughes, Pennsylvania State University-Main Campus

### Evaluating SI Participation: Theoretical and Methodological Considerations – 1068

202C Analysis



Supplemental instruction (SI) programs are described as being of great assistance to students, often focusing on gatekeeper courses or those in which success rates are low. Few studies, however, have controlled for selection bias or have used appropriate statistical methods to control for extraneous variables. This study examines the influence of supplemental instruction on students attending a four year, research-intensive Hispanic Serving Institution (HSI). The impact of SI participation on student grades and retention is examined using descriptive and multivariate analyses, evaluating the influence of SI after controlling for a set of theoretically-derived predictor variables. Thus, a more accurate measure of the influence of SI among students who attend an HSI is obtained. In addition, the proposed method and framework serves as a model for evaluating the influence of other campus experiences, including student activities programs.

**Presenter(s)**

Gerard Dizinno, The University of Texas at San Antonio  
Steven Wilkerson, The University of Texas at San Antonio

### Getting the Most from Your Survey: Building a Better Reporting Tool – 1212

202B Assessment

In 2010, the Office of Institutional Research at the University of Minnesota transitioned from producing high-level, minimally useful reports from our faculty/staff satisfaction and engagement survey (Pulse) to visually-dynamic, context-laden, user-specific reports. Within three months of the release of the ad-hoc reporting tool, more than 200 user-defined reports were produced, most created in mere minutes. Furthermore, thanks to increased response rates—in part due to a promotional campaign around the new reporting tools—administrators could ask probing questions about the data (e.g., satisfaction differences by employee group, gender, tenure) at the department level without violating responder privacy concerns due to too few respondents. This session demonstrates how building report templates and creative use of pivot tables allowed for publication-quality, user-defined reports to be created on the fly while maintaining respondent confidentiality.

**Presenter(s)**

Leonard Goldfine, University of Minnesota-Twin Cities

### How to Lose a Student in 10 Days – 2062

104A (Promenade Ballroom)

Assessment

**SPONSOR**

This session explores the various mistakes academic professionals make that ensure students do not meet expectations. The discussion of these mistakes emphasizes that student success in academia doesn't just happen by accident, and ultimately detailing these mistakes leads to the building of a list of best practices for engaging students and keeping them interested in their studies.

**Presenter(s)**

Amy Smith, ExamSoft Worldwide, Inc.  
Ronald Cariveau, University of North Texas

### Into the Void: What Happens to our Reports? – 1379

101A Operations

Each year, the IR office at Tufts University distributes hundreds of reports to clients across the university. In most cases, the office receives no feedback from the recipients of these reports, and it often feels like the information has been sent into a void. In order to find out what happens in that void, 2 members of the staff interviewed 29 faculty and administrators at Tufts about the IR office's reporting practices. This session details the lessons learned from these interviews, not only in terms of what clients said, but also in terms of what was learned while performing the research. The session provides insight into the decision making mindset of administrators at a complex highly-selective research university, a model of how one office attempted to assess its organizational effectiveness, and ideas for new types of reports and initiatives that might be implemented on other campuses.

**Presenter(s)**

Jessica Sharkness, Tufts University  
Christina Butler, Tufts University

### IPEDS Updates for the 2013-2014 Data Collection and Beyond (Highlights) – 1957

102B Reporting

This session is an abbreviated version of the Sunday Spotlight Session. It includes a general update on the Integrated Postsecondary Education Data System (IPEDS) and a review of the 2012-13 data collection year, an overview of changes for the upcoming 2013-14 data collection, and requested changes submitted to the Office of Management and Budget for collection years beyond 2013-14.

**Presenter(s)**

Jessica Shedd, National Center for Education Statistics

10:00 AM–12:00 PM

## Farewell Brunch and Closing Keynote

### Board Farewell

*Grand Ballroom*

The official Forum closing session includes retirement of the 2012-2013 Board, inauguration of the 2013-2014 Board, announcement of the John E. Stecklein Distinguished Member Award, and information about the 2014 AIR Forum in Orlando.

**Convener**

Sandi Bramblett, Georgia Institute of Technology

### Keynote: Contexts for Student Success: Lessons Learned – 2036

*Grand Ballroom*

Enhancing the academic achievement and persistence to graduation of entering students receives major attention as a central component of the completion agenda. There has been a great deal of national attention focused on principles that inform good practice in supporting student achievement. Scott Evenbeck shares the story of The New Community College at the City University of New York (CUNY), which has drawn on many of those recommendations in aspiring to be a campus centered on continuous learning and improvement.

**Speaker**

Scott E. Evenbeck, President, The New Community College, City University of New York



12:15 PM–03:45 PM

## Post-Conference Workshops (additional fee)

### Becoming an Access Power User: Developing Data Standardization Process to Save Time and Enhance Data Quality – 1904

*See Registration Desk*

This workshop teaches participants how tables and queries can be set up for maximum efficiency and to enable easy repetition from year-to-year. Participants will learn different ways of organizing an Access database for recurring projects

and be able to set up an Access form organizing queries and data entry components.

**Presenter(s)**

Melissa Welborn, Clemson University

### Excel Macros Boot Camp Part I - Basic Macro Creation / Editing – 1905

*See Registration Desk*

Participants will learn how to set up and run Excel macros including recording, running, and editing basic macros. The workshop will touch briefly on higher level design techniques, but the provided workbook will contain partial code examples and practice problems that developers can refer to after the class. Prior macro experience is not required, but participants should have a working knowledge of Excel.

**Presenter(s)**

Mark Leany, Utah Valley University

Tim Stanley, Utah Valley University



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## Affiliated Organization Meetings

### **Association for Institutional Research in the Upper Midwest (AIRUM)**

*Tuesday, 05:00 PM–06:00 PM, 203B*

Members of AIRUM and all 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 2013 AIRUM annual meeting. AIRUM consists of members from Minnesota, North Dakota, Wisconsin, South Dakota, Iowa and the Upper Peninsula of Michigan. Plan on joining your colleagues for dinner/social hour after the meeting. Convener: Ron Huesman

### **California Association for Institutional Research (CAIR)**

*Tuesday, 05:00 PM–06:00 PM, Hyatt- Seaview Ballroom A*

This meeting is open to those interested in learning more about the California Association for Institutional Research (CAIR) events and activities for the coming year. The informal session provides an opportunity to meet colleagues from across the same state/region with the intent of sharing ideas and providing networking opportunities. Convener: Alice van Ommeren, President, CAIR

### **Canadian Institutional Research and Planning Association/Association canadienne de planification et de recherche institutionnelles (CIRPA/ACPRI)**

*Tuesday, 05:00 PM–06:00 PM, 201A*

Delegates are invited to attend a roundtable session to meet fellow Canadians and share information about projects underway or issues at their institutions/province. Following the session, the group will go out for a group dinner at a local establishment (dinner at delegate's expense). Convener: Cameron Tilson, Concordia University, Montreal (President, CIRPA/ACPRI)

### **Georgia Association of Institutional Research, Planning, Assessment, and Quality (GAIRPAQ)**

*Tuesday, 05:00 PM–06:00 PM, 201B*

All Georgia AIR conference attendees involved in institutional research, institutional effectiveness, planning, and assessment are invited to attend our special interest group meeting. Georgia post secondary institutions, both private and public, are currently facing significant challenges. The need has never been greater for good data and analysis, both for effective internal planning on our respective campuses and for collectively and individually making the case for support of higher education to policy-makers. Come meet our friendly GAIRPAQ board members, hear about our plans for the year ahead, and offer us your suggestions and input! Convener: Katherine McGuire, GAIRPAQ President and Wendy Kallina, GAIRPAQ Vice-President

### **Illinois Association for Institutional Research (IAIR)**

*Tuesday, 05:00 PM–06:00 PM, 103A*

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

### **Indiana Association for Institutional Research (INAIR)**

*Tuesday, 05:00 PM–06:00 PM, 202A*

An informal meeting for INAIR members and those interested in connecting with Institutional Researchers in Indiana. We will be discussing recent happenings, our 2014 Annual conference, and other important and noteworthy topics. Come connect and re-connect with colleagues in a casual atmosphere. Convener: Steve Graunke

### **Maryland Association of Institutional Research (MdAIR)**

*Tuesday, 05:00 PM–06:00 PM, 203C*

Meeting for all MdAIR members attending the AIR Conference. Optional dinner group to follow at 6:00 pm. Convener: Kathryn Doherty, President, MdAIR

### **Michigan Association of Institutional Research (MIAIR)**

*Tuesday, 05:00 PM–06:00 PM, 203A*

Join your Michigan colleagues for a lively discussion of interesting topics, new research, and food. Come to catch up with old friends and meet new colleagues, as well as to talk about our upcoming conference in November. Anyone, even those from outside of Michigan, are welcome to attend.

### **Mid-America Association for Institutional Research (MidAIR)**

*Monday, 05:00 PM–06:00 PM, 202A*

Mid-America Association for Institutional Research (MidAIR): This informal gathering and networking opportunity is for MidAIR members, prospective members, and other interested colleagues. MidAIR consists of members from Arkansas, Iowa, Kansas, Nebraska, Missouri, and Oklahoma. We will also have information on the MidAIR annual conference, which will be held Nov. 6-8, 2013 at The Hotel Phillips, Kansas City, MO. Meet here for dinner group plans with other MidAIR members. Convener: Michelle S. Flynn, President-MidAIR

### **Middle East North Africa AIR (MENA-AIR)**

*Tuesday, 05:00 PM–06:00 PM, 204*

Meet with those who are interested to know and get involved in many initiatives and activities of MENA-AIR. Discuss newly formed committee. Contact and communication with potential speakers, sponsors, and exhibitors for 2013 annual forum. Discuss the annual conference in 2013 and other issue/topics relevant to the association. Convener/President: Jamir Chowdhury

### **North East Association for Institutional Research (NEAIR)**

*Monday, 05:00 PM–06:00 PM, 103A*

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

### **Overseas Chinese Association for Institutional Research (OCAIR)**

*Monday, 05:00 PM–06:00 PM, 201B*

The Overseas Chinese AIR (OCAIR) session is open to all current OCAIR members and those who are interested in joining OCAIR. The annual meeting will include a brief business meeting, presentation of award, and discussion of IR topics of interest. There will also be a group picture and dinner after the meeting. Conveners: Yingxia Cao and Xiaobing Cao

### **Pacific Association for Institutional Research (PacAIR)**

*Monday, 05:00 PM–06:00 PM, Hyatt- Seaview Ballroom A*

Join fellow PacAIR members attending the AIR Forum in Long Beach for a brief meeting, fun and fellowship. Anyone interested may attend. We will be gathering a dinner group right after our meeting and you are welcome to join us. Aloha! Convener: Paul Freebairn

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

*Monday, 05:00 PM–06:00 PM, 103B*

Our organization serves WA, OR, and AK in the United States, British Columbia, Canada and The Yukon Territory. Come hear about our upcoming conference and network with your colleagues. Dinner reservations are possible afterward. Convener: Tonya Benton, PNAIRP President

### **Southern Association for Institutional Research (SAIR)**

*Monday, 05:00 PM–06:00 PM, 202C*

SAIR members, individuals working at SAIR institutions, and all interested parties should attend to meet and socialize with other SAIR colleagues, discuss current activities of the SAIR organization, and learn more about our fall conference. Convener: Kathleen Morley, Baylor University

**SUNY Association for Institutional Research & Planning Officers (AIRPO)**

*Monday, 05:00 PM–06:00 PM, 203A*

Join your SUNY colleagues for informal conversation about assessment and institutional research issues particular to the SUNY system. Convener: Robert Karp, SUNY Plattsburgh

**Tennessee Association for Institutional Research (TENNAIR)**

*Tuesday, 05:00 PM–06:00 PM, 203B*

Members and all those interested in learning more about the Tennessee Association for Institutional Research (TENNAIR) are invited to attend this informal session for the exchange of ideas, discussion of current events, and an opportunity to plan activities for the next year. Convener: Robert Lester

**Texas Association for Institutional Research (TAIR)**

*Tuesday, 05:00 PM–06:00 PM, 202C*

Members and those interested in learning about the Texas Association for Institutional Research are invited to attend this informal session for the exchange of ideas, discussion of current events, and planning for future activities. Convener: Susan Thompson, Texas State University



# SCHOLARSHIPS

AIR is fortunate to provide scholarships that support the professional growth and development of early career institutional research professionals. Scholarships are available to current AIR members and are awarded on an annual basis.

More information can be found at:  
**[www.airweb.org/GrantsAndScholarships](http://www.airweb.org/GrantsAndScholarships)**

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, which covers registration for the AIR Forum and pre-Forum workshops, or registration for a Data and Decisions® Academy course, is awarded in the spirit of her tireless passion for advancing the field of institutional research.

The **Edward Delaney Scholarship**, named for the benefactor, Edward Delaney, who served as AIR President from 1992-93, Chair for the 1990 AIR Forum, and as a NCES/AIR Senior Fellow, provides travel assistance to AIR's annual Forum.

## AIR Award Recipients

Thank you for your contributions to the Association and to the field of institutional research.

### 2013 AIR Outstanding Service Award

The Outstanding Service Award recognizes a member for professional leadership and exemplary service to AIR.



*William E. Knight  
Ball State University*

### 2013 John E. Stecklein Distinguished Member Award

The John E. Stecklein Distinguished Member Award recognizes an individual whose professional career has significantly advanced the field of institutional research through extraordinary scholarship, leadership, and service.



*Michael F. Middaugh  
Higher Education Consultant (University of Delaware, Retired)*

### 2013 Sidney Suslow Scholar Award

The Sidney Suslow Scholar Award recognizes an individual who, through scholarly work, has made significant contributions to the field of institutional research and advanced understanding of the profession in a meaningful way.



*Robert K. Toutkoushian  
University of Georgia*

### 2012 Charles F. Elton Best Paper Award

The Charles F. Elton Best Paper Award celebrates the papers presented at the AIR Forum that most clearly exemplify the standards of excellence established by the award's namesake and make significant contributions to the field of institutional research and decision-making in higher education.



*Gary R. Pike  
Indiana University–Purdue  
University Indianapolis*



*Stephen R. Porter  
North Carolina State University*

# In Recognition of Your Contributions

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

## A

Fawzia Abbas  
Craig Abbey  
Edward Acquah  
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Kent Phillippe	John Ryan	Mehary Stafford	Paul Umbach
Lu Phillips	S	Joe Stankovich	Ron Uroda
Gary Pike	Mauricio Saavedra	Elizabeth Stanley	V
Carolyn Pineda	Rainier Sabangan	Mya Starling	Marilyn Valencia
Cal Piston	Bill Sadler	Clint Stephens	Alice Van Ommeren
Gita Pitter	Lee Sanders	Michelle Stine	Maria Vasilieva
Shantya Plater	Liz Sanders	Rob Stirton	Marcos Velazquez
Stephen Porter	Mary Sapp	Rachel Straney	Neena Verma
James Posey	Amy Satterly	Christine Stroup-Benham	Christine Victorino
Sue Powers	Laura Saunders	Joann Stryker	Joe Viscomi
Brian Prescott	Carolyn Sawtell	Sutee Sujitparapitaya	Herman Visser
Maureen Pylman	Sonia Schaible-Brandon	Jason Sullivan	Fred Volkwein
R	Kay Schneider	Dmitry Suspitsyn	Rick Voorhees
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Ken Reaves	Ken Scott	Kyle Sweitzer	W
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Jie Zhang  
Yanmin Zhang  
Nan Zhou  
Ying Zhou

The advertisement features a large, ornate hotel building in the background under a cloudy sky. In the upper left corner, there is a graphic with the words "SAVE THE DATE" in bold, white, sans-serif letters, with "May 26-30, 2014" written below it in a smaller, slanted font. Overlaid on the bottom left is a dark rectangular box containing the text: "Mark your calendar and plan to join your colleagues for the 2014 Forum in Orlando, Florida." At the bottom, another dark rectangular box contains the text: "Visit our website to find out more: [www.airweb.org/forum](http://www.airweb.org/forum)".

## Sponsor Descriptions

### Academic Analytics [Booth 13]

Academic Analytics is a provider of academic business intelligence data and solutions. Our mission is help universities and university systems by providing high quality objective data that administrators can use to make informed decisions. Our suite of products presents institutions with useful metrics and tools that support strategic planning and management, peer selection and evaluation, and overall performance review. The Academic Analytics Database provides comprehensive comparative data measuring faculty scholarly productivity on departmental, doctoral, and institutional levels. Academic Analytics Faculty Counts expands these data as numerical summaries of productivity on an individual basis.



### AIR Data & Decisions® Academy [Booth 42]

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



### Campus Labs [Booth 43]

Campus Labs is a leading provider of campus-wide assessment technology for higher education. Our platform provides insight to colleges and universities by enabling them to centralize, organize, and report on data in a variety of key functions from strategic planning and accreditation to curricular and co-curricular learning outcomes assessment to student retention. Over 750 institutions have chosen Campus Labs as part of their assessment initiatives. Learn more at [www.campuslabs.com](http://www.campuslabs.com).



### Chalk & Wire [Booth 6]

Chalk & Wire's Institutional Research solution implements workflows for strategic planning, in-house research, accreditation management and report authoring. Seamless collaboration collects stakeholder narratives, and program effectiveness data in one fully integrated toolset. On-board surveys via web and mobile devices. Demonstrate a proactive and positive assessment culture that engages all levels of the institution. Our industry leading, broad spectrum, dynamic analytics package permits live data modeling that drops reports directly into your narratives. Report outputs to both PDF and HTML. SIS integration and more. 7 days a week support. Result: 100% accreditation success and national awards for schools using C&W.



### CollegeNET, Inc. [Booth 11]

CollegeNET, Inc. is the world's leading provider of web-based on-demand technologies, helping institutions boost efficiencies, improve services to their students and prospects, reduce paper consumption and save money. The company's ApplyWeb® admissions systems enable institutions to manage their entire admissions process online, from prospecting and communication management through application submission, processing, evaluation and decision. CollegeNET's Series25® web-based administrative systems provide optimized course and event scheduling and management, e-calendar publishing, ticket and merchandise sales, facilities and resource management, and master planning.



### Collegiate Learning Assessment (CLA) [Booth 27]

The CLA helps institutions assess whether their students are graduating with the higher order thinking skills (critical thinking, problem solving, analytic reasoning) both college educators and employers agree are essential for success in the post-graduate world. We do this through a performance-based instrument, in which students need to exhibit the skills (rather than the collection of content-knowledge) called upon to flourish in an information-rich environment.



**Concord USA, Inc. [Booth 24]**

For over 25 years, Concord has met the needs of the education market with innovative software solutions.

Our Xitracs™ system provides an easy and affordable way to bring people and projects together, including compliance reporting, credentials management, strategic planning, program review, course outcomes assessment and curriculum mapping.

**Data 180 [Booth 35]**

Data180 ([www.data180.com](http://www.data180.com)) provides Web-hosted software to support academic institutions. Solutions are focused in the following areas:

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

All Data180 applications are customizable and easy to use.

**Digital Measures [Booth 1]**

Your campus currently asks your faculty 8-12 times per year for information about their teaching, research, and service activities. Rather than that, have them maintain this information in a database. Enter the information one time so it can be used many times: for annual faculty activity reports, promotion and tenure documents, accreditation reports, CVs, faculty profiles on your campus website, and more. 300+ of the largest 500 campuses of higher education leverage Digital Measures' software for this purpose.

**EBI MAP-Works [Booth 51]**

EBI MAP-Works is dedicated to improving the quality of the college student experience. Since 1994, we have empowered over 1,500 college and universities to impact student development, learning, retention and satisfaction through national benchmarking assessments rooted in accreditation and professional standards and in principles of continuous improvement. We currently offer over 50 nationally-benchmarked academic and student affairs assessments, as well as MAP-Works, a comprehensive student success and retention platform grounded in theory, research and statistical methods. MAP-Works and EBI Benchmarking Assessments are the essential foundation of an effective assessment and student success initiative.



**EBI MAP-Works™**  
The Catalyst for Continuous Improvement

**Educational Testing Service (ETS) [Booth 45]**

ETS advances quality and equity in education by providing fair and valid assessments, research and related services. Institutions of higher education rely on ETS to help them demonstrate student learning outcomes and promote student success and institutional effectiveness. To learn more about ETS higher education offerings, visit us at [www.ets.org/highered/](http://www.ets.org/highered/) products/universities.



*Listening. Learning. Leading.®*

**EvaluationKIT [Booth 12]**

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



## Evisions, Inc. [Booth 54]

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



## ExamSoft Worldwide, Inc. [Booth 29]

ExamSoft offers a market-leading exam management and analytics platform that delivers powerful, actionable data to assess learning outcomes and improve learning, engagement, and retention. Its software suite enables clients to efficiently and practically administer exams and analyze resulting data to improve curricular design, test design, and accreditation compliance. ExamSoft has served hundreds of prominent institutions for more than 15 years and has successfully administered millions of exams.



## eXplorance [Booth 4]

eXplorance is a global Course Evaluation and Surveys software provider counting colleges and universities like the University of Pennsylvania, Georgian College, the University of Toronto, the University of Louisville, RMIT University, UAE University, Boston College, Ursinus College and Hong Kong City University among our many satisfied clients. Today, the Blue suite of products provides educators with web-enabled software for all enterprise-class feedback management processes allowing for the full automation of:



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

## Gravic – Remark Products Group [Booth 40]

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



## Higher Education Research Institute (HERI) [Booth 37]

The Cooperative Institutional Research Program (CIRP) is the nation's largest and most comprehensive study of higher education, involving longitudinal data on 1,900 institutions and 15 million students. Administered by UCLA's Higher Education Research Institute, CIRP consists of the Freshman Survey, Your First College Year Survey, the College Senior Survey and the Diverse Learning Environments Survey.



## Humboldt State University [Booth 50]

The online Humboldt State University Institutional Research Graduate Certificate Program is for students and entry level career professionals to explore and prepare them for work in the discipline of IR.



## IBM Business Analytics [Booth 31]

For over 40 years, IBM SPSS predictive analytics software has enhanced the education and student experience in universities across the globe. The IBM SPSS portfolio of solutions enables universities to gain deep insight throughout all points of the student lifecycle, from teaching and learning, to enrollment management, student performance, retention, institutional advancement, financial aid management, campus security, and more.



**iDashboards [Booth 33]**

iDashboards is an enterprise-class dashboard application that helps institutional research professionals leverage information in real-time through visually rich, responsive and personalized business intelligence dashboards. Dashboards can help you consolidate your key performance indicators to monitor your financial, academic and operational results, providing school officials with real-time and accurate reports for better decision making. Learn more and download a free trial at [www.idashboards.com/edu](http://www.idashboards.com/edu).



*Driving Business Decisions*

**IData Incorporated [Booth 47]**

IData Incorporated is a higher education technology consulting and software solutions firm. Our staff has decades of experience working with higher education data, and we strive to help institution's bridge the gap between their IR and IT departments. IData provides services in several areas:

- Data Management
- Reporting Services
- Institutional Research

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

**Incisive Analytics [Booth 20]**

Incisive Analytics LLC (IA) is an Analytics and Business Intelligence consulting firm. Our core services focus on solving a client's most challenging information problems. Our approach is to partner with clients, creating a unique experience to deliver results that equip clients to make strategic decisions using Take Action Analytics! IA provides full-lifecycle Business Intelligence solutions involving needs discovery, tool selection, technical design, and implementation and user acceptance into a 'culture of analytics'. We leverage an industry proven methodology, advocate star designs, and take an unbiased agnostic approach to the application of technology to evolve world class solutions for our clients.



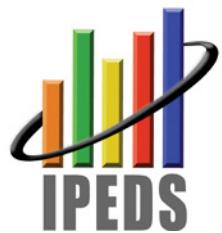
*Your power behind Business Intelligence*

**Information Builders [Booth 38]**

Information Builders helps organizations transform data into business value. Our software solutions for business intelligence and analytics, integration, and data integrity empower people to make smarter decisions, strengthen customer relationships, and drive growth. Our dedication to customer success is unmatched in the industry. That's why tens of thousands of leading organizations rely on Information Builders to be their trusted partner. Founded in 1975, Information Builders is headquartered in New York, NY, with offices around the world, and remains one of the largest independent, privately held companies in the industry. Visit us at [informationbuilders.com](http://informationbuilders.com) and follow us on Twitter at @infoBldrS.

**Integrated Postsecondary Education Data System (IPEDS) [Booth 18]**

IPEDS is sponsored by the National Center for Education Statistics (NCES) and is the core postsecondary education data collection program for NCES. Data are collected from all primary providers of postsecondary education in the United States in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid. In partnership with their contractors, and in fulfillment of their mission, NCES collects these data and makes them available to students, researchers and others through College Navigator and our new Data Center at the IPEDS website: <http://nces.ed.gov/ipeds/>.

**LiveText, Inc. [Booth 23]**

LiveText provides web-based assessment solutions to support evidence-based learning. With e-Portfolios and course-based assessment capabilities, LiveText builds best-practice processes of assessment at your institution so that faculty can more easily communicate with students, students engage in deep reflective learning, and administrators collect data for program assessment in order to improve and ensure quality. Since 1997, LiveText has been remarkably successful at helping institutions improve learning and increase student engagement. In using LiveText's suite of assessment tools, institutions document such advancement and fulfill accreditation standards.



## Mentor by Axiom Education [Booth 28]

Mentor by Axiom Education is a course management and assessment system for higher education institutions. The Mentor Solution effectively manages the assessment of student

learning outcomes with a totally integrated package that includes components for Course Management (CMS) with Assessment, Reflective Portfolios with Assessment, Institutional Review Board (IRB) Protocol Management, Grants Management, Faculty Activity Reporting, Application/Peer Review Manager, Internships and Student Course Evaluation. These components are available as a total package that will support the entire institution or as individual parts to support singular instructors. Mentor is easily configured in the way that works best for each institution's pedagogical and administrative needs.



Assessment at the point of learning!

## National Student Clearinghouse [Booth 46]

The National Student Clearinghouse, higher education's trusted partner since 1993, provides education verification and reporting to over 3,300 postsecondary institutions, enrolling nearly 97 percent of all students in public and private U.S. institutions. Our educational research service, StudentTracker, enables institutions and researchers to study postsecondary success by querying our unique nationwide coverage of postsecondary enrollment and degree records. The National Student Clearinghouse® Research Center™ collaborates with institutions, states, school districts, high schools, and educational organizations as part of a national effort to use accurate longitudinal data outcomes reporting to make better informed educational policy decisions leading to improved student outcomes.



## National Survey of Student Engagement (NSSE) [Booth 32]

The National Survey of Student Engagement (NSSE) is administered annually to first-year and senior students at participating institutions.

Results provide valid, reliable information on the extent to which students engage in proven educational practices that correspond to desirable learning outcomes. Over 1,500 bachelor's-granting institutions have participated in this effort to assess and improve undergraduate education. Institutions receive diagnostic information about teaching and learning, with customizable comparison groups, and resources to assist in interpreting and using results. Visit our exhibit to learn more about the updated NSSE, and its companion surveys, the Faculty Survey of Student Engagement (FSSE) and the Beginning College Survey of Student Engagement (BCSSE).



Congratulations/Thanks

## Noel-Levitz [Booth 15]

Noel-Levitz: A trusted partner to higher education, Noel-Levitz offers customized solutions in student success and retention, recruitment, and strategic enrollment planning. Our retention services help campuses assess students, intervene early, and remove barriers to persistence. Assessments include the Student Satisfaction Inventory, the College Student Inventory, plus surveys for other campus populations. Noel-Levitz convenes several conferences, workshops, and Webinars attended by more than 5,000 educators each year. In addition, Noel-Levitz continually produces reports, papers, and columns to help campus leaders analyze current enrollment trends and discover more effective strategies. Visit [www.noellevitz.com](http://www.noellevitz.com) or <http://blog.noellevitz.com>.



## Nuventive [Booth 21]

Nuventive provides individuals, educators and institutions with the software and strategic services they need to effectively reach their goals, demonstrate achievement, and drive institutional effectiveness. Our solutions support accreditation, strategic planning, and the management of academic and administrative outcomes, providing a foundation for a culture of assessment. Visit [www.nuventive.com](http://www.nuventive.com) for more information.



**PACAT Inc. [Booth 19]**

"ACATs are nationally standardized flexible content exit tests for student learning outcomes assessment in a major or concentration. Departments select content components to match their teaching and learning goals rather than using a test with one-size-fits-all content. ACATs are available for 12 disciplines and have been administered to more than 225,000 Associates and Baccalaureate degree candidates on over 500 campuses. Three formats are available, ACAT pencil and paper, ACAT Online, and ACAT-N for un-proctored online administration. ACATs have provided quantitative data used by higher education institutions to improve learning outcomes and make data-driven decisions for 30 years."

**QS Intelligence Unit [Booth 39]**

The QS Intelligence Unit



(QSIU) was formed in 2008 as a distinct and autonomous department of Quacquarelli Symonds (QS) in order to meet the increasing public interest for comparative data on universities and organisations, and the growing demand for institutions to develop deeper insight into their competitive environment. Building on over 20 years of collecting institutional data our portfolio of research projects include the QS World University Rankings®, which has been in existence since 2004. With over 20 team members in the London and Singapore offices, QSIU is a highly skilled and culturally diverse team. Trusted. Independent. Global.

**Qualtrics [Booth 55]**

Qualtrics makes sophisticated research simple. Qualtrics is a leading global provider of enterprise data collection and analysis products for market research, voice of customer, employee performance, and academic research. Through an intuitive, easy-to-use interface and award-winning services and support, Qualtrics products enable both professional and DIY researchers to conduct quantitative research at a lower cost and in less time than competing alternatives. Founded in 2002, Qualtrics has more than 5,000 clients worldwide, including half of the Fortune 100, over 1,300 colleges and universities, and 95 of the top 100 business schools. For more information and a free trial, visit [www.qualtrics.com](http://www.qualtrics.com).

**Rapid Insight [Booth 52]**

Rapid Insight provides software that streamlines and simplifies predictive modeling, reporting, and data analysis. From enrollment and retention modeling, to IPEDS reporting and ad hoc analysis, the Rapid Insight® Analytic Suite puts the power of advanced analytics into the hands of Institutional Researchers. Connect to any and all of your data and quickly turn it into actionable information, all without the need for programming. Find out why hundreds of schools like Northern Arizona University, Dickinson College, CSU – Channel Islands, and Herkimer County Community College all use Rapid Insight:

**Rcampus [Booth 17]**

RCampus Assessments, ePortfolios and Outcomes is an award-winning platform which offers an innovative and comprehensive approach

to today's needs for quantitative and qualitative data for institutional effectiveness. RCampus captures data directly in classrooms and ePortfolios, providing detailed analytics of student learning outcomes, program effectiveness and accreditation reports in real-time. To learn more, please visit [www.rcampus.com](http://www.rcampus.com).

**SAS Institute [Booth 25]**

SAS' roots were established over 35 years ago when it was founded at North Carolina State University. Today, more than 3,000 educational institutions use SAS® to obtain accurate, critical and timely information. With SAS, users can aggregate and analyze data to improve decision making and strategic planning. SAS helps institutions:

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



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

## Scantron [Booth 53]

For over 40 years, Scantron, an affiliate of GlobalScholar, has delivered assessment

and survey solutions to the higher education market, allowing institutions to make informed decisions about overall instructional quality, measure and improve effectiveness, and meet accreditation standards. The companies testing and evaluation management solutions provide the necessary tools to understand your constituents, helping to improve recruitment, retention, and graduation rates. GlobalScholar is comprised of the education solution offerings of Scantron, GlobalScholar and Spectrum K12.



## SmarterServices [Booth 9]

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



## SmartEvals [Booth 49]

SmartEvals is a flexible web-based platform designed to meet the diverse assessment needs of colleges and universities. Offering solutions for online course evaluations, student retention, assessment, 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](http://info.smartevals.com).



## Strategic Planning Online, LLC [Booth 41]

Strategic Planning Online is highly effective, integrated, web-based solution for planning, budgeting, assessment, and accreditation. SPOL not only documents these efforts, but keeps users focused on priorities and thoughtfully engaged in institutional effectiveness. Strategic Planning Online builds institutional intelligence and brings consistency to IE, while optimizing internal communication and collaboration.



## Tableau Software [Booth 2]

Tableau Software helps people see and understand data.



Tableau's award-winning software delivers fast analytics, visualization and rapid-fire business intelligence on data of any size, format, or subject. The result? Anyone can get answers from data quickly, with no programming required. From executive dashboards to ad-hoc reports, Tableau lets you share mobile and browser-based, interactive analytics in a few clicks. More than 9,000 organizations, including some of the world's largest enterprises, rely on Tableau Software.

## Taskstream [Booth 8]

How do you know your students have the knowledge and skills they need? With Taskstream's cloud-based assessment management solutions, you can demonstrate that your students are achieving defined learning outcomes and ensure they are prepared for success.



## The College Board [Booth 10]

The College Board is a mission-driven-not-for-profit membership organization that connects students to college success and opportunity. Each year, the College Board helps more than seven million students globally prepare for a successful transition to college through programs and services anchored in college readiness and college success—including the PSAT/NMSQT®, ReadiStep™, SAT®, Pre-AP®, AP®, SpringBoard®, and ACCUPLACER®



## The IDEA Center [Booth 22]

Serving higher education since 1975, The IDEA Center is a nonprofit organization that helps institutions improve teaching, learning, and leadership.



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

**Thomson Reuters [Booth 34]**

Thomson  
Reuters is the  
world's leading  
provider of  
intelligent



THOMSON REUTERS™

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

**Tk20, Inc. [Booth 36]**

Tk20 is a leading provider of a state of the art integrated learning management, assessment and reporting solution for higher education, creating a culture of evidence campus-wide. Course-based and departmental assessment results, strategic plans, and budget requests are aligned within the system to provide a basis for ongoing continuous improvement. Additionally, the Faculty Qualifications and Ad Hoc reporting features are essential to demonstrating accreditation standard alignment and comprehensive institutional effectiveness practices.

**U.S. News & World Report [Booth 48]**

U.S. News & World Report offers U.S. News Academic Insights, [ai.usnews.com](http://ai.usnews.com), a new analytics dashboard. Utilizing high-level graphic capabilities and data visualizations, the dashboard features an historical archive of rankings and rankings data.

**WEAVE [Booth 14]**

WEAVE focuses on client services designed to help identify and solve complex problems surrounding institutional effectiveness initiatives by drawing on our extensive experience as practitioners. We introduced our ground breaking web application for managing operational requirements for comprehensive assessment almost a decade ago. We will introduce WEAVE Affirm, a powerful new cloud application for the management of the entire accreditation life cycle. WEAVE can be contacted at 877-932-8340.

**ZogoTech [Booth 7]**

"ZogoTech's business intelligence and data warehousing software helps colleges and universities



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

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## Downtown Long Beach Area Map



**The CAIR Insider's Dining Guide****DOWNTOWN LONG BEACH (cair.org/LBmaps)**

- 1 L'Opera Ristorante \$\$\$**  
101 Pine Ave  
Long Beach, CA 90802  
(562) 491-0066  
Lopera.com
- 2 Café Sevilla \$\$**  
140 Pine Ave  
Long Beach, CA 90802  
(562) 495-1111  
Cafesevilla.com/longBeach
- 3 King's Pine Ave Fish House \$\$-\$\$\$\$**  
100 Broadway  
Long Beach, CA 90802  
(562) 435-6143  
Kingssseafood.com
- 4 George's Greek Café \$\$**  
135 Pine Ave.  
Long Beach, CA 90802  
(562) 437-1184  
Georgesgreekcafe.com
- 5 Utopia \$\$**  
445 E. 1st St.  
Long Beach, CA 90802  
(562) 432-6888  
Utopiarestaurant.net
- 6 Congregation Ale House \$\$**  
201 E Broadway  
Long Beach, CA 90802  
(562) 432-2337  
Congregationalehouse.com
- 7 Café Viva \$\$**  
Museum of Latin American Art  
628 Alamitos Avenue  
Long Beach, CA 90802  
(562) 437-1689  
Molaac.com/shopping-and-dining.aspx
- 8 At Last Café \$\$**  
204 Orange Ave  
Long Beach, CA 90803  
(562) 437-4837  
Atlasticafelb.com
- 9 Roscoe's Chicken and Waffles \$-\$**  
730 East Broadway  
Long Beach, CA 90802  
(562) 437-8355  
Roscoeschickenandwaffles.com
- 10 Los Compadres Restaurant \$**  
1144 Pine Ave  
Long Beach, CA 90813  
(562) 432-0061  
Loscompadreslbc.com
- 11 Super Mex \$**  
732 E 1st St,  
Long Beach, CA 90802  
(562) 436-0707  
Supermex.com
- 12 The Omelette Inn \$**  
318 Pine Avenue,  
Long Beach, CA 90802  
(562) 437-5625  
Omeletteinn.com
- 13 The Reef Restaurant \$\$\$**  
880 Harbor Scenic Drive  
Long Beach, CA 90802  
(562) 435-8013  
Reefrestaurant.com
- 14 Fuego Restaurant \$\$\$**  
700 Queensway Dr,  
Long Beach, CA 90802  
(562) 481-3910  
Fuegolongbeach.com
- 15 Parker's Light House \$\$-\$\$\$\$**  
435 Shoreline Village Dr.  
Long Beach C.A. 90802  
(562) 432-6500  
Parkerslighthouse.com
- 16 Gladstone's \$\$**  
330 S Pine Ave  
Long Beach, CA 90802  
(562) 432-8588  
Gladstoneslongbeach.com
- 17 PF Chang's Chinese Bistro \$\$**  
340 South Pine Ave.  
Long Beach, CA 90802  
(562) 308-1025  
Pfchangs.com
- 18 Claire's at the Museum \$\$**  
Long Beach Museum of Art  
2300 East Ocean Blvd.  
Long Beach, CA 90802  
(562) 439-2119  
Ibma.org/cafe.html
- 19 Long Beach Convention Center**  
300 East Ocean Boulevard  
Long Beach, CA 90802  
(562) 436-362

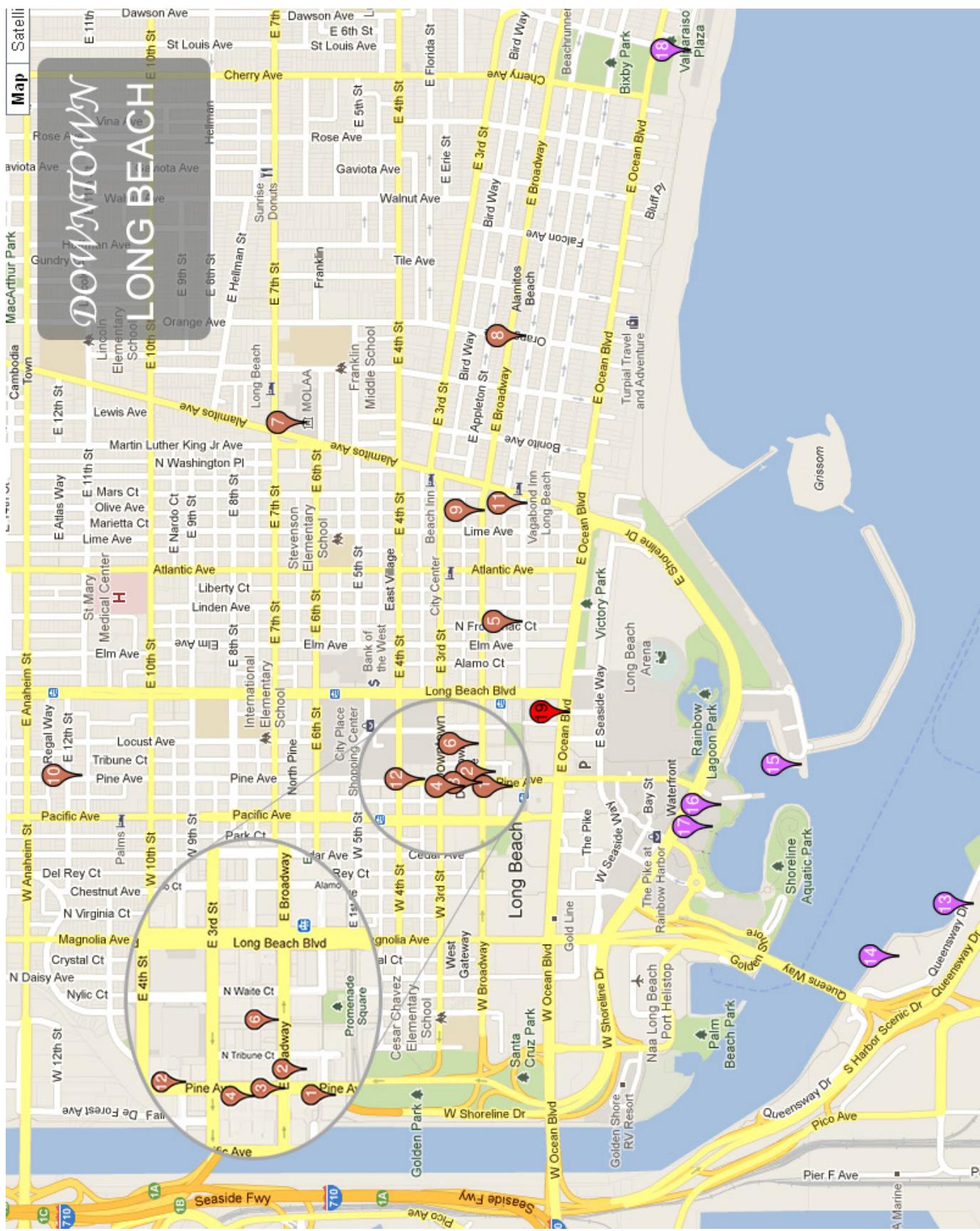


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**Long Beach List of Eateries****SHORELINE AND SCENIC DRIVE**

- 13 The Reef Restaurant \$\$\$**  
880 Harbor Scenic Drive  
Long Beach, CA 90802  
(562) 435-8013  
Reefrestaurant.com
- 14 Fuego Restaurant \$\$\$**  
700 Queensway Dr,  
Long Beach, CA 90802  
(562) 481-3910  
Fuegolongbeach.com
- 15 Parker's Light House \$\$-\$\$\$\$**  
435 Shoreline Village Dr.  
Long Beach C.A. 90802  
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## Long Beach Downtown Map



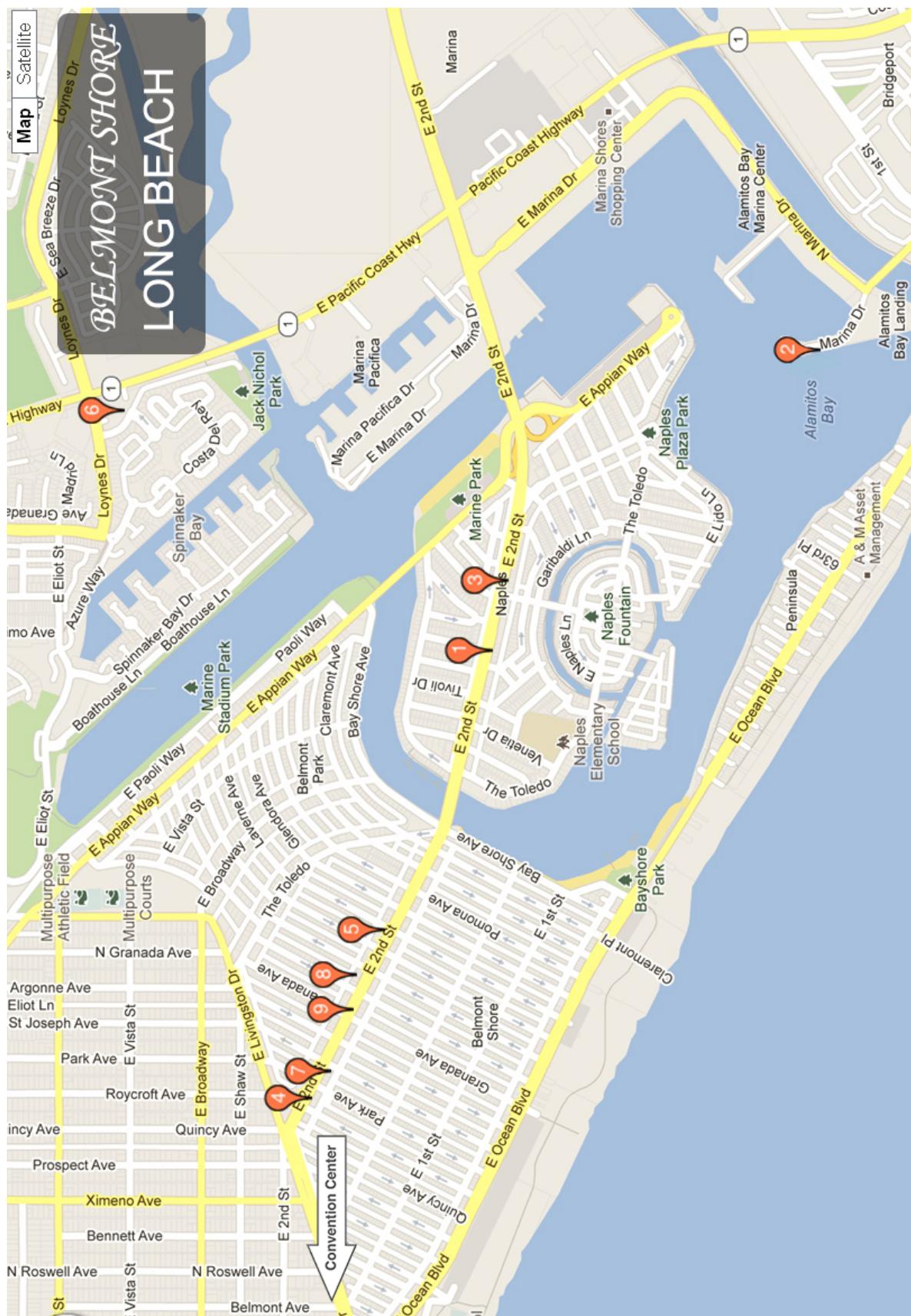
## Belmont Shore List of Eateries

**The CAIR Insider's Dining Guide  
BELMONT SHORE (cair.org/LBmaps)**

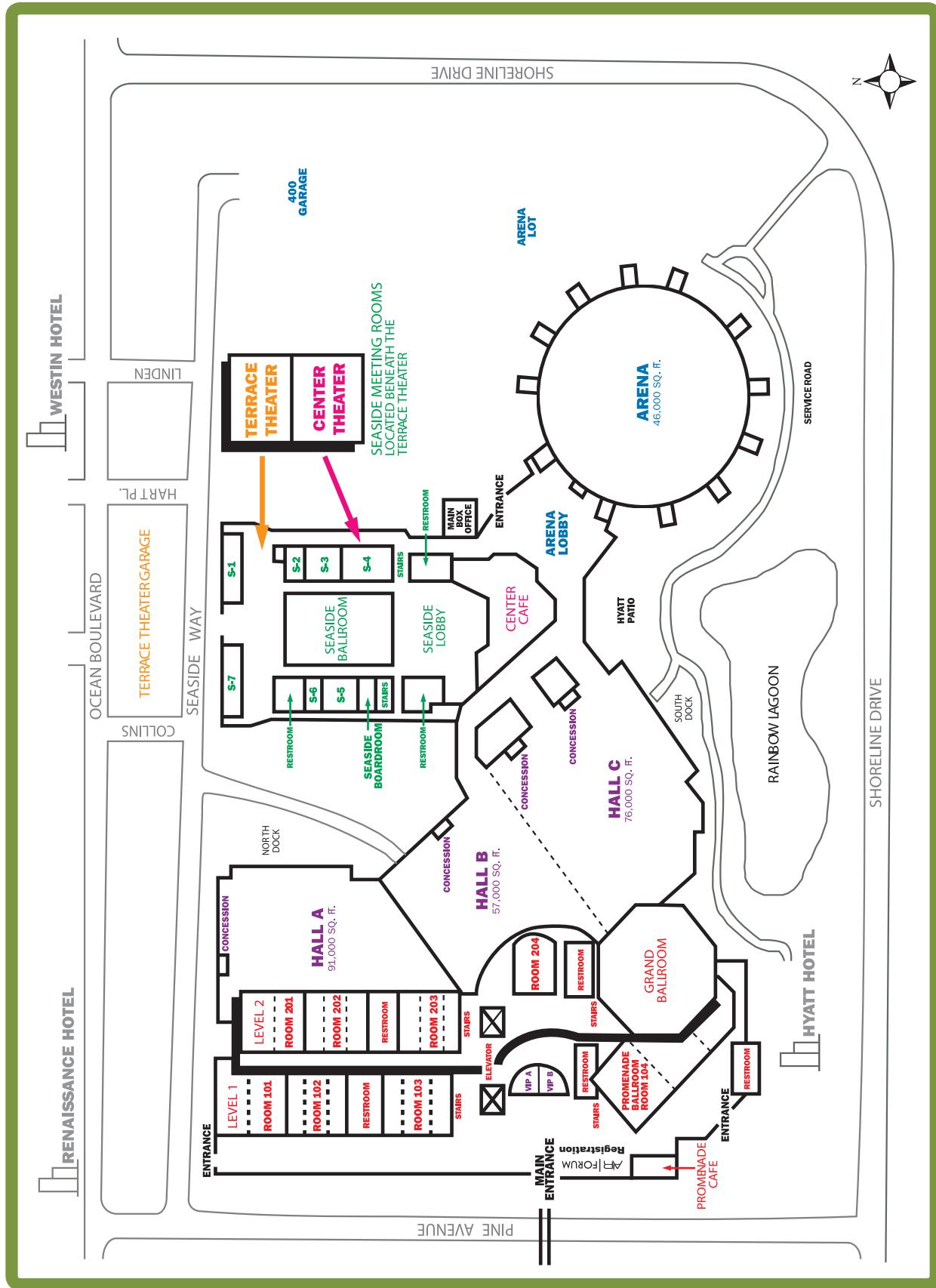
<b>1</b> Michael's on Naples Ristorante \$\$\$	<b>6</b> Enriques \$\$
5620 East 2nd Street Long Beach, CA 90803 (562) 439-7080 <a href="http://Michaelsonnaples.com">Michaelsonnaples.com</a>	6210 E Pacific Coast Hwy, Long Beach, CA 90803 (562) 498-3622 <a href="http://Enriqueslongbeach.com">Enriqueslongbeach.com</a>
<b>2</b> McKenna's \$\$\$	<b>7</b> Lucille's Smokehouse BBQ \$\$\$
190 North Marina Drive Long Beach, CA (562) 342-9411 <a href="http://McKennasonthebay.com">McKennasonthebay.com</a>	4828 E 2nd St Long Beach, CA 90803 (562) 434-7427 <a href="http://Lucillesbbq.com/locations/belmo">Lucillesbbq.com/locations/belmo</a>
<b>3</b> Kelly's Restaurant \$\$\$	<b>8</b> Open Sesame \$\$
5716 E. Second Street Long Beach, CA 90803 (562) 433-4983 <a href="http://Kellysonnaples.com">Kellysonnaples.com</a>	5215 East 2nd St Long Beach CA 90803 (562) 621-1698 <a href="http://Opensesamegrill.com">Opensesamegrill.com</a>
<b>4</b> La Strada \$\$	<b>9</b> Tavern On 2 \$\$
4716 E. 2nd Street Long Beach, CA. 90803 (562) 433-8100 <a href="http://Lastradalongbeach.com">Lastradalongbeach.com</a>	5110 E 2nd St Long Beach, CA 90803 (562) 856-4000 <a href="http://Tavernon2.com">Tavernon2.com</a>
<b>5</b> Simmzy's \$\$	
	5271 E. 2nd Street Long Beach, CA 90803 (562) 439-5590 <a href="http://Simmzys.com">Simmzys.com</a>

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for Institutional Research**

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## Long Beach Convention Center Area Map





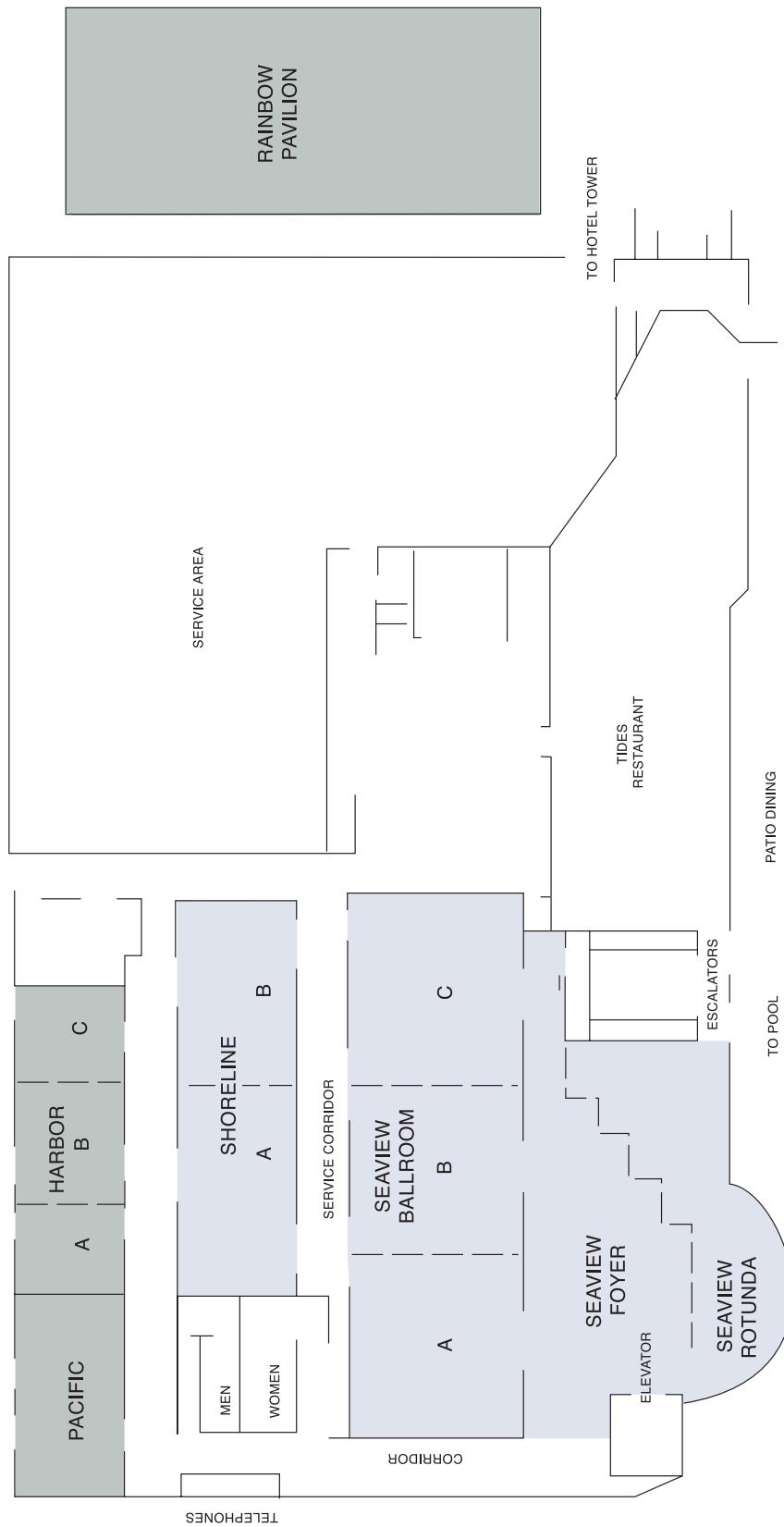
## Long Beach Convention Center Meeting Space



Floor Plans/Maps



## Hyatt Hotel, Lower Level





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## Defining and Refining IR

## Notes



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